



SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

ALPHONSA COLLEGE

ARUNAPURAM PO, KOTTAYAM DISTRICT, KERALA, INDIA.

686574

www.alphonsacollege.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Alphonsa College, established in the year 1964 under the Diocese of Pala as a minority grant in-aid College for women, is one of the pioneer institutions for higher education of women in the state of Kerala, embodying a legacy of excellence and commitment to empowerment. Rooted in the inspirational legacy of St. Alphonsa, the college has embraced a tradition of academic excellence and moral integrity, striving to provide spiritually-oriented and value-based education for young women.

Affiliated to Mahatma Gandhi University, Kottayam, the college currently offers 13 undergraduate, 7 postgraduate and 1 doctoral degree programme in addition to various recognised add-on, diploma and certificate courses, including **NSQF aligned certificate courses**. Upholding its commitment to holistic development, the college encourages students to engage in co-curricular activities that foster social consciousness and community outreach.

Accredited with an 'A' grade by NAAC and ranked in the 150-200 rank band by NIRF in 2019 and 2020, the college has garnered recognition for its academic excellence. The college has been selected for the **DBT Star College Scheme, MHRD RUSA Scheme, and DST FIST** for research and infrastructure development. The institution's **robust sports legacy**, state-of-the-art infrastructure, and inclusive campus environment further enhance its appeal. The college has garnered prestigious accolades such as **the GV Raja Award for the best sports college in Kerala by the Government of Kerala, the Kerala Kaumudi award for the best women's college in Kerala, and the Deepika Excellence award** for excellence in collegiate education.

Furthermore, Alphonsa College prides itself on its dynamic faculty, dedicated management, and strong community engagement initiatives. Its commitment to social impact is evident through initiatives like **SPARSH, Paryaptha, and the Innovation and Entrepreneurship Development Centre**, fostering a culture of empowerment and sustainability.

The college demonstrates excellent academic performance through consistently achieving a **remarkable number of university ranks**. The students excel in various fields including fine arts, and literary activities, as well as actively participate in events like the Republic Day Parade, showcasing their diverse talents and achievements. Alphonsa College Pala boasts a remarkable sports legacy, with a proud **roster of Olympians, Arjuna awardees, and international champions**. This tradition of excellence underscores the college's commitment to fostering athletic talent and promoting a culture of sportsmanship among its students. Alphonsa College's alumni network spans government agencies, industry, NGOs, Universities, Research Institutes and includes civil servants, artists, politicians etc.

Vision

The perfect woman nobly planned’.

To create self-reliant and liberated young women with traditional cultural values and moral integrity, who will be agents of social transformation in their families and society.

Mission

To equip our students with deep knowledge and globally acceptable skills.

To develop values of self-respect, tolerance, discipline, hard work and patriotism. To promote learning that will contribute to women empowerment by enabling women to become self-reliant.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Established in 1964, Alphonsa College has been one of the pioneering institutions for women's education in Kerala, earning a legacy of excellence that serves as a constant source of strength.
- Competent, supportive and visionary management, decentralised administration and warm and cordial relationship between management, staff and students.
- Rich sports tradition, evidenced by the legacy of renowned alumnae, including Olympians, Padma Shri and Arjuna Award winners and awards including State's Award for the best College in Sports and the best Physical Education Teacher.
- Diverse array of programmes, from vocational programmes like B.Voc to contemporary disciplines such as Econometrics, in addition to Career-oriented/ skill-based certificate courses
- Implementation of Outcome-Based Education and publication of OBE Manual-“Alphonsian Paradigm of Outcome-Based Education”
- Excellent academic results as proved by the remarkable number of University Ranks achieved consistently, maintaining the top position in the affiliating university consistently.
- Significant percentage of students progressing to higher education-Average 76% progression/placement during the last 5 years. Many of them has cleared IAS, KAS, JRF-NET and other competitive examinations.
- Remarkable Student Achievements in Sports, Fine Arts, Literary and other events
- State-of-the-art infrastructure with a modern Library, well-maintained Laboratories, Research Lab and Sports facilities including RUSA 2.0 funded infrastructure, DST-FIST support for strengthening research infrastructure, DBT-STAR supported Science departments
- State-of-the-art IT infrastructure including centralised Wi-Fi, computer labs, multimedia hall, Language Lab and the Alphonsa Institute of Computer Studies, with a student-to-computer ratio of 5:1. 38
- MoUs with institutes of academic excellence and research, including **Indian Institute of Information Technology, Kottayam**- ranked first among IIITs.
- Inclusive campus that supports Divyangjan students.
- Dynamic and academically driven faculty with 90% female staff, offering a supportive environment that fosters women empowerment in alignment with the vision and mission of the Institution.
- **Best practices**
 - **SPARSH** -The Alphonsian design to make the students socially committed thereby initiate a continuous societal impact through activities like Sneha Veedu, charity cell, flood relief,

Meenachil river rejuvenation programme et

- **PARYAPTHA**- focuses on empowering students to achieve financial independence through workshops, college monitored earn while learn scheme etc.
- Promotion of innovation-IEDC, Women's Entrepreneurship Motivation Club and Incubation centre
- Institutional/Government Scholarships availed by 80 percentage of students.
- **Alphonsian Community College** for lifelong learning and upliftment of women.
- The campus features green initiatives and strives to create environment consciousness among students and community.
- “ACP’s Dreams on Fire”- an exclusive platform for Alphonsians on Mighty Networks, supports the career development
- Alumni network spans government agencies, industry, NGOs, Universities, Research Institutes and includes Olympians, Arjuna awardees, civil servants, artists, politicians etc.
- Well-disciplined academically oriented, socially committed, value laden and patriotic students.

Institutional Weakness

Despite its many strengths, Alphonsa College has areas that require further improvement:

- The college has limited regional diversity, with few students and faculty from other states or countries.
- The college faces difficulty in getting new programmes in the aided stream due to government policies.
- Despite having qualified research guides, the self-financing PG departments and UG only departments could not be upgraded to PG and research centres due to Government restrictions.
- Loss of working days due to natural calamities

Institutional Opportunity

Alphonsa College has several opportunities for growth:

- The college can seek autonomous status, which would provide more flexibility in curriculum design.
- The college's young and dynamic faculty can explore innovative teaching-learning methods.
- The college's high number of Ph.D. qualified faculty and research guides, could lead to more research projects, publications, patents and research consultancies.
- Start new innovative academic programmes and add-on courses to the changing needs of the industry and society in line with the new NHEQ Framework.
- Enhance networking with institutions of eminence and raise the standard of output of the College.
- The college can take up initiatives for career development, research collaboration, placement, entrepreneur development, leadership training and open doors for internships, scholarships and mentoring through tapping the resources of alumni, industry, academia and society.
- Cultivate an innovation ecosystem that supports creativity, problem-solving and entrepreneurial thinking to promote technology transfer, start-ups and business incubations.
- The high proportion of female faculty and a women-only student body present opportunities to design and implement programmes that specifically address women's empowerment and success.
- Location of the college is of great advantage because Pala is a well-known educational hub.

Institutional Challenge

The potential challenges faced are:

- Need to make up for working days lost due to natural calamities and other unforeseen situations. Loss of working days and fluctuating academic schedules of the University causes hectic schedules for the faculty
- Delayed faculty fixation in existing/newly granted programmes and delay in sanctioning of administrative posts by the government is another hurdle.
- Prolonged admission schedule through Centralized Allotment Process
- Attracting the employers especially Multinational companies for conducting campus recruitment drives
- Excessive documentation taking precedence over effective teaching.

- Students from different socio-economic backgrounds face disparities in accessing digital resources. Ensuring equitable access to technology and digital learning platforms remains a challenge

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Alphonsa College, Pala, affiliated with Mahatma Gandhi University, Kottayam meticulously follows the university-prescribed curriculum while integrating it with the institution's vision and mission.

- The college has **13 UG** Programmes and **7 PG** Programmes employing a CBCS system and **1 research** programme.
- During the assessment period, the college introduced a new PG programme - MA Econometrics and research programme in Zoology.
- Curriculum planning, delivery and evaluation
 - Academic calendar and internal exam calendar are prepared every year based on departmental action plans and University academic calendar. Additionally, department timetables based on master timetable, regular departmental staff meetings, preparation of teaching plan and course plans ensure effective curriculum delivery.
 - The syllabus, programme outcomes (POs), programme-specific outcomes (PSOs), and course outcomes (COs) are transparently communicated through the college website and displayed in

classrooms.

- Curriculum delivery at Alphonsa College emphasises student-centric approaches and practical learning experiences. Induction programmes and bridge courses for first-year students to introduce the curriculum, entry level test- SKAT to streamline the diverse student community as advanced and slow learners, student centric teaching-learning strategies and effective use of online platforms and ICT tools, facilitate effective learning.
 - Curriculum facilities including ICT-enabled classrooms, language labs, computer labs, science laboratories, Library, e-learning tools, facilities for divyangjan students etc. create a dynamic learning environment that caters to diverse learning experiences and fosters academic excellence.
 - Transparent internal assessment mechanisms aligned with university regulations, Internal grievance redressal cell, Progress reports, outcome-based education (OBE) mapping, University result analysis, and parent-teacher association (PTA) meetings contribute to comprehensive curriculum assessment.
- The institution offers **67** various skill-based /career-oriented certificate courses and subject-specific add-on courses ensuring academic flexibility. **66.54%** of our students have enrolled in these courses during the last 5 years.
 - Institution addresses cross-cutting issues such as professional ethics, gender, human values, environment and sustainability through 39 courses within the curriculum and complements with 25 certificate courses, value education classes, capacity enhancement programmes, regular seminars, workshops, and extension activities.
 - All students engage in Experiential learning, including projects, internships and fieldwork as part of their UG/PG curriculum.
 - Feedback from various stakeholders such as students, employers, teachers, alumni and parents are collected, analysed and acted upon and reports are made available on the institutional website.

Teaching-learning and Evaluation

At Alphonsa College, Pala, student-centered learning is at the forefront, aimed at nurturing self-reliant and proficient individuals.

- The university's admission procedures are efficiently overseen through the Centralized Allotment Process (CAP), adhering meticulously to the reservation policies mandated by the Government of Kerala and the affiliated university. Our average enrollment rate stands at 80.13%.
- Teaching-learning process emphasises student-centric approaches and practical learning experiences which are facilitated through
 - Induction programmes and bridge courses offered to first-year students to introduce the curriculum
 - An entry level test- Subject Knowledge Awareness Test (SKAT) to identify advanced and slow

learners and to offer tailored support such as quality circle, remedial classes, peer-assisted learning etc.,

- Student centric teaching-learning strategies
- Effective use of online platforms and ICT tools
- The institute continually strives to appoint qualified teachers for all sanctioned positions, ensuring that 100% of positions are filled, maintaining student-teacher ratio of 17.65
- 77.33% of faculty possess qualifications such as PDF, PhD, NET, or SET credentials.
- Incorporating Outcome-Based Education (OBE) underscores our dedication to a curriculum focused on measurable results, facilitating alignment with specific goals and aims.
- Learning outcomes are rigorously evaluated using direct and indirect assessment methods.
- Our outstanding teaching-learning approaches are evidenced by the remarkable achievements of our students and a commendable pass percentage of 91.29. Alphonsa College has consistently secured top positions in academics, with our students achieving the highest number of ranks, S Grades and A Plus grades in the University, including 30 ranks in 2019, 27 ranks in 2020, 46 ranks in 2021, 48 ranks in 2022, and 36 ranks in 2023 by UG students and 5 ranks in 2019, 9 ranks in 2020, 6 ranks in both 2021 and 2022, and 12 ranks in 2023 achieved by PG students.
- Academic achievements of the students at state and national-level, including 8 National level awards for paper presentations, 6th rank in the Civil Service Examinations 2023 by Gahana Navya James(B A History 2020 Batch), 3rd rank in the Kerala Administrative Service Examinations 2021 by Gopika Udayan (B Sc Mathematics), showcasing the effectiveness of our student-centric teaching-learning approaches.
- Our institution's meticulous insight and structured approach contribute to an equitable teaching, learning, and evaluation process, fostering a culture of excellence and achievement.

Research, Innovations and Extension

Alphonsa College, Pala promotes holistic development of students and staff by imbibing a research and innovation culture and sensitising them to the needs of society.

- Rs. 1.3 Cr sanctioned under DBT-STAR scheme and Rs. 0.74 Cr sanctioned from DST-FIST for Alphonsa College.
- The college has received Rs. 24,29,887 as research fellowships from Government agencies during the last 5 years.
- The Institution has established Women Entrepreneurship Motivation Club (WEM), Innovation and Entrepreneurship Development Centre (IEDC) and Idea Innovation Centre (the incubation centre of the College).
- The WEM club has launched 'SWESH,' a product line including Dish wash, Hand Wash, Liquid detergent, Herbal Bathing Soap and Scented Candle and successfully marketed locally.
- The Incubation Centre supports students and faculty in developing groundbreaking ideas like bioplastic from Jackfruit seeds and a novel drug for accelerating wound healing in dogs, which won several recognitions.
- The student's active participation in events like YIP has led to numerous accolades, including first prize

in the district level in YIP 2021.

- PARYAPTHA is a best practice unique to the college, promoting skill development and entrepreneurship among students, including monetizing academic expertise and organising exhibition cum sale events.
- A dedicated Research Committee supervises research activities. Institution publishes a peer-reviewed journal 'Alfomine'.
- The institution has a research centre in Zoology and six scholars are pursuing research.
- Ten faculty members of the college are research guides under M.G University.
- The institution has conducted 94 workshops and seminars on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship.
- Our faculty has published 59 articles in UGC carelisted journals and has authored 75 books/book chapters during the last five years.
- Alphonsa College has consistently extended its services to the local community, organising a total of 128 extension activities. One of the remarkable activities is SNEHAVEEDU- a noble mission to construct houses for the destitute. Another such initiative is PADHEYAM - Noon meal collected from students and distributed to inmates of Mariasadan, a destitute home.
- College has actively participated in flood relief activities and covid rescue activities supporting community recovery after natural disasters.
- Alphonsa College has grabbed 44 awards from a variety of organisations in recognition of its outreach initiatives during the assessment period
- The institution fosters collaborations with other premier institutes and has 38 functional MoUs.

Infrastructure and Learning Resources

Alphonsa College fosters independence and self-reliance in women with a campus conveniently located near a state highway. Continuously enhancing infrastructure and optimizing resources, it provides an excellent environment for learning and personal growth. The institution spent **33.65%** of the total expenditure for infrastructure augmentation and **56.39%** for the maintenance of physical and academic support facilities during the last five years.

Classrooms and ICT facilities

- 53 well-ventilated classrooms
- 14 well equipped Science Laboratories

- Zoology Research Centre
- Dedicated examination office
- Alphonsa Book Stall
- Reprographic facilities in library and internet browsing centre
- 290 computers exclusively for students' use.
- 4 computer labs and one browsing lab with internet facilities
- Language Lab.
- 29 smart class rooms with ICT facilities including LCD projector /interactive panel/Smart TV.
- G Suite for education
- Centralised Wi-Fi enabled campus with 1Gbps speed.
- 45 Printers/Scanners/Copiers.

Library Facilities

- Central library with State- of - the art facility
- Partially automated Integrated Library Management System (KOHA)
- Digital Library facility for remote access
- Open educational resources like NLIST, DOAJ, DOAB etc.
- Divyangjan friendly library with daisy corner.
- Printed books- 48137, journals- 33, periodicals-16, newspapers, audio books- 90

Sports Facilities

- Handball and Badminton Court
- Synthetic Long jump pit
- Raised High Jump pit.
- Indoor Volleyball Court.

