



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MORNING STAR HOME SCIENCE COLLEGE

MORNING STAR HOME SCIENCE COLLEGE, ANGAMALY
683573

www.morningstar.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Morning Star Home Science College (MSHSC) was established in the year 1968 and is affiliated to the Mahatma Gandhi University, Kottayam. The institution is run by the Congregation of Sisters of Nazareth, a Grant-in-aid institution, and comes under 2(f) & 12(B) category.

Vision

To mould young women as prudent scholars and competent professionals capable of becoming ambassadors of graceful service to their families and to society.

Mission

- **To equip young women to cope with the challenges of the times by fostering self-respect and self-reliance, promoting divergent thinking and cultivating a knowledge culture.**
- **To ensure the all-round development of students by providing value-based instruction and skills training.**

The college offers 1 Ph.D., 5 Post Graduate and 8 Under Graduate programmes. Presently, the college has 764 students, 43 fulltime teachers, and 24 non-teaching staff. Out of the 21 permanent teachers, 11 are Ph.D. holders.

The college was ranked in the band of 150-200 by the NIRF ranking 2020. The institution also has a star rating of (3.5/4) by Institution's Innovation Council, Ministry of Education, Government of India. The institution received the **ISO certification** in the year 2021. The college partners with the Ministry of Human Resources Development (MHRD) programmes like Unnat Bharat Abhiyan, IIC, IEDC and Ek Bharat Sresht Bharat. In 2018, RUSA sanctioned Rs. 2 crores for the infrastructural development of the college. The institution has received funds and grants from funding agencies like UGC, IEDC, KSCSTE, and EMC.

The current infrastructural facilities include 32 ICT enabled class rooms, 14 well equipped laboratories, Research Lab, Language Lab, Computer Lab, four seminar Halls, Conference Hall and a Research Navigation Centre. The spacious and well-ventilated library, spread over an area of 5259 sq., has a collection of 20888 books, 21 journals 34 periodicals, 3 online databases and a digital library.

The gymnasium, fitness centre, multipurpose courts, open gym, outdoor and indoor game facilities, weight training and Yoga Hall are the prominent sports facilities that the institution offers. Star Entrepreneur Centre actively functions in the campus.

Vision

The distinct vision of the college is **“to mould young women as prudent scholars and competent professionals, capable of becoming ambassadors of graceful service to their families and to society”**.

Morning Star Home Science College was established in the year 1968 with a vision to empower women as better home makers and thus enable them to contribute a creditable share of service in the process of nation building. The founders of the college were committed to serve God more fervently by serving humanity in a secular spirit. The motto of the college is **“Learn to Serve, Serve with Love”**. The management strongly believes that strong families lead to stronger societies. The Congregation of the Sisters of Nazareth manages the institution with the stated mission of selfless service to the society. While faithfully adhering to the vision of its founders, the college has diligently adapted itself to the changing times and has constantly updated its vision.

The institution envisages the students to possess humility, a keen awareness of one’s own limits and areas of improvement marked by circumspection. The institution aims to instill in its students the requisite abilities or qualities, to achieve high standards and maintain consistency in the work they do, and the way they behave in the society. The guiding values of Morning Star Home Science College are: **Social Commitment, Competency Building, Knowledge with Prudence, Faith in God, and Selfless Service**. The institution encourages young women to attain the ideals of lofty thoughts, profound wisdom, benevolent actions and noble service through diligent study, faith in God, trust in values and love for others.

Mission

The mission statements of Morning Star Home Science College are:

- **To equip young women to cope with the challenges of the times by fostering self-respect and self-reliance, promoting divergent thinking and cultivating a knowledge culture**
- **To ensure the all-round development of students, by providing value-based instruction and skills training**

Women need to be trained in **self-reliance**, confidence in their own abilities, **self-respect**, and knowledge of their worth to become nation builders. Significant contributions to nation building can only be achieved through economic and social empowerment. Empowerment of women demands personality traits such as nonconformity, curiosity, willingness to take risks and persistence, by promoting **divergent thinking**. **Knowledge-culture** ensures **research aptitude** among students, and persuades them to identify and apply knowledge-sharing as an appropriate behavior, to make learning more productive. MSHSC provides **value-based instruction** and **skill-training**, to enable young women to achieve a successful balance in the progress from their roles as life-givers and nurturers, to **skilled** and **competent professionals/entrepreneurs**, who can contribute substantially to social development. The aim of achieving its insightful mission has been very well taken up by the institution, through the various curricular and co-curricular activities.

MSHSC has the steady and sustained objective of providing state-of-the-art facilities for curricular and co-curricular activities, as well as for promoting a research culture, to facilitate a vibrant setting for **creativity** and **innovation**. The institution’s adherence to its mission is evident in the remarkable progress made in women’s education. Having completed five decades of educational service with a thrust on family, the institution underlines its conviction that when a woman gets educated, the nation gets educated. Consequently, the institution has moved to its second phase of transformation in women’s contribution to nation building. Presently, the focus has shifted from **women development to women-led development**. The institution looks forward to bring forth **women leaders** who shall be flag bearers of inclusiveness, altruism, competence and innovation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong and proactive governance.
- Well qualified and committed staff.
- Supportive PTA, Alumnae and Retired Staff.
- NIRF Ranking in the range of 150-200
- IIC Star Rating at 3.5/4
- ISO Certified Quality Management System
- Partner institution with UBA
- Supported by RUSA
- State-of-the-art Infrastructure for Labs, Computer Centre, Conference Halls and Sports.
- Wi-Fi connected campus with ICT enabled classrooms
- Eco-friendly consciousness in campus maintenance
- Quality enhancing feedback mechanism.
- Strike free, drug free and ragging free campus
- Assurance of inclusiveness and support to divyangjan.
- Various student support schemes.
- Effective student mentoring.
- Provision for professional counselling in the campus.
- Entrepreneurship friendly initiatives.
- Extension and Community Lab activities aimed to facilitate transfer of knowledge.
- Manifold activities to propagate the message: Strong families lead the way to strong societies.
- Activities flavoured with the essence of Home Science to ensure wellness and welfare of students.

Institutional Weakness

- Prevailing restrictions on staff appointments resulting in a scarcity of expertise.
- Less number of Research Centers and research activities.
- Constraints in fund mobilization.
- Non sanctioning of new aided programmes.
- Proximity to highway traffic.
- Difficulty in expanding the campus area due to heavy land pricing.
- Lack of exposure of a section of students, due to the socio-economic background, resulting in reduced confidence to compete in the professional scenario.
- Unexpected natural calamities and pandemic creating barriers to smooth learning.

Institutional Opportunity

- Establish as a premier institution for Home Science.
- Upgrade to autonomous status.
- Opportunities to win laurels in various sports events.
- Community engagement opportunities through Community Lab and other extension activities.
- Avenues for Alumnae-students interface.
- Value Education classes throwing light into personal, familial and societal values.

- Platforms promoting divergent thinking and innovations to develop a knowledge culture.
- Co-curricular activities involving cross cutting concerns to mould socially committed girls.
- Physical fitness facilities like Yoga Room, Multi-Purpose Court, Open Gym and Fitness Centre.

Institutional Challenge

- Fund mobilization
- Library use in the online mode.
- Challenge of transforming less motivated students to skilled professionals.
- Research culture
- Increasing the number of research publications.
- Introduction of new areas of study as per NEP.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College follows the syllabus prescribed by the Mahatma Gandhi University, Kottayam. Curriculum planning is based on the Academic Calendar prepared in adherence to the University Academic Calendar. The academic calendar includes all the curricular and the co-curricular activities for the academic year, dates of examinations, holidays and other important days. Continuous Internal Evaluation forms an integral part in ensuring effective curriculum delivery. The process of CIE includes two internal examinations and one assignment/seminar/viva for each semester. Each Department conducts class tests apart from the common internal examinations. All the programmes follow the Choice Based Credit System (CBCS) curriculum of the affiliating university of 2017 for UG and 2019 for PG programmes. Six interdisciplinary open courses are offered by the Departments in accordance with the curriculum provided by the university and conducts different skill-based diploma and certificate courses to enrich the curriculum. Faculty members play a key role in the Academic Board of Studies, curriculum development, evaluation duties and as question paper setters. The Institution integrates crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum and also organizes various activities in this regard. The students are provided ample opportunities to complete online courses through NPTEL, MOOC, and Coursera. Cottage-stay, Projects, internships and on the job training program are provided through collaborations or linkages with established institutions to enhance the experiential learning. There is a regular feedback system for the evaluation of the performance of the institution, especially with regard to the curriculum, from various stake holders.

Teaching-learning and Evaluation

The student enrolment to the UG & PG programmes is conducted through the Centralized Allotment Process (CAP) of the affiliating University. The institution has a mechanism to assess the learning levels of the students. Bridge courses, followed by aptitude and entry level tests are conducted for the newly admitted undergraduate students. Based on the scores of the qualifying examination, aptitude test and entry-level test, the learning levels of the students are measured and categorized. Various programs are organized for the students, few of which are specially implemented for the advanced learners and slow learners. Keeping in view with the global perspectives, the institution has incorporated various student centric approaches like experiential learning, problem-based learning, participative learning, interactive learning, collaborative learning, peer learning,

computer assisted learning and project – based learning in addition to the conventional teacher centric methods. Fifty-two percentage of the permanent teachers are Ph.D. holders. The Institute has the teacher-student ratio of 1:18. The conventional Chalk and Talk method of the teaching learning process is supplemented with ICT tools to enhance the quality of the teaching-learning process. The knowledge, skills and abilities that a student is expected to gain after learning a course are stated as Course Outcomes (COs). It is framed by the course coordinator in consultation with the senior faculty members. Program Outcomes (POs) and Program Specific Outcomes (PSOs) are framed for each program by the respective departments. Programme Outcomes (POs) specifies the graduate attributes that are indicative of the competencies of the students graduating the programme. PSOs state the knowledge, skills and abilities that a student will acquire on successfully completing the specific programme. The institution has a transparent mechanism to deal with the related grievances.

Research, Innovations and Extension

The Department of Home Science acquired the status of a Research Centre. The college receives grants from various government agencies like UGC, KSCSTE, K-Disc etc. Nearly 14% of the full-time teachers are recognised as research guides. The Institution has published journals like the 'Star Research Reach' and ISBN books 'Rays- Academic Insight of Morning Star' and 'Zoonova' to promote research culture among faculty and students. The Institution has received funds for faculty and student projects. The institution also created an ecosystem for innovation through IIC, IEDC, ED Club, RED Cell, YIP and Star Entrepreneurship Centre. The institution conducts seminars and workshop on IPR, Research Methodology and Entrepreneurship. Faculty members of the institution has published research articles in UGC Care list/ Scopus /Web of Science Indexed journals with high impact factor. Extension activities are carried out through NSS, YRC, and Women's Cell neighbourhood community to inculcate values and a commitment to society in students. The Institution has established collaborations with other institutions, industries and corporate houses.

Infrastructure and Learning Resources

The Institution has adequate infrastructure and physical facilities for the teaching- learning process. The classrooms are well-ventilated, spacious and furnished with ICT facility and PA system, Wi- Fi with 50 MBPS Internet connection, 18 Wi-Fi access points (routers), a computer Lab with 43 computers, 3 computer labs, Language Lab and the 96 computers for student access constitutes a student-computer ratio of 8: 1. Moodle, a Learning Management Systems is installed. 14 fully equipped Laboratories, Research Centre to create an ambiance of learning. Spacious and well-ventilated library, and KOHA software is operational. Along with the aforementioned infrastructure, the institution also has five seminar/ conference halls, retiring room for staff, canteen, Fitness and Yoga Centre, Yoga room, Weight Training Hall, sports refreshing room, courts for Kho-Kho, Kabaddi and Hand Ball, Fencing Piste, Open Gym, Multipurpose court, energy management facilities like Generator (35KV), transformer, Solar panels, and Water Harvesting. The Institution's green infrastructure consists of a Botanical Garden, Star Medicinal Plant Garden (funded by Kerala State Medicinal Plant Board), Butterfly Garden, Fruit Garden, Zoology Museum and three fish ponds. The Institution also has a well-structured infrastructural policy developed under the guidance of the Governing Body and constantly revised in accordance with the statutory, infrastructural and technological requirements.

Student Support and Progression

The Institution facilitates various mechanisms to support the student community. Various cells like the Grievance Redressal Cell, ICC, Anti-ragging Cell, Career guidance Cell, and Placement Cell actively functions in the college. Scholarships, free ships provided by the government, non-governmental bodies and the institution benefitted the students. 30% of the students avail freeship provided by the college. Each Department organizes various capacity enhancement programmes for the betterment of their students. The mentoring scheme ensures academic support. The Career Guidance Cell arranges various sessions related to career, higher education, competitive examinations and recruitment drives. 30% of students from the under graduate programmes progressed to higher education. The institution encourages student's representation and engagements in various academic and administrative bodies. The elected students' union of the college coordinates the sports and cultural activities. The Institution has an Alumnae Association with the Registration No: 107/IV/2017. The Association is an active and vibrant body of the college that fosters comradeship among individuals who share a collective interest in the development of the college. The Alumnae Association also creates a sound collegiate tradition by synchronizing activities that adds to the academic, cultural, and physical growth of their alma mater.

