



CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Design and Development

1.1.1 How are the institutional vision / mission reflected in the academic programmes of the College?

VISION:

- Madurai Institute of Social Sciences as a learning organization, strives to educate, with the spirit of cultural values, and develop Human Resources in order to serve mankind in general and weaker sections in particular and to establish global peace and prosperity.

MISSION :

- Providing quality education on affordable cost by designing academic agenda in tune with the changing needs of the society, scanning the external environment through strategic planning, building faculty power in tune with the modern trend in teaching, interacting creatively with the Government and the civil society, promoting applied and action research on governance and community problems and establishing System Management.

The above Vision, Mission and the Quality policy of the college are displayed in the prominent places like library, auditorium, conference hall, examination hall and corridors and also shown in the college prospectus and the website, so as to make a lasting impression on the minds of the students.

Since 1969, the college has been actively involved in preparing students in the field of Social Work to address humanitarian issues with the intent of ensuring peace at global level and upliftment of society in general and the underprivileged in particular.

As, at present the cost of education poses a big threat, which ultimately results in denial of higher education to the downtrodden, the college has come forward to open the avenues of quality education to those who were hitherto denied this, by offering higher quality education at the affordable cost.

The College has been actively involved since inception in undertaking extension activities necessary and relevant for the development of the society, both in rural and urban areas. On understanding the societal needs the college undertakes research assignments, activities and submits its findings to the policy makers for necessary action.

In order to imbibe the spirit of cultural values among the students the college has started Centre for Vivekananda Studies and has also collaborated with Dev University for enlightening the students on cultural heritage and humanism.

A microscopic analysis of SWOT every year and the feedback from the stakeholders are of immense assistance in realizing the external realities and the emerging needs much better and in developing strategies to achieve the mission.





SWOT Analysis of the College

STRENGTHS – S	WEAKNESSES – W
<ul style="list-style-type: none">● Experienced Faculty members● Teachers with creative and innovative ideas● Teachers having research temper(Major & Minor Research Projects)● Healthy relationship between the college and the fieldwork agencies.● Mentoring system for all the students.● Providing feedback immediately after the internal exams.● Monitoring the behavioral components of the students.● Earn while you learn schemes.● Morning Prayer meeting system.● Periodical meetings of the departments to examine the past and plan for the future activities● Counselling services for the needy students.● Job-oriented and need-based courses.● Well developed placement cell.● Sound network of Alumni● Liaison with Industries.	<ul style="list-style-type: none">● First Generation Students.● Poor language skills mainly because of Tamil medium background● Students from poor socio – economic-educational background.● Inadequacy of faculty● Difficulty in instilling interest among the students in the subjects.● Inadequate salary for the self financed faculty members.● Faculty Attrition.





CRITERION I : CURRICULAR ASPECTS

OPPORTUNITIES – O	THREATS – T
<ul style="list-style-type: none">● Periodical training for enhancing the quality of Faculty members.● Internet facility in all departments and deputing the faculty members for refresher and orientation courses, to sharpen the intellectual power of the faculty members.● Availability of staff development programmes for handling the day to day affairs.● Technical support by the field work organizations.● Guest faculties in the respective fields.● Alumni support for placement activities.● Modification of syllabus for betterment by various stake holders.● Knowledge updation through MOU's with various relevant organisations.● Help from other colleges in all the academic activities.● Campus situated in the heart of the city● More job opportunities in the field of social work.	<ul style="list-style-type: none">● Competition from other colleges.● Attrition of Faculties.● Non availability of Government aid to other courses except social work.● Student dropout.● Psycho- social behavioral problems of the students.● Less concentration on studies owing to pre occupation with economic activities.● Lack of adequate employment opportunities.● Psycho- social and economic dissatisfaction of the self financed faculty members.