- Indoor Basketball Court.
- Netball Court.
- Kho-Kho Court.
- Kabaddi Court.
- Outdoor Stadium
- Open Gym
- Play Ground
- Alphonsian fitness centre.
- Integrated sports complex with swimming pool
- Track and field facilities of Municipal Stadium, Pala

Support facilities

- Divyangjan friendly campus with ramp, lift, washrooms and wheel chairs, accessible website and screen reading software
- Institutional Website, social media platforms like Facebook, Instagram and Alphonsa College Pala YouTube Channel, help the institution to blend with all of its stakeholders.
- Bishop Vayalil Prayer Hall
- Security personal and CCTV
- Auditorium with a seating capacity of 2000.
- Three seminar halls with multimedia facilities
- Bishop Mar Sebastian Vayalil Centre Hall.
- Alphonsian Community College.
- Incubation Centre.
- 'Santhwana' Counseling Center.
- Career and Placement cell.
- NCC, NSS, CGS rooms

- Academic Cafe.
- Alpha flea market.
- Alphonsian Botanica of various gardens
- Walkway and garden benches.
- Alphonsian infirmary service.
- Beauty and wellness centre
- Water dispensers
- Creche
- Women's hostel
- Compound walls
- Washrooms facility in all floors
- College bus, which provides a reliable mode of conveyance on all needy days.
- Sanitary pad vending machine and incinerator
- MG University valuation camp office

Student Support and Progression

Alphonsa College is committed to foster student success and development by extending support through scholarships, skill and career development initiatives, ensuring placement and progression and promoting participation in co-curricular activities.

- Various governmental, nongovernmental and institutional scholarships benefited 80.42% of our students during the assessment period
- Institution has organised 119 capacity enhancement programmes during the last five years.
- Gahana Navya James (BA History, 2020)- secured 6th rank in Civil Service Exam, 2023 and Gopika Udayan (B.Sc Mathematics) secured 3rd rank in Kerala Administrative Service Exam, 2021.
- Institution organised 84 programmes under career counselling and guidance for competitive examinations and 74.4% of the students benefited.
- 543 students have qualified State/ National/ International level exams including NET/ GATE/ JAM/

IELTS etc.

- 77.46 % of outgoing students got placement / progressed to higher education
- Institution has an effective and transparent grievance redressal system and students can submit grievances through online and offline modes
- All statutory bodies like Anti ragging committee, Grievance redressal Committee, Internal Complaints Committee and Anti sexual Harassment Committee are functioning effectively.
- Institution has Gender equity cell, SC/ST/ minority Cell, Forum for Democracy and Social Justice, OBC Cell, Ethics Committee, Gender Justice forum, Equal opportunity centre
- Institution provides ample opportunity for our students' holistic development. Our students actively participate in sports/ cultural programmes inside and outside the campus.
- Students participated in 703 sports/ cultural events conducted by the College and other institutions during the five years
- 714 students have received awards/ medals in their excellence in sports and cultural activities.
- Alphonsa College was the MG University Athletic Champion 2018, 2023 and runners-up 2019, 2022
- District Athletic Champion 2020 and 2023
- Alphonsa College received the GV Raja Award for the Best College constituted by Govt. of Kerala for the contribution in sports for the year 2021-22.
- Our athlete Lizbeth Carolin Joseph (2021) received a scholarship of Rs. 1.6 Cr for her higher studies & high-performance sports training at Liberty University, USA.
- Alphonsa College received the Kerala Kaumudi Award 2022 for the Best Women's college in Kerala and Deepika daily award 2023 for excellence in Higher education
- Alphonsa College has a registered Alumni association
- Alumnae contributed Rs. 4.856 lakhs as financial support for infrastructure augmentation
- Alumni contributed 18 laptops during 2021 and 582 books to departments worth Rs. 1.62 lakhs

Governance, Leadership and Management

The Institutional governance and leadership is in accordance with its vision of a perfect woman nobly planned and its mission to equip our students with deep knowledge and globally acceptable skills.

The college provides effective leadership through a well organised governance structure including Management

Board, Governing Body, College Administrative Council, College Council and IQAC.

Bursar, the management representative on campus, is in charge of management accounts and infrastructure development.

College ensures decentralised management through participation of stakeholders including faculty, administrative staff, students union, PTA and alumni.

The sustained Institutional growth is visible in the top position maintained in Academics at University level, excellence in Sports and cultural activities in University, State, National and International levels, participation in the Republic day parade in New Delhi, significant rate of students progressing to higher education and the awards received by the faculty and the Institution.

The short term perspective plan based on NAAC peer team report 2019 and institutional vision has been strategized and effectively implemented. The institution has prepared IDP 2030 in line with NEP 2020.

The College has formulated a Code of Conduct for all stakeholders and 18 major policy documents for effective governance mechanisms.

Management assures 100% appointment in faculty position.

E-governance in office administration, finance and accounts management, student admission and support and examination is ensured in the Institution.

The college appraises the performance of faculty through evaluation of teaching plan, work records, self appraisals and feedback from students.

All statutory as well as non-statutory benefits including health, finance and job enrichment facilities are provided to employees.

Management ensures welfare of students and employees in the campus through organising community get-togethers, arts and sports days, tours and facilitating various amenities including security measures.

All faculty and administrative staff have participated in professional development programs during the assessment period.

14 FDP and 7 administrative training programmes were organised.

Annual academic, administrative and financial audits are conducted by internal committees as well as external experts.

IQAC has initiated the implementation of OBE, transition to Online teaching- learning, introduction of NSQF aligned certificate courses, augmentation of physical and IT infrastructure through RUSA 2.0 fund, establishment of IEDC and IIC, introduction of new ERP for examination management, proposals for DST-FIST and DBT- STAR college schemes, conducted Quality audits ,academic linkages with institutes like IIIT Kottayam etc.

IQAC conducts annual feedback processes, makes quality assurance reports and participates in the ranking

process.

Institutional Values and Best Practices

The institutional values and best practices are deeply rooted in the commitment to holistic development, human values and sustainability reflecting the vision of the college “perfect women nobly planned”.

- Alphonsa College promotes gender equity through a comprehensive three-tier plan.
 - **Curriculum-** 40 courses, 11 research publications, 113 student-projects on gender related topics.
 - **Campus-** gender equity promotion activities through Women's Cell, Anti-harassment Committee, Internal Complaints Committee, Gender audit, Safety and security by security guards, CCTV Cameras, Support facilities like Counselling Centre, women’s hostel, restrooms, fitness centre
 - **Community-**Rural Women Empowerment Programme, skill development program-Expertise, Alphonsian Community college
- Energy conservation measures: solar panels, sensor-based taps and solar lamps, LED bulbs, Low power consuming equipments, biogas plants.
- Waste management practices: color-coded bins, Composting, liquid waste management and MoUs with Pala Municipality, Fiath Mission and KIEL for collecting plastic waste, paper waste, e-waste and chemical waste.
- Water conservation: rainwater harvesting and open well recharging.
- Green audits, energy audits, tree diversity audit, carbon sequestration analysis, water audit etc ensure promotion of green campus
- Clean and green campus initiatives: botanical garden, landscaping, a plastic-free campus, environmental sensitisation programmes.
- Beyond the campus environmental activities: Save Meenachil River, adopting Kavalipuzha, Eden of ACP, paper bag and LED bulb distribution, swatch Bharath.
- Fosters cultural, regional, and socio-economic inclusiveness through EBSB club, special reservations to regional, linguistic, religious minorities and scholarships.
- Divyangjan-friendly campus, providing resources for a barrier-free environment
- Sensitize students and staff to the constitutional obligations through
 - Electoral Literacy club, FDSJ, EBSB

- courses on Indian polity, human rights, international relations.
- Observance of days like independence day, republic day, constitution day, unity day, ethnic day, National voters day
- National seminar on Indian constitution and social justice
- Two Best Practices adopted by the institution are
 - **PARYAPTHA:** Meaning self-reliant.
 - To empower students to achieve financial independence.
 - Initiatives like Siddhi, Nishtha, and Sahaja provide training, promote entrepreneurship and offer counselling respectively.
 - **SPARSH:** meaning a gentle healing touch.
 - To sensitise young Alphonsiens towards social issues and enable them to touch and transform the society through initiatives like house construction, flood relief, ecosystem restoration etc.
- Alphonsa College Pala is distinguished by its commitment to sports excellence and holistic student development. The rich sports tradition is evidenced by the legacy of renowned alumnae, including Olympians, Padma Shri and Arjuna Award winners, awards including State's Award for the best College in Sports and the best Physical Education Teacher.

By providing a nurturing environment, the college empowers its students to become self-reliant and liberated young women.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ALPHONSA COLLEGE
Address	Arunapuram PO, Kottayam District, Kerala, India.
City	Pala
State	Kerala
Pin	686574
Website	www.alphonsacollege.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shaji John	091-9496115787	8606501148	04822-216447	alphonsacollegepala@gmail.com
IQAC / CIQA coordinator	Dani Mathew M	0482-2212447	9947486194	-	danimathewm@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority.PDF
If Yes, Specify minority status	
Religious	Yes
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	31-03-1994	View Document		
12B of UGC	31-03-1994	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Arunapuram PO, Kottayam District, Kerala, India.	Semi-urban	9.5	13935.45

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, English Language And Literature	36	Plus Two	English,Mala yalam	60	40
UG	BA,Economics,Economics	36	Plus Two	English,Mala yalam	60	39
UG	BA,History, History	36	Plus Two	English,Mala yalam	50	31
UG	BSc,Mathematics,Mathematics	36	Plus Two	English,Mala yalam	44	21
UG	BSc,Physics, Physics Model II Computer Application	36	Plus Two	English,Mala yalam	24	3
UG	BSc,Physics, Physics Model I	36	Plus Two	English,Mala yalam	36	13
UG	BSc,Chemistry,Chemistry	36	Plus Two	English,Mala yalam	36	16
UG	BSc,Botany, Botany	36	Plus Two	English,Mala yalam	44	19
UG	BSc,Zoology ,Zoology	36	Plus Two	English,Mala yalam	44	23
UG	BSc,Clinical Nutrition And Dietetics,Clinical Nutrition and Dietetics	36	Plus Two	English,Mala yalam	30	30
UG	BCom,Commerce,Finance and	36	Plus Two	English,Mala yalam	50	16

	Taxation					
UG	BVoc,Fashion Technology,Fashion Technology	36	Plus Two	English,Malayalam	50	9
UG	BVoc,Sports Nutrition And Physiotherapy,Sports Nutrition and Physiotherapy	36	Plus Two	English,Malayalam	50	5
PG	MA,English,English	24	Plus Two	English,Malayalam	15	13
PG	MA,English,English Language and Literature	24	Plus Two	English,Malayalam	20	5
PG	MA,Economics,Econometrics	24	Plus Two	English,Malayalam	20	7
PG	MSc,Chemistry,Chemistry	24	Under Graduate degree	English,Malayalam	15	13
PG	MSc,Zoology,Zoology	24	Under Graduate degree	English,Malayalam	10	10
PG	MSc,Clinical Nutrition And Dietetics,Clinical Nutrition and Dietetics	24	Under Graduate degree	English,Malayalam	20	20
PG	MA,Political Science,Political Science	24	Under Graduate degree	English,Malayalam	15	15
Doctoral (Ph.D)	PhD or DPhil ,Zoology,Zoology	60	Post Graduate degree	English	12	7

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				8				41			
Recruited	0	2	0	2	1	7	0	8	0	41	0	41
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	3	21	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						18
Recruited	6		12		0	18
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						4
Recruited	1		3		0	4
Yet to Recruit						0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	1	4	0	0	18	0	25
M.Phil.	0	0	0	0	1	0	0	2	0	3
PG	0	0	0	0	2	0	0	13	0	15
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	0	0	0	0	26	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0		5		5

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	907	9	1	0	917
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	164	1	0	0	165
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	24	56	52	51
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	11	11	9	18
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	7	15	20	15
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	327	420	564	547
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	18	47	56	56
	Others	0	0	0	0
Total		387	549	701	687

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Alphonsa College is dedicated to provide a multidisciplinary and interdisciplinary educational environment that aligns with the goals of the NEP 2020, to empower our students to become more versatile, competitive, and equipped for the evolving demands of the workforce. As an affiliated college, we follow the course structure and academic content designed by our parent university in accordance with UGC guidelines. However, the college has already embraced a multidisciplinary and interdisciplinary educational environment and is actively working towards shaping our academic structure in line with NEP by implementing vocational, interdisciplinary, and multidisciplinary education. The measures taken</p>
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by our college include (1) Introduction of vocational degree courses-B.Sc. Physics with Computer Applications, B.Voc in Sports Nutrition and Physiotherapy, B.Voc in Fashion Technology (2) Offering skill-based, career-oriented and industry-driven certificate courses/value-added courses. Students are encouraged to enrol in courses through online platforms like Swayam and Coursera. All students complete a MOOC Course in Organic farming offered by the University. (3) Engaging in interdisciplinary student research projects, (4) Organizing Seminars, webinars and conferences in various inter-disciplinary/ multidisciplinary topics including gender studies, research and publication ethics, language and literature, environmental studies, Human rights etc. (5) MoUs/Collaborations/linkages with various Academic institutions including Indian Institute of Information Technology, to offer internship opportunities, certificate courses, and research (6) The college has been granted the DBT Star College Scheme, under which we emphasize an interdisciplinary and multidisciplinary approach by offering a variety of workshops, seminars, and other educational events (7) The college has also received DST-FIST support to enhance our research capabilities. With this funding, we plan to establish a common science laboratory designed to integrate multidisciplinary projects, fostering collaborative research across various scientific disciplines. (8) To support the NEP's focus on extracurricular learning, our students are encouraged to participate in sports, fine arts and in the activities of various clubs like NCC, NSS, CGS etc. (9) In line with our vision and mission, we encourage our students to participate in various activities like Sparsh (institutional extension and outreach activities designed and carried out to offer a healing touch to the society and to uplift and empower the community, particularly women) and Paryaptha (Institutional efforts aimed at fostering self-reliance and financial independence among women). (10) Holistic approach to education through capacity enhancement programmes which include soft skill training, enhancement of communication skills through language lab, Life skill programmes that incorporate Yoga, aerobics, adolescent health and hygiene, anti drug campaigns, Value education, Nature camps, digital literacy etc. (11) The college also emphasizes the importance of physical

	<p>education, recognizing its vital role in enhancing student health, fitness, and overall well-being. We ensure students have ample opportunities to engage in physical activities and sports as part of their holistic education. (12) Various cross cutting issues were integrated into the university curriculum and certificate courses, enabling academic flexibility and multidisciplinary education (13) University curriculum promotes interdisciplinary education, through (a) Open Courses for Undergraduates: Students have the flexibility to choose from a range of courses across all disciplines, including physical education (b) Environmental studies and human rights as a mandatory course for all UG programmes.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As a college affiliated with Mahatma Gandhi University, Kottayam, we follow the choice-based credit and semester system (CBCS) for all our programs. While our affiliation means we cannot register with the Academic Bank of Credits (ABC), given that degree certificates are issued by the University, we are committed to ensuring academic flexibility and providing diverse learning opportunities for our students. The university curriculum for undergraduate programs has been revised in line with the National Higher Education Qualification Framework by the University Grants Commission (UGC). This updated curriculum allows for credit transfer through online and offline courses, and provides flexibility in several key areas, such as: Inter-college and inter-university transfer, allowing students to migrate from one college to another. Earning extra credits through activities like NSS, NCC, sports, and fine arts. Completing degree courses after a break, supporting those who need to pause their studies for personal or professional reasons. Studying courses from other universities, broadening the academic scope for students. Additionally, the University issues unique student IDs, offering DigiLocker facilities for certificate storage, academic credits, and other resources to facilitate credit transfer and college/university transfer through its online portal. In line with the University's flexible curriculum, our college has taken several measures to enhance academic flexibility: Extra-Curricular Credits: Students can earn additional credits by participating in NSS, NCC, sports, and fine arts activities. This not only promotes</p>

a holistic educational experience but also allows students to explore interests beyond their core studies. Career-Oriented and Industry-Driven Courses: Our college offers various career-oriented and industry-driven add-on courses, with curriculum and assessment frameworks designed by the faculty. This approach connects academic learning with practical skills and industry requirements. National Skills Qualification Framework (NSQF) Aligned Certificate Courses: We offer eight NSQF-aligned certificate courses, providing students with valuable vocational skills that are recognized within the national framework. MOOC Courses and Online Learning: From 2020 onwards, all first-year students are required to enrol in a 4-credit MOOC offered by the University. This initiative expands learning opportunities and enhances digital literacy, with our college successfully mentoring two batches of students through this program.