Governance, Leadership and Management

Morning Star Home Science College implements a **decentralized administrative system** to ensure the involvement of all the stakeholders. The various committees /bodies and cells ensure participation from all stakeholders. Regular stakeholder meetings like the Department meetings, staff council meetings and general staff meetings are convened for decision making and implementation of action plans. E- governance has been initiated in the several areas of administration. The institution has a well-defined and de-centralized organizational set up to discharge and review the academic, administrative and financial management. The institution has effective welfare measures for the teaching and non-teaching staff. Social welfare schemes of the Government of Kerala and Mahatma Gandhi University were implemented without fail. The stakeholders were also actively involved in the welfare of the institution. The institution assesses the performance of the teaching staff at the end of every academic year through a structured process. The institution has a financial advisory board for the management of accounts and all the accounts sanctioned are audited internally and externally. MSHSC has well defined strategies and procedures for the mobilization of funds needed for development. Faculty empowerment strategies were initiated and faculty members attend online/and face-to-face FDPs regularly. The institution conducted several administrative and professional development programmes over the span of five years for the teaching and non-teaching staff. The internal quality is assured by the IQAC and the institution has obtained various certifications from the NIRF, ISO, IIC etc. The IQAC also conducted regular administrative audits.

Institutional Values and Best Practices

Morning Star Home Science College is committed to impart Sustainable Education for preserving nature and social values. The institution actively promotes various gender sensitization programmes to achieve gender equity. MSHSC also uses sensor-based devices and solar panels (wheeled to KSEB grid) to minimise the consumption of natural resources. The institution humbly puts its best efforts to abide by the ambitious **Swachh Bharat Abhiyan**. A well-organised water conservation and waste management facility makes the campus eco-friendly. The medicinal garden, fruit garden, pepper garden, tulsi garden, botanical garden, butterfly garden and environment promotion activities are the green campus initiatives promoted by the institution. The institution conducts regular Energy and Environment audits. Divyangjan-friendly resources and facilities provide a divyangjan- friendly, barrier free campus. MSHSC also takes effort to sensitize students about constitutional

obligations through various activities. The institution's motto of 'Learn to Serve and Serve with Love' is at the core of all its initiatives and activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MORNING STAR HOME SCIENCE COLLEGE
Address	Morning Star Home Science College, Angamaly
City	Kochi
State	Kerala
Pin	683573
Website	www.morningstar.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rosily A.v.	0484-2452338	9605934681	-	morningstarangamaly@yahoo.in
IQAC / CIQA coordinator	Shyny K.ittiachan	0484-2456933	9846241791	-	joshyshiny@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 CERTIFICATE.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details				
Date of establishment of the college	01-01-1968			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Kerala	Mahatma Gandhi University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	14-07-1972	View Document		
12B of UGC	30-06-1996	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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	Morning Star Home Science College, Angamaly	Semi-urban	4.33	12313.29

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	BVoc,Commerce	36	Plus Two	English	50	4
UG	BCom,Commerce	36	Plus Two	English	64	64
UG	BSc,Chemistry	36	Plus Two	English	30	28
UG	BSc,Physics	36	Plus Two	English	24	18
UG	BSc,Home Science	36	Plus Two	English	30	29
UG	BA,Economics	36	Plus Two	English	50	48
UG	BA,English	36	Plus Two	English	24	15
UG	BSc,Zoology	36	Plus Two	English	25	22
PG	MSc,Chemistry	24	Degree	English	19	19
PG	MSc,Physics	24	Degree	English	19	17
PG	MSc,Home Science	24	Degree	English	15	13
PG	MA,Economics	24	Degree	English	20	20
PG	MSc,Zoology	24	Degree	English	20	14
Doctoral (Ph.D)	PhD or DPhil,Home Science	60	M.Sc. NET M.Phil..	English	8	8

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	0				1				23			
Recruited	0	0	0	0	0	1	0	1	0	23	0	23
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				19			
Recruited	0	0	0	0	0	0	0	0	0	19	0	19
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				23
Recruited	1	8	0	9
Yet to Recruit				14
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	1	13	0	14
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	0	0	0	1	0	0	13	0	14
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	0	5	0	5
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	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	0	17	0	17
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	7	0	7
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	617	3	0	0	620
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	144	0	0	0	144
	Others	0	0	0	0	0
Doctoral (Ph.D)	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	35	24	27	24
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	13	8	4	14
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	145	118	130	129
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	28	27	23	25
	Others	0	0	0	0
Total		222	177	184	192

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Mahatma Gandhi University, Kottayam and follows the curriculum designed by the university. The college works towards empowering students with an in-depth understanding of varied disciplines through inter-disciplinary workshops, seminars and certificate courses. A Multi-disciplinary journal published by the institute features student project works from varied disciplines. The institution has initiated several Open Courses for the final year students, allowing them to explore and learn, thereby attaining a holistic understanding of various disciplines.
2. Academic bank of credits (ABC):	The institution looks forward to implementing such a

	<p>progressive, student-oriented system as soon as those in authority approve of it and permit us to apply it in our academic arena. As the college is an affiliated institution, ABC has to be initiated by the university. B.Voc.(Applied Accounting and Taxation) program offered in the institution offers multiple entry and exit enables the learner to seek employment after any level of award and join back as and when feasible to upgrade qualifications or competencies either to move higher in the job profile or in the higher educational system. This will also provide the learner an opportunity for vertical mobility to second year of B.Voc. Degree program me after one year of diploma and to third year of B.Voc. Degree program after two year advanced diploma. The students may further move to Masters and Research degree program mapped at NSQF Level 8-10.</p>
<p>3. Skill development:</p>	<p>The college ensures the active involvement of students in program like Additional Skill Acquisition Program, Scholar Support Program, Walk With Scholar, Student Council, Clubs and National Service Scheme to provide them opportunity to explore, discover and project their potential. Entrepreneurial ventures and skill based program mold and motivate students to pursue their goals with confidence. The Entrepreneur Development Club, Innovation Entrepreneurship Development Centre, Institutions Innovation Council and Entrepreneur Center function actively in the institute. NSQF Certificate Courses are offered to students and the institution is NSDC authorized center. Capacity building program aid students in identifying and building their inherent potential. Vocational training program like LED bulb assembling, Soap making , Flower arrangement, Recipe making and Vermicomposting are organized.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution takes pride in transpiring our rich Indian heritage, culture and traditions to our students through curricular and extra-curricular activities. The national language, Hindi is included in the curriculum. The B.A English program has courses related to cultural studies. National festival days are observed. Competitions and program promoting the Indian culture are organized by NSS and other clubs. Ekh Bharath Sresta Bharath Club functions in the campus. Students actively participate in the Yoga training program the institute offers. Value enrichment program are regularly organized to instill</p>

	a sense of national pride as well as inculcate responsible citizenship in students.
5. Focus on Outcome based education (OBE):	The academic progress of the students is analyzed based on observable and measurable outcomes. Program Outcomes, Course Outcomes and Program Specific Outcomes are incorporated in the teaching learning process and communicated to the students. Attainment of outcome is measured through direct and indirect parameters by which student performance is gauged, individual needs are identified and improvements are made. The curriculum framework has been designed to promote learning as well as perform in-depth analysis, interpretations and make confident presentations.
6. Distance education/online education:	The institution had adapted to the changing educational scenario as normal classroom learning evolved into e-learning through online platforms during the COVID pandemic. The institution provided technical training to the faculty so they could handle the online class sessions effectively. Virtual labs and ICT tools enabled effective teaching through the online mode. Flexible class sessions were organized based on the connectivity and availability of students. Deserving students were supported with financial and technological assistance to reduce the digital divide. Blended learning was implemented to ensure all students benefited despite the challenging times that prevailed. Students are encouraged to enroll in NPTL, SWAYAM and Coursera online courses. The Learning Management System Moodle has enhanced the online teaching learning experience. Most of the classrooms are ICT enabled to ensure interactive, effective and progressive learning.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
334	343	351	322	333
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	12	12	11	11

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
764	716	707	676	646
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
108	76	75	75	69

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
254	260	238	221	227

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	42	42	42	43

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
41	42	42	42	43

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 37

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
180.51	107.81	113.59	91.95	106.24

4.3

Number of Computers

Response: 74

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Morning Star Home Science College, Angamaly strictly follows the curriculum framework preserved by the Mahatma Gandhi University, Kottayam. However the institution has well defined processes and procedures to ensure that the curriculum delivery is efficiently planned and transacted in such a way as to achieve the Course outcomes, Programme outcomes and Programme Specific outcomes.

Curriculum Delivery Planning

- The academic calendar of the college is prepared at the beginning of the academic year based on University Academic Calendar, Departmental Academic Plans and Internal Examination Calendar.
- Institutional bodies like College Council, IQAC, Departments and Internal Examination Committee have been taking active role in the academic calendar preparation process.
- The academic calendar is published on the college website and is included in the Student Handbook.
- The Heads of the Departments allocate the various courses to the faculty members based on their expertise and areas of specialization.
- At department level, course plans are prepared by the concerned teachers and the same is submitted to HoDs.

Curriculum Delivery Process

- Curriculum delivery process starts with the Curriculum Induction Programme organized at the department level. In this programme POs, PSOs and COs are communicated to the students.
- Teachers use ICT resources and tools like PowerPoint presentation, You Tube videos, Moodle, Chemdraw, Teachmint etc to deliver the curriculum in an effective way.
- Departments design Value added courses and Certificate courses with the help of industry experts.
- The delivery of such courses makes the students more value oriented and skillful.
- During Covid'19 lockdown period, curriculum delivery was done through online platforms like Moodle, Google Meet, Zoom, Cisco WebEx etc.
- The teachers were given hands on training sessions on use of ICT tools in teaching and assessment methods. Virtual labs compensated the loss of practical hours.
- During the pandemic period, more student centric strategies were employed to ensure that all students learn their courses and it got positively reflected in the pass percentage of the students.
- The college also has taken a key role in identifying the needy students and provided them with mobile phone and data recharging.
- Scholar Support Programme (SSP) and Walk With a Scholar (WWS) are implemented effectively to cater the academic needs of slow learners and advanced learners respectively.
- Subject related seminars, workshops, webinars, quizzes, invited lectures etc are part of the

curriculum delivery.

- Projects and internships are provided through industrial collaborations/linkages to foster competencies of students. Students also enroll and complete online course through NPTEL and Coursera.
- Continuous Internal Evaluation (CIE) and other formative evaluation methods are part of the curriculum delivery.
- The performance of each student is evaluated continuously and the progress is communicated to the parents through PTA meetings.

Curriculum Delivery Monitoring

- Curriculum Delivery is monitored with the help of Master Time Table.
- Teacher's Diary is submitted to the Principal at the end of each academic year, to assess the account of work done by the teachers and know the course completion status.
- Daily register, Monthly Report and half yearly presentation also help to monitor the progress of academic calendar of the college.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

Preparation of the Academic Calendar

- The institution prepares an **academic calendar** at the beginning of every year in tune with the academic calendar of the affiliating university.
- The **college academic calendar is prepared by a team** entrusted by the staff council. Under the direct monitoring of the Principal and IQAC Coordinator, **the team compiles the action plans** submitted by the Heads of all Departments.
- This academic calendar **includes all the curricular as well as the co-curricular activities for the academic year, dates of examinations, holidays and other important days.** The College Calendar is made available to the students and the faculty in the college website.
- **All the academic and co-curricular activities** of the college - including the programmes conducted by the student's union, departments, cells and clubs - **are planned in tune with the general academic calendar** of the college.
-

Scheduling of CIE as per the Academic Calendar

- Continuous Internal Evaluation forms an integral part of ensuring effective curriculum delivery. **The process of CIE includes two internal examinations and one assignment/seminar/viva** for

each semester. Each department conducts **class tests** apart from the common internal examinations.

- **The dates of internal examinations** are fixed as per the academic calendar and are communicated to students well in advance.
- **The Internal Examination Cell** headed by the Vice-Principal ensures proper and timely conduct of the Internal Examinations. The Cell prepares the schedule of the examinations and the list of teachers on duty. This is displayed on the staff notice board and shared in the online platforms for the faculty.
- Seating arrangement for students appearing for the exam, prepared by the Internal Examination Cell, is displayed on the common notice board and arrangements are done accordingly.
- The **results of internal evaluation** based on attendance and internal exams **are made available** to the students **through the ERP software**, customized for the institution.
- **Internal marks** of the students, to be **filled in Form B** and submitted to the University, is prepared based on the CIE process.
- The **Form B** for all courses are **displayed on the notice boards** of the respective departments to solve grievances, if any.
- **Grievances are addressed through a three tier mechanism** involving the teacher in charge, Head of the Department and the Principal.
- **The Principal ensures transparency** in the preparation and timely submission of the internal marks.

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 14

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

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 63

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
24	13	11	08	07

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 43.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
591	309	288	197	170

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

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

- **Mahatma Gandhi University**, to which the institution is affiliated, offers a number of courses having modules intended to sensitize students on cross cutting issues like Professional Ethics, Gender, Human Values, Environment and Sustainability.
- **The curriculum of the institution**, designed in tune with university regulations, **includes concepts related to gender and sustainability**.
- Modules on **Environment Studies and Human Rights** are incorporated into fifth semester UG syllabus as per UGC regulations.

Institutional Initiatives on Cross Cutting Issues

Imbibing the objective of cultivating awareness on these issues, the institution has incorporated a number of measures.

1. Professional Ethics

- The institution has an effective career guidance cell, which regularly conducts career awareness classes as well as soft skill training workshops. This enables the students to be more acquainted with the necessity of maintaining professional ethics in future.
- The institution offers counselling service to students with the support of St. Jude Counselling Centre functioning in the campus.

2. Gender

- Every year the institution conducts programmes related to gender awareness through seminars, lecture series, webinars, and gender sensitization campaigns . This enables the students to gain more knowledge on the gender roles and issues .
- Women empowerment, gender equity promotion and women entrepreneurship programmes are conducted under the auspices of various clubs and cells. Apart from that , the departments also organize programmes related to gender awareness.

3. Human Values

- Value education is imparted through Value Development Programme.
- Commemoration of days of national importance helps to develop values of citizenship and brotherhood.
- Women Cell - SREYAS- takes initiative in conducting women empowerment programmes.
- Chethana- an endowment programme is conducted every alternate year for the mothers of students with a motive to empower them.