CRITERION I : CURRICULAR ASPECTS

Steps taken based on SWOT Analysis

1.	Extra coaching given to the students who are weak in some subjects.
2.	Remedial classes conducted for the students who fail to clear semester papers.
3.	Bridge courses conducted at the beginning of the academic year for the new students.
4.	Tie up for Language lab with ACCENT
5.	Getting scholarships from Government, Management, Alumni, Other Charitable Organizations, and Field work agencies.
6.	Providing periodical counseling services to the needy students for improving their emotional strength.
7.	Offering orientation to the applicants about the courses during the time of admission.
8.	Providing career guidance for UG and PG students.
9.	Job Placement through our alumni to overcome unemployment
10.	Providing Faculty Enrichment programs.
11.	Colloquium with practitioners to update the knowledge of Faculty and the students.
12.	Involving the students in the ongoing research work for better understanding of the same and gaining practical experience. Students are encouraged to submit their research projects.
13.	Taking the students to field trips under study tour programme for making them fully aware of the practical field realities.
14.	Assessing the psychological conditions of the students at the time of admission and exit level.
15.	Providing personality development programmes for better psychological change.
16.	Facilitating the students to improve their communication skills through seminars, group discussions etc.,
17.	To improve the leadership skills, the energy of youth is being channelized by providing opportunities by deputing them to other colleges for seminars, workshops and training programmes.
18.	Utilizing Race course stadium playground
19.	Annual increment /raise for the self financing staff to avoid Attrition

- The frequent interaction with the stakeholders (members of Alumni, parents, employers) helps the college in understanding the contemporary issues and in making the curriculum more reality oriented. Regarding vision for the future, the College strongly believes in the concept of networking and has designed and run new courses with the help of other centers of excellence. The College has entered into Memorandum of Understanding with renowned Institutions and Industries.





Table 1.1.1: Memorandum of Understanding

Sl.No	Organization Name	Year of Memorandum
1	Child Line	2002
2	Accent	2005
3	TACED	2005
4	Anugraha	2006
5	M.S.Chellamuthu Trust	2006
6	Indian Institute of Criminology	2008
7	IIPA	2009
9	ICMR	2011
10	NIPM	2011
11	DEV University	2012

- Faculty members are the pillars of educational enterprise and the college nurtures the talents of the faculty members by organizing periodical enrichment programmes and by deputing them to attend academic events.
- With a view to promoting research spirit among the students, research projects are made part of the curriculum. The students are also encouraged to actively involve themselves in the research projects taken up by the college.
- In terms of college traditions and value orientation, the programmes in the college are planned in such a way that the students would imbibe the rich values of patriotism, honesty, time consciousness, discipline, dedication, team spirit, service mindedness etc.,. Continuous practice starting right from the college itself, would enable them to practice in the field, which in turn, will enlighten them on the concept of “Strive to Serve” .
- The Goal is reflected in the institute anthem which is recited in the college prayer every morning and which inspires the students to sustain and perpetuate the spirit of social service throughout their life.
- The Goal of the College is printed in all the guidelines of various centers and programmes, as well as the manuals prepared for the activities by the college for wider circulation.





CRITERION I : CURRICULAR ASPECTS

1.1.2 Describe the mechanism used in the design and development of the curriculum? Give details of the process. (Need Assessment, Feedback, etc)

The process followed in the design & development of the Curriculum is:

- **Need assessment**

The College gets the annual feedback about the curriculum from the stakeholders like, outgoing students, employers (prospective & current), members of the alumni, field experts, subject teachers which helps in reviewing and revising the curriculum.

- **Drafting of the Curriculum:**

The inputs received are analyzed by the subject teacher concerned and other faculty members of the department. A thread-bare exam of the inputs closely followed by a deep discussion in the departmental meeting leads to the preparation of a draft curriculum with necessary changes which is forwarded to the subject experts for their comments and suggestions, to add strength to draft curriculum. Autonomy enables the college to update the curriculum, as and when necessary, based upon the requirements.

- **Finalization of the Curriculum:**

The modified curriculum is presented to the respective Boards of Studies (BOS) for a detailed discussion and approval. The resolutions passed in the BOS are placed before the Annual Academic Council meeting for the final approval.

1.1.3 How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?

As our curriculum involves the expertise of the practitioners, the opinion of the following experts and civil society organizations are used in curriculum design.