3. Skill development:

Alphonsa College encourages students to acquire new skills and improve their employability. Currently, the college offers two NSQF aligned B.Voc programs: B.Voc in Fashion Technology B.Voc in Sports Nutrition and Physiotherapy. College also offers eight NSQF aligned certificate courses including Women Entrepreneurship: One year Diploma course aligned with Management & Entrepreneurship and Professional Skills Council MEPSC Health Economics and Palliative Care: Certificate course aligned with Healthcare Sector Skill Council Language Enhancement for Professionals: Certificate course aligned with Management & Entrepreneurship and Professional Skills Council MEPSC Certification Course in Data Entry and Office Automation: Certificate course aligned with National Institute of Electronics & Information Technology Certificate Course in Beauty & Wellness: Certificate course aligned with Beauty & Wellness Sector Skill Council Diet Assistant: Certificate course aligned with Healthcare Sector Skill Council Hand Embroidery: Certificate course aligned with Apparel Made ups and Home Furnishing Sector Skill Council Bee Keeper: Certificate course aligned with Agriculture Skill Council of India Alongside these programs, the college provides a range of career-oriented and industry-driven certificate courses including, Experimental Physics Mushroom Farming Fabric

Printing Illustration and Portfolio Fashion
Choreography LaTeX Training Programme Tally
ERP 9 Statistical Methods for Econometrics Dietetic
Aide Data Analysis using Excel and SPSS Computer
Awareness Quality Control and Quality Assurance
Translational Studies MOOC Course on Organic
Farming In collaboration with IIT Bombay's Spoken
Tutorial, the college also offers certificate courses in
ChemCollective Virtual Labs, C and C++
programming, LaTeX, GeoGebra, Python, and
Moodle for faculty. The Alphonsa Institute of
Computer Studies provides PGDCA, DCA and
NEILIT-accredited O-level computer courses.
Certificate course in physical fitness in association
with Department of Physical education. The
Additional Skill Acquisition Programme, supported
by the government of Kerala, offers specialized skill
training to selected students. The institution also
conducts skill development and entrepreneurship
development programs, along with career guidance.
To ensure practical experience, the college mandates
internships, on-job training, hands-on sessions, and
industry visits for students in certain disciplines.
These experiences are designed to build the
professional skills needed for employment in today's
job market. Alphonsa College offers a diverse range
of training activities and programs designed to foster
self-reliance and financial independence, through
Institution's Innovation Council, Incubation Centre,
Women Entrepreneurship Motivation (WEM) Club,
The Innovation and Entrepreneurship Development
Centre, etc. Various career guidance and capacity
enhancement programmes which include soft skill
training, enhancement of communication skills
through language lab, Life skill programmes that
incorporate Yoga, aerobics, Value education, Nature
camps, digital literacy etc. Training for competitive
examinations including NET, SET, IELTS, JAM,
Civil Service Coaching in collaboration with Civil
service institute Pala etc. The institution encourages
extracurricular involvement through various
initiatives of clubs including Gandhi forum, movie
club, Oratory and Debate Club, Arts club, Dance
Club, Music Club, Painting and Calligraphy club,
NCC, NSS, Women Cell, etc Alphonsian community
college offers a diverse array of certificate courses
and workshops designed for both the students and the
community.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

Integrating the Indian knowledge system not only preserves and respects the cultural heritage of the nation but also nurtures a sense of pride and identity among students. The institution has taken significant progress in integrating Indian Knowledge Systems into its academic programs. 1. Incorporating Regional and National Languages- Located in Kerala, where Malayalam is the local language, the college uses both Malayalam and English for teaching, learning, and communication. As per the university norms, Students have the flexibility to choose between Malayalam and English for internal and university examinations. The college offers courses in Malayalam and Hindi as part of its undergraduate programs. Administrative language is Malayalam. Established the Arnos Padiri Chair to study the contributions of Arnos Padiri to the Malayalam language. Learn a new Hindi word a day-by EBSB club 2. Embedding Indian Culture and Traditions College offers courses that explore Indian arts, culture, and history- Included topics such as Indian philosophy, traditional art forms, and regional literature. The college embraces India's cultural diversity by celebrating various cultural and traditional festivals such as Hindi Divas, Keralapiravi, Ethnic Day, Holi and Onam. Students participate in cultural events that explore Indian arts, culture, and traditions hosted by the student union and Ek Bharat Shrestha Bharat Club. Traditional art forms like Ottan Thullal, Kerala Nadanam, Nadan Pattu, Bharatanatyam, Mohiniyattam, and Shinkarimelam are performed during various college events. Music club- Deeksha -has a nadan pattu team. 3. Integrate Traditional Knowledge and Practices To emphasize traditional Indian knowledge and practices, institution celebrates Yoga Day every year with seminars and yoga workshops, offered certificate course in Yoga, encourages student projects that focus on traditional medical systems, ethnomedicine, folklore literature, and local history, integrated courses like Ethnobotany, Indian History, and Early Indian Literature into the curriculum, organizes field trips to historical sites, offering students practical learning experiences. The work of Indian thinkers, poets, philosophers, and scientists were highlighted within course content. 4. Connection with nature Students are encouraged to connect with nature, reflecting the Indian system of

learning's emphasis on a close relationship with the natural world. Classes are conducted in open spaces when feasible, Field trips and nature camps are conducted regularly. 5. Instilling Traditional Values The college's vision is to uphold traditional cultural values and moral integrity, while its mission is to cultivate these values among students. To achieve this, value-based education is integrated into the curriculum, including 10-day value education classes and retreats, along with various programs and activities emphasizing ethical principles, respect for elders, community engagement, and harmony with nature, all rooted in Indian culture. This fosters moral development and social responsibility, creating well-rounded individuals with a strong moral compass and a commitment to societal betterment. Religious celebrations like Christmas, Onam, and Holi foster a sense of belonging. The college observes national days like Independence Day, Republic Day, and Unity Day and encourages mindfulness practices such as meditation and yoga. Research ethics and human rights are also incorporated into both undergraduate and postgraduate curricula.

5. Focus on Outcome based education (OBE):

Alphonsa College, Pala, affiliated with Mahatma Gandhi University, offers undergraduate, postgraduate, and research programs across the Faculties of Arts, Commerce, and Science, following the university's curriculum. The college is committed to creating an environment where students can pursue intellectual, physical, and social growth. Alphonsa College, Pala, has embraced Outcome-Based Education (OBE) as a transformative pedagogical approach, ensuring that our curriculum, pedagogy, and assessment processes align with the attainment of high-order learning outcomes. Through meticulous planning and systematic execution, we have successfully transitioned to an outcome-focused educational paradigm and published the OBE manual of Alphonsa College-Alphonsien Paradigm of Outcome Based Education The Programme Outcomes, Programme-Specific Outcomes, and Course Outcomes are designed according to the curriculum set by the university, with the college responsible for evaluation and communication to students. The Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs) of our institution are prominently displayed on

our college website, department notice boards, and within classrooms, ensuring easy access and understanding. During induction programs and introductory classes, students are provided with comprehensive explanations of the expected outcomes of each course and the program as a whole. Furthermore, examinations are conducted based on OBE principles. Alphonsa College ensures the attainment of outcomes through various curricular enrichment programmes that promote skill development through academic and non-academic activities. It offers platforms to improve communication and interpersonal skills through clubs like Debate & Oratory Club, Movie Club, Quality Circle, and Quiz Club, alongside NCC and NSS. The college encourages student participation in debates, elocutions, extempore speeches, and other competitions. Vocational skills are fostered through job training, internships, and entrepreneurship programs organized by the Departments. The Centre for Gandhian Studies allows students to showcase and sell their vocational products, reinforcing the concept of "earn while you learn." The science departments provide hands-on laboratory experience, while all departments offer six months of training in project preparation and presentation, focused on the most relevant and updated topics. Emotional intelligence is valued, with mentoring and counseling sessions provided to enhance self-awareness and empathy. The college uses formal and informal mechanisms, such as internal and external evaluations and feedback forms, to measure the level of attainment of course outcomes. Alphonsa College aims for the holistic development of students, focusing on mind, body, and spirit. The institution has a strong physical education department that has nurtured national and international sportswomen, including Olympians and other athletes like Shiny Wilson, Padmini Thomas, and Preeja Sreedharan. The college also supports artistic and cultural development, with many alumni contributing to the Indian film industry and various government services. As a leading institution in the state's higher education sector, Alphonsa College consistently achieves excellent results in both academic and non-academic programs, underscoring its dedication to outcome-based education and student success.

6. Distance education/online education:

Alphonsa College has made initiatives to align with NEP's goals, particularly in adopting and enhancing online teaching methods, leveraging various digital tools and platforms to enhance the learning experience for its students.

1. Preparation for Online Teaching; In 2020, IQAC conducted a 5-day FDP titled "Introduction to e-connect, e-learning, and e-content tools," and FDP on "Moodle" in collaboration with IIT Spoken Tutorial, providing a comprehensive introduction to diverse e-learning tools and platforms to aid teachers transition to online teaching. Additionally, faculty members have participated in various FDPs on the use of technology for teaching and E - Content creation. This initiative ensured that teachers were well-prepared to deliver classes, assignments, and evaluations through digital platforms.

2. Implementation of Online Learning; The college has upgraded its infrastructure to facilitate online learning. To ensure seamless connectivity across the campus, the internet infrastructure is upgraded by implementing a centralized Wi-Fi system. Alphonsa College has upgraded its ICT infrastructure by adding new computers, laptops, interactive panels, LCD projectors, Android TVs etc. The college has also constructed an e-learning centre and a multimedia hall equipped with video conferencing facility. Alphonsa College established the G Suite platform for online Education. The suite's tools, such as Google Classroom, Google Meet, Google Drive, and Gmail, are integral to the college's online teaching infrastructure, promoting seamless virtual learning. Google Classroom serves as a platform to streamline online teaching, facilitating the distribution of study materials, assignment submissions, and online assessments. It has become a central hub for course materials, announcements, and student engagement in online classes. Additionally, faculty utilize various platforms for e-content generation, including Xeted Moodle. College operates a dedicated YouTube channel where it shares educational content, lectures, webinars, and other informative videos. Department's YouTube channels are also utilized for online classes. To foster communication and share knowledge within the college community, various departments have established blogs like "Elevate," which focus on career development, industry trends, and skill-building and "alflorista" which focus on

enhancing knowledge on biodiversity. Central library has an extensive collection of e-resources, including e-books, e-journals, and databases. The library uses the Koha library management system, providing an efficient way to manage and access these resources online. College encourages students to enroll in Swayam, NPTEL and MOOCs to supplement their education. All students were enrolled in the MOOC on organic farming. Alphonsa College has launched the "ACPS Dreams on Fire" community on Mighty Networks app to allow students, alumni, and faculty to connect, share experiences, and build a supportive network. Several subject associations have launched digital magazines and flipped books that cover a wide range of topics, from academic research to creative writing and student-led projects. The college uses online platforms to conduct exams, quizzes, and project assessments. Overall, Alphonsa College has demonstrated a strong commitment to online education, offering a diverse range of tools and platforms to support remote learning.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, the institution has established an Electoral Literacy Club (ELC), aimed to sensitise and motivate the new voting community regarding their electoral rights and to familiarize them with the processes of voter registration and casting their ballots. As the largest democracy globally, India upholds the principle of Universal Adult Franchise, ensuring one person, one vote. The Electoral Literacy Club was officially launched on November 26, 2018, with a ceremony inaugurated by Sri. Murali Gopal Pandalai, Judge of the Family Court in Pala. View the report of Electoral Literacy Club- https://alphonsacollege.in/wp-content/uploads/2024/05/ELECTORAL_LITERACY_CLUB.pdf</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The Electoral Literacy Club is active in the campus and the following faculty and students' representatives are appointed as office bearers Chairman : Rev. Dr. Shaji John (Principal) Vice Chairman : Dr. Sr. Manju Elizabeth Kuruvila (Vice Principal) Convenor : Ms. Sunitha Santhan, Assistant Professor, Department of History Members Ms. Annu</p>

	Paul, Assistant Professor, Department of Computer Science Ms. Diana Elizabeth Jose, Assistant Professor, Department of Chemistry Student Co-ordinator: Kum. Ann Sara Johnson (II DC English)
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The College ELC has undertaken various initiatives, including conducting awareness classes on elections, competitions for students to raise awareness among students, organising registration camps for new voters, assisting students and their families in linking their electoral ID with their Aadhar card. College commemorate National Voters Day every year with awareness classes and pledge ceremony. Our students also participated in various National Voter Awareness contests conducted by Election Commission of India. By promoting electoral literacy, the club aims to encourage active participation in the democratic process among students and empower them to make informed choices during elections. The college union of Alphonsa College was elected in the parliamentary method. College union election process itself served as a practical example of democratic principles, showcasing the importance of voting and participation in governance. Additionally, the College NCC cadets and NSS volunteers help in polling booth beautification programmes during elections to support the district administration.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The College has been actively involved in socially significant projects and initiatives related to electoral matters, demonstrating a strong commitment to promoting democratic principles and encouraging participation in election procedures. The major initiatives by the college include, (1) awareness drives: Class on Linking Aadhar and Voters ID by Ms Sindhu V S, Tahsildar, Pala, A demonstration class on the working of VVPAT was organised by Taluk Office, Meenachil for the students, A lecture on Election procedure and Electoral reforms was delivered by Dr. Stany Thomas, Conducted Competitions to raise awareness on electoral rights, observation of National Voters Day by taking voter's pledge by the students, teaching and non teaching staff of the college, Participation of students in national voter awareness contests conducted by Election Commission of India (2) Participation in electoral processes: Voter's enrolment drive was organised in the college and ELC volunteers who got</p>

training in the use of the new Voters Enrolment Application helped their fellow students to get enrolled in the Voters list during 22-23. Ms. Rubymol Philip (ELC faculty coordinator) and Our students attended training programmes on the enlistment of new voters to the electoral roll and they enlisted 174 students in the voters list in 2018-19. In collaboration with the Taluk Office, Pala, the College provided a help desk to link voter IDs with Aadhar cards. Electoral literacy club members under the leadership of faculty coordinators helped all new voters to complete the electoral registration process. Both teaching and non-teaching staff members of the college consistently serve as Presiding Officers and Polling Officers during elections. College facilities are utilized for election-related activities, such as establishing polling booths, distribution centres, and counting stations for Union, parliamentary, and Panchayat elections conducted by the Election Commission. College also serves as centres for election training classes to polling officials. Additionally, the College NCC cadets and NSS volunteers help in polling booth beautification programmes during elections to support the district administration. (3) Research Projects: The following projects were conducted by MA Political Science students under the guidance of Dr. Shaji John. Democratic Decentralisation and Political Participation of Women; with Special Reference to Ramapuram Panchayat by Ms Joji Austine, Political Participation of Farmers in Velloor Grama Panchayat by Ms Dhanya S, Political Participation of Ezhavas in Panchayati Raj Act with Special Reference to Ulliyeri Panchayat by Ms Sheeja K, Panchayati Raj in Lakshadweep with Special Reference to Grama Sabha and Peoples Participation in Androth Dweep Panchayat by Gayathri Sukumaran, Grama Sabha and People's Participation: A Case Study of 13th Ward of Kadanad Grama Panchayat by Dintu Mathew, Political Participation of Women in Thalappulam Gramapanchayat by Dhanya k Thambi (4) Creating content: Our students have created videos to disseminate awareness among electoral processes, as a part of competitions conducted by the Electoral Literacy Club. (5) Forum for Democracy and Social Justice: College instituted Forum for Democracy and Social Justice, funded by institute of parliamentary Affairs, Government of Kerala. Weblink of

	<p>participation in electoral processes: https://alphonsacollege.in/wp-content/uploads/2024/05/ELECTORAL-ENGAGEMENTS.docx.pdf</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>ELC actively promotes awareness among students about the country's electoral processes and the essential role of responsible citizenship in maintaining a robust democracy. ELC arrange awareness classes to all students to educate them about the registration process, voting procedures, and the significance of participating in elections. The club introduces its members to the Voters' Service Portal from the Election Commission of India. Campaigns are conducted to enrol students aged 18 and above into the electoral roll. Additionally, a campaign was organized to link Voter IDs with Aadhar cards.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1412	1691	1844	1829	1881
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 80

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
80	79	76	81	81

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
152.42705	211.81043	220.5162	174.69386	192.75476

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Alphonsa College, Pala is affiliated to Mahatma Gandhi University, Kottayam, Kerala. The institution follows the curriculum prescribed by the University and integrates it with the institutional vision and mission. The high demand ratio of the courses, the university results, the overall excellence in curricular and co-curricular activities are the highlights of the college. The institution has also proved its flexibility and adaptability in responding to the challenges and threats posed by major crises like the unprecedented Kerala floods of 2018-19 and COVID pandemic of 2020-21.