4. Environment and Sustainability

- **BoomithraSena Club** (formerly Neeharam- the Nature Club) regularly organizes activities to instill awareness on **conservation of biodiversity, environmental issues, conservation strategies** etc. The club organizes seminars, field visits, nature camps, exhibitions and awareness talks on environment related topics.
- The efficient **waste management system** makes the institution a zero waste campus.
- Energy conservation is ensured through the generation of **solar energy**.
- **Rain water harvesting** mechanism is means of preserving the natural resources.
- The two **NSS units organize activities to sensitize volunteers on issues related to environmental sustainability**.
- The institution has received Certificate of Appreciation from Northarmps ENV Solution for the relentless efforts to maintain Green Protocol in the campus.
- Green Kerala Award 2020 by Heart for Earth Organization was awarded as a recognition for the green initiatives of the institution.

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

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 4.4

1.3.2.1 Number of courses that include experiential learning through project work/field

work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	15	14

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**Response:** 33.51**1.3.3.1 Number of students undertaking project work/field work / internships**

Response: 256

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: D. Any 1 of the above

File Description	Document
Any additional information (Upload)	View Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

- 1. Feedback collected, analysed and action taken and feedback available on website**
- 2. Feedback collected, analysed and action has been taken**
- 3. Feedback collected and analysed**
- 4. Feedback collected**
- 5. Feedback not collected**

Response: C. Feedback collected and analysed

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 89.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
311	261	266	268	235

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
389	288	287	283	263

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 73.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
78	60	55	63	41

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Morning Star Home Science College (MSHSC) has a mechanism to assess the learning levels of the students. Informal assessment of learning levels is conducted through admission counselling and classroom interactions. Immediately after the admission, an orientation programme, bridge course, aptitude and entry level tests are conducted for all the students. Based on the scores of learning levels, students are categorized by every Department. In addition to the tutorial sessions, several programmes are also organized for the students.

Advanced Learners

- **Walk with a Scholar (WWS) Program:** External and internal mentoring sessions were offered to sixty and ninety students during the academic years 2018-19 and 2019-20 respectively.
- **Sponsored Projects:** Twenty-four students took up sponsored projects funded by the Kerala State Council for Science, Technology and Environment (KSCSTE) in the last five years.
- **Student Publications:** Seven students published their research articles in UGC notified journals. Ms. Meenu Maria Thomas, second year M.Sc. Chemistry, co-authored a research article in the International Journal of Biological Macromolecules (**Scopus** indexed) with **Impact factor 8.03**. The best UG and PG projects are published in the journals and books published by the institution. The students are provided guidance to **present papers in national/international seminars** and conferences organized by the college and other institutions.
- **Science Talks and Student Lecture Series:** Advanced learners are given the opportunity to talk on the relevant and recent trends in science.
- **Special awards, scholarships and recognitions:** Students who excel in academics are honoured on the **Merit Day**. **MSPGRePA award** for the best project at the PG Level has been instituted in the year 2020.
- **Massive Open Online Courses (MOOC):** In MSHSC, students are encouraged to enrol in MOOCs through SWAYAM-NPTEL platforms. “**Coursera for Morning Star**” helped students to gain access to high quality courses from foreign universities during the Covid-19 pandemic.
- **Civil Service Coaching:** In association with Naipunnya International, Kochi, coaching is offered to interested advanced learners.
- **Membership in Institutional Committees:** Advanced learners are given the opportunity to be a part of various institutional committees and clubs.
- **Guidance for NET preparation:** Guidance and resources are provided to interested PG students for NET preparation.
- **Student as a teacher:** Advanced learners were given the opportunity to take classes for their peer groups.

Slow Learners

- **Scholar Support Program:** Internal and external mentoring sessions were conducted for slow

learners to enhance their confidence level and 90 students were benefitted from the programme.

- **Remedial Coaching:** Academically weak students were given additional care by their respective course tutors on all Tuesdays to improve their scores.
- **Personal counselling** is provided to students who are in need of it.
- **Peer-group Learning:** Advanced learners and slow learners are grouped together to enhance their learning experience.
- **Solving previous years question papers:** This helps students to prepare well for the exams.
- **Additional Skill Acquisition Programme:** ASAP is a programme offered by the Kerala Government to uplift students from socially/economically backward classes.
- **Earn while you Learn:** Students were encouraged to make paper bags, cloth bags, Star Jam and Star Squash to develop their entrepreneurial skills.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 18.19

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Keeping in view the global perspectives, the institution, in addition to the conventional teacher-centric methods, employs student-centric teaching-learning methodology.

Experiential Learning

- Programmes like “*Svijet Harane - The Food Fest*”, **LIKHA and SRISHTI** (entrepreneurial skill development programmes) were organized to acquaint students with facts through direct hands own experience and observation.
- **Field visits/ Industrial visits** were held to supplement classroom learning with real life experiences.
 - Nature Camp at Periyar Tiger Reserve, Thekkady
 - Wetland ecosystem of Munrothuruth, Kollam
 - Zoological Park, Hyderabad

- Kerala Agricultural University, Thrissur
- Anna Group of Companies Pvt Ltd, Kochi
- Handloom weaving unit at Kuthambully village
- Akay Flavours and Aromatics, Kochi

During the Covid-19 pandemic, virtual industrial visits were also conducted.

- **Internships:** Internships in industries, early child care centres, Diet Therapy centres, food processing units, event managements were organized. Online internship opportunities were given to students during the pandemic period.
- **Virtual Laboratories:** The students were provided with virtual lab sessions to compensate the lost lab hours during the lockdown period.

Problem Based Learning

- Quiz programmes, case studies, projects, and diverse subject related problems cater to the inquisitive minds of the young scholars. Students were encouraged to take up research projects, including the KSCSTE funded science projects, under the mentorship of the faculty members. The students were also trained in quantitative and qualitative research methods.

Participative Learning

To create a feeling of self-responsibility in learners and to make learning process more effective, various approaches like group discussions, student seminars, poster and power point presentation competitions were organized. Programmes like Grahadarshan (a self-employment programme), workshops on LED serial bulb assembling, web designing, food processing technology, management and **Haritham Jeevanam – organic farming** were also conducted to encourage active student involvement in the learning process. Personal and collective responsibility were inculcated among students with the help of clubs like Fine Arts and Literary Clubs, Readers Forum, Nature Club, Finesse Circle, and Oratory Club. Role plays, Flipped classrooms, Exhibitions like **Poshan Abhiyan program**, “**Punarnavam**” (exhibition of medicinal plants), and **Milky expo** were conducted regularly to bring out the creative skills in the students. Expert interaction programmes were also arranged to encourage discussions on a range of issues beyond the classroom. Online national and international webinars were organized to provide equal opportunity for students to engage in the learning process during the lockdown period.

Collaborative Learning

In this method, students worked in groups, discussed concepts and solved problems. **Think-pair-share** methods were adopted through activities like **Morning Tweets** (the monthly newspaper by students) and **Tejas** (Energy Environment Residential Camp) Students with different levels of ability formed small groups and learned through **peer group learning**.

Computer Assisted Learning

To facilitate technology enabled education, ICT aided assignment submissions, seminar presentations using LCD projectors, various online software, digital tools, laptops, YouTube videos, Google classrooms, and e-mail were used extensively. The students were encouraged to enrol in MOOC courses like NPTEL,

SWAYAM, Coursera etc. to enhance the learning process.

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

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

In Morning Star Home Science College (MSHSC), the classrooms are ICT enabled, with installed projectors and the campus is enabled with high-speed Wi-Fi connection. The Angelica Theatre of the institution provides multimedia facility with the help of ICT tools. Invited talks and webinars are conducted using ICT facilities in the Sanjo Hall. The college auditorium is digitally equipped with mike, projector and a computer system. Two smart boards are installed in the campus.

Virtual Tours and Virtual Labs

The conventional chalk and talk method of teaching-learning process is supplemented with ICT tools to enhance the quality of the teaching-learning process. For some programmes, experiential learning methods were adopted (with practical sessions, hands-on training, field works etc). During the Covid-19 pandemic, virtual tours and virtual lab sessions were provided to the students to compensate the lab hours that were lost.

Advanced Teaching Tools

Online platforms like Google Meet, Zoom, Microsoft Teams, YouTube videos etc. were used for taking online classes. WhatsApp group, Telegram, and email were used to communicate and share study materials and syllabus.

IT Integrations in Student Teaching and Evaluation

MSHSC has blended IT integration with the examination process. Continuous evaluation tests were conducted using Kahoot, Teachmint, You need a wiki, Testmoz, padlet, Mentimeter, RasMol, Quizzez, Google forms etc. G Suite facilities, Office 365 and OneDrive were also used to deliver the learning content. DeQ-AMA Academic Management Application was used to empower the teaching-learning process.

Usage of Digital Teaching Aids

Online quizzes and polls were conducted to record the feedback of the students. To teach equations and mathematical aspects in the online mode, teachers have used various online tools like Jamboard in Google

meet. Important language and science topics were also delivered through audio clippings, video lectures using OBS etc. The students were encouraged to carry out PowerPoint presentations while doing their seminars. Google Classroom was used to provide course related information like e-resource materials, quizzes, answer sheets, assignments, etc. Firefly, Gamess, Avogadro, PHStat, C++, Phylip, Physioex, SPSS, Tally, Chemdraw, and Valentina pattern making software were also used as digital software resources for subject-oriented studies.

Use of Audio-Visual Aids for Online Courses and e-resources

The students were encouraged to register for online courses through Swayam, NPTEL, Coursera etc. to inculcate the habit of self-learning in students. Open-source Learning Management System (LMS) Moodle was also used in the campus. The faculty members effectively utilized Audio-visual aids to demonstrate the concepts to the students, and e-Resources to enhance the learning experience.

Library

The college library is well-equipped with sufficient number of books, journals, e-journals and e-books to make the teaching-learning process more effective. The electronic resource packages like DELNET, British Council library, infibnet, e-PGPathshala, e-ShodhSindhu, Shodhganga etc. were also made available to the students.

Curricular, Skill Enhancement and Co-curricular Related Webinars and Workshops

During the Covid-19 pandemic period, departments conducted webinars, workshops and expert interaction programmes via online mode.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 18.19

2.3.3.1 Number of mentors

Response: 42

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 100.49	
File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)					
Response: 32.25					
2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years					
	2020-21	2019-20	2018-19	2017-18	2016-17
	15	13	14	14	12
File Description	Document				
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document				
Any additional information	View Document				

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest
--

completed academic year in number of years)

Response: 7.62

2.4.3.1 Total experience of full-time teachers

Response: 320

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Continuous Internal Evaluation (CIE) had a defining impact on the academic performance of the students and the same is reflected in the outcome of the teaching-learning process. The internal assessment was done based on the guidelines of the affiliating university. The weightage of the internal assessment is 20% and 25% respectively for UG and PG programmes. The components of the CIE are attendance, assignment, seminars and test papers.

Transparency

- **Information about internal examinations:** The details of the internal examinations were included in the college calendar and the students were made aware of the same during the course delivery.
- **Tutorial Sessions:** The tutorial sessions included tips to excel in assignments, seminars and examinations.
- **Internal Examination Committee:** The Internal Exam Cell, headed by the Vice-Principal, ensures the smooth conduct of the examinations. The dates were communicated to the students through the academic calendar, circulars, notice board and class advisors.
- **deQ software:** Students and parents can monitor student attendance through the college portal. Students are also provided with login credentials to check their internal marks.
- **Evaluation:** Teachers evaluate answer scripts in a time bound manner, announces the results individually to the students and provide guidance to perform better.
- **Open Houses:** Department-wise open-houses were conducted to discuss students' performance with their parents.
- **Forms of internal marks:** As prescribed by the University, the internal marks for each course are prepared in Form A and the consolidated internal marks are prepared in Form B. The forms are also published on the notice boards.
- **Scrutiny:** Exam co-ordinator ensures that the forms are duly signed by the tutors, the HODs and the Principal before uploading the same to the University portal.

Robustness

- **Grievance Redressal Mechanism:** Three level grievance redressal mechanism is adopted at the Department, College and University level and is communicated through the college calendar.
- **Internal examinations:** As prescribed by the University, two test papers were conducted in a centralized manner.
- **Frequency:** Tests were conducted in mid-semester and towards the end of each semester.
- **Assignments/seminars:** Students were given proper orientation regarding the assignment/seminar topics and were encouraged to submit it through the online/offline mode.
- **Projects:** Students complete group or individual projects based on the topics that were finalized in advance which are checked and graded by the guides.
- **Re-examinations:** Students who were absent due to genuine reasons, were given an opportunity to appear for the retest.
- **Resubmission of Assignments/seminars:** Students are given a chance to revise and resubmit assignments/seminars if they do not perform well.
- **Additional assessments** are done apart from internal tests, through viva, quiz etc.

Internal Assessment during Covid-19

During the Covid-19 pandemic, MSHSC adopted the following measures as per the University regulations:

- Attendance shall not be mandatory.
- The marks for attendance were allowed to be replaced with the marks of an additional assignment.
- Exams were conducted online.
- Relaxation in the choice of questions.
- The delay in submitting assignments were treated leniently.

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

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Measures for the Effective Conduct of Examinations

- The teacher-in-charge of each class provided awareness to the students about the components of the internal assessment and the schedule of tests for each semester.
- The Exam Cell is the central system that prepares the time schedule of examinations, dates of submission of question papers, list of invigilators and the seat allotment.
- The answer papers were valued within a week and returned to the students for verification, and their grievances are redressed immediately. The final mark list was submitted to the HODs.