CRITERION I : CURRICULAR ASPECTS

Table 1.1.2: Involvement of stakeholders

Name of the Course	Industry /Civil Society representative	Name of the member	Benefits to the college
Social Work	Associate Professor, Pondicherry University	Dr.Nalini	All these members help us redesign the contents of the syllabus, according to the present situation and the current need of the organization. They helped us understand the syllabus clearly and also guides in implementing methodology.
	Covenant Centre for Development, Madurai	Mr.Muthu Velayudam	
	EKTA, Madurai	Ms.Pavalam	
Commerce	Tamilnadu Council for Enterprise Development, Madurai	Mr.Jeyakumar	He helped in re- designing the curriculum according to the industrial requirement.
Computer Science	Runiks Technologies, Madurai	Mr.Rajesh	Enriched the contents of the syllabus, specified and redesigned the syllabus according to current field requirements in Information Technology field.
Management	Hi-Tech Arai Ltd, Madurai	Mr.B.T.Bangera	He helped in curriculum re-designing according to the industrial requirement.
English	ACCENT, Madurai	Prof.S.Vincent	He helped in curriculum re-designing and also in developing language lab.

1.1.4 How are the following aspects ensured through curriculum design and development?

Employability

The curriculum design consists of various papers which facilitate the employability of our students. They are as follows:





CRITERION I : CURRICULAR ASPECTS

Table 1.1.3: Sources of Employment

Sl. No	Name of the Course	Subject	Sources of Employment
1.	Social Work	Case Work, Social Work Research, Dynamics of Human Behavior, Human resource management, Labour Laws, Organizational Behavior, Industrial relations, Mental Health, Hospital Administration, Drug abuse counseling, social work practice in medical & psychiatric settings, NGO Management, Livelihood promotion, Urban & Rural Development	Research Assistant Counsellor Clinical Social Worker HR Specialists in Industrial-Organizations Medical Social Worker Psychiatric Social worker Hospital Administrator Community Organizer NGO Specialist, etc.,
2.	Commerce	Tally, Accounts, Commerce, Tax Laws	Auditor office Shops Companies Industries Educational Institutions Tax Consultant, etc.,
3.	Computer Science	C,C++, Visual Basic, MS-Office, Dot Net Technologies, Database Management Systems Operating System	Programmers Data entry operators Desk Top Publishing Operators Database Administrators System Administrator, etc.,
4.	Management	Financial Marketing Systems Human Resource Management	Entrepreneur Financial Assistance Team Leaders Recruiters System Administrator
5.	English	Phonetics, Linguistics, Modern English Grammar and Theories of Translation	Translator ILETS Institutes Spoken English Centers and Teaching Profession
6.	Human Resource Management	Human resource management, Organizational behavior, Labour Legislation, Industrial relations , Employee Welfare, Training and Development	HR Specialists Entrepreneur Recruiters Trainers Business Associates

- The college has a core paper on field work for the students of Social Work. As part of field work, they are placed in Industries, Research institutes, Hospitals, and Civil Society Organizations for two days in a week and for one month during summer vacation. Students of other programs make field exposure visits every semester with a faculty guide to understand the field realities and expectations.
- The constant feedback received from prospective employers of our students has ensured that the curriculum followed reflects the industry requirements and in organizing programs that increases the employability of the students.
- The add-on courses, value-added courses and skills lab are designed to enhance the interest of the students and to ensure their job readiness.





Table 1.1.4: Add on Courses

Sl.No	Department Name	Add on Courses
1.	Social Work	Post Graduate Diploma In Counseling
2.	Computer Science	Post Graduate Diploma in Computer Applications

✦ Innovation

The feedback is of immense assistance in introducing innovative practices in core areas of teaching and learning.

- **e-learning groups** are formed in each class to facilitate knowledge sharing through mails. The class teacher is responsible for forming such E-groups. Later they share the subject details with the students through the E-groups.
- **Study teams** are formed in each class to foster cooperation in learning. The slow learners are grouped together and are mentored by one fast learner. The subject teacher will monitor the progress.
- Written formats are developed and used to obtain the **learning feedback** from the students every week which will be monitored by the Principal.