Curriculum Planning

- Action plan for the academic year is prepared by departments. Action Plans for curriculum enrichment programmes are also finalised.
- Institutional academic calendar is prepared by IQAC according to the University academic calendar and yearly action plan of departments and is approved by the Staff Council.
- Exam Calendar for internal examinations are prepared by the Internal Exam Committee and IQAC and are approved by the Staff Council.
- Master Timetable of the institution is prepared and circulated among staff and students.
- The Syllabus, POs, PSOs and COs are published in the College Website and communicated during the I DC induction programme and at the beginning of each semester.
- The Curriculum structure for Add-on and certificate courses is clearly set out.
- Department staff meetings chalk out the Departmental Time table for the year.
- All the faculty members prepare the Course Plan for the year.

Curriculum Delivery

- Orientation Programmes and Bridge Courses for First year students to introduce the curriculum and its implementation.

- SKAT (Subject Knowledge Awareness Test) streamlines the diverse student community as advanced and slow learners so that they can avail appropriate programmes like WWS, ASAP, SSP & Remedial Programmes.
- Institution offers skill based/ career-oriented Value Added Certificate Courses.
- Students can avail subject based Add on certificate Courses.
- Student-centric methods like cross age teaching, peer teaching, Institutional/ Industrial visits, Field trips, Hands on training workshops, Internships, Experimental learning etc. ensure effective learning.
- The institution took up new platforms to contain the loss of contact hour due to the pandemic and the unprecedented floods. Google Classroom, Google Meet, Zoom, Teachmint, MOOC courses and other online courses were introduced to students.
- Research Methodology Workshops are organised and students are guided to participate in Presentations and to start Publications. Departments organise National and International Seminars/ Webinars every year.
- Community Engagement Activities and Extension Programmes enrich learning.
- Language Lab Training gives hands-on training in Fluency Enhancement.
- Library facilities especially INFLIBNET for latest research journals.
- Value education sessions are part of the curriculum.

Curriculum Evaluation

- University examination has double blind valuation with external examiners for practicals and viva.
- Continuous Assessment is carried out in accordance with the rules of the University.
- Internal Exam Grievance Redressal Cell ensures objective evaluation.
- Preparation of progress reports, OBE mapping, Result analysis and regular class-wise PTA meeting complete the evaluation process.

Curriculum Feedback

- Feedback is collected from all stakeholders. Regular Academic Audits are conducted by the IQAC.
- Feedback Analysis Report of the stakeholders is communicated to the College Council,

Governing Body and University for necessary follow-up action. It is uploaded in the college website.

- Teachers of the institution are actively involved in curriculum review as members of Board of Studies, curriculum revision committees, and master trainers for curriculum workshops.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 67

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 66.54

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1291	1375	838	1061	1195

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Alphonsa College has from its inception joined hands with the community to address wider social concerns like environmental degradation, drug abuse, neglect of the elderly and orphans, inadequate healthcare, gender-based violence, rehabilitation of prisoners, homelessness etc. The college thus stands as a beacon of inclusivity and sustainability.

The cross-cutting issues are integrated into the curriculum as per the UG and PG syllabus of Mahatma Gandhi University, Kottayam. Professional Ethics, Gender Equity, Environment Protection and Human Values are the various topics addressed as cross cutting issues. Faculty research, Student projects, various Certificate and Add On courses designed by the institution, also deal with these issues. Departments and Clubs organise various co-curricular programmes that help to transact the cross-cutting issues in the curriculum.

The following list enumerates the innovative ways in which cross cutting issues are introduced:

PROFESSIONAL ETHICS

Academic Programmes

1. Certificate Courses offered by the institution

2. Workshops and Seminars on various topics

- Intellectual Property Rights
- Rights and Obligations instil a sense of moral integrity and responsible conduct among students

- Ethics in science
- Professional Ethics Programmes for faculty

3. College practice Code of Conduct for Students, Teachers and Non-teaching Staff

GENDER EQUITY

Academic Programmes

1. National Seminars on Gender Sensitivity and Women Empowerment.
2. Five Certificate Courses offered by the institution.
3. Student projects on gender issues.
4. Invited Talks by Women Scientists

Co-curricular Programmes

1. Gender Equity Programmes conducted by departments
2. Observation of Women's Day
3. Debates and discussions on Gender related topics
5. Instagram campaigns on Women's Issues
6. Literary competitions on Gender issues

HUMAN VALUES

Academic Programmes

1. Three Certificate Courses offered by the institution
2. Student projects
3. National Seminars on Human Rights & Human values
4. Institutionalised Value Education class (10 hours annually)
5. Life Guidance Classes and value-added programmes
6. Mentoring Classes
7. Career Guidance Programmes

Community Engagement Programs

1. Community Engagement Programs: Campus Blood Donation Drives, Relief activities during crises like Flood, Pandemic etc, Health Check-Up Camps, Outreach Programmes in Old Age Homes and Orphanage, Construction of houses for the homeless, Antidrug campaigns, Jail Visits, Prolife exhibition, Promoting Unity and National Integration Programmes
2. Commemoration of important days like Independence Day, International Human Rights Day
3. Divyangjan Friendly Environment
4. Inclusive Learning practices supporting the differently abled: e-books, audio books, practice in Braille

ENVIRONMENT AND SUSTAINABILITY

Academic Programmes

1. National seminars on environmental awareness and sustainability practices.
2. Seven Certificate Courses offered by the institution
3. MOOC course on organic farming
4. Nature Camps

Co-curricular programmes

1. Environmental sensitisation programs
2. Environmental monitoring programmes
3. Commemoration of ecologically relevant days: Environment Day, Ozone Day, Hiroshima day
4. Community Engagement Programs: Rally against Environmental Destruction like Plastic pollution, Cleaning Campaigns, Visits to ecological fragile ecosystems
5. Competitions on Environmental issues: Quiz & Literary events, Lahoja ID, Tree planting challenge
6. Environmental sensitisation programs like 'GO GREEN SALE' promoting eco-friendly practices, Aflorista: Eco- sensitisation Blog
7. Study of Tree Diversity and Carbon Sequestration Potential of Campus Trees
8. Annual Green audits and Energy audits
9. Eco Friendly Campus Practices: Solar panel installation, Vermicomposting, Energy Conservation, Biogas Plant, Campus Waste Management System, achieving Carbon Neutrality, Rainwater Harvesting system, Scientific Management of Chemical Waste, Repair and reuse of LED

10. Bio Farming.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 51.91

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 733

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 80.13

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
387	549	701	687	708

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
693	753	781	769	788

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 59.88

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
57	126	133	138	146

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

2022-23	2021-22	2020-21	2019-20	2018-19
183	201	209	200	209

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 17.65

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

2.3.1 Student-Centric Methods for Enhanced Learning Experiences

At our institution, we prioritize student-centered education, guided by the principle of 'Paryaptha,' aiming to cultivate self-reliant and competent individuals prepared for global challenges. Our dynamic learning environment offers personalized pathways from the outset of undergraduate studies, ensuring students gain essential skills and resources for success.

Personalized Assessment:

The Subject Knowledge Awareness Test (SKAT) assesses each student's proficiency and aptitude for effective segmentation, guiding tailored support. This approach fosters self-reliance among women. Siddhi focuses on skill enhancement, Nishtha encourages societal engagement, and Sahaja instills equanimity. Integrating Siddhi, Nishtha, and Sahaja principles empowers students academically and personally for a self-reliant future.

Catering to Diverse Learning Needs:

We cater to various student categories:

- **Advanced Learners:** Offered opportunities like paper presentations, Walk With the Scholar (WWS) program participation, seminars, and intercollegiate fests to deepen interests and foster self-reliance, encouraging earning while learning.
- **Medium Learners:** Empowered through skill development, seminars, invited talks, peer teaching, and collaborative projects to enhance academic capabilities and entrepreneurship skills.
- **Slow Learners:** Provided personalized support through compensatory classes, remedial coaching, peer teaching, and mentoring programs to address individual learning challenges, build confidence, and cultivate self-reliance for academic progress and job opportunities.

Experiential learning, participative learning, and problem-solving methodologies are integrated into the curriculum to promote critical thinking, collaboration, and real-world application of knowledge.

- **Experiential Learning:** In addition to traditional classes, students participate in various activities including historical site visits, industrial tours, lab explorations, internships, language labs, and nature camps. These experiences bridge theory and practice, fostering practical skills, self-reliance, and adaptability.
- **Participative Learning:** We promote active participation and collaboration through various academic enhancement activities, fostering knowledge sharing and teamwork. Activities include exhibitions, seminars, paper presentations, group discussions, cross-teaching, peer teaching, botanical garden maintenance, educational games, role plays, script writing, add-on/certificate/NSQF courses, and educational video creation. Collegiate and intercollegiate competitions enhance skills and foster camaraderie, preparing students for real-world challenges and aligning with our goal of nurturing self-reliant individuals with academic knowledge and practical skills.
- **Problem-Solving Methodologies:** Integrating Theory with Practice through Various Initiatives. Activities such as theme-based book exhibitions, projects, case study analysis, seminars, add-on and certificate courses, assignments, and open houses foster real-world application of theoretical concepts, promoting self-reliance and skill development. Personalized mentoring and capacity enhancement training enhance resilience and adaptability, crucial for academic and personal success.
- **ICT Integration:** We seamlessly integrate ICT tools for self-reliant teaching and learning. Using Google Classroom, LMS-Moodle, blogs, and digital magazines. Video conferencing enables virtual lectures and webinars. Online assignments, courses, and e-content training promote self-learning. i-Projection and virtual lab training enhance practical skills. We support Divyangjan students with DAISY for interactive learning environments.
- **Inclusive Learning Environment:** We are deeply committed to ensuring accessibility and

inclusivity for all students, including those with disabilities. Our institution provides specialized resources and support tailored to the needs of differently-abled students, ensuring equitable opportunities for learning and assessment.

- **Library as a Learning Resource:** Our library embodies our commitment to holistic education, offering an extensive collection of resources in both hard copy and e-book formats. Equipped with innovative systems like KOHA, we ensure seamless access to resources, empowering students to explore and learn effortlessly. Affiliated with INFLIBNet, we enrich research opportunities, fostering self-reliance among students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
80	79	76	81	81

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 77.33

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
64	64	58	61	60

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1**

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Redressal System at Alphonsa College, Pala

Transparency in assessment and an effective grievance redressal system are paramount at our institution. Following Mahatma Gandhi University guidelines, our Continuous Internal Evaluation (CIE) and End Semester Examination (ESE) processes for both undergraduate (UG) and postgraduate (PG) programs are carefully structured.

Transparent Assessment Mechanisms:

We've reformed our assessment processes, especially in CIE conduct, administration, and evaluation, to enhance efficiency and transparency.

Assessment Methods at Alphonsa College, Pala:

Our assessment methods prioritize fairness, transparency, and student development at Alphonsa

College, Pala, ensuring a holistic evaluation aligned with academic standards.

- End Semester Evaluation: Conducted by a panel of three evaluators, following university guidelines. Scrutiny and revaluation opportunities provided post-results for transparency.
- Theory Exams: Evaluated by university-appointed external examiners. Students have options for scrutiny and revaluation.
- Practical/Viva Voce: Overseen by university-appointed external examiners.
- Continuous Internal Evaluation (CIE): Includes regular assessments like attendance, seminars, assignments, and test papers. In undergraduate programs, CIE weighs 20% and ESE weighs 80%, while in postgraduate programs, it's 25% CIE and 75% ESE.

Initiatives Promoting Transparency in Assessment:

1. Examination Office: Oversees examination-related activities.
2. Internal Examination Committee: Comprises the Principal, Superintendent of Examinations, and three senior faculty members, ensuring proper administration.
3. Departmental Orientation: Students briefed on CIE during first-year orientation by class teachers.
4. Pre-Scheduling of Internal Examinations: Test paper dates are meticulously planned by IQAC, Examination Committee, and College Council, with a published examination calendar at the academic year's outset for transparency and stakeholder planning.
5. Centralised Exam: Test papers conducted centrally, with timetables shared officially.
6. Digitalization of CIE: Internal marks entered via Exam Management ERP-deQ AMA for student access.
7. Innovative Evaluation: Teachers use methods like Book Reviews, Online Quizzes, Role Plays, and Field Trips.
8. Efficient Evaluation and Feedback: Faculty promptly evaluate answer scripts, providing results within a week. Classroom discussions will address common errors for learning.
 - Final internal marks (A Forms) for each paper are posted on department notice boards and online for student access. These marks are reviewed before compiling the consolidated mark list (B Forms) for submission to the university.
 - Students verify B forms before uploading marks to the university portal for accuracy.
 - Mapping and evaluation of course outcomes and program outcomes assess attainment levels.
9. Parents can access Progress reports through ERP using Parent login. It provides an academic performance summary. Departments maintain hard copies, discussed during Parent-Teacher Association meetings.
8. Support for Differently Abled Students: Our college ensures equal opportunities during exams by providing specialized classrooms with assistive and ergonomic furniture. Dedicated staff offer personalized guidance, and scribes, following University regulations, assist disabled students. Our

inclusive environment reflects our commitment to accessibility and equality in education.

Efficient Grievance Redressal System:

Our college promptly addresses students' concerns through a robust mechanism. The Grievance Redressal Committee ensures timely resolution.

We follow three-tier Mechanism:

1. Initial level: Department Level - students can approach the HOD and teacher-in-charge.
2. Level two: Institutional Level - students approach the Grievance Redressal Committee headed by Principal.
3. Third level: University Level - students approach the Grievance Redressal Committee headed by Vice Chancellor.

The process promptly concludes after internal marks publication. Students raise issues through Open House sessions, promoting transparency. Transparency and an effective grievance process are integral to our commitment to quality education. We support academic achievement through continuous evaluation and feedback.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Outcome-Based Education (OBE) at Alphonsa College, Pala

Alphonsa College, Pala, has embraced Outcome-Based Education (OBE) as a transformative pedagogical approach, ensuring that our curriculum, pedagogy, and assessment processes align with the attainment of high-order learning outcomes. Through meticulous planning and systematic execution, we have successfully transitioned to an outcome-focused educational paradigm, guided by a dedicated OBE core committee at the college level and coordinators at the departmental level. Currently, the Outcome-Based Education (OBE) learning approach has been implemented to assess the achievement of students enrolled in the undergraduate and postgraduate batches starting from the admissions of 2021.

Faculty Training and Outcome Formulation:

Under the guidance of the Institutional Quality Assurance Cell (IQAC), Alphonsa College initiated comprehensive faculty training sessions focused on analysing measurable Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs). Through collaboration with experts from esteemed institutions and participation in workshops and seminars led by renowned educators, faculty members underwent intensive training to align outcomes with the institution's educational objectives and principles of Outcome-Based Education (OBE) and Bloom's Taxonomy.

The College Council, recognizing the importance of OBE in delivering student-centered education, spearheaded the formulation of outcomes aimed at equipping learners with essential knowledge, skills, and competencies for success in their chosen fields. Seminars and discussions organized by the IQAC delved into OBE and Bloom's Taxonomy, empowering faculty members to design outcomes tailored to their respective programs and courses.

A committee of experts, established by the College Council, developed POs aligned with the institution's Vision and Mission. Departments further refined PSOs and COs through discussions with external subject experts, ensuring alignment with Bloom's Taxonomy and the curriculum of MG University. These outcomes undergo rigorous review and approval by the IQAC to ensure coherence with the curriculum and educational objectives. And lastly, we have published the "OBE Manual of Alphonsa College - The Alphonsien Paradigm of Outcome-Based Education." This comprehensive manual encapsulates our approach to Outcome-Based Education (OBE), detailing the methodologies and practices that align our curriculum, pedagogy, and assessment processes. The manual aim to provide clear guidance and support for faculty, students, and stakeholders, ensuring a consistent and effective implementation of OBE across all programs at Alphonsa College, Pala.