- For practical courses, the students submit their rough records on the very day they do the experiment. The students' lab performance is assessed based on their regularity and promptness in submitting the record and viva.
- Students who couldn't attend the internal examinations were given an extra chance with a separate question paper.
- Students who couldn't appear for the University examination due to any adverse circumstances were supported by the institution to reappear in their next chance.
- The internal forms are promptly submitted, during the initial days itself, in the prescribed format to the University after the University portal opened for uploading.
- All the examination halls are under CCTV surveillance and enable the principal to directly monitor the smooth conduct of the examinations.

Grievance Redressal Mechanism

In order to address the grievances of the students, a four-level Grievance Redressal mechanism is in place. A student can approach the upper level if her grievance is not addressed at the lower level.

- Level 1: Teacher Level. Grievances regarding evaluation can be brought to the notice of the concerned teacher.
- Level 2: Department Level: The Department Cell is chaired by the Head of the Department. The coordinator and the teacher in-charge are the other members.
- Level 3: College level: A committee with the Principal as Chairman, HOD of the Department, Department Coordinator and a senior teacher nominated by the Staff council are the members.
- Level 4: University Level: A Committee constituted by the Vice Chancellor as Chairman, Pro-Vice-Chancellor, Convener - Syndicate sub-Committee on Students Discipline and Welfare, Chairman-Board of Examinations as a member, and the Controller of Examination as the member-secretary.

Grievances Reported and Resolved

- **Internal examination re-test:** Students requested the class teachers for a re-test of the internal examinations. The matter was addressed through the proper channel and resolved. On genuine grounds, the re-tests were scheduled with a separate question paper.
- **Infrastructure facilities:** Students reported the need for the maintenance of lights and fans in the examination halls. The issue was rectified based on annual maintenance procedures.

Conduct of Examinations during the Covid Times

All possible measures were taken while conducting examinations during the Covid-19 pandemic period.

- Sanitizers were provided in all the academic blocks.
- Temperature check
- Support-staff were appointed to administer hand sanitizers to all the students.
- Hand-gloves for invigilators were used to ensure extra protection.
- Separate seating arrangements were provided to those in quarantine.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Stating the COs, PSOs and POs

The knowledge, skills and abilities a student is expected to gain after learning a course are stated as the Course Outcomes (COs). It is framed by the course coordinator, in consultation with the senior faculty members. Program Outcomes (POs) and Program Specific Outcomes (PSOs) are framed for each program by the respective Departments. Programme Outcomes (POs) specify the attributes that are indicative of the competencies of the students graduating the programme. PSOs state the knowledge, skills and abilities that a student will acquire on successfully completing the specific programme.

Modes of Creating Awareness about COs, PSOs and POs among the Faculties, Students and Stakeholders

The outcomes are prepared in strict compliance with the objectives of Outcome Based Education (OBE), and are widely propagated and publicized through various means such as display and/or communication.

- **Website:** The COs, PSOs and POs of each programme are published in the college website.
- **Interactions:** POs, PSOs and COs are consciously promoted by the Principal and faculty members in their interaction with the students. While addressing the students, the HODs, class teachers, tutors and course coordinators create awareness on the POs, PSOs and COs and communicate the need to attain the outcomes.
- **Class rooms:** POs and PSOs of the respective programmes are displayed in all the classrooms.
- **College Handbook:** POs are communicated to the students through college handbook.
- **Booklet:** Course Outcomes of the courses of all the semesters of each programme were compiled and published as a booklet. The booklet is available in the Departments and in the classrooms for reference by the staff and the students.
- **Laboratories:** COs, PSOs and POs are displayed in the notice boards of the laboratories.
- **Induction Programmes:** Students are given orientation on Outcome Based Education during the Induction Programme and also at the commencement of the first academic year. An idea regarding the outcomes and the process of attainment of the same is also explained during the programme.
- **Parent-Teacher meetings:** PTA meetings provide an avenue to inform the parents about the developments taking place in higher education with regard to OBE. The Principal introduces the concepts during the PTA gatherings.
- **Faculty meetings:** Analysis and review on the transmission and attainment of the outcomes is an integral segment of the Departmental meetings. Course Outcomes and their mapping with

Programme Outcomes and Programme Specific Outcomes are elaborately discussed by the course coordinators and other faculty members.

- **Staff Council meetings:** The Staff Council ensures the progress of the teaching-learning processes.
- **Library:** Booklets describing the COs, PSOs, and POs of all programmes and the directions for attaining the stated outcomes is available in the college library.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

The Course Outcome (CO) attainment is measured through the **direct and indirect assessment methods**. Each CO for a particular course is measured directly using marks by direct assessment tools. These tools are internal exams, assignments and University exams.

- 20% internal attainment + 80% University attainment is taken to calculate the final attainment of CO by the **direct assessment method**.
- **Indirect assessment** of the COs of a particular course is conducted by the course coordinator and measured through the **course end survey** at the end of the respective semester. The University exam marks/grades are mapped to all COs proportionally.
- The assessment tools are formulated such that all outcomes are evaluated at the end of the course.

CO Attainment for Practical Courses

The COs are mapped against POs and PSOs based on the levels of correlation. The CO attainment of practical courses, like theory courses, is calculated based on the direct and indirect assessment methods.

Measuring CO attainment

The expected cut off level of course outcome is set at 40 percentage for UG and B grade for PG. The expected level is stated as:

Table : Attainment Levels

Levels	Attainment
Level "0"	Not Attained
Level "1"	50% students achieved cut-off 40% Marks (UG) or B Grade (PG)

Level “2 ”	60% students achieved cut-off 40% Marks (UG) or B Grade (PG)
Level “3”	70% students achieved cut-off 40% Marks (UG) or B Grade (PG)

If the CO attainment targets are not attained, the course coordinator takes necessary steps for improvement, and records the feedback.

Measuring PSOs and POs

The level of attainment of PSOs and POs are measured by mapping COs to POs and PSOs based on the mapping levels. Mapping for all the courses is done by the course coordinators and approved by program coordinators (HODs). All the courses are mapped under 7 POs for UG and 6 POs for PG and the specific number of PSOs stated for each Programme.

Table : Mapping Levels

Levels	Attainment
Level “-“	No Correlation
Level “1”	Low Correlation
Level “2 ”	Medium Correlation
Level “3”	High Correlation

All the courses that contribute to the POs and PSOs are identified, and the direct attainment of POs/PSOs is evaluated through the course outcomes attainment. This contributes to **direct assessment**. POs and PSOs are also measured using the **indirect assessment tool** - programme-end survey. In the measurement of POs/PSOs attainment, 80 percentage of the weightage is given to the direct assessment method and 20 percentage of weightage is given to the indirect assessment method. The strength of attainment of the POs and the PSOs is obtained by consolidating the results of the CO attainments. After assessing the POs and the PSOs, they are compared with the targeted attainment levels. The POs and the PSOs attainment are considered satisfactory, if the level of expected attainment is reached. Otherwise, the attainment levels are analysed and remedial measures are taken to bridge the gap between the targeted and expected POs/PSOs attainment.

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

2.6.3 Average pass percentage of Students during last five years

Response: 88.45

2.6.3.1 Number of final year students who passed the university examination year-wise during the

last five years

2020-21	2019-20	2018-19	2017-18	2016-17
232	243	201	195	189

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

2020-21	2019-20	2018-19	2017-18	2016-17
252	260	237	220	227

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.9

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 14.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
4.82	0.70	1.135	2.27	5.77

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 14.29

3.1.2.1 Number of teachers recognized as research guides

Response: 6

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

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 48.57

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

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

3.1.3.2 Number of departments offering academic programmes

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

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Morning Star Home Science College constantly aims at developing a creative ecosystem for innovations and entrepreneurship among the students by facilitating them with ample expertise, resources and progressive support. The following are the key initiatives taken up by the college to encourage and promote scientific temper and transfer of knowledge.

- **Institution's Innovation Council (IIC):** The college has an **MHRD** recognized Institution Innovation Council which operates as per the norms of the Government of India. The activities of Rural Entrepreneurship Development Cell and Star Entrepreneurship cell are brought under its purview.
- **Star Entrepreneurship Cell:** This highly operative cell of the college functions under IIC providing ample opportunities to generate innovative ideas and for entrepreneurship. Under this, various innovative products like **Star Hair Oil, Star Nutmeg Jam, Star Nutmeg Squash, Star Fish Feed, Star Bathing Soap** and **Star Cloth Bag** are made by the different departments of the college.
- **RED Cell:** The cell focuses on encouraging creative young minds and rural women empowerment. Interaction with successful entrepreneurs, honouring young entrepreneurs of the college etc. are some of the activities carried out under this cell.

- **Institution provides Seed Money** to encourage and promote young entrepreneurs in the campus.
- **Milky Expo 2K18:** The exhibition familiarised the students with making various milk products which they had learned in their open course (Dairy science) during fifth semester.
- **Srishti-** This innovative venture facilitated making eco-friendly products from waste materials allowing students to develop entrepreneurial skills.

Incubation Centre

- **Fish feed formulation:** The Department of Zoology, with the active support of IIC, invented new formulations for fish feed. Food waste from prawn and beef are recycled to fish feed by adding necessary ingredients.
- The **Waste to Manure Pot** is an innovative product, designed and developed by IEDC (Innovation and Entrepreneurship Development Cell). This is a self-manuring pot, as and when the saplings are ready to be planted on ground, the pot can be directly planted in the soil.

Entrepreneurship

- **Star LED:** With the funding from IEDC, the Department of Physics organised classes and demonstrated on LED Star making for the local community.
- Under the initiative of Women Cell, training on **Preparation of Washing and Cleaning Agents** was organized for the women cell members.
- **Paper Bag Making-** College initiated ' Paper Bag Making' training for people who lost employment due to Covid' 19 pandemic. The trainees were provided raw materials, and the finished products were marketed by the institution.
- **Sanskriti** is a venture aimed at **creating plastic free Angamaly Municipality** by designing cloth bags.
- **Food packaging unit:** Women from economically backward families are employed in this unit producing 132 different varieties of food products.
- **RituSampoorna** is an initiative from the college aimed at making value-added products from seasonal fruits. Students are given training to create nutritious and healthy value added products from different fruits depending upon their season.

The products of Star Entrepreneurship Cell are marketed by **Kerala Sarvodaya Sangh** with whom an **MOU** has been signed. The nutrient rich products of Home Science are promoted through MOUs with established institutions.

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

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

Response: 69**3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
30	8	11	14	6

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

3.3 Research Publications and Awards**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response: 2****3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years**

Response: 12

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

Response: 6

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

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response: 1.07****3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
14	5	4	7	15

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

3.3.3 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: 1.75

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

2020-21	2019-20	2018-19	2017-18	2016-17
28	6	17	10	13

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The students are ingrained with a sense of social responsibility through participation in different extension activities organised by NSS, YRC, Women Cell and Departments that are devoted to improve the quality of life and well-being of the society, engaging the students in the realities of the society and inculcating an approach to extend a helping hand to the needy.

Environmental Conservation

To ensure sustainable development and to sensitize the youth in preserving the environment, the college conducted various programmes like,

- E-waste collection
- Participation in Thelineer project
- EnteKulam (Pond Cleaning) Project
- Plastic waste sambharani (receptacle) in college
- Plastic collection campaign
- Butterfly garden and Medicinal garden in the campus
- Participation in 'Clean Kochi Drive'
- Aired talk show on Malanadu news channel
- Introduced 'ValicheriyalMuktha Campus, Nagaram and Gramam' to exhort banning of littering
- Planted 200 trees under the project Greenathone
- Class on 'Usage of Eco-friendly sanitary Napkins'
- Making and distribution of cloth bags

Swachh Bharat Abhiyan

The college coordinated programmes like:

- Plog Run
- SBSI Activities
- Collection of plastic waste from the neighbourhood
- Awareness class on 'Waste Management'
- Cleaning the campus as part of SwatchtaPakhwada
- Railway Swatchta

Unnat Bharat Abhiyan

- The college has adopted five villages and conducted socio-economic surveys.

Organic Farming

The college has always strived to develop a holistic approach to nature and to sensitize the students and community on the significance of healthy living.

- **Jaivam 2017** actualised complete organic literacy in Kottayam district
- Constructed **vegetable garden** in the adopted village
- **Agri Star Kitchen Garden** in selected schools
- Created vegetable garden in 100 selected houses
- Produced organic **pesticides**
- Cultivated paddy in a leased land
- Celebrated **Koithulsavam** (harvest)
- Distributed and planted saplings
- Started **organic farming**

Women Empowerment

To empower women, several training programmes were offered to women in nearby localities and Kudumbasree units.

- Class on Self Defence
- Hands-on training on Soap Making
- Jewellery Making
- Awareness programme on Solid Waste Management
- Class on E-Governance

Helping the Destitute

To inculcate and foster the feelings of thoughtfulness, humility, respect and care for the needy, the college undertook several initiatives such as:

- Providing mid-day meal at selected orphanage, hospital and bus stand
- Supplying collected dresses to orphanages
- Distributing study materials.
- Donating wooden coats and food kits to adopted village
- Helping and entertaining palliative care patients
- Spending quality time with the elderly (Pakalveedu)
- Home for Homeless

Community Engagement

Keeping on par with its progress, the college tends to the growing needs of the community by conducting awareness programs, campaigns and camps to uplift them.