✦ Research

- The college has introduced a research component in the curriculum with the intention to promote research spirit among the students.
- Research methodology is taught in Post Graduate courses.
- As part of their study, post graduate students are required to submit a research project in the fourth semester under the able guidance and supervision of Faculty members.
- In the field work which is part of the curriculum, students are motivated to do a research project that will benefit the agency where they are placed for field training.





CRITERION I : CURRICULAR ASPECTS

Table 1.1.5: Agencies Involved in Research/Field Training Internship/ Projects

Agencies Involved in Research/Field Training/Internship/Projects
<ul style="list-style-type: none">✓ TVS SriChakra,✓ Fenner India Ltd,✓ Madura Coats Ltd,✓ M.S.Chellamuthu Trust and Research Foundation,✓ Anandpriya Hospital,✓ Grace Kennet Hospital,✓ Puduyugam,✓ Santmanas,✓ Meenakshi Mission Hospital,✓ Sree Krishna development Society,✓ Vaigai network for HIV/AIDS,✓ Devaki cancer centre,✓ Tobacco project,✓ District Mental Health Programme,✓ Hi-Tech Arai P Ltd,✓ TAFE,✓ Suguna Poultry,✓ TVS Firestone,✓ Aparajitha,✓ Shri Ramalinga mills,✓ ESI Corporation,✓ EPF organization,✓ Office of Labour,✓ Asst. Commissioner,✓ Dept. Commissioner of Labour,✓ TTS(Labour Center),✓ Madurai Corporation,✓ People's watch,✓ SOCO Trust,✓ VIDIYAL,✓ CRED,✓ Boys Town Society,✓ Good Hope Foundation,✓ TACED,✓ Mahalir Thittam,✓ Pechi Trust,✓ Tobacco research project,✓ Madurai Non-formal Education Centre,✓ District Social welfare Office,✓ District Disabled Rehabilitation Office,✓ Covenant Center for development,✓ SLUMS✓ Susee Cars and Trucks Pvt Ltd.,✓ Dynamatic Technologies Pvt Ltd.,✓ Saravana Hospitals,✓ Jupiter Knitting Co.,✓ Sathya Fabrics,✓ GG Motors,✓ Madurai District Co-operative Milk Producers Union,✓ Kongu Residency,✓ Rajshree Car Automotive ABT Pvt Ltd.,





CRITERION I : CURRICULAR ASPECTS

- ✓ Vadamalyan Hospitals,
- ✓ BSNL,
- ✓ Jeyaraj Automobile Agency, RK Bajaj,
- ✓ Reliance Networks ,
- ✓ Eminent Technology Solutions,
- ✓ Success Technology,
- ✓ PACE Software Consultancy Services,
- ✓ Candelasoft Technologies,
- ✓ Jessi Software Solutions,
- ✓ Vasan Web services

1.1.5 How does College ensure that the curriculum developed addresses the needs of the society and have relevance to the regional / national developmental needs?

- The review of the curriculum by the stakeholders and their feedback helps us in understanding the emerging needs of the society and in updating the course content.
- The field work and the research components in the curriculum motivate the students not only to have a proper perspective of the developmental issues , but also to attain and develop the required intelligence and skills to find a proper positive solution.

Table 1.1.6: Regional /National Development Needs

Program	Objectives	Relevance to Regional/National Development needs
Social Work	To impart both theoretical and practical knowledge and develop skills in the fields of <ul style="list-style-type: none"> • rural and urban communities, • medical and psychiatric social work • family, child and youth welfare and • Human resources for the industrial organizations. 	It shapes the students so as to raise to the National and International standards and get employed in Industrial organizations, services sectors, public sector, Government sector, Hospitals, NGO’s and in the state and central Government offices and departments. Through action research is undertaken to effect the change of attitude in the problematic students.
Commerce	To enlighten the student community on the latest theories in commerce and the recent technological developments in the field; and to mould their character making them aware of the relevance of commerce and their social obligations.	It widens the student’s knowledge to get through exams of the ICWA, Chartered Accountant and ACS which are the prime requirements of our Nation.