Communication to Students:

At Alphonsa College, transparency and clarity in communicating learning outcomes to our students are paramount. The Program Outcomes (POs) and Course Outcomes (COs) of our institution are prominently displayed on:

- The college website
- Department Notice Boards
- Within Classrooms
- OBE Manual

This ensures easy access and understanding. During induction programs and introductory classes, students are provided with comprehensive explanations of the expected outcomes of each course and the program as a whole. This empowers them to take ownership of their learning journey and become familiar with the Outcome-Based Education (OBE) approach. Furthermore, examinations are conducted based on OBE principles, further familiarizing students with this educational paradigm.

Establish Mapping Relationships

Mapping of COs against PSOs is conducted using the PSO Articulation Matrix, and COs and POs are mapped using the PO Articulation Matrix, with correlation levels defined as 3 (Substantial), 2 (Moderate), 1 (Low), and No correlation. PO Articulation Matrix and PSO Articulation Matrix clearly

illustrates the relationship between each Program Outcome/ Programme Specific Outcome and corresponding course outcomes.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment Measurement:

Alphonsa College employs a rigorous methodology for assessing the attainment of learning outcomes. The implementation of Outcome-based education practices, which encompass defining Program Outcomes (POs), calculating attainment levels, and aligning them with Program-Specific Outcomes (PSOs) and Course Outcomes (COs), serves as a robust framework ensuring that students acquire the targeted knowledge and skills in their selected program of study. Through meticulous evaluation of course attainment and soliciting feedback from students, the college not only assesses the effectiveness of its educational delivery but also fosters a culture of continuous improvement. By aligning educational objectives with measurable outcomes, students are provided with clear benchmarks for their academic journey, enhancing their understanding of what is expected and facilitating their progression towards achieving their educational goals.

Moreover, this systematic approach to education enables the college to maintain a dynamic and responsive learning environment. Regular assessment of attainment levels allows for the identification of areas where students may require additional support or where curriculum adjustments may be necessary to better meet their needs. Additionally, gathering feedback from students provides valuable insights into their learning experiences and preferences, enabling the institution to adapt and refine its educational offerings accordingly. Ultimately, the integration of Outcome-based education practices empowers both students and educators to actively participate in the educational process, fostering a collaborative and enriching learning environment that nurtures academic excellence.

Computation of Outcome attainment

Within each course, there exists a spectrum of course outcomes, representing the targeted knowledge and skills that students are expected to attain. These outcomes are evaluated through two approaches- direct and indirect attainments:

- **Direct attainment-** where learner performance is measured through Continuous Internal

Evaluation strategies like tests, assignments, viva, and MCQs and end Semester Examination.

- Computation of Direct PO attainment: 20% of CIE + 80% of the end Semester examination (EE)
- **Indirect Attainment**- Determined from the course exit surveys, which permit receiving feedback from students on individual COs.
 - Computation of Overall CO attainment: 90% of Direct CO Attainment+ 10% of indirect CO attainment.
- The target attainment level of POs is obtained from the CO mapping matrix. The levels of attainment of POs/PSOs/COs are defined for assessment as follows:
 - The course outcome attainment is measured on a 3-point scale where, above 60%, between 40% and 60% and below 40% is indicated by 3 (High), 2 (Medium) and 1 (Low) respectively.
 - PO attainment and PSO attainment is measured based on PO articulation matrix, and PSO articulation Matrix respectively.
 - The excel tool for attainment measurement was designed and developed by the IQAC.

Attainment Analysis

- Analysing the target level and the attainment level, Gap analysis is done to plan corrective measures.

Corrective Measures: Various corrective measures were suggested by the OBE committee based on the attainment mapping including

- Add-on courses to supplement the regular courses
- Remedial sessions
- Participative learning and experiential learning strategies etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 91.32

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
549	568	614	582	624

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
629	630	671	618	668

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.7

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 154.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
141.2	8.9	2.88	1.06	0.21

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Alphonsa College Pala's Innovation Ecosystem and Research Promotion Initiatives

Alphonsa College Pala has developed a thriving ecosystem focused on nurturing research aptitudes and entrepreneurial ideas among its faculty and students. Here are some highlights of the initiatives and centers contributing to this dynamic environment.

Women Entrepreneurship Motivation Club (WEM Club)

The club, established on 24th September 2018 and registered under the district Industries Centre Kottayam, has been instrumental in introducing innovative products. 'SWESH,' a product line comprising Dish wash, Hand Wash, Liquid detergent, Herbal Bathing Soap and Scented Candle, was launched and successfully marketed both within the college and in the local market.

Idea Innovation Center Incubation Centre

Launched on 21st November 2022, this center provides a platform for incubating ideas from students and faculty, leading to product prototypes. Notable successes include students from the Zoology department creating bioplastic from Jackfruit seeds, winning a national-level idea Hackathon, and another team developing a drug analogous to the enzyme Histatine found in dog saliva, aimed at accelerating wound healing in dogs.

Innovation and Entrepreneurship Development Centre (IEDC)

Approved by the Kerala government on 6th January 2023, IEDC coordinates entrepreneurship activities and facilitates interactions with student entrepreneurs and visits to renowned incubation centers. The institution has also registered the Institution Innovation Council (IIC) to further foster the innovative ecosystem.

Young Innovators Programme (YIP)

The college has actively participated in YIP, with successful entries and awards, showcasing innovative ideas and fostering a culture of innovation among students.

- In YI P 2021, a student group from the Zoology department was selected to the district level. They registered an idea for synthesizing a drug for the treatment of skin wounds in pet dogs and they won first prize with a cash award of Rs.25,000 at the district level.
- Students have also registered their ideas in YIP 6.0 and are under the review process.

Paryaptha

- It is a best practices unique to the college aimed at skill development building entrepreneurship aspirations among students promoting a culture of financial independence among students. The activities include monetizing academic expertise through consultations offered by the Department of Sports Nutrition and Physiotherapy, alongside initiatives like assembling and selling LED bulbs facilitated by the Department of Physics. The College hosts various exhibition cum sale events for the students and the alumni to appreciate and promote their skills. Paryapta -a programme conducted by centre for Gandhian studies and COMMERCADO- an exhibition cum sale organised by department of Commerce are some among them.

Research Promotion Initiatives:

A dedicated Research Committee supervises research activities, ensures policy adherence, and provides recommendations for research funding. The peer-reviewed journal 'Alfomine' serves as a platform for research publications, and the Zoology department has been upgraded as a research department with a dedicated research center.

Indian Knowledge System:

The college promotes Indian culture through various cultural festivals, including ethnic day celebrations and arts festivals showcasing traditional art forms. Special emphasis is placed on yoga, with regular Yoga Day commemorations and meditative sessions for students. Inauguration of the Arnos Padiri Chair further enriches the cultural and literary landscape of the college.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 94

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
16	28	19	16	15

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.74

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
20	12	9	9	9

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.94**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	43	3	6	11

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The college has implemented various extensional activities aimed at fostering a culture of environmental awareness and community engagement. Through initiatives like “” students are sensitized to environmental issues, **SWACHBHARATH INITIATIVE** for revitalizing environment while **COMMUNITY COMPASSION** initiatives unite hearts and transform lives through charitable endeavours. **COMMUNITY RECOVERY PROGRAMS** were designed for supporting the community after natural disasters such as flood and corona pandemic. **COMMUNITY AWARENESS PROGRAMMES** serve to educate and empower local communities, while **COMMUNITY PULSE** assesses effectiveness and quality of community function. Finally, **BEYOND THE CLASSROOM** initiatives provide academic enrichment opportunities, ensuring holistic development beyond traditional academic realms. These activities collectively embody the college's commitment to holistic education and societal betterment.

The student community at our college has engaged in a variety of impactful activities aligned with our core themes. Here are some notable initiatives they've undertaken:

	Programme	Outcome
SPROUT-GREEN INITIATIVES	Puzhayorukam: Meenachil River Rejuvenation Programme	The project started with the planting of Aattuvanchi saplings along the riverbanks, on 6/08/2019 by NSS volunteers. This was followed by planting bamboo saplings at Meenachil River in the Chethimattam region and collection of plastic wastes from river banks at periodic intervals.

SWACHBHARATH INITIATIVES	Kavalippuzha Mini Beach Cleaning and Gardening	NSS unit of the college adopted Kavalippuzha Mini Beach, (Meenachil River) and cleaning was conducted on 21st September 2022. Gardening and several follow up cleaning activities were undertaken at regular intervals
COMMUNITY COMPASSION	PADHEYAM	Jesus Youth and NSS have initiated a noon meal program called "PADHEYAM" to provide meals for the 500 residents of Mariasadan, a home for individuals with mental disabilities and orphans. Noon meal from students were collected and distributed to Mariasadan every Monday from 24th July 2022 onwards.
	SNEHAVEEDU HOME PROJECT	Snehaveedu is a collaborative effort of Alphonsa College Pala NSS unit, the K Choittelappilly Foundation, and M.G University. Together, we have embarked on a noble mission to provide shelter and solace to the homeless. The project has set out to construct a total of 32 houses and the completion of 16 houses marks a significant milestone in this transformative endeavor. In addition, Youth Red Cross have contributed to the maintenance of 9 houses.
COMMUNITY RECOVERY PROGRAM	Flood relief activities	The NCC and NSS volunteers from our college collected food supplies and clothing for the people affected by the floods in Mutholy Panchayath on 24/07/2018. They also actively took part in post flood cleaning activities. The staff and students of the college gave financial aid to Ockhi relief fund and for post flood recovery activities.
	Covid rescue activities	Cloth masks, PPE Kits and Survival kits were distributed by NCC & NSS volunteers to the panchayat officials.

COMMUNITY AWARENESS PROGRAMMES	Expertise 2.0- Skill Development Programme	The NCC sub unit a initiated Expertise 2.0, an Online Skill Development Programme for girls and women. Training were given in Martial arts, classical dance, painting and calligraphy, craft and communication skills
COMMUNITY PULSE	Survey in adopted Village Poovarany	To assess the socio- economic status of people in our adopted village (Poovarany-ward 8),NSS volunteers conducted a socio-economic survey on 25th June 2022.
BEYOND THE CLASS ROOM: EXPLORING ACCADEMIC ENRICHMENT INITIATIVE	Flip (Fluency Improvement Programme)	The programme was conducted for children from classes 1 to 5 in government-aided schools to improve their English fluency. Our Students engaged in FLIP at Sacred Heart UP School,Ullanadu. There were around 70 students as participants

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Alphonsa College is dedicated to fostering social responsibility among its students, aiming to shape them into catalysts for social change through community engagement and service-learning initiatives. The entire student community actively participates in extension activities designed to raise awareness of pressing social issues and the commitment of institution has acquired widespread recognition, with many awards and certificates of appreciation received for its ideal efforts.

The notable awards received during the period were listed below.

- Kerala Government's GV Raja Award for Best College for its sports achievements in 2023
- Deepika Excellence Award in Collegiate Education by Deepika Daily - the first Malayalam Daily- in recognition and commendation of the college's initiatives and contributions in

Promoting Women's Education and Empowerment

- Kerala Koumudi Award for Best Women's College in 2023
- Certificate of appreciation from Sri. Roshy Augustine, Minister for Water Resources of Kerala for the outstanding dedication to water conservation and sustainability efforts of Alphonsa College Pala
- Certificate of appreciation from Sri. Thomas Chazhikadan, Member of Parliament for the exemplary dedication and innovation in implementing efficient waste management methods within college premises
- Certificate of appreciation from Sri. Jose K Mani, MP for the multitude of green initiatives of Alphonsa College Pala
- Certificate of appreciation from President, District Panchayathu, Kottayam for the green initiatives and waste management in Chittar region
- Certificate of recognition from Municipality of Pala to maintain clean and plastic free campus
- Certificate of appreciation for 'Kavalippuzha Mini Beach'- Cleanup And Gardening Initiatives from Kidangoor grama panchayath
- Token of appreciation from Periyar Tiger Conservation Foundation Thekkady, for participating environment awareness campaign by conducting environmental audit in 2022
- Awards won by the NSS Unit of Alphonsa College
 - Certificate of Appreciation for Outstanding performance of NSS Unit for the years 2018, 2021, 2022 and 2023.
 - Certificate of appreciation for the outstanding performance as NSS Programme officers was received by Dr. Anila Thomas in 2021 and Dr. Simimol Sebastian in the year of 2021 - 22 and 2022-23.
 - Certificate of merit for commendable performance in conducting the JAIVAM Organic farming literacy programme for NSS programme officers, Dr. Kochurani George and Dr. Sonia K Thomas in 2018
 - Dr. Simimol Sebastian represented Kerala as contingent leader at NSS Republic Day Parade Camp 2024 held at NewDelhi.
 - Keerthana Reji secured the Award of Best NSS Volunteer of the university, during 2022-23
- Awards won by NCC unit
 - NCC Unit won the Certificate of appreciation for Excellent performance in 2021

- Excellency award under 5 Kerala Girls Bn NCC, Changanacherry as the 'Best institution' in 2021
- Lt Anu Jose won the Certificate of Excellence at NCC Refresher Course Commandant's Silver Medal at Officers Training Academy, Gwalior in 2018 and 2022.
- Anakha Raju secured first prize and a cash award of 5 lakhs in National desh bhakti geet competition in 2022
- Anakha Elizabeth Sunny won the Certificate of participation at UN contest as a part of World Refugee Day Celebration in 2022
- Letter of appreciation from the Pala Municipal Chairperson for the social service initiatives of NCC unit in 2023
- Letter of appreciation for Survival kit distribution to flood affected families by NCC subunit from the President, Mutholy Grama Panchayat in 2022
- Certificate of appreciation from Chairman, Pala Municipality for planting fruit tree garden at Kumaranasan Childrens park-EDEN OF ACP in 2021
- Certificate from MGNCRE for being recognized as Swatch Bharath Institution in 2021
- Shikshak Ratna Samman for contributions to Hindi Literature awarded to Dr. Jesty Emmanuel in 2022.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 128

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
45	28	13	33	09

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 38

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Alphonsa College campus is situated in an area of 9.5 acres with a total built up area of 13,935.456 sq.mtr, has the added advantage of being easily accessed by Ettumanoor-Erattupetta-Poonjar (SH32) State highway Road. The college has 53 Class rooms, 15 Laboratories, 1 Auditorium, 2 Seminar halls, 1 Multimedia room, 4 Computer labs with internet facilities and one browsing lab with reprographic facility, Language Lab and Central Library. College provides the best environment for imparting and assimilating knowledge which can mould independent and self reliant women. The detailed list of infrastructure facilities inside the campus are,

1. Facilities for teaching learning process

- 53 classrooms, of which 29 rooms are equipped with LCD/ InteractivePanel/ Smart TV and majority of the classrooms have Wi-fi or LAN facilities.
- Spacious, well ventilated classrooms with sufficient furniture and public addressing system.
- Surveillance cameras equipped classrooms for the smooth conduct of examinations.
- 14 well equipped Laboratories.
- Zoology research Lab.
- All departments are provided with computers, internet and printer/photocopy machines.
- Well furnished library.
- Separate office for examination purposes.
- Alphonsa Book Stall for stocking the textbooks as per students' need.
- Reprographic facilities through the Library and internet browsing centre (Computer Cafe)
- MG University camp office for centralised paper valuation.

- Well-equipped ICT enabled Conference Hall and Seminar Halls.
- College bus, which provides a reliable mode of conveyance on all needy days.

2. ICT enabled facilities

- There are 290 computers inside the campus for students' use.
- 4 computer labs , one browsing centre and a Language Lab with internet facilities.
- 29 smart class rooms with ICT facilities including interactive panels/Smart TVs.
- Paid google package for e learning via G Suite.
- e resource access enabled digital library.
- Centralised Wi-Fi enabled campus with 1Gbps speed.
- 15 WiFi routers to facilitate other connected devices.
- 45 Printers/Scanners/Copiers.