- Hair donation to cancer patients
- Communal Harmony Campaign
- Antidrug Campaign
- Participation in Local Body Election
- Soil Analysis
- Water Quality Analysis
- Voluntary Blood Donation
- Science Popularisation Programme
- Suchitwa BodhanaYajnam
- Class on Effective Parenting and Counselling
- Street Play on Endosulfan use
- Awareness class on Palliative Care
- Contributions to adopted Anganwadi
- Class on Cyber Security
- PoshanAndholan
- Grahadarsan

Flood Relief Activities

- Helping the shattered in relief camp at college
- Distributing relief necessities in affected areas
- Helping to revamp devastated houses
- Providing financial assistance

Covid Related Activities

- Mask making challenge
- Sanitizer preparation and donation.
- Vaccination drive

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

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 6

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

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

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

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

Response: 87

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

2020-21	2019-20	2018-19	2017-18	2016-17
23	20	12	12	20

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 84.26

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
721	547	493	656	541

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 33**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
5	7	9	5	7

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**Response: 21****3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
9	6	2	3	1

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Infrastructure augmentation is implemented on time through a transparent mechanism administered through the Governing Body, the IQAC and the Staff Council, each with sufficient representation of the teaching faculty to evaluate, plan and execute infrastructural adequacy and physical facilities.

Location and Campus Profile

- Situated in the National Highway 544 at the borders of Angamaly Municipality and Nedumbassery Grama Panchayath, the institution is easily accessible by all means of transportation.
- The campus is in an expanse of 4.33 acres, providing a built-up area of 1,32,490.95 sq. ft for teaching-learning purpose.
- State-of-the-art infrastructural facilities are for the fourteen academic programmes offered here (8 UG, 5 PG and 1 Ph.D.).
- Academic programmes are spread across four blocks- Main Block, Arts Block, Nazareth Block and Science Block.

Teaching-Learning Facilities

- Well-ventilated, spacious and furnished classrooms with Public Address System
- 14 fully equipped Laboratories: Physics-4, Chemistry-4, Zoology-2, Botany-1, Home Science-3 (Textile and Clothing Lab, Nutrition Lab, Bio Chemistry Lab)
- Experiential Learning Lab for FCS - Laboratory Nursery School
- Spacious and well-ventilated library spread in an area of 5259 sq.ft. and reader friendly reading area with 100 seats, collection of 20888 books, 21 journals, 34 periodicals, 3 online databases and a digital library
- 5 Seminar/Conference Halls:
 1. Msgr. Kuriakose Chiramel Hall (1000 seats)
 2. Sanjo Hall(AC) (60 seats)
 3. Ms. Mary Pothen Hall (60 seats)
 4. Mother Teresitta Hall (200 seats)
 5. Conference Hall (AC) (80seats)
- Research Centre
- Separate Faculty Rooms for all departments, equipped with laptops, desktops and printers.

ICT Facilities

- Wi Fi campus with 50 MBPS leased Internet connection
- 18 Wi-Fi access points (routers)

- Mounted LCD projectors in 31 out of 32 classrooms.
- Wi-Fi/LAN facilities in all classrooms.
- Computer Centre with 43 computers and a provision for two more for e-learning, online registration, and other online requirements.
- 3 Departmental Computer labs
- 96 Computers for student access.
- College Library with printed, electronic and other digital resources.
- Library access with automated Library Management System (KOHA)

Green Infrastructure

- Botanical Garden, Star Medicinal Plant Garden funded by Kerala State Medicinal Plant Board, Butterfly Garden, Fruit Garden, Zoology Museum.
- 3 Fish Ponds
- Water harvesting
- Open-well Recharging

Energy Management

- Generator (35KV)
- Transformer
- Solar panels
- Water Harvesting
- Bio Gas

Divyangjan Friendly Facilities

- Ramps to library, examination rooms, hostel and wash rooms
- Wheel chair
- Software for braille

Sports and Fitness Facilities

- Gymnasium and Weight Training Centre
- Courts for Kho-Kho, Kabaddi, Tug of War and Hand ball
- Yoga Room
- Fencing Piste
- Sports refreshing room, with two washrooms
- Open Gym, Multipurpose Court
- Sports Store

Common Facilities

- Examination halls with CCTV cameras
- Exam Cell for the conduct of exams, procedures like downloading question papers, distribution of answer sheets and receiving and packing the answer books
- Speaker's Corner for "Beyond the Classroom Learning"
- Separate rooms for NSS, IEDC, Star Entrepreneurship Centre, Placement Cell, Grievance Cell,

Anti-Ragging Cell, Internal Complaint Cell, Counselling and Dietary Counselling

- Girls' hostel for the boarding facility
- Special room for medical aid
- Incinerator facility in the toilets of every block
- Counselling Centre
- Canteen (1502 sq.ft.) with 80 seats
- Water purifiers in all blocks
- Retiring Room for Staff

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

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga etc.

The following facilities are provided for sports and games:

Facility	Year of establishment	Area/Size
Kho-Kho Court	2017	20m X 30m , Kho-Kho Wooden Post (1 Pair)
Kabaddi Court	2017	13m X 10m
Fencing Piste	2018	14m X 1.5m , 3 Indoor Court (Sabre, Foil, Epee Weapon , Mask -2 , Suit , Chest Guard , Gloves - 2)
Tug Of War Court	2019	20m X 5m
Handball Court	2019	20m X 40m ,
Yoga Hall	2015	5.07m X6.74m
Gymnasium	2015	7.33m X 3.19m
Weight Training Hall	2017	8.5m X 4.5m
Arm-wrestling Table	2018	1 WAF Standard Table
Basketball Post	2016	1 Basketball Post
Judo Mat	2015	8 Nos.
Table Tennis Board	2012	1 Board
Chess Board	2012	2 Board
Carroms Board	2012	2 Boards
Mini Track And Field	2019	3 Lane - Mini Track , Shot-put Field , High Jump Stand(1 Pair), Javelin Throw Field , Hurdles (3)

Kho Kho Mat	2021	164 Nos.
Sports Dressing Room	2017	1.9mx 1.3m
Tug of War Weight Loading Arena	2021	5ft Height & 10m Length , Tug Of War Rope (Standard)
Sports Stores	1988	3.3m X 3.2m 2.25m X4.54m
Badminton Court	2021	Mud Court , 13.400m X 6.100m
Multi Purpose Outdoor Concrete Court	2021	20m X 30m
Open Gymnasium	2021	Air walker, Weighted leg press and Pull ups (multi station), Seated rowing, Air swing, Walk way

Fitness and Yoga Center

Fitness and Yoga centre, with latest equipments and certified trainers provides the following government approved yoga and fitness courses to the students and the community:

- Basic Certificate Course in Yoga
- Basic Course in Health and Fitness
- NSQF Level-4 Fitness Trainer Course
- NSQF Level-4 Yoga Instructor Course

Facilities for Cultural Activities

- **Five spacious Auditoriums** with audio visual facilities are venues to practice and perform various cultural competitions. The auditoriums are also utilized for training in public speaking and presentation skills.
- **Speaker's Corner** is a novel concept providing an open-air venue, for inhibition-free debates and discussions as well as various competitions of clubs and individual departments.
- **Open Air Atrium in Nazareth Block** serves as venue for showcasing creative and artistic talents of students.
- **Cultural Hub** – The area in front of Science Block is a venue for flash mobs, exhibitions, street plays and other cultural activities.

The college celebrates festivals and conducts Fresher's Day, Talents Day, Arts Day, Sports Day, College Day and Merit Day to polish the skills of the students of MSHSC.

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

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

Response: 91.89

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 34

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 28.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
116.47	34.93	11.82	16.05	20.32

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Morning Star Home Science College Library aims to provide a reader-friendly ambience to the students. **The library is fully automated with ILMS software KOHA (Version 20.05, Year 2020).**

Library Area

- Spans over an area of 5259 square feet, with a seating capacity for 100 students.
- It is a two-storied building that includes a Reference Section, Storeroom, Reading Room, Internet Facility, Discussion Area, Ladder Library and Research Navigation Centre .

Library Timings

- The library is open from 9:00 am to 5:00 pm on all days except on Sundays and other public holidays.

Library Resources

- Wide repository of periodicals, academic journals, newspapers, CDs, previous year question papers, and e-resources
- Interesting collection of rare books
- Foreign language books in Latin, Spanish, Italian, German and French languages are available for students interested in exploring varied language scripts
- Displays the latest books in the “New Arrivals” section
- Students preparing for competitive exams are provided special space and resources.
- “The Book Bank” lends academic books to economically backward students.

Access to Resources

- Remote access to the electronic database to students and teachers through login credentials.
- NLIST of INFLIBNET gives access to over 6000 e-journals, e-books and other electronic resources.
- DELNET database subscription enables users to access e-books, e-journals, theses/dissertations, language learning portals and online databases.
- British Council Library also offers ample e-resources.
- The college website gives a separate link to the library, which provides details about library rules and regulations, resources and services.
- The Network Resource Centre has 6 computers for browsing.
- The Online Public Access Catalog (OPAC) facility enables users to search online and locate books and other material available in the library. The software facilitates users to reserve books in online mode.
- The Digital Library (Tech Focuz) enables students to access library resources more easily.

Library Management

- Organizes orientation sessions for the new users every academic year, informing them of the

various services and e-resources the institution offers.

- Reading Day is celebrated with creative activities to promote a reading culture.
- The Library Advisory Committee comprising the Principal, the Librarian, two faculty members and one student representative, takes decisions regarding the functioning of the library, so as to enable all students to benefit from the varied resources available there.
- Reprographic facility is provided for staff and students.
- CCTV surveillance, to ensure library etiquette is practiced.
- The library is Wi- fi enabled.
- Barcode Issue- Return system is in practice in the library.
- Annual stock verification and maintenance of books are carried out well in time.

Divyangjan Friendly Facilities

- In 2020, a ramp was constructed at the library entrance for the convenience of the differently-abled to enter and make use of library resources.
- “The Divyangjan Corner”, set up in 2019, facilitates the differently-abled students to use library amenities with ease.
- Non-Visual Desktop Access (NVDA) has been installed on the library laptop in 2021 to enable screen reading for visually impaired students.

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

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-

journals during the last five years (INR in Lakhs)**Response:** 4.08**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
4.8	3.04	3.15	4.93	4.47

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 18.61**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 150

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

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The institution promptly augments its IT facilities to cater to the needs in the modern academic arena.

- The College has three dedicated servers for the effective functioning of the Library and the Learning Management System (LMS).
- In 2021, the college set up a well-furnished Computer Lab, with forty-three browsing systems,

protected by antivirus software and managed by a computer assistant.

- Student –Computer ratio is 8:1
- Staff and students can avail the browsing, photocopying and printing services provided by the Computer Centre.
- All the Departments are equipped with computers, printers and Wi-Fi connectivity.
- Physics and Chemistry departments have their own computational facilities.
- **Learning Management Systems** like Moodle, Microsoft Teams and Google Classrooms are used for organized and effective teaching.
- **“Likha” College Management Application** (IPSR Solutions), functioning from 2017 and upgraded in 2020 as **deQ-AMA (Academic Management Application)** helps in office automation and managing daily academic activity (Student and Teacher) online.
- **TechFocuz Digital Library 4.0** was installed in the library in 2015. This integrated system is a highly sophisticated CD/DVD/Archiving solution for storing, managing and retrieving selected forms of digital information across the network.
- “Advanced Library Information and Management System” was replaced by an Integrated Open-Source Library software called “Koha” in 2020, fully automating the library functioning.
- Remote access to e-resources INFLIBNET, DELNET and British Council Library is made available to the staff and students.
- Digital storage capacity via G suite facility has been made available since 2020.
- Digital storage capacity of the Office suite has been made available since 2021.
- All Classrooms and Seminar Halls are Wi-Fi enabled, with a total of 18 Wi-fi devices.
- In 2015, the campus had 4 Mbps leased line internet connection. This was upgraded to 10 Mbps in 2016. In 2020 an internet connection of 50 Mbps was procured by the college.
- Tally ERP 9, with GST software, has been installed in all computers of the Computer Lab. Interested students can learn the concepts and complete Practical Accounting and Taxation System through Tally.
- The Language lab has audio-visual facilities and English language teaching software “Auralog”.
- Accredit360 application software, purchased in 2020, is applied for the CO-PO mapping processes.
- The office is well equipped with computers, desktop printers, photocopy machine and scanner.
- A Grievance Redressal Application “Smart Grievance” has been installed in 2019, facilitating online Grievance Redressal through the college website.
- A power generator of 35 KV is operated when the occasion arises.
- The number of Campus surveillance cameras was upgraded from 17 to 25 in 2020.
- Biometric attendance system is followed for the staff members.
- Classrooms are ICT-enabled and have public address systems.
- “Morning Star” YouTube channel showcases many of the prominent activities and presentations of the college.
- WhatsApp groups for teaching staff, non-teaching staff, students etc. are used for timely transmission of information.
- Dynamic website and social media platforms like Facebook and Instagram.
- During the pandemic times, the curricular and co-curricular activities were effectively organized through virtual platforms like Google Meet, Zoom, Webex, Moodle, and Microsoft Teams.

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

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

Response: 10.32

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

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 750 MBPS

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 35.68

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)

2020-21	2019-20	2018-19	2017-18	2016-17
19.34	53.22	38.51	37.28	46.59

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

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

Response:

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

The college maintains a well-structured infrastructure policy which is developed under the guidance of the Governing Body and constantly revised in accordance with the statutory, infrastructural and technological requirements. A methodical and systematic procedure is followed for maintaining and utilizing physical, academic and support facilities to ensure better teaching and learning environment.

Infrastructure Maintenance Committee

- The **Principal** heads the Infrastructure Maintenance Committee of the College. The responsibility of providing and maintaining infrastructure facilities is vested with the **Bursar**. The **Vice Principal** and **HoDs** of the institution are members of the committee who contribute to the process of infrastructure augmentation and maintenance.
- The Committee evaluates the general requirements and make suggestions for the upgradation of the infrastructure.
- The suggestions are communicated to the Managing Board.
- The Bursar is entrusted by the Managing Board with the responsibility of bringing in all possible construction and maintenance requirements for the academic year.