CRITERION I : CURRICULAR ASPECTS

Program	Objectives	Relevance to Regional/National Development needs
Computer Science	To motivate the students to bring to surface the hidden and inherent talents and interest in computing and developing the information technology knowledge and skills, and to encourage them to extend the application of I.T to deal with the problems of the society. To play an active role in the information technology revolution.	The updated and job-oriented curriculum widens the knowledge of the students both in the theoretical and practical fields so as to fit themselves into high and qualitative standards as required by modern info technology
Management	To implement innovative, globally benchmarked processes for education, training, consulting, and management development. To inculcate a spirit of continuous learning among the students and teachers.	It enables the students to shine as Financial controller, C.E.O, Entrepreneur and Managers of State, National & international organizations
English	To enrich the students knowledge in English language and with a view to improving their communicative and writing skills. To inspire the students to study contemporary literature, British Literature, African – American Literature and Indian Literature.	Enables the students to get through the TOFEL and CIEFL exams easily, which is a necessity to take higher positions abroad.

1.1.6 To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?

- The college meticulously follows the guidelines of UGC and the Affiliating University in developing and restructuring the curriculum. After obtaining autonomy in 2009, the college has the advantage of developing its own syllabus and curriculum.
- The College is instrumental in pioneering curriculum on Counseling like Drug Abuse Counseling, Livelihood Promotion and Social Entrepreneurship which are widely referred to by other colleges such as Fatima College, Lady-Doak College and Kodaikanal Christian College and others who are offering program in Social Work.
- The college has a PG Diploma Course in Counselling, and has been pioneer in pressurizing the Government to consider Counselling as an important tool to provide Psycho-social Rehabilitation for people with substance abuse and in Prevention of addiction which resulted in formation of a Core Committee for Prevention of Alcohol and Drug Addiction by the Central Government. It can be proudly pointed out that Dr.Capt.D.V.P.Raja, Dr.P.N.Narayana Raja and Dr.Janet Vasanthakumari . The founder, The Principal and a senior faculty of our college respectively are part of the Core Committee. As per the





CRITERION I : CURRICULAR ASPECTS

instructions of the Government, through NISD, the committee organized training for the trainers in Prevention of Drug Addiction for the entire Nation in which 60 participants throughout the country participated and got trained. Then through the financial support of the Central Government we started a De-addiction Centre for Rehabilitation of the Addicts, but discontinuation of the funds from the Central Government forced the closure of the centre . But we are still working on the issue and the Addicts are sent to government hospital for treatment and we are referring them to centers around Madurai for rehabilitation.





1.2 Academic Flexibility

1.2.1 Give details on the following provisions with reference to academic flexibility

a. Core / Elective options

Since the college follows CBCS pattern, all the academic programs have Core, Allied, Skill based papers with respective credits.

Table 1.2.1: Details of Core and Allied papers for UG and PG programs

Program	Core Papers	Allied Papers	Elective Papers	Non Major Elective Papers	Skill based Papers
BCOM	14	4	3	2	6
BSC	14	4	3	2	6
BSW	14	4	3	2	6
BBA	14	4	3	2	6
BA	14	4	3	2	6
MSW	16	0	3	1	0
MHRM	16	0	3	1	0
MSC	16	0	3	1	0
MBA	16	0	3	1	0

b. Enrichment courses

The College offers value-added courses in every semester called Enrichment courses. Each student is expected to do at least One Value-Added Course in each semester. Additional credits are offered to students completing these courses.

c. Courses offered in modular form

No Courses are offered in modular form.

d. Credit transfer and accumulation facility

Students earn four credits through electives offered by other majors.

e. Lateral and vertical mobility within and across programmes and courses

No courses have the facility of Lateral and vertical mobility within and across programmes and courses.





CRITERION I : CURRICULAR ASPECTS

1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If 'no', explain the impediments.

No, the college has not developed course exclusively. Though the College has not developed any course targeting international students, the admission for the existing courses are open into overseas students.

1.2.3 Does the College offer dual degree and twinning programmes? If yes, give details.

- Yes, the college has an innovative twinning programme in the campus. The first year Post Graduate students are permitted to do additional Post Graduate Diploma course in Counseling.
- The second year Post Graduate students are permitted to do additional Post Graduate diploma course in Computer Applications.
- Our students are benefitted by getting two Post Graduate diplomas along with their Post Graduate degree while they leave the campus.