3. Divyangjan Friendly facilities

- Lift.
- Ramp.
- Disabled Friendly Washroom
- Wheel Chair.
- Divyangjan friendly website.

4. Facilities for extracurricular activities- Cultural events, sports and games.

- 1 Main Auditorium with a seating capacity of 2000.
- 1 air conditioned seminar hall and a mini seminar hall with ICT facilities and 1 multi media room.
- Bishop Mar Sebastian Vayalil Centre Hall.
- Separate rooms for IQAC, NCC,NSS, CGS and College Union.
- Indoor stadium and Open Auditorium.

- 200 mts Track and Field.
- Handball and Badminton Court.
- Long jump pit (synthetic).
- Raised High Jump pit.
- Indoor Volleyball Court.
- Indoor Basketball Court.
- Table Tennis Board.
- Netball Court.
- Kho-Kho Court.
- Kabaddi Court.
- Well maintained stadium .
- Open Gym.

5. Other facilities for the overall development of the students

- Alphonsian Community College.
- Incubation Centre.
- 'Santhwana' Counseling Center.
- Career and Placement cell.
- Academic Cafe.
- Alpha flea market.
- Alphonsian Botanica of various gardens
- Walkway and garden benches.
- Alphonsian fitness centre.
- Alphonsian infirmary service.
- Bishop Vayalil Prayer Hall.

- Coolers,Toilets, napkin vending machine and incinerators.
- Five student's hostels.
- Creche.
- Canteen facility and Rest rooms for staff and students.
- Two wells, one bore well and eight storage tanks.
- 24 hrs security service.
- Solar Panel and 140 KVA Kirloskar generator to maintain the power supply.

6. General updated facilities available inside the campus

- Restrooms for men.
- Alphonsian Beauty and Wellness centre.
- QR coded Campus blueprint, Campus flora and zoological specimen details.
- Divyangjan friendly library corner.

7. Shared infrastructure facilities with other agencies

- Integrated sports complex run by St. Thomas College, Pala.
- Track and field of Municipal Stadium Pala.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 33.65

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise

during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
36.70429	86.03163	64.26804	67.47926	65.97278

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource**4.2.1**

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Alphonsa College Library facilitates KOHA - a true enterprise-class ILS with comprehensive functionality including basic and advanced options. We are facilitating Open DOAR, is the quality-assured, global Directory of Open Access Repositories. DOAR hosts repositories that provide free, open access to academic outputs and resources. Alphonsa college aids a library blog which is used to spread information on resources and services available in the knowledge data domain. The library has a great collection of textbooks, reference books, journals, periodicals, encyclopaedias, dictionaries, and a wide range of e-resources. The new arrivals are displayed in the library portal as the students can get an idea of their interested books at home. The college library has subscribed to NLIST (National Library and Information Services Infrastructure for Scholarly Content) which provides access to selected e-resources to its members. College Library also facilitates e resource access of MGU library through which we can access e-books and other resources. Seperate reading facility is availabe for faculty members. We keep digital registers for entry, exit and accession of books in the library. The library also offers xeroxing facilities to all members. The online resources that are available through our library network are,

- **N LIST**
- **DOAJ**

- **NDL**
- **Shodhganga**
- **e-PG Pathshala**
- **Open DOAR**
- **DOAB**
- **Online access of previous year university question papers through the college website**

The details of the ILMS Facilities available in the library

ILMS	KOHA
Year of Automation	2020
Nature of Automation	Partially Automated
Server Version	21.0

Alphonsa College Central Library opens on all weekdays except Sundays and public holidays from 8.30 am to 5:00 pm. There is a library committee which monitors the overall functioning of the library. In the library committee decisions are taken and policies are implemented for the smooth and effective functioning of the library.

- **Infrastructure of the library**

The college library has an exclusive reading area which promotes deep learning with a reference section, periodicals section and librarian's office. There is a free reading area comprising circulation counter, digital/catalogue search, documentation section, new arrivals display tower, property counter and a reprographic centre. There is a space for archives and digital property usage. The Alphonsa College Central Library has,

- **Silent Reading area for deep learning**
- **Step library**
- **Free reading area**
- **Disabled friendly area**
- **Visually impaired facilities / Daisy books corner**

The Central Library has,

Print Books : 48137

Journals : 33

Periodicals : 16

Newspapers : 6

Audio Books: 90

• **REMOTE ACCESS TO E-RESOURCES OF THE LIBRARY**

Promoting the use of e-resources among students, research scholars and teachers, the college library has paid access to N List which enables students and faculty to access e-Books and e-journals in various disciplines. College Library also has paid access to MGU library through which we can access e-books and other resources.

• **AMOUNT SPENT ON PURCHASE OF BOOKS, JOURNALS & E-RESOURCES**

Year	2018-19	2019-20	2020-21	2021-2022	2022-23
Amount Utilised (INR in Lakhs)	2.08	1.89	1.23	3.66	2.05

• **LIBRARY USAGE STATISTICS OF THE ACADEMIC YEAR 2022-2023**

Month	June	July	August	September	October	November	December	January	February	March
Usage per day	199	184	207	279	208	210	302	194	204	212

Average usage per day-220

BEST PRACTICES OF LIBRARY

- Continuous orientation for students to use online e-resources and library facilities
- Monthly Theme Based Quiz competition in association with the Departments.
- Best Library User Award (Every Year)
- Reading Week Celebration.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Alphonsa College is efficient in apprising the IT facilities from time to time at the very prompt time. Our College office is partially automated with a Centralised Database and Management Information System and an online system for fee payment. The whole campus is facilitated with high speed WiFi Network. All the departments are networked through unlimited broadband internet connection. An academic management system is successfully functioning in the college for exam management. All departments have essential IT infrastructure like Computers, Printers, Scanners, Photocopiers, projectors, and speakers. Smart classrooms with smart boards, LCD projectors, HD projector, Internet connection, Laptops and speaker system are assisting the teaching learning process in our college. Auditorium and seminar halls are well equipped with LCD projector and ICT tools. Alphonsa Institute of Computer Studies in our college provides long term courses in 'O' Level, PGDCA, DCA, DOM, DOA, CAC and Short term courses in MS Office, Internet browsing, C and C++. Institution has a computer cafe which is accessible to the common people on request. We have computers in the Library for accessing e-resources and separate computer lab facilities in each floor. The English department has a multipurpose Language lab. The IQAC of the College has computers with LAN and Wi-Fi connectivity to facilitate Documentation and Communication Management System. The College launched an official You tube channel and all the orientation classes and career-oriented programmes are well exposed to the society through the YouTube channel. Alphonsa College hired a Google Workspace for Education Fundamentals and has been active since June 2020. The college is equipped with classrooms having CCTV surveillance for the easy conduct of university examinations. There are 290 computers available inside the campus for students' study purposes.

The ICT facilities available inside the campus are,

- There are 290 computers inside the campus.

- 4 Computer labs for complete study purposes.
- One browsing centre with reprographic facilities for students to use.
- Alphonsa Institute for Computer Studies for Diploma and Certificate Courses.
- 29 classrooms are equipped with LCD projectors/ Interactive Panel/ Smart TV for the classroom teaching process.
- 9 smart classrooms with Interactive Panels/Smart TVs.
- High Speed WiFi facility inside the campus
- 45 Printers/Scanners/Copiers
- E-resource centre in the college library
- Remote access through NLIST and Digital Repository
- The student computer ratio is 5:1
- Paid google package for e learning purpose via G Suite
- DEQ AMA software to facilitate the teaching learning process by catering the timetable,academic calendar and assessment procedures of the institution.
- A well functioning maintenance, repair and operations (MRO) portal for timely verification and updation of facilities through college website.
- Divyangjan friendly website.

The institution uses customised Academic Management Application, offers the following provisions :

- Admission Management
- Fee Management
- Course Planning
- Transfer Certificate Management
- Examination Management
- Grievance Management
- Online Feedbacks

- Outcome Based Education
- Consolidated assessment forms

Institutional Website, as well as the social media platforms like Facebook, Instagram and Alphonsa College Pala YouTube Channel, help the institution to blend with all of its stakeholders. Alphonsa College Pala is provided with 1Gbps FTTH broadband internet connection, the service provider is Asianet Satellite Communication limited. The college has a BSNL Leased Line (ILL) circuit. Our college facilitated online classes and seminars through the zoom platform during the Covid pandemic time.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 4.87

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 290

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 56.39**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
69.10608	106.77568	149.75958	95.12177	116.22779

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 80.7

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1348	1216	1095	1677	1650

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 74.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
1083	1475	622	1525	1736

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 76.12

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
297	406	503	503	526

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
549	567	614	582	624

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 77.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	101	111	120	139

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 714

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
193	201	61	158	101

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 140.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
225	124	118	135	101

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumnae Association of Alphonsa College plays a pivotal role in fostering a sense of community, continuity, and support between the college and its former teachers and students. It is a registered and recognised body under the Travancore Cochin Literary, Scientific and Charitable Societies Registration Act XII of 1995 with the registration number - KTM/TC/86/2019 from 06/03/2019.

CHRONICLES

- An annual gathering takes place consistently on 26th January of each year.
- Regular annual general body meetings are held as part of the organization's routine.
- Retired staff members actively participate as part of the organization.
- Yearly departmental alumni gatherings are organized, ensuring continued connections and networking opportunities.

MAJOR EVENTS

- **ALSTAGIA – Annual Mega Alumnae Meet:**

One of the major events of the association is Alstasia- Annual Mega Alumnae Meet organized on 26th January every year. The meeting substantiates the motto of the college, “Lighted for Life,” by reassembling empowered women across generations. Alstasia provides an opportunity for an exhibition cum sale that showcases the creative endeavours of the alumnae entrepreneurs, and renders a platform for networking and support within the alumnae community. Alumnae achievers who have excelled in their careers are recognized and honoured by the association each year.

- **Departmental Alumni meetings:** Each department conducts alumnae meetings and individual batch gatherings in offline and online modes as per the convenience of the participants.

- **ALUMNAE CONTRIBUTION:**

Financial contribution:

- **Best Sportswoman of the Year Award:** Instituted by alumnae in 1999 and awarded each year to students for their outstanding performance in sports.
- **Scholarships:** Instituted several scholarships and contributed a sum of Rs. 30,000/- is being distributed every year to the meritorious.
- **Infrastructure Development:** Contributed to the construction and renovation of infrastructure facilities like the Library Block, Golden Jubilee Memorial block, and Rainwater Harvesting System and donated 18 laptops to the college to cater the online classes during lockdown period.
- **Alumnae Sponsored Co-Curricular Activities:** Took the initiative to organize and fund several literary and cultural competitions.

Year	Contribution in INR (LAKHS)	Nature/ details
2018-19	1.208	Infrastructure augmentation, academic maintenance
2019-20	1.41879	Infrastructure and academic support
2020-21	Contributions are made as equipment. (Laptop)	IT infrastructure. (Computer stock register page no.6)
2021-22	0.90224	Academic Support
2022-23	1.32786	Infrastructure maintenance

Academic Support:

- **Alumnae Lecture Series:** serving as resource persons in academic events like lecture series, seminars, and workshops.
- **Contribution of books to Department Libraries:** Donated 582 books to various department libraries.
- **Alumnae Career Connect:** The Alum Engagement Cell of the Career and Placement Cell in association with alumni association provides support to the career and placement activities

of the college, including support to placement drives, training on interview and group discussion etc.

- **Alumnae Feedback:** Alumnae feedback on curriculum and teacher performance contributes towards the evaluation and betterment of the same.
- **Santhwana Counselling Centre:** Efficient and trained Alphonsian alumnae extend support to the students through college counselling centre.

Non-Academic Support:

- **Administrative Support:** Alumnae also serve as members of the important bodies of the college, including the Managing Body, IQAC, and Academic Committee of MGU UGP (Honours).
- **Social Commitment:** Every year the Alumnae Association conducts an exhibition cum sale in connection with Annual Alumnae Meet to encourage entrepreneurship among the members.
- **Alumnae contributed to community extension activities like flood and COVID-19 relief work, and the Snehaveedu project.**

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

The **vision and mission** of the Institution is to mould generations of young women through holistic education and skill development, develop fine personal qualities and high moral principles and become self-reliant while transcending all conventional boundaries that limit a woman from achieving success. The college instils in its students a resolve to remain enlightened and empowered, to trigger social change and make a positive impact on the world around them.

Governance and Leadership

Policy framework of the Institution is formulated by the Apex body of **Managing Board** consisting of Patron, Manager and representatives of management and academia and is implemented by **College Administrative Council** of Principal, Vice-principals and Bursar.

Governing Body takes decisions related to governance of the Institution. **Manager** is the authority of appointment of staff and gives guidance to the various functionaries. **Principal** is the academic and administrative head for internal governance. **Bursar**, the management representative on campus is responsible for the up-keeping of infrastructural facilities and financial management. **Vice Principals** assist in areas of academics and administration.

College Council identifies opportunities for growth and improvement in academics and institutional effectiveness. **Heads of Departments** ensure quality in the teaching-learning process by planning and time bound delivery of curriculum and management of the Department activities. **Class Teachers** are entrusted with the responsibility of looking after interests of their assigned classes with regard to their academics, social and emotional well being. **Administrative staff** under Office Superintendent are responsible for financial and administrative work.

IQAC provides leadership for developing and implementing quality policies and monitors through a continuous feedback mechanism. **Students Union** represents their interests and concerns to the administration and promotes student engagement in campus life. **Committees and Cells** monitor and ensure an inclusive and conducive learning environment and provide a platform for raising grievances. **Club** coordinators ensure activities for the holistic development of the students.

PTA ensures parent perspectives in the decision-making processes, supports initiatives to create an inclusive environment and provides feedback on academic programs, services, and facilities. **Alumni Association** maintains connections among alumni and provides guidance, support and encouragement to students.

The college ensures **decentralisation and participatory management** in institutional governance through an empowered, inclusive and collaborative approach and fosters a culture of shared responsibility and engagement among the stakeholders.

NEP implementation

- College offers three vocational degree courses and a New Generation Interdisciplinary MA Econometrics Programme. NSQF add-on and Open courses can be selected from **multidisciplinary** areas.
- **ABC** will be initiated from the next academic year.
- Institution offers NSQF aligned courses, career oriented certificate programmes, ASAP, AICS, curriculum related add-on courses etc. with the aim of providing **additional skills**.
- Institution integrates the **Indian Knowledge System** into the curriculum and campus life.
- Institutionalised **OBE** .
- Promotes **online learning** through cloud based LMS.

Sustained institutional growth is identified in the following areas:

- Institutional Excellence
- Sports and Physical Education
- Value based education
- Capacity enhancement
- Infrastructure augmentation
- Inclusive environment
- Women empowerment through self reliance
- Extension and Outreach activities
- Research and Innovation Ecosystem
- Green Initiatives and environment consciousness

College has identified and prepared short term **Institutional Perspective Plan 2024** and long term **Institutional Development Plan 2030** for improvement and development.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The **Institutional Development Planning Committee** analysed the progress made by the College during the last 60 years, its **SWOC** and identified the diverse areas of expertise, resources and competencies that can contribute to the institution's capacity to fulfil its educational mission and objectives.

Institutional Perspective plan 2024 is deployed based on the categories :

- Academic Excellence
- Research and Human Resource development
- Student Support mechanism
- Outreach programmes
- Environment consciousness
- Governance, Infrastructure and Learning Resources

Strategic goals for **Institutional Development Plan 2030** is identified as:

- Elevation of Institutional Excellence
- Academic Excellence
- Research, Innovation, Entrepreneurship and Technology Transfer
- Infrastructure and Facilities
- Student Support Services
- Environment consciousness and Social Responsibility

- Internationalisation and Global Engagement

Administrative Setup for Institutional Functioning

The Managing board chaired by **Manager** formulates the broad policy matters of the College. **Principal** is the Head of the Institution and oversees the functioning of the college. **Vice-Principals** assist the duties as delegated by the Principal. **Bursar** is in charge of all construction and development activities and utilisation of management account. **College Administrative Council** makes decisions on the administrative, financial and developmental policies of the institution. **College Council** reviews the internal affairs of the college and takes decisions on the academic matters. **IQAC** acts as the pivot of quality sustenance.