Maintenance of Campus Infrastructure

- All the maintenance activities in the campus are monitored by the Bursar who is the representative of the Manager.
- The Heads of the Departments are required to seek the advice and consent of the Bursar on matters involving infrastructure.
- The Bursar is responsible for the overall upkeep of the campus infrastructure including classroom maintenance, campus cleaning, gardening, plumbing etc. There are 5 support staff to assist the Bursar in maintaining campus hygiene.
- Two security guards are in charge of campus security.
- The campus is under surveillance and **25 CCTV** cameras are installed to ensure protection for students and faculty.
- All electrical and plumbing repairs are attended by the in-house staff.

Maintenance of Academic Facility

Laboratory Facility

- The Heads of the Departments and Lab Assistants of the departments concerned take care of the overall maintenance and upkeep of the laboratory. They maintain a stock register for the equipment used in the Laboratories and submit the same to the Head Accountant for scrutiny.
- The equipment and instruments of the laboratory are maintained by the lab assistant under the advice of the Head of the Department.
- Servicing and calibration of instruments is undertaken as and when necessary.
- Requirements of repairs and maintenance are submitted by the Heads of the Department to the Bursar.
- Sophisticated instruments and equipment are under Annual Maintenance Contracts (AMC).

Classroom Facility

- The HODs are responsible for the smooth functioning of classrooms. They supervise and ensure the proper condition of classroom furniture.
- All classrooms are ICT enabled and any technical issues in their operation are rectified immediately.
- In case of severe issues, external technical support staff is sort after.
- The general maintenance requirements are reported in a Complaint Register and they are rectified within 24 hrs.
- During vacations, classroom ICT system and general facilities are evaluated and maintained.
- The numbers and condition of electric items like lights, fans etc. are verified in the Energy Audit.

Information Technology Facility

- The ICT Maintenance Policy of the college ensures smooth Wi-Fi facility, database management and recovery techniques.
- Computers and related accessories in labs, classrooms and administrative office are managed under AMC with an external agency.
- Proper inspection and verification of stock takes place at the end of every year. Annual maintenance of the hardware and software is carried out meticulously every year.
- The faculty in charge of the website attends to all the issues related to the website and is assisted by an external agency.

Sports Facility

- The faculty of Physical Education looks after the various courts for sports activities on the campus.
- Reporting on requirements of repairs/maintenance of all things can be submitted by students/faculty in the Maintenance Request Register.
- Sports equipment are periodically repaired.
- First-aid kits are always available for any emergency in the Sports Store Room.

Library Facility

- The librarian looks after the general maintenance of the college library.

- Ladder library and garden library are the major attractions of the college.
- Annual stock of books, shelves, computers, and other belongings in the library are monitored and maintained in the library stock register.
- The regular upgrade of journals, e-books, books, databases and other facilities are undertaken by the librarian from time to time There is a regular assessment of IT facilities in the library.

Canteen Facility

- Infrastructure facility is provided by the institution to an external agency who runs the canteen.
- Physical infrastructure of the canteen is maintained by the institution.

Waste Management

- Operative solid waste management system is available on campus.
- Separate waste bins in different colors are placed in different positions in the campus for waste disposal.

Other facilities

- Water tanks are available and maintained for clean drinking water.
- The college is solar powered with 10 KW energy wheeled to the grid. The solar power generation system is maintained by an external agency.
- Gardening and watering of plants are systematically looked after by workers appointed for the purpose.
- Electricians and plumbers maintain all electronic and electrical equipment such as lights, fan, AC, Generator, UPS and Batteries.
- The generator, fire extinguishers and UPS are serviced regularly by internal and external experts.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 45.18

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

2020-21	2019-20	2018-19	2017-18	2016-17
317	143	387	526	206

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Response: 30.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
250	95	179	232	303

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 50.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
393	270	376	463	270

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 4.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	08	07	12	14

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

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 166.54

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 423

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

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

Response: 64.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	5	5	0	2

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

2020-21	2019-20	2018-19	2017-18	2016-17
29	07	05	01	02

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 176

5.3.1.1 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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
34	65	41	28	08

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

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Student's Union

- The official, democratically elected student's union is instrumental in conducting all the co-curricular activities under the guidance of teachers.
- It comprises of a Chairperson, Vice-Chairperson, General Secretary, Arts Club Secretary, Magazine Editor, Sports Secretary, two University Union Councillors and Class representatives.
- Election to the union is based on the rules and regulations of the Mahatma Gandhi University and is conducted in Parliamentary mode.
- The student's union actively involves in decision-making processes.

Clubs

The institution offers 13 clubs for the holistic development of the students. **Each club has its own student**

representative as Secretary. The following are the clubs functioning in the institution:

- **Human Resource Development Club**, under the Department of Economics, trains to develop the talents in students by improving skills, capabilities and competencies.
- **Jhankar Beats**, under the Department of Commerce, enhances the performative talents of the students.
- **Finesse Circle**, under the Department of English, organizes programmes for developing language skills, confidence and critical thinking ability.
- **Akshajam Reading Club**, under the College Library, encourages the reading habit of students through book reviews, discussions, exhibitions etc.
- **Health and Fitness Club**, under the Department of Physical Education, promotes sports and fitness.
- **BhoomithraSena Club**, with Registration No.338/ EKM/29/17, of the Directorate of Environment and Climate Change, functions under the Department of Zoology. The club gives awareness about the environmental issues and advocates sustainable life styles.
- **Disaster Management Club** works on the management of resources and responsibilities to deal with emergencies.
- **Entrepreneurship Development Club**, under the Department of Economics, promotes entrepreneurship qualities, and develops awareness through invited talks, industrial visits, skill development programmes and seminars.
- **Energy Conservation Club**, under the Department of Physics, aims to find techniques and solutions for better use and efficient management of energy in a sustainable way.
- **Consumer Protection Club** aims to educate on the rights and responsibilities of consumers.
- **Fine Arts Club** inspires the students to develop their artistic talents.
- **Electoral Literacy Club** is a platform to sensitize the electoral rights and strengthen the culture of electoral participation among the young voters.
- **EBSB (Ek Bharat, Shreshta Bharat) Club** has to maintain and strengthen the bond between the people of our country and to celebrate the unity in diversity of our nation. Under this initiative, Kerala is paired with Himachal Pradesh. Various programmes are organised to familiarise the students with the intrinsic cultural traits and specificity of Himachal Pradesh.

Other Platforms:

- **Seven Departmental Associations** exist with student representatives, such as secretary and executive members.
- The two units of the **National Service Scheme**, consisting of 200 volunteers, regularly organize various activities under the leadership of programme officers and **volunteer secretaries**.
- **AICUF** is an organization of students to impart the values of compassion and service.
- **Women's Cell**, funded by Kerala State Women's Development Corporation, works to enhance awareness about women's rights, gender issues and women empowerment.
- **Youth Red Cross** is registered with Indian Red Cross Society Kerala Chapter aims to impart spirit of service and sense of duty, with dedication and devotion in the minds of the youth.

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

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

Response: 32.4

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
38	40	39	27	18

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

Registered Alumnae Association

- Morning Star Home Science College has a registered Alumnae Association with the **Registration No: 107/IV/2017**.
- The Association is an active and vibrant body of the college which fosters a comradeship of individuals who share a collective institutional concern and creates a sound collegiate tradition by synchronizing activities which add to the academic, cultural, and physical growth of their alma mater.
- The office bearers include a President, Vice-President, Secretary and Treasurer.
- The Association has an **executive committee and a core team** that consists of 70 members. (10

prominent alumnae from each department).

- All alumnae of the College shall be eligible for membership in the Alumnae Association.
- The annual meeting is on the **Second Saturday of August**, every year. Annual Department wise gatherings are also held.

Contributions of the Alumnae Association

- The Association actively organizes **seminars and various other programmes**.
- The retiring faculty members are honoured.
- Association instituted **endowment prizes** for meritorious and financially backward students.8 Scholarships/Awards instituted by Alumnae.
- The association acknowledges the alumnae members with **meritorious achievements** in diverse fields.
- Alumni prize is given to the meritorious students with highest marks from the college in the university examination.
- **Sherlin Memorial Endowment Prize:** From a fixed deposit of 5 lakhs rupees, Rs.25,000/-, is awarded to the Best Outgoing Student, and Rs.15,000/- is given as financial assistance for a deserving student, since January 2018.
- Four solar street lights and two garden lights for an amount of Rs.44,700/- was contributed by the Association.
- Generous contribution during the **times of 2018 flood** in Kerala.
- Participation in cultural performances and services offered during special occasions like Golden Jubilee.
- Contribution of **books to the college library**, worth Rs. 6,421/- **and computers to the college**, worth Rs. 66,510/-.
- Eco-friendly gifts to the departments, to make the college a green campus.
- **E- Learning Resources:** During the Covid-19 pandemic, the Association joined hands with the retired staff and contributed an amount of Rs.50,000/- to provide **smart phones and data recharge** to the needy students of UG courses to attend online classes. 6 smart phones were distributed and data recharging was done regularly for 13 students.
- **Webinars** were organized during the online days of the Covid-19 pandemic. **Alum Waves** - Webinar Series were organised in association with various departments for the benefit of student community. Experienced Alumnae served as **Resource Persons** in many.
- Awareness videos on 'Immunity Boosters through Pumpkin Carrot Soup' by Dr. Mumtaz Khalid Ismail and 'Rambutan Farming'.
- Participation in Teacher's Day Celebration organized by the College Union.
- Alumnae Association members exhibited their products under **Likha** (Morning Star Smart Market). Ms. Jasila (2010, B.A. Economics) conducted a sale on cakes and pastries, and Ms. Jisha Thomas (2004, B.Sc. Physics) set a counter for textile materials, like salwar sets and sarees.
- A **Skill Enhancement Training Programme in Paper Bag Making** was conducted by the Alumnae Association of MSHSC for a group of 50 students from various batches. It helps the students to **earn while learn** and to develop **entrepreneurial skills** along with their studies.

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

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

Response: A. ? 5 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

Morning Star Home Science College, an **aided arts and science college** affiliated to **Mahatma Gandhi University**, Kottayam, has completed five decades of relentless contribution to **the education of women**. This **minority institution** is managed by **Morning Star Home Science College Educational Trust** of St. Joseph's Province of Sisters of Nazareth. The rationale behind the inception of the Congregation and the idea of a Home Science College was the conviction of the founders that **strong families are the base of strong societies**. The initial mission of the institution was to empower women to become better home makers and enable them to contribute to the process of nation building. Realizing the needs of the times and considering the role of women in the present-day society, the institution has made timely revisions on its Vision and Mission.

Vision:

To mould young women as prudent scholars and competent professionals capable of becoming ambassadors of graceful service to their families and to society.

Mission:

- To equip young women to cope with the challenges of the times by fostering self-respect and self-reliance, promoting divergent thinking and cultivating a knowledge culture.
- To ensure the all-round development of students by providing value based instruction and skills training.

The **motto** of MSHSC has a strong thrust on selfless service - **Learn to Serve, Serve with Love**. This message is imparted to its stakeholders through a visionary leadership, effective governance and farsighted measures for development.

Core Values:

- **Social Commitment**
- **Competency Building**
- **Knowledge with Prudence**
- **Faith in God**
- **Selfless Service**

Nature of Governance:

- The **Manager** of the institution is the **President of Morning Star Home Science College Educational Trust**.
- The **Managing Board** designs and devices strategic plans and decisions.

- The **Governing Body** develops policies for the smooth functioning of the governance and the academics.
- The **Staff Council and IQAC** play important roles in implementing these policies.
- The Staff Council, comprising of the Principal, Heads of Departments and nominated members from the faculty, plan and bring into practice matters related to academics.
- The leadership of the institution ensures the participation of all major stakeholders through productive interactions with the College Union, Staff Association, PTA, Alumnae Association and the local community.

Perspective Plans of the Institution:

Short term

- Increase the number of research centres and research activities
- Initiate a Skill Academy to train young women as competent professionals

Medium Term

- Rise to the status of a premier institution for Home Science
- Install a multi-purpose Indoor Stadium

Long Term

- Achieve Autonomous Status
- Rise to an accomplished centre for innovation and entrepreneurship

Participation of Teachers in Decision Making Bodies:

The management takes utmost care in empowering the faculty through the following measures:

- Grooming them to take leadership positions.
- Entrusting the roles of Principal, IQAC Coordinator, members of the Governing Body, Coordinators of RUSA and UGC, the coordinators of Clubs, Cells and Committees.
- Faculty of MSHSC as subject experts for interviews to the posts of Assistant professors.

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

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

Response:**Case Study: Increase Sports Facility**

Morning Star Home Science College recognizes sports as an essential component for emotional and physical fitness retention of learners. The students of MSHSC submitted a request to the college Grievance Cell, seeking advancement in sports infrastructure. The grievance was taken up seriously, and forwarded to the IQAC. Understanding the significance of the same, it was forwarded to the managing board by the IQAC. The Board, acknowledging the relevance, designated quality time to study the issue and initiated a step-by-step process towards developing the state-of-the-art infrastructure. The venture was ably welcomed and supported by the PTA as well as the retired staff, who contributed immensely to the initiative. The far-sighted planning by the board, resulted in installation of futuristic, high-quality equipment, facilitating supreme training environment for the sportswomen. The facilities were opened not only to the students, but also to the faculty and their family members. Through the “Come, Let’s Play” campaign, quality training is given to children from nearby locales too. Dietary Counselling Centre, along with the Home Science Department of MSHSC, keep track of the dietary concerns and nutritious content required for the sportsters. Eventually, it resulted in contributing a bunch of world class sportsters to the national as well as the international arena, popularizing indigenous sports events like Kho-Kho, Kabaddi, Tug of War, Fencing etc.

Implementation Process

- 2017- 2018- Discussion about increasing sports amenities in the institution.