1.2.4 Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?

Yes, the college has Self Financing programmes. The admission procedures are followed at par with the aided programmes.

Table 1.2.2: Details of the self financing programs

Program	Admission process	Fee structure (semester)	Teacher qualification
MSW	Marks obtained in the qualifying examination, marks in written test and personal interview	Rs.7,500	Appointments are made on the recommendations/ guidelines of UGC and University
MBA	Marks obtained in the qualifying examination, marks in TANCET, MAT, CET and personal interview.	Rs.25,000	-do-
MSC (CS&IT)	Marks obtained in the qualifying examination and personal interview.	Rs.9,000	-do-
M.H.R.M	Marks obtained in the qualifying examination and personal interview.	Rs.7,500	-do-





CRITERION I : CURRICULAR ASPECTS

Program	Admission process	Fee structure (semester)	Teacher qualification
BCOM (C.A)	Marks obtained in the qualifying examination and personal interview.	Rs.6,500	Appointments are made on the recommendations/ guidelines of UGC and University
BCOM (Reg)	Marks obtained in the qualifying examination and personal interview.	Rs.5,200	-do-
BSC (C.S)	Marks obtained in the qualifying examination and personal interview.	Rs.6,800	-do-
BSC (I.T)	Marks obtained in the qualifying examination and personal interview.	Rs.6,800	-do-
BSW	Marks obtained in the qualifying examination and personal interview.	Rs.4,500	-do-
BBA	Marks obtained in the qualifying examination and personal interview.	Rs.5,200	-do-
BA (Eng)	Marks obtained in the qualifying examination and personal interview.	Rs.6,000	-do-
PG DC	Marks obtained in the qualifying examination and personal interview.	Rs.4,000	-do-
PG DCA	Marks obtained in the qualifying examination and personal interview.	Rs.2,250	-do-
M. Phil	Marks obtained in the qualifying examination and personal interview.	Rs.10,000	-do-
Ph.D	Marks in the Qualifying examination, marks obtained in research methodology test and Personal Interview.	Rs.20,000	-do-

- Though the salary is not at par with the Aided programme, it is at par with other colleges.
- Preference is given to students belonging to the disadvantaged sections of the society.





CRITERION I : CURRICULAR ASPECTS

1.2.5 Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?

Table 1.2.3: Programmes covered under CBCS

DEPARTMENT	LEVEL	PROGRAMME
Social Work	UG	BSW
	PG	MSW
	PG	MHRM
Commerce	UG	B.Com, B.Com(C.A)
Computer Sciences	UG	B.Sc(C.S), B.Sc (I.T)
	PG	M.Sc (C.S&I.T)
English	UG	B.A
Management Studies	UG	BBA
	PG	MBA

1.2.6 What percentage of programmes offered by the College follows:

- ◆ **Annual system:** 25%(2 PG Diploma courses, 1 M.Phil, 1 Ph.D)
- ◆ **Semester system:**75%(12/16 courses)
- ◆ **Trimester system:** Nil

1.2.7 What is the policy of the College to promote Inter-Disciplinary Programmes? Name the programmes and what is the outcome?

- The college follows the CBCS system and adopts a policy to widen the knowledge by introducing them to subjects in other disciplines.
- The college values the contribution of various disciplines and hence, the PG programs have papers from other disciplines like Sociology, Psychology, Law, and Management.
- The provision of Non Major Elective (NME) for all the students exposes them to subjects from other disciplines. Knowledge acquired from inter disciplinary subjects pays rich dividends in the long ran. The feedback from the Alumni shows that introduction of NME papers enables the students to have basic understanding of the subjects of other disciplines, which in turn helps the students in analyzing and solving the challenging problems.





1.3 Curriculum Enrichment

1.3.1 How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

- Every year the curriculum is reviewed in the meeting of the Board of Studies of the respective departments.
- Before the meeting of the Board of studies, each faculty gets input from other stakeholders with regard to the relevance of the curriculum and the same is presented to the Board of studies for effecting necessary changes.