Administrative staff under Office Superintendent are responsible for all the financial and academic office work related to institutional affairs and human resources. **Examination Office** is responsible for all University and Internal exam related matters. **Library Committee** plans the development and internal management of the Library. **Planning and Execution Committee** carries out the necessary administrative work for various projects. **Project Monitoring Committee** monitors the procedures of approved schemes and projects. **E-governance** is employed in College administration, finance and accounts management, student admission, support and examination related matters.

Administrative Supporting Wings operating in the College are:

- Grievance Redressal Cell on matters related to exams, harassment, ragging, discrimination etc.
- Anti-Ragging Committee and Monitoring Cell
- Ethical Committee on ethics in research, IT usage, cultural activities
- Internal Complaints Committee on Sexual harassment of Women at HEI
- Anti drugs and anti narcotics cell
- Green protocol committee
- Electoral Literacy club
- Equal Opportunity Centre
- Purchase Committee

The **Organogram** details the administrative structure of the Institution. The committees and councils meet regularly and work in a democratic and transparent manner and efficiently implement policies for the overall development of the institution. The college **Handbook** and **website** deliver all the procedures in academic and administrative matters.

Policies

The College has clearly defined policies based on the areas:

- Admission, Student Support, Inclusivity and Scholarships
- Academic, Curriculum, Internal evaluation and Mentoring
- Research, Innovation and Entrepreneurship
- Administration, Planning and Infrastructure
- Finance
- E-governance
- Human resources management
- Quality Policy of IQAC
- Green Campus
- Environment and Energy usage and Waste management
- Grievance redressal
- Code of Conduct

Appointment and Service Rules

The Institution adheres to the Rules and Regulations of Statutory bodies in governance and administration. The appointment of faculty in aided streams is in compliance with the service rules of M.G.University, State Government and UGC. The selection committee for un-aided faculty is headed by the Manager. The Manual of Office procedures issued by Government of Kerala is followed for the office procedures and file management.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Performance Appraisal of Teaching Faculty

- HoD verifies the **teaching plan** prepared by faculty members to ensure alignment with academic objectives
- Faculty members maintain detailed **work records** documenting their daily teaching and other activities, verified monthly by HoD and Principal
- IQAC obtains feedback on the effectiveness of **teaching – learning and evaluation from students**
- **Internal Audit** conducted by IQAC focuses on continuous quality improvement and adherence to academic protocols

- **External Audit** by distinguished academicians provides an external perspective on academic standards and practices
- Principal actively conducts **students feedback** on faculty performance
- **Manager** engages directly with faculty members to assess their progress and performance
- Faculty members undergo **PBAS** at time of promotion via IQAC ensuring compliance with UGC norms
- IQAC conducts **annual performance appraisal** of all faculty members, focusing on their academic contributions, teaching effectiveness, professional development and participation in activities.
- Faculty members regularly update their individual **profiles** in Google drive documentation

Performance Appraisal of **Administrative Staff**

- Performance of administrative staff is assessed by **Principal and Bursar** and analyses their competence, participation and performance for the development of the Institution.
- **Manager** monitors the performance of Non Teaching Staff.

Welfare measures adopted by the Institution for the benefit of employees

Financial

Festival advance

Staff Co-operative society for meeting their financial needs

Financial assistance to faculty for attending Professional Development Programmes

Financial support to meet medical expenses in times of emergency

Financial support to non-teaching staff for house construction and maintenance

Subsistence Allowance for Guest Faculty and Faculty on Contract

Revision of salary of self- financing teachers

Online income tax filing support

Health

Periodic health checkup in medical camps, Physiotherapy department and Medicity Hospital Pala

Access to health and fitness facilities at Open Gym, Fitness Centre, Swimming Pool

Free mask, sanitizer, gloves during Covid-19

Health and mental awareness programmes

Counselling and medical check-up by Physiotherapy department

Diet counselling by Department of CND

Job Enrichment

Smart Interactive TV and ICT-enabled classrooms

Free Wi-Fi facility and domain email addresses

Flexible work from home facility in COVID time

Computers and laboratory facilities

WhatsApp groups and G-Suite access for correspondence

Physical and professional support for the blind staff

Provision for clearing promotional tests for NTS

Statutory Welfare Measures

PF, GIS, SLI, NPS

ESI

MEDISEP Insurance

Maternity, Paternity and all Statutory Leave

Covid special casual leave

General

CCTV camera surveillance and security men

Free uniform for security men

Dedicated dining room for NTS

Canteen facility at subsidised rate

Staff Recreation Room, parking area, reading space in College library

Service of DTP operator

Jobs on compassionate grounds

College Bus

Support to learn driving

Grievance Redressal Cell and Internal Complaints Committee

Annual Tour and Retreat

Celebration of festivals

Farewell parties to honour retiring staffs

Associations of Retired Teaching and Non-Teaching staff

Hostel, Creche, Child-care facility

Recreational and hobby development facilities

Counselling Centre

Avenues for Career Development/ Progression

Organised FDP and training programmes

Duty leaves to attend Orientation / Refresher / FDP

Encouragement for Ph. D registration and part time research

Commuted leave for attending course work of research

PBAS based promotion for faculty

Role in Governance

Awards for exemplary achievements

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 56.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
61	41	32	66	24

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 64.94

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
48	89	61	92	36

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
19	20	21	22	23

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Strategies and Policies for optimal financial resource management

The Institution has well defined **administrative and financial policies**

- Administration and planning
- Finance
- E-governance
- Infrastructure maintenance and sharing

Decentralised and participative management is employed to ensure transparency and inclusivity in finance utilisation. **Training sessions** on Protocols, Store purchase manual, PFMS etc are organised to equip officials with skills and knowledge.

Budget is prepared by College Administrative Committee in consultation with the Office superintendent and IQAC and approved by Managing Board.

- **Administrative committee** identifies infrastructure augmentation and maintenance requirements
- **Planning and Execution Committee** carries out the administrative work.
- **Project Monitoring Committee** monitors the procedures of approved schemes and projects.
- **Purchase Committee** initiates purchases of the institution based on protocols
- Various financial utilisations are reviewed by Administrative and Staff Councils and major expenses are to be approved by the Managing Board. Fund allocation is based on a priority basis.

Mobilisation of Funds

Administrative Committee consults IQAC and College Council on various Government funding schemes and proposals are made based on the requirements of Departments and Office.

Blue prints, estimates etc. for construction are prepared by qualified engineers. Tender process is followed in major purchases and developments to ensure optimal utilisation of the resources.

Funds received by the college are:

- **Central Government funds** - UGC, RUSA, Major project, Scholarships, UBA
- **State Government funds** - Grant-in-aid for salary, NSS, NCC Fund, WWS, ASAP, SSP, Scholarships, KSCSTE, KSWDC, Bhoomitrasena, Sports Council
- **Non-Government Funds** - Endowment and Scholarships from Philanthropist, PTA, Alumni, Seminar registration fees, funds raised by departments/ clubs/ associations, sponsorships, contributions from staff
- **Management Account**-fees from aided and self-financing courses, fee- based courses and

revenue generating facilities

Utilisation of Funds

The categories are under:

- Infrastructure augmentation- Physical, laboratory, IT
- Maintenance of facilities - Physical, Academic, Sports, IT
- E-governance
- Library
- Scholarships
- Research grants
- Student/ Community extension
- Welfare

Tender process, physical or e-tender is followed. **Stock registers** are maintained and verified. A petty cash book is maintained and the Head Accountant monitors all accounts.

MRO portal in College website is provided to register any complaint regarding infrastructure. Management fund administered by Bursar is utilised for Physical and IT infrastructure augmentation, remuneration of teachers on contract basis, welfare schemes for staff and student scholarships. Maintenance and stock - keeping are monitored by Bursar.

IQAC ensures scholarships and grants are extended to the maximum number of students.

e- governance is practised in financial transactions and fees payment managed through ERP portal. **Utilisation/ Completion Certificates** are maintained regarding each project.

Financial Audit

The Managing Board reviews expenditure incurred annually.

An **Internal audit committee** constituted by the Administrative Council conducts periodic inspection and evaluation of financial transactions and submit Internal financial audit reports. Internal Audits are also conducted annually for the Non-Government funds.

External financial audit is carried out by Chartered Accountants as appointed by the Managing Board. The external auditor verifies all the vouchers with reference to the cashbook and prepares the balance sheet.

Periodical inspection and audit are carried out by Government auditors from the Deputy Directorate of Collegiate Education, Government of Kerala, CAG and on funds from Central Government.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Quality Assurance institutionalised by IQAC

Leadership and Planning

- Conducted SWOC analysis
- Prepared Perspective plan 2019-2024 , IDP 2030
- Renewed College Policy Documents
- Prepared Year Plan, Academic and Exam Calendar
- Implemented G-suite for education to enhance ICT enabled teaching- learning
- Introduced new ERP for attendance and examination management
- Submitted Project proposals for DST-FIST, DBT-STAR College Scheme, DST- CURIE project

Curriculum implementation

- Conducted Induction programmes to first year students
- Monitored student-centric learning methods

- Initiated transition to Online Classes in COVID time by providing training for faculty and studying impact of online classes
- Promoted online learning through various platforms
- Conducted FDP for faculty and Certificate courses in software for students in association with Spoken Tutorial - IIT Bombay

Institutionalising OBE

- Prepared OBE Manual
- Provided training to Faculty on OBE, formulated PSO's and CO's and communicated to students
- Designed Teaching plan and Question papers aligned with OBE
- Formulated Direct and Indirect outcome attainment measures,
- Established mapping relationships using relevant Articulation Matrix
- Created and developed an Excel-based tool for measuring attainment
- Estimated learning outcomes, analysed results for follow-up action

Student Support Services

- Initiated online submission of curriculum feedback and grievance registration
- Established ICC on Sexual harassment
- Enabled College website in accessibility modes for differently abled persons
- Introduced Paryptha and Sparsh as the Best practices of the College
- Provided remote access to the e-resources of the library, ILMS KOHA installed
- Extended library as an e-learning centre
- Created an innovation ecosystem in campus- registered with IEDC, IIC, YIP

Review mechanism

- Obtained academic feedback from stakeholders and annual Student satisfaction survey, analysed and prepared reports, follow-up action taken

- Conducted Course Exit survey for measuring indirect outcomes
- Conducted University result analysis
- Conducted Internal and External Academic, Administrative and Financial Audits
- Conducted Gender Audit and Open House
- Conducted Green, Energy, Water and Tree diversity audit
- Scrutiny of Annual performance appraisal of teaching faculty and PBAS for promotion process
- Conducted regular IQAC meetings and prepared ATR
- Reviewed Outcomes based on Action Plan of IQAC
- Submitted AQAR and participated in AISHE, NIRF, KIRF
- Published annual College Newsletter

Incremental improvements in Quality assured

- Upgraded Zoology Department as a Research Centre
- Started new programme- MA Econometrics
- Started 67 new add-on and certificate courses
- Organised 94 seminars and workshops in IPR and Research Methodology
- Started 38 new MoUs /Linkages and conducted collaborated quality programmes
- 13 classrooms converted to smart classrooms, 100 new computers added
- 10 faculties awarded Ph. D , 22 faculties currently pursuing research
- 59 UGC CARE listed publications, 75 Books/ chapter published
- Conducted 14 FDP/PDP's and 7 Administrative training programmes
- 11 new permanent faculties appointed, 33 instances of promotion of teachers and 15 of administrative staff
- College was sanctioned Rs. 2 Cr by RUSA 2.0, Rs. 1.3 Cr by DBT- STAR College , Rs. 0.74 Cr by DST- FIST Schemes.
- Constructed new Volleyball court and Open Gym

- Renovated Classrooms, Laboratoires and Toilets
- IT infrastructure of the college upgraded
- Strengthened the Divyangjan friendly environment
- Institutionalised rainwater harvesting system, sensor based usage of resources and liquid waste management system
- Organised a Mega job drive in campus
- Installed MRO portal for resource management
- Online admission and fees payment through website
- Sanitary Vending machine installed, promoting menstrual cups
- Consultancy services done by departments on payment basis

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Alphonsa College, being a highflyer in the realm of women's education, envisions to mould perfect women who are sensitized towards the needs of the society, through noble planning. The plan of action for gender equity and sensitization followed by the institution has a three-tier design:

Tier 1: Curriculum level:

The institution offers a total of 40 courses, including several certificate and add-on courses. These courses are designed to impart a comprehensive understanding of gender equity and emphasize the vital role women play in environmental protection and promoting sustainability. Faculty members and students have also contributed significantly to academic literature, publishing a considerable number of research papers on topics associated with gender. The institution has produced 11 faculty research publications and 113 student projects on gender related topics. In addition to regular academic programmes, the institution has organized numerous seminars and workshops that address recent trends and concerns in gender studies and related fields.

Tier 2: Campus level:

The college has designed an extensive array of gender equity programs. To support students in addressing various physical, psychological, and emotional challenges, the institution has established support systems like Women's Cell, Anti-harassment Committee, Grievance Redressal Cell, Internal Complaints Committee and Swanthwana Counselling Centre. The safety and security in the campus ensured through the 24 hour security guards at entrance of the college and the CCTV cameras. The institution supports women's health needs by providing students and faculty with maternity and menstruation leave. The college provides essential supportive facilities such as restrooms, women's hostels, sanitary pad vending machines, Alphonsian fitness centre and a crèche. The college leads several skill development programs designed to enhance entrepreneurial, communication, and IT skills. The Women Entrepreneurship Motivation Club focuses on practical skills in making and marketing soap, handwash, and liquid detergent. The college is proactive in educating its students about cyber-crimes against women and available legal remedies. It also organizes leadership and self-defense training and hosts competitions such as 'Midukki' and 'Golden Girl' highlighting the college's commitment to fostering a gender-sensitive campus environment.

Tire 3: Community level:

The institution actively fosters community engagement through various clubs and subject associations, enabling students to contribute positively to society. Opportunities for involvement include participation in blood donation camps, hair donation campaigns for cancer patients, flood relief activities, and volunteer efforts during the COVID-19 pandemic.

The institution has launched a Rural Women Empowerment Programme and an online skill development program called Expertise to help women become financially independent. The college organizes awareness campaigns on sustainable living, drug abuse, and other societal issues. It also runs charity initiatives like the Charity Cell and Noon Meal Programme to foster student sensitivity to societal needs. Collaborative efforts with local and district administrations and non-profit organizations ensure that students remain socially committed across all gender and sex boundaries. Alphonsian Community College offers various programs and services to empower women, including expert-led training in stitching, languages, crochet, glass painting, and driving. The college also provides sports training through the Alphonsa Sports Academy and extension services like diet counseling, fitness center access, and physiotherapy consultations for community women.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1.Green audit / Environment audit**
- 2.Energy audit**
- 3.Clean and green campus initiatives**
- 4.Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Alphonsa college Pala with its motto Lighted for Life envisions to enlighten all walks of human life. The visionary founders of the college have incorporated into its constitutional ethos, democratic values of cultural religious and linguistic tolerance and harmony. Various programmes have been organized by the institution to inculcate and foster constitutional and civic responsibilities in students and faculty.

Cultural Inclusiveness: The Ek Bharath Shreshth Bharath Club actively engages in celebrating and promoting cultural diversity. The club orchestrates quiz and letter-writing competitions, with a primary focus on Himachal Pradesh and its unique cultural nuances. Cultural Fiesta we host resonates with the rich cultural tapestry of various Indian states, offering a platform for showcasing their traditions and heritage every year..

Regional Inclusiveness: Our institution offers special reservations for students from Lakshadweep in UG and PG courses ensuring equitable access to quality education. Throughout the academic year, our campus comes alive with the vibrant celebrations of national, regional, and religious festivals. These festivities serve as a melting pot of cultures, fostering unity and understanding among students from diverse backgrounds. From the grandeur of national festivals like Diwali and Independence Day to the intimacy of regional celebrations of Onam, each event enriches our campus community with its unique traditions and rituals. One standout event is the Fashion Fiesta organized by the Department of Fashion Technology, offering a captivating glimpse into the intersection of cultures.