It was decided to purchase new sophisticated sports equipment, and renovate the existing playground.

- 2018-2019 – New equipment was purchased for power lifting and fencing.
- 2019-2020 – Renovation of existing playground as Kho-Kho court.
- 2020-2021 - Installation of Open Gym and Multi-purpose court.

Outcomes**2016-2017**

- Yoga Team Secured Third Position in M.G University Yoga Championship

2017-2018

- Kho-Kho Team Secured Third Position in M.G University Kho-Kho Championship
- Two Students Secured Bronze Medal in M.G University Taekwondo Championship
- 1-National Player,1- Inter-university Player, 24 University Medal winners and 32 State Medal Winners

2018-2019

- Kho-Kho & Powerlifting Team Secured First Position and Yoga Team Secured Runner-up Position in the M.G University Championship
- Three National Medal Winners, nine All India Inter University Participants, forty-six State &

University Medal Winners

2019-2020

- Ms. Vandhana Shaji secured Silver Medal in 84kg Category Asian Classic Powerlifting Championship for Junior, held in Almaty, Kazakhstan from 2nd to 8th December, 2019.
- In MG University Championships MSHSC were Winners in Kho-Kho, Powerlifting and Tug of War, and was Runners-up in Yoga.
- One International Medal Winner, Nine National Medal Winners & five Participants, One All India Inter University medal winner & fifteen Participants, Eighty three State & University Medal Winners.

2020-2021

- In M.G. University Championships MSHSC were Winners in Kho-Kho, Powerlifting, Tug of War & Yoga and the Fencing Team secured Bronze and Silver Medals.
- Two National Medal Winners and two Participants, Nine All India Inter University Participants, Seventy three State & University Medal Winners.

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

6.2 Strategy Development and Deployment**6.2.1 The institutional Strategic / Perspective plan is effectively deployed****Response:**

The Strategic Plan prepared by the Managing Board, following the third Cycle of accreditation by the NAAC in March 2017, incorporated measures for quality enhancement, as suggested in the recommendations of the Peer Team Report. The areas identified in need of improvement are student support, skill education, community service, research, faculty empowerment and green initiatives.

Successful Implementation of Skill Oriented Courses and Certificate Courses

Better opportunity for skill enhancement is a key area of focus in the Strategic Plan. The institutional initiatives **with thrust on skill education** are as follows:

- Started **B.Voc. (Bachelor of Vocation)** programme in the year 2020. This programme facilitates multiple exits such as Diploma/Advanced Diploma/Degree as per NSQF.
- **M.A. Business Economics** started in 2020, also has skill-based training as its objective.

- The college offered **25 skill-based certificate/diploma courses** during the last five years. The following are the courses:
 - Communicative Skills in English
 - Fashion Technology
 - Computer Application
 - Computer Programming and MS Office
 - Fundamental Course Tally ERP. 9
 - Basic Yoga
 - Fashion Designing
 - Tally Modular Advance Course on Tally PRO ERP.9
 - Sales Tax Practice
 - Robotics and Automation
 - Goods and Services Tax Practice
 - Business English
 - Basic Hand Embroidery
 - Advanced MS Office
 - Course in C++
 - Basic Fitness
 - English for Global World
 - Craft Baker
 - Soft Skill Development
 - Advanced Programming in C++
 - Math lab Programming for Numerical Computation
 - Office Management
 - Tally with GST Practical Accounting and Tax Practice
 - Fitness Trainer
 - Yoga Instructor

- The institution joined hands with the initiatives of the Government of Kerala for skill development like **ASAP (Additional Skill Acquisition Programme)** and **WWS (Walk with a Scholar)**.
- **International and National Seminars** helped to improve research interest and academic culture.
- **Innovation and Entrepreneurship Development Centre** started functioning under the Kerala Start Up mission, to promote start-up culture and entrepreneurial skills among students.
- Various **soft skill training programmes and career guidance classes** were also conducted.

Other Key Aspects of the Strategic Plan

- **Introduce Ph.D. programmes:**
 - Ph.D. in Home Science started in 2018

- **Initiate collaborations with industry and research institutes:**
 - 21 MoUs for certificate courses, Star Entrepreneurship Centre and student- faculty exchange.
 - 333 collaborations to provide skill training, internship and project work.

- **Augmentation of infrastructure facilities:**

- New labs for Home Science, state of the art Conference Hall, ICT enabled Computer Lab with 43 computers and solar panels for energy management
- **Upgrade ICT facilities.**
 - Internet bandwidth increased to 50 mbps
 - Cent percent ICT enabled classrooms
 - ICT supportive tools
 - LMS
- **E-governance in Academic Management.**
 - Likha Application in use from June 2017 got upgraded to deQ: AMA
- **Library**
 - Automated Library Management System (KOHA)
 - DELNET, Shodh Sindhu, British Council Library membership
- **Surveillance cameras** in administrative section and exam halls
- **Sports Infrastructure**
 - Renovation of Playground
 - Open Gym
 - Multipurpose Court

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

Morning Star Home Science College has a well-defined and de-centralized organizational set up to discharge and review the academic, administrative and financial management. The Organogram demonstrates how the system functions effectively.

- **The Manager of the institution is the apex authority** with the power to monitor the functions of all the institutional bodies. The Manager of the institution is the Provincial Superior of the Congregation of the sisters of Nazareth, who is also the President of Morning Star Home Science

College Trust.

- Decisions regarding policies, administration, appointments and other service-related matters are taken care by **the Managing Board**.
- **The Governing Body** frames policies for the effective functioning of the institution, and ensure implementation of the policies.
- Decisions thus taken are communicated to the stakeholders of the institution through **the Principal, who is the head of the institution**. The Principal coordinates the various components of administration and academics. All the meetings of the college are conducted under her leadership. She is responsible for managing all major administrative tasks and supervising students and teachers. Important decisions taken are implemented in consultation with the Managing Board, Governing Body, Staff Council and IQAC.
- **Financial management is undertaken by the Bursar**, who is the de facto representative of the Manager.
- All the official procedures regarding admission, fee and exams of students are handled by **the administrative staff headed by the Superintendent**. The clerical and the non-clerical staff members ensure the smooth functioning of the system.
- **The Vice-Principal is in charge of academic processes** including internal examinations. The Vice-Principal assists the Principal and takes up responsibility in her absence.
- **The Staff Council takes care of the academic procedures** that are to be carried out through the HODs, faculty and the students. It is an advisory and consultative body constituted for an academic year consisting of the Principal, Heads of the Departments and nominated members from the faculty. The Council meets periodically and assists the Principal to coordinate the various co-curricular and extra-curricular activities.
- **The IQAC is keenly involved in all the quality initiatives of the institution**. It is the quality monitoring body of the college. The Annual Quality Assurance Report (AQAR) of the college is prepared and presented by the IQAC.
- **The Heads of the Departments** take decisions for the constructive growth of the respective Departments. Each HOD monitors academic progress and regularity of students, with the help of class tutors assigned for all classes.
- **The Librarian** manages the library and the digital learning resources.
- **The College Union**, elected by the students, is guided by two faculty members nominated by the Principal.
- There are **Coordinators** for all **student support steps** including the cells, clubs, associations and other extracurricular activities.
- **Stakeholders like the PTA and the Alumnae** are actively involved in the functioning of the institution.

File Description	Document
Upload any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Paste link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Morning Star Home Science College provides a satisfactory environment which ensures high degree of job satisfaction of the employees. The following are the welfare schemes put forward for the benefit of the employees.

Formal welfare schemes for the teaching and non-teaching staff include:

- Medical reimbursement
- Encashment of leave surrender
- Medical leave and Half Pay/ Commuted leave
- Interest-free Loan facilities
- Festival allowance
- Loan from Provident Fund
- Leave for Faculty Improvement Programme

Social welfare schemes of the Government of Kerala and Mahatma Gandhi University implemented without fail are:

- 15 days of Casual Leave in a calendar year
- 20 Half-pay leave to the employees in a calendar year
- Maternity leave for six months
- Special Casual Leave for 180 days during a calendar year for employees in treatment for mortal diseases
- 45 days leave for hysterectomy
- Duty leave, whenever applicable
- Direct payment of the premium of State Level Insurance Scheme and Group Insurance Scheme,

deducting from the salary.

- Monthly deduction and payment of Income Tax, giving provision to vary the amount to suit the convenience of the staff
- Contribution to the Provident Fund, as per the choice of the payee
- Statutory pension for employees enrolled before 2013, and contributory pension for those joining service after 2013.

Other Support and Welfare Measures from the institution:

- Vegetarian meals available for staff and students from the college hostel at a subsidized rate of Rs.20/-
- Motivational and capability enhancement programmes arranged periodically for updating knowledge
- Free use of college infrastructure for individual research
- Free Computer Lab Facility for all
- Leave granted to teaching and non-teaching staff to attend professional development programmes and to participate/present papers in seminars/conferences
- Financial support to attend seminars
- Free hostel accommodation facility for teachers
- Celebration of important days/occasions of the teaching and non-teaching community
- Canteen, Health Club, Staff Retiring Rooms
- Noontime meal facility for staff from the college hostel
- Parking facility
- Day Care Facility
- Professional Counselling facility
- Annual Staff Tour
- Classes on service rules for non-teaching staff
- Reservation of admission to any course for the children of the employees
- Free food and accommodation for watchmen
- Free food and accommodation for outstation last grade staff
- Interest free loans for those in need
- Honouring of teachers acquiring higher academic qualifications, by PTA and the Management
- Advance payment of salary for teaching and non-teaching staff, on request
- Financial help given by the management in case of emergencies
- Financial support for the medical treatment of the family members of non-teaching staff
- Support for the education of the children of non-teaching staff
- Fee Concession for the children of non-teaching staff studying in MSHSC
- Financial support to the non-teaching staff for construction and repair of house
- Free use of sports and infrastructure facilities for the children of teaching and non-teaching staff
- The retiring staff members are honoured at farewell meetings in the presence of the Manager and the whole staff fraternity
- Open Gym is available for staff and their family members in the morning and evening
- Library books are issued for the children of the teaching and non-teaching staff

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

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

Response: 4.74

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

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

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 0.6

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

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

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 33.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
41	14	9	4	3

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

Morning Star Home Science College assesses the performance of teaching staff at the end of every academic year through a structured process. All the staff members are required to fill and submit the PBAS proforma with details regarding:

- General information
- Academic qualifications
- Additional academic qualifications acquired
- Teaching experience
- Details regarding teaching
- Use of participatory and innovative teaching-learning methodologies
- Details of bridge courses /remedial / counseling / mentoring.
- Details of innovations/contribution in teaching during the year, research experience and training
- Research projects carried out
- Refresher courses, seminars, conferences, symposia, workshops etc. attended
- Research contributions
- Extension work/community service

The filled in forms are submitted to the Principal at the end of the year. The reports presented by the faculty are scrutinized by the Principal and submitted to the Manager. The Manager gives suggestions for improvement.

Self- Appraisal of the Non-Teaching Staff

All the non-teaching staff members are required to present their credentials at the end of each year. The assessment is based on data regarding:

- Job Description / Nature of Job
- Academic Qualification added in the current year
- Improvement of Professional Competence
- Participation in institutional functioning
- Participation in Examination Duties
- Other institutional responsibilities
- Initiatives undertaken

A self-appraisal report also forms part of the assessment of the performance of the non-teaching staff. The Manager assesses the performance of the staff and gives necessary suggestions for improvement.

Other methods for Assessment

- The institution has a system for the evaluation of the performance of the staff through **feedback from students**.
- Feedback from the stakeholders are analysed by the Principal and necessary action is taken to enhance performance.
- **PTA Meetings**, conducted in common and department wise, provide occasions for interaction with parents and also for collecting feedback from parents on syllabus, facilities, teaching-learning and allied components.
- The **annual reports** of each association/ club/ cell bear testimony to performance in assigned responsibilities. The Principal takes due care in appreciating the performers in staff meetings and corrections are given confidentially.
- Performance of the staff is boosted through **participation in Refresher and Orientation courses, on/off campus training programmes**.
- The **Teacher's Diary** for the Teaching Staff is a testimonial record of every activity. The entries

are verified by the Head of the Department, the Principal and the Manager.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Morning Star Home Science College has transparent mechanisms to monitor the optimum use of available financial resources. For the smooth functioning of accounting, the college maintains five accounting entities, namely:

- Morning Star Home Science College- Management Account
- Morning Star Home Science College- Self Financing Courses
- Parent Teachers Association
- Morning Star Home Science College- Certificate Courses
- Public Financial Management System (PFMS)-Accounts all Govt. Grants and Govt. financial aids.

The finance committee convenes meeting on need-base/at periodic intervals, to discuss and deliberate on the finance management. The accounts relating to previous year are carefully scrutinized prior to the preparation of financial budget for the next financial year.

The institution conducts **external and internal audits** for both Government and Management accounts respectively. When amounts to be spent on equipment and infrastructure goes beyond a certain limit, MSHSC follow the tender/quotation system as per Stores Purchase Rules of the Government of Kerala. Purchase of equipment, furniture and other materials are invariably from recognized suppliers. Payment of large amounts of money is made through account payee cheques only.

Financial audits of grants and funds sanctioned by Government/UGC

There are three levels of audit for the funds sanctioned by the Government. They are as follows:

1. External Audit by the Chartered Accountant- The accounts for all the grants and funds sanctioned by the Government/UGC are initially submitted to an external Chartered Accountant. The audit report issued by the auditor with utilization certificate and all necessary ratified accounts are submitted to the respective sanctioned authorities.
2. External Audit by the Directorate of Collegiate Education-At the time of annual audits by the Directorate of Collegiate Education, the audit team verifies all the financial documents related to

the public funds utilized by the College. After hearing the clarifications and corrections, the final accounts are settled.

3. External Audit by the Accountant General, Kerala-The Accountant General, Kerala also conduct their periodic verification of all the accounts sanctioned by the Government. Their suggestions and directions are also incorporated in further utilization of the funds.

Financial Audits of grants and funds sanctioned by the Management

The institution has a strong financial advisory board for the management of accounts, and all the accounts sanctioned are audited internally as well as externally. On behalf of the Management, all daily transactions are verified by the Bursar of the college. The Management has appointed P.V. Chacko and Associates as the external auditor of the Management accounts. At the end of every financial year, they prepare annual financial statements and audit reports.

Audit Objections and Rectification

The audit objections pointed out by the auditor are discussed with the finance committee, which enables the management to take remedial action immediately. The objections are rectified by the accounts department, and a report with explanation is submitted to the finance committee. The Action Taken Report is also sent to the auditor for further rectification, if any, and for final approval.

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

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

Response: 23.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.57	3.22	6.35	1.68	8.41

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

Institutional Strategy for Resource Mobilization

Morning Star Home Science College has well defined strategies and procedures for the mobilization of funds needed for development. Timely proposals are prepared and submitted to obtain funds from government agencies. This has helped MSHSC to get RUSA funds, Central government aids, funds from higher education department of Kerala, and so on. Yet, when the funds are scant or falls short, the foresightedness and planning that binds the institution, has equipped MSHSC to plug along, receiving assistance from the alumnae and the retired staff. MSHSC have set a supreme example by the optimal and effective use of the funds allocated, providing quality and sustainable education, adhering to the ecological sustenance.

Sources of fund mobilization

- **Central Government Funds**
 - The institution has received Central Government funds under the UGC XII Plan.
 - RUSA funds have been sanctioned and received in part.
- **State Government Funds**
 - Grant in aid from the Government
 - KSCSTE
 - State government funds for ASAP (Additional Skill Acquisition Programme), WWS (Walk with the Scholar Programme) and SSP (Student Support Programme)
 - Scholarships
 - NSS from Kerala State Government
- **Non-Government Funds**
 - Endowment awards
 - Funds raised by departments/associations
 - Students fee from self-financing courses
 - PTA funds
 - Aid from philanthropists
 - Contribution from teachers
 - Contribution from alumni

- Financial assistance from management
- Save a Star

Funds availed from the central government sources are used for developmental activities, academic resources such as books and journals and infrastructure development which includes labs, equipment, sports facilities, etc. State government funds are promptly availed for introducing innovative programmes, workshop, seminars and conferences, green initiatives of the college, extension activities, internal and external mentoring of selected students and for the activities of various clubs and forums. The Management/ PTA/ Alumni funds and other contributions are used to meet the developmental needs and the maintenance of the institution. Financial Assistance by the Management include financing for the construction of buildings and other infrastructure developments, salary to self-financing staff, scholarships for needy students etc.

Optimal utilization of available resources is ensured to cater the needs of the stakeholders. The departments and other forums are intimated about the approval of their budget and are required to maintain proper accounts and reports of expenditure. At the end of the financial year internal and external auditing is conducted to ensure utilization and proper accounting of the funds availed. Accounts are maintained by the Head Accountant and the Principal is accountable for all the financial transactions.

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

PRACTICE I:

E-GOVERNANCE AND ACADEMIC MANAGEMENT (ERP)

The Likha application from IPSR used since June 2017 was upgraded to deQ:AMA, a platform for essential HEI e-governance and Academic Management. The Academics Management Application module in deQ contains the following sub modules.

- Student Enrolment: Provision to create various batches and enroll students into the batches.
- Fees Management: Provision to set various types of fees; define exemptions and discounts for specific groups of students.
- Calendar and time Table: The events and academic calendar of the HEI may be mapped into the built-in calendar. Time table for each batch may be configured facilitate attendance marking.
- Attendance: Options to easily mark attendance or absence.

- **Internal Assessment Scoring:** Assessment methods like Exams, Assignments, Projects, and Seminars etc. can be defined and marks for the same can be entered on a per-student basis.
- **A/B Form Generation:** A form and B form required by the University can be generated easily.
- **Reports:** Other modular level reports and consolidated reports required for internal and external use can be generated.
- **Administrator:** The administrator is the superuser of this application.
- **Teacher:** It facilitates the teachers to view and edit relevant student details.
- **Student:** Student login lets each student know essential information about their performance.
- **Parent:** Parent Login is a feature that lets a platform for the parents of each student to know the basic information about their ward's performance.
- **Notifications:** This is an SMS based notification system for daily, or other important/emergency announcements/communication purposes.

PRACTICE II: AUDITED CERTIFICATIONS

• Academic and Administrative Audit

The performance of the various components of academics and administration is ensured through the Annual Academic Audit. The final verification and auditing is done based on the analysis of the self-study report by the IQAC. External auditing is done in alternate years.

• ISO Certification

The College got ISO 9001:2015 certifications on 27 March 2021, valid till 26 March 2024. The certification means that our institution is at par with the international standards set by the experts across the globe. It is an unproclaimed declaration that our institution has a quality management system that is equivalent to the international standards set by ISO.

• Green Audit

Green Audit is an evaluation on where the college stands in the path to be an environment friendly, talent nurturing educational institution. The report is compiled by a certified energy auditor along with the project engineers who are experienced in the field of energy, environment and management. The student volunteers made a mammoth contribution with data collection and preparing an initial skeleton for the report.

• Energy Audit

The institution conducts Energy Audit to assess the energy consumption and saving opportunities in the campus. The proposals given in the report includes economical energy efficiency measures to unnecessary energy consumption and cost.

• Environment Audit

Environment Audit measures how the institution imparts knowledge about the campus environment and its surroundings through activities that follow the principles of sustainability and waste management. The Environment Audit was done with the aim to assess mainly on waste management of the campus.

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

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

Response:

Outcome Based Education to ensure quality education

Outcome-based education (OBE) lays a significant emphasis on mapping, measuring, and achieving predetermined educational goals in order to support students in the learning process, developing, and nurturing qualities that would help them improve in both their professional and personal life. IQAC took initiative to implement Outcome Based Education (OBE) for the effective transaction of the curriculum as it was suggested by the NAAC peer committee in the previous cycle. The concept of OBE was also highlighted to be embraced in all facets of Indian education in the National Education Policy 2020. Hence it was taken into account by the IQAC and started the mission of implementing it in the curriculum delivery process. Outcome Based Education (OBE) was introduced in the institution from 2019 onwards as per the norms of UGC.

The initial action taken by IQAC was to orient teachers about the significance of Outcome Based Education. Seminars and workshops were conducted for the teachers to enrich their knowledge on Revised Blooms Taxonomy, preparation of the outcomes, its mapping and measuring the attainment. Based on the university syllabus, IQAC developed Programme Outcomes (POs) for every programme the institution offers. The Programme Specific Outcomes (PSOs) were prepared in consultation with the course coordinators and the Department Heads. Course Outcomes (COs) were set by the teachers who deal with the particular course. Course Outcomes and their mapping with Programme and Programme Specific Outcomes were elaborately discussed by the course coordinators and other faculty members under the guidance of IQAC. Analysis and review on the transmission and attainment of the outcomes is an integral segment of departmental meetings.

Awareness on POs, PSOs and COs is consciously promoted by the Principal and faculty members in all the interactions with the students. The first year undergraduate and postgraduate students are oriented on outcome-based education through the Induction Programme. The HODs, the class teachers, the tutors, and the course coordinators explain the necessity of achieving the outcomes while educating the students about POs, PSOs, and COs. The POs, PSOs and the COs are displayed in the college website. POs and PSOs for the respective programme are displayed in the classrooms. The outcomes of practical courses are displayed in the notice boards in the laboratories. A booklet including the course outcomes for all of the semesters of each programme is created and published. For the convenience of the staff and students, this booklet is made available in the departments and classrooms. PTA meetings offer a platform for informing and motivating parents about changes in higher education relating to OBE.

IQAC follows up to make sure that the learning experiences offered, the instructional tactics used and the evaluation practices adopted are all firmly grounded on OBE. IQAC ensures that the COs, PSOs and POs attainment is measured through direct and indirect assessment methods. IQAC fixes the expected cut off level of course outcome for UG and PG and the attainment levels are analyzed. If the targets are not attained, IQAC will take remedial measures to bridge the gap in the targeted and expected POs, PSOs and COs attainment.

Technology Enabled Strategies for Learning and Evaluation

IQAC insist the use of technology, platforms, systems and digital content to extend and enhance student-centred learning as well as to ensure the quality of teaching-learning process. Orientation classes on 'ICT Tools for online teaching' were provided for the teachers by IQAC. During the Covid-19 pandemic situation, IQAC ensured effective curriculum delivery by enabling the teachers to use platforms like Google Meet, Zoom, Microsoft Teams, You-Tube videos etc. Virtual tours and virtual lab sessions were provided to students to compensate the lost lab hours. Whatsapp group, Telegram, E-mail are the platforms used to make connecting with students and disseminate information conveniently. Syllabus and study materials like e-resource materials, quizzes, answer sheets, assignments, etc. are shared through Google classrooms and Microsoft Teams. G Suite facilities are also used to deliver the learning contents. deQ-AMA Academic Management Application is also used to empower the teaching learning process. In order for instructors and students to collaborate, interact easily, and create great content, Office 365 for the web is also made available. This includes popular tools like Outlook, Word, PowerPoint, Excel, and OneNote. Online drawing tools like concept maps, mind maps, are used to perform student centric activities. The digital softwares that are recommended for subject-oriented studies include Firefly, Gamess, Avogadro, NCBI BLAST, pH STAT, C++, Phylip, Physioex, SPSS, Tally, Chemdraw, Valentina pattern design software, etc. The students are also encouraged to do seminar presentations using PowerPoint.

In an effort to promote self-learning among students and cater to individual needs, IQAC decided to offer online courses through Swayam, the NPTEL portal, Coursera, etc. Open source Learning Management System (LMS) Moodle is also provided for students and teachers to learn and display their skills. Using resources from NPTEL, the faculty members effectively use audiovisual aids to explain topics to the students with enriched learning experience. The electronic resource packages like DELNET, British Council library, inflibnet, e-PGPATHASHALA, e-ShodhSindhu, Shodhganga etc are also made available to students in the library.

IQAC put constant effort in providing ICT facilities in the campus. IQAC ensures high speed internet connectivity on campus and made all the classrooms ICT enabled with projectors. The conference hall is well equipped with multimedia services using ICT capabilities. Sanjo Hall is operational with ICT resources to host invited talks and webinars. The college auditorium is digitally set up with a computer system, projector, microphone, and cameras. Two smart boards are also installed in the campus. In order to ensure the success of the teaching-learning process, IQAC mandates all departments to organize seminars, workshops, and expert interaction programmes via online and offline that are based on the most recent developments in the essential disciplines. IQAC of the institution oversees all the ICT resources offered and makes sure that teachers and students are making the best use of them.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Morning Star Home Science College has always acknowledged gender equity as a rising social necessity. Even though MSHSC is a unisex college, sincere efforts are made to promote gender equity among students through various gender sensitization programmes, in concurrence with the Annual Gender Sensitization Action Plan.

- **Gender Equity Programme**

Several sessions related to gender, women's rights and women empowerment are arranged for students by Women's Cell, NSS and Department Associations, on topics like **Cyber security, Balancing Career and Family, Laws on Women, Child Rights, Domestic violence and Gender Equality**. A few programmes are as follows:

- **Health Symposium on Polycystic Ovary Syndrome**
- **Training on Women Self-defensive Techniques**
- Active participation in theme dance, and panel discussion on gender issues organised by **State Women's Commission**
- The programme - *Chethana* organizes **seminars for mothers of college students**.
- *Grahadarshan*, an entrepreneurship training programme
- **Community Lab programmes**
- **Scholarships for female students** offered by the State, Central governments and other agencies.
- **"Narishakthi- Women Empowerment and Development"**, a **Certificate course** to enhance **self-employment skills, computer-based skills, and analytical skills** among students.
- **Self-protection skills** of students is a thrust area of the institution, which is developed through **physical training**, and are encouraged to participate in **fencing, power lifting, tug of war, and adventure camps**.
- In **fencing competition**, the college **won prize** in affiliated **University**, and **participated** in **All India Inter-University competitions**, from 2019 onwards.
- Ms. K. Leena Joseph, **faculty** of the institution, **participated** in the **adventure camp** organized by **Atal Bihar Vajpayee Institute of Mountaineering and Allied Sports, Manali**, November-December, 2016.
- Devika M. J., III B.Sc., FCS, successfully attended an **adventure camp at Manali, Himachal Pradesh**, on 1 November, 2018.
- Women empowerment **workshops** are conducted for the community.
- **Star Entrepreneur Centre** for community and students has developed **Ritusampoorna products** like **Nutmeg Jam** and **Nutmeg Squash**. Students who develop their own food products can sell them through the college cafeteria.
- **Training on Paper bag making** for students
- **Certificate Course in fashion designing**, offered by Department of Home Science, is open for all students.

- The NSS Unit of the college has won the **Best NSS unit in the University for four times.**
- **NSS Volunteer Secretary Training Camp** is **actively attended** every year by respective volunteer secretary.
- **Three-days training programme in Yoga and three-days Intercollegiate Youth Empowerment Camp** attended by selected students.
- **Pain and Palliative Care Training, Health and Hygiene Awareness Class, Financial Literacy Programme and Alumni initiated programmes** are other student development programmes.
- **Career Guidance Cell** is committed to provide career counseling, facilitating the students to choose their career options. Students participated in the Intercollegiate Residential workshop on Skill and Career Development- “Learn to Earn”.
- A strong **Grievance Redressal Cell, Internal Complaint Cell and Anti-ragging Cell** functioning in the campus