1.3.2 How many new programmes have been introduced at UG and PG level during the last four years? Mention details.

- ◆ Inter-disciplinary
- ◆ programmes in emerging areas
- ◆

Table 1.3.1: Programs introduced

Level	Year	Program Introduced
UG	2010-2011	BA (Eng)
	2009-2010	BBA
	2008-2009	B.Com(Regular)
	2008-2009	B.Sc(I.T)
PG	2011-2012	MBA

1.3.3 What are the strategies adopted for revision of the existing programmes? What percentage of courses underwent a major syllabus revision?

The following strategies are adopted for the revision of the existing Programmes :

- **Consultation**
In the annual meeting of Board of Studies the revision of the syllabus in discussed and drafted by the members of the departments concerned . The feedback of various stakeholders like Alumni who are in higher positions, field experts, practitioners, subject experts from various other college is taken up for a detailed discussion and changes are incorporated accordingly. The draft curriculum will be sent once again for final approval by the Board of Studies to the Academic Council and Principal.





CRITERION I : CURRICULAR ASPECTS

● Feedback

By the end of the academic programmes of both UG and PG, the feedback from the outgoing students is obtained. The feedback will cover the areas like course content, teaching methodology, syllabus coverage, views about resource persons, infrastructural facilities, Academic culture, teacher-taught relationship is obtained and placed for a threadbare discussion at two different levels.

- With HOD and Faculty members.
- With the Management

The Strengths and weaknesses will be assessed and the teacher concerned will be oriented regarding this.

● Benchmarking

The bench marking institution of our college is **Tata Institute of Social Science, Mumbai**. All programmes of our college are converging towards Teaching, Research, Extension, Publication, Training and Development aiming at T.I.S.S – as Focal point.

- These strategies help in understanding the field expectations, best practices in other colleges and thereby effecting changes in the regulations, course structure and content of various programs of the college.
- Major Syllabus Revision has been done in 80 percent of the courses. In the remaining 20% (BBA, MBA, BA (Eng)) of the courses, which are introduced after 2009, minor changes have taken place. Anyhow minor changes are being made every year in the subjects wherever needed in all the courses.

1.3.4 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?

Table 1.3.2: Enrichment/Value added courses

DEPARTMENT	ENRICHMENT/VALUE ADDED COURSES
Social Work	Positive Psychology
	Life Skills
	Communication for Social Workers
	Human Rights
	Resume writing, Facing Interview, Group Discussion
	Application of Software in HR
	Participatory Rural Appraisal
	Advocacy
	Business Skill Development
	Management Aptitude Test Lab
MBA	Disaster Management





CRITERION I : CURRICULAR ASPECTS

	Business Environment Law
	Communication Skills Lab-I
	Computing Skills & Lab
	Communication Skills Lab-II
	IT Applications in Business
	Communication Skills Lab-III
	Business Ethics and CSR
	Management Information system
	Skills Lab-IV

* All courses are offered after the college hours so that the students are free to undergo any value added course.

1.3.5 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?

The college has not introduced any skill development programmes as outlined by the National Skills Development Corporation.

Anyhow the college conducts life skills education as suggested by World Health Organization (WHO) – 1997.

Table 1.3.3:Basic Life Skill Techniques

Understanding Self	Self Awareness Empathy
Relationship Skills	Interpersonal Skills Communicative Skills
Coping Skills	Coping with Stress Coping with emotions
Thinking Skills	Creative Thinking ,Critical Thinking
Problem Solving Skills	Problem Solving, Decision Making

College gives training to fresh and experienced college teachers and also to school teachers. College gives training to fresher's, outgoing and other students. It also gives training to all cadres of non – teaching staff. It extends the training to NGO functionaries, Industrial employers and management staff.





1.4 Feedback System

1.4.1 Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

- Yes. The college has developed a tool to obtain feedback from the outgoing students about the curriculum. The feedback thus received is forwarded to the department concerned for consideration.
- This feedback is effectively used. The Principal, Dean and Head of the Department receive the feedback who after a review forward it to the department concerned with instructions to positively consider the suggestions in the revision of syllabus.

1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

The College gets the feedback about the curriculum from faculty members working in National & International institutions.

Methods followed:

- Personal discussions
- Online discussion
- Through Mails

Table 1.4.1: Profile of the persons from whom feedback received

DEPARTMENT	NAME	State/Nation
Social Work (Research)	Dr.Janaki	U.S.A
Social Work	Dr.Anthea Washington	Dubai
Social Work	Mr.P.Murugesan	Karnataka, India
Social Work	Dr.Nalini	Pondicherry University, Pondicherry, India
Social Work	Dr.P.Dhanasekarapandian	NIMHANS,Karnataka, India
Social Work	Dr.Sekar	NIMHANS,Karnataka, India
Social Work	Dr.Pon Mohideen Pitchai	Dubai

- Feedback thus received is much helpful and useful in improving the syllabus, teaching methodology, assessments etc.

1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.

- Frequent interaction of faculty members with employers, subject and field experts and members of alumni during field/industry visits has helped us in understanding the field requirements.





CRITERION I : CURRICULAR ASPECTS

- The arrangements of guest lecturers & special lecturers facilitate the interaction between faculty members & field experts and during such events, their feedback is also obtained for future use.
- Their suggestions to improve the syllabus are recorded and placed before the Board of Studies and necessary changes are introduced and recommended in the Academic Council, and thereby the syllabus is upgraded.

1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?

- **Quality sustenance measures**
Quality drivers are identified and focused during the academic monitoring meetings through the monthly reports submitted by each department and the weekly reports submitted by faculty members to the Principal through the Head of the Departments. They are scrutinized and monitored to sustain the quality.
- **Quality enhancement Measures:**
 - ✦ **Quality circles**
 - The Quality Circle (QC) was initiated in our college in 2006 itself in an informal way by the HR students and later on it was gradually extended to other disciplines. They engage themselves as groups to solve the problems related to Academic learning and related facilities. The group consists of 6 to 8 members. They meet once a week at the end of the class hours. One of the students acts as leader of the QC. While the faculty member acts as a coordinator.
 - Some of the issues discussed in the QC and forwarded for further action are as follows;
 - Issues related to learning difficulties
 - Environment management
 - Non-availability of certain books in the library
 - Preparation of study Materials
 - Inadequacy of teachers
 - Relationship related problems
 - Inability to understand the coping, creative, problem solving skills.

The suggestions are forwarded to the Principal through the Head of the Department concerned. Then it is discussed in the faculty meeting and forwarded to the Management for necessary action. These suggestions also play a vital role in the modification and upgrading of the facilities in the campus.





CRITERION I : CURRICULAR ASPECTS

The students are also benefitted in communication capacity, problem solving techniques, scoring better Marks in Exams, development of self confidence which make them a holistic personality.



● Feedback Mechanisms

By the end of the academic programme, the feedback from the outgoing students of both UG&PG is obtained. The feedback covers the areas like course content, teaching methodology of both UG and PG, syllabus coverage, views about resource persons, infrastructural facilities, Academic culture, teacher-taught relationship etc., The findings from the feedback are discussed at two different levels.

- With HOD and Faculty members.
- With the Management

The Strength and weakness are assessed and the faculty is oriented on the area of improvement.

● Benchmarking

The college with the help of the stakeholders revises the syllabus, betters available facilities in the campus and infrastructure, and keeps itself to the dynamic field realities.

Any additional information regarding Curricular Aspects, which the institution would like to include.

After the NAAC Accreditation, the college has taken the following initiatives regarding Curricular Aspects.

- The curriculum revision has been taken up as per the norms of autonomous colleges.
- After the NAAC Accreditation the college introduced the need-based three UG Programmes and one PG Programme
- Flexibility in curriculum revision after autonomy





CRITERION I : CURRICULAR ASPECTS

- Systematized the Choice Based Credit System(CBCS)
- Based on the consultation of the stakeholders the curriculum has been enriched every year
- Tie up for Language lab with ACCENT
- Feedback on curriculum is obtained from various stakeholders for revision
- To enhance the quality of education, a Quality Circle has been improved.