Socio-Economic Inclusiveness: Our institution reserves seats in UG and PG courses for students from SC, ST, OBC, and other backward communities to ensure equitable education access. We actively promote admissions under cultural and sports quotas and offer financial support through scholarships and fee concessions for economically disadvantaged students. Initiatives like the book bank and noon meal program are designed to improve students' living standards and academic performance. The UBA cell's adoption of five villages highlights our commitment to enhancing the quality of life in surrounding areas. These efforts reflect our dedication to fostering an inclusive and culturally diverse academic community where every student can thrive..

Constitutional obligation: Our campus hosts an Electoral Literacy club that fosters civic responsibilities among students, and both teaching and non-teaching staff serve as polling officers in various elections. Staff also participated in an "Election Awareness Programme - Hands-On workshop on EVM, VVPAT" organized by the Election Commission. The college serves as a polling booth during elections and conducts College Union elections in parliamentary mode, strictly following MG University guidelines under the supervision of the Principal, Vice Principal, Electoral Officers, and faculty. Additionally, various webinars and talks are organized by subject associations, Women's Cell, NSS, and NCC to enhance student awareness on topics like Human Rights, Gender Sensitization, Justice, Equality, and Civil Rights.

The curriculum includes courses on Indian polity, Human Rights, and International Relations to promote civic awareness among students. The college also commemorates national and historic days, fostering a sense of history and political awareness. Together, these initiatives help develop well-informed and socially responsible citizens within our academic community.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1

TITLE: PARYAPTHA

1.GOAL: It aims to make the students self-reliant and competent to face the globalized society.

2.CONTEXT:

In today's fast-paced and interconnected world, self-reliance is a crucial trait for personal and professional success. Recognizing this and in line with the college's vision to nurture self-reliant and liberated young women, Alphonsa College has implemented "Paryaptha" to ensure that students are not only academically proficient but also possess the practical skills and resilience required in a globalized environment.

3.PRACTICE

Paryaptha meaning self-reliant is the Alphonsian design to empower women by enabling them to become self-reliant and contribute to society and to achieve financial independence, pursue their aspirations, and thrive in their personal and professional lives. The design of the practice takes into consideration the myriad aspects of paryapthatha or self-reliance and is conceptualized as **Siddhi, Nishtha and Sahaja**.

Siddhi focuses on nurturing skills, promoting students to earn while they learn through initiatives like

- **Money Matters Honey**-Webinars and seminars promoting financial literacy
- **NSQF aligned Skill courses, Value added courses and various Skill development programmes** enhancing soft skills, life skills, communication skills, ICT skills.
- **Entrepreneurship development programmes and meet the entrepreneurs Programmes** by Women Entrepreneurship Motivation (WEM) Club which is registered under District Industries Centre, Kottayam,

- **Product development workshops and Idea contests** conducted by Innovation and Entrepreneurship Development Centre (**IEDC**)
- **Career counselling and placement drives** by Career and Placement cell
- **The "ACP'S DREAMS ON FIRE"** – a communal space for Alphonsians on Mighty Network platform fostering connectivity among students.
- The NSS, NCC, CGS and other clubs and associations nurture a social commitment.
- **Alphonsian Community College** extends resources to the community.

Nishtha is the next step in this regard where the trained women go out to the society determined to claim their own space through,

- Various **exhibition cum sale events** hosted by the college.
- **WEM Club**
- **IEDC**
- **Institution Innovation Council**
- **Idea Innovation Centre (Incubation Centre)** -to incubate ideas to product prototypes.

Sahaja is the state of equanimity where the young Alphonsians are trained to face challenges in life with clarity, courage and composure through

- **Regular and structured counselling sessions and yoga classes** to rejuvenate the mind body and soul.
- **Value education Classes**

4. EVIDENCE OF SUCCESS:

Alphonsa College over the years has carved a space for herself in all walks of life by moulding trained and skilled human resources for the society.

- The college offers platforms to showcase and market the skills of students, including
 - **Paryaptha – the annual exhibition cum sale** organized by CGS
 - **The exhibition cum sales by Subject associations**
 - **Food Fests**
- A good number of students run small scale business, tuition etc as part of the '**Earn while you Learn**' idea promoted by the institution.
- **Online Maths Tutoring** offered by Department of Mathematics
- WEM club launched and marketed 4 products under the brand name '**SWESH**'
- Two B.Sc. Zoology students **created bioplastic from Jack fruit seeds**, winning a national Hackathon.
- Another team proposed **drug analogues to enzyme Histatine** for wound healing in dogs, winning district and state-level recognition.
- Our Alumnae as leaders in politics, civil service, science, aviation, and defence.

CHALLENGES ENCOUNTERED:

- Social stigma and stereotypes associated with part-time work.
- Parental concerns over the impact of part-time work on academics.
- Fear of academic burnout and lower grades.

- Non-conducive academic schedules for part-time work.

BEST PRACTICE 2

TITLE: SPARSH

1. Goal – It aims to foster social sensitivity among young women empowering them to drive societal transformation.

2. The Context- In a world facing numerous social challenges, there is a critical need for compassionate leaders committed to making a difference. SPARSH is designed to mold young Alphonians as "**agents of social transformation in their families and societies,**" **aligning with the vision of the college.** By promoting a service-oriented mindset beyond normative practices, SPARSH aims to empower students to touch and transform society. The program seeks to provide the **healing touch required to rejuvenate communities and uplift those in need.**

3. The Practice – Sparsh meaning gentle healing touch is the Alphonian response to the world out there which is fragmented by narrowmindedness, disparities and unequal distribution of resources. Various social service and outreach programmes have been organized to connect the students to the society around them and encourage them to provide service, beyond conventional limits, to the community.

The social service initiatives run by the college are categorized under

SPROUT	:	Initiatives designed for environmental preservation
NURTURE	:	Endeavours focused on addressing healthcare needs
RISE	:	Support provided to strengthen the educational sector
GROW	:	Assistance and aid directed towards economic development
BLOOM	:	Measures enacted to cultivate inclusive environments

5. Evidence of success

- The Snehaveedu Home Project, NCC Charity Cell initiatives, Meenachil River Rejuvenation Programme, Kavalippuzha Mini Beach Cleaning and Gardening Project Padheyam-Noon meal programme, Flood relief activities, Skill Development Programme for rural women, and Flip (Fluency Improvement Programme) for school children are compelling examples that showcase the success of our best practice.
- The institution's commitment to the society and its people has acquired widespread recognition. The numerous awards and certificates of appreciation received for its exemplary efforts, including the Deepika Excellence Award in Collegiate Education and the Kerala Koumudi Award for Best Women's College, attest to the college's outstanding achievements. The institution was honored with certificates of appreciation for its water conservation efforts, green initiatives and maintaining a clean, plastic-free campus. Various local bodies recognized the college's

community extension activities. The NSS Unit earned multiple accolades, including Certificates of Appreciation for outstanding performance from 2018 to 2023. The NCC unit was awarded the Excellency Award from the 5 Kerala Girls Battalion NCC. Additionally, MGNCRE recognized the institution under the Swachh Bharat initiative.

6. Problems encountered and resources required- students face certain constraints and challenges with regard to their engagement with extension and outreach activities. They include

- Time constraints to conduct social service activities because of their academic responsibilities, loss of working days due to natural calamities and fluctuating academic schedules of the University.
- While students are able to generate awareness and interest, sustainability is a threat in some cases

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

INSTITUTIONAL DISTINCTIVENESS

BEYOND THE GAME...

Alphonsa College Pala, guided by its visionary motto "**Lighted for Life**," has garnered widespread acclaim for its outstanding sports programs since its inception. Anchored in the belief that every woman possesses the potential for self-reliance and empowerment, the college prioritizes the holistic development of its students, including fostering excellence in sports. With a vision to shape well-rounded lives for women and charting a path towards a noble future, Alphonsa College has meticulously designed its campus environment to cultivate a deep interest in sports among its students alongside the regular academic schedule. In doing so, it challenges gender stereotypes and transcends societal boundaries, empowering women to reach their full potential and achieve success in all facets of life.

The College has a distinct sports culture. The ethos of sports runs deep within the educational ecosystem empowering students to confront life's trials with resilience. This robust sports culture is seamlessly integrated into the college's values and academic atmosphere, attracting students from various parts of Kerala to pursue their higher education without compromising their interest in sports. All the efforts put

in by the college in the field of Sports has resulted in a **rich legacy of renowned alumnae who brought accolades for the country in National and International events**. Through their athletic pursuits, students at Alphonsa College embody the institution's core values of knowledge, self-respect, tolerance, and hard work. Their remarkable accomplishments serve as a source of inspiration, reflecting the ideals of a well-rounded and purposefully directed woman.

- The college's commitment to sports is reflected in its **state-of-the-art sports facilities**, including well-maintained sports ground, indoor sports facilities, volleyball and basketball court, specialized training equipments. Additionally, College has active MoUs with Pala municipality and St.Thomas College Palai for the use of swimming pools and synthetic tracks. Scholarships and hostel facilities are also provided to support student-athletes. The sports stars are honored for their achievements in the college day .
- Department of Physical Education has a dedicated team of **experienced and qualified physical education instructors and coaches** including the experts appointed by Kerala State Sports Council, who guide and mentor students in various sports disciplines, headed by **Dr. Thankachan Mathew, Kayikacharya Award winner of Kerala Government and recipient of the Best Physical Education Teacher award at the national level and state level**.
- **Physical education in curriculum:** Recognizing the importance of holistic education, which addresses both mental and physical well-being, the College has seamlessly integrated physical education into its academic curriculum. The college offers a vocational course on Sports Nutrition and Physiotherapy, an open course in Fitness Training, and Certificate courses in Physical Fitness and Physiotherapeutic Yoga.
- **Holistic well-being of the students:** Alphonsa College prioritizes the health and fitness of its students. The college provides various facilities and programs to ensure the overall well-being of its students, including the Alphonsa Fitness Centre, an Open Gym, and fitness programs. Additionally, students can participate in **Karate** training, yoga sessions by the **Aerobics and Yoga club**, and benefit from regular **health check-ups and diet counselling**.
- Annual Sports Day, Yearly Bishop Vayalil Volleyball championship and other regular sports events and intercollegiate tournaments conducted by the college provide platforms for students to showcase their talents, develop teamwork and sportsmanship.
- **Community Engagement:** The college is deeply committed to community outreach programs centered on sports and fitness, aiming to promote health, wellness, and community engagement across diverse age groups, with a special emphasis on empowering women. These initiatives include
 - **Alphonsa Chess Academy and the Alphonsa Athletic Academy** tailored for school students,
 - Access to the Alphonsa Fitness Centre, medical camps, diet counselling, and physiotherapy consultations for community women.
- **Achievements:** Alphonsa College has to its pride an extraordinary and distinctive sports legacy, marked by consistent triumphs as **women champions** in various sports and athletic meets hosted by Mahatma Gandhi University. Each year, Alphonsa's students shine on the national stage, representing the University with distinction and earning coveted spots on state teams for **National championships**.
- **Alphonsian Sports Stars:** Over the years, Alphonsa College has witnessed the rise of exceptional sports personalities who have brought great glory to the institution and the nation. Their accomplishments serve as a testament to the quality of physical education imparted at the institution. Among the distinguished alumnae of the college are
 - **Three Olympians**—Shiny Wilson, Preeja Sreedharan, and Sini Jose

- **Three Arjuna awardees** Padmini Thomas, Shiny Wilson, and Preeja Sreedharan.
- Recipients of the **Kerala Government's G.V. Raja Award**-K.M. Celine and Preeja Sreedharan
- **Roster of national and international volleyball players who represented India in international volleyball competitions.**
- **Esteemed sportswomen who have proudly represented India on the global stage,** including the Thoppil sisters - Sumi, Soumi, Somi, and Soni – who have shattered existing records in **swimming**, Dhanya Purushothaman who **broke the 100 meters record of Smt. P. T. Usha** at the Junior State Athletic Championship
- Our athlete **Lizbeth Carolin Joseph from 2018-21 batch** received a **scholarship of 1.6 crore** for her higher studies & high-performance sports training **at Liberty university, USA.**

The college's commitment to sports extends beyond competitive achievements; it's about nurturing excellence and character, for it believes in the transformative power of sports in shaping character and instilling values. Through sports, the college instills qualities such as resilience, determination, leadership, and the ability to work in a team. These attributes are indispensable, not only in the sporting arena but also in all aspects of life. Alphonsa College Pala also recognizes the importance of striking a balance between academics and sports. The college ensures that student-athletes receive the necessary support and flexibility to excel in both areas. It promotes a culture of time management and encourages students to prioritize their academic commitments while pursuing their sporting passions. As a recognition for the distinctive contribution to sports, the college has been awarded the prestigious **G V Raja Award for the Best College in Kerala instituted by Kerala Government.**

Alphonsa College Pala stands as a beacon of excellence in sports, in alignment with its vision of creating perfect and nobly planned women. By providing a nurturing environment, state-of-the-art facilities, dedicated faculty and a strong emphasis on values, the college empowers its students to become self-reliant and liberated young women. Through their achievements in sports, Alphonsa College students not only bring honor to themselves but also embody the spirit of the college's motto - "**Lighted for Life.**"

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

5. CONCLUSION

Additional Information :

Incremental improvements in Quality assured during the last five years

- Upgraded P.G. Department of Zoology as a Research Centre
- Started new PG programme- MA Econometrics
- Started 67 new add-on and certificate courses for skill development, subject knowledge based and career oriented programmes
- Organised 94 seminars and workshops on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship to enhance learning experience
- Started 38 new MoUs and Linkages for research, skill development, entrepreneurship, sports, waste management etc
- Conducted collaborated quality programmes to share knowledge, skill set and mind set
- 13 new smart classrooms, 100 new computers exclusively for students
- 10 faculties awarded Ph. D during the last five years
- 59 UGC CARE listed publications, 75 Books/ chapter published by faculty members
- Conducted 14 faculty/ professional development programmes and 7 Administrative training programmes
- 11 new permanent faculties appointed, 33 instances of promotion of teachers , 15 instances of promotion of non-teaching staff
- College was sanctioned Rs. 2 Cr by RUSA 2.0, Rs. 1.3 Cr by DBT- STAR College , Rs. 0.74 Cr by DST- FIST Schemes.
- Constructed new Volleyball court and Open Gym
- Renovated Classrooms, Laboratoires and Toilets
- Strengthened the Divyangjan friendly environment of the college - disabled friendly washrooms, exclusive cultural competitions, instituted new scholarships, introduced screen reading facility and open source braille software and accessible website
- Institutionalised rainwater harvesting system, alternate sources of energy, sensor based usage of resources and liquid waste management system

- Organised a Mega job drive in campus in association with District Employment Exchange Kottayam
- Provided Maintenance, Repair and Operations portal in website for resource management
- Consultancy services done by departments on payment basis

Concluding Remarks :

Through strategic planning, proactive initiatives, and collaborative efforts, the college has made significant strides in various areas, ensuring a holistic educational experience for its students and faculty during the last five years. Alphonsa College has emerged as a benchmark of academic brilliance, characterized by its impactful teaching-learning methodologies. Alphonsa College has maintained a strong focus on academic quality, evident through its high university ranks, excellent results, and faculty accomplishments. The college's diverse array of courses, modern infrastructure, and innovative teaching methods contribute to its reputation for academic excellence. Investments in centralized Wi-Fi, digital resources, e-learning platforms, and infrastructure upgrades demonstrate its commitment to providing a modern and accessible learning environment. Alphonsa College prides itself on its inclusive campus culture, characterized by diversity, community engagement, and support for all students. The best practices of the college, Paryaptha and Sparsh, resonate deeply with its mission and vision, empowering students to be self-reliant and catalysts for societal change. Embracing a dynamic research culture, Alphonsa College cherishes and promotes local wisdom and heritage, buoyed by its esteemed alumni network spanning nearly six decades. Guided by visionary leadership, the college wholeheartedly embraces the National Education Policy (NEP) and stays attuned to positive developments in higher education, ensuring its continued relevance and adaptability. As the college continues its journey of excellence, it remains dedicated to providing quality education, fostering innovation, and empowering students to become global citizens and leaders in their respective fields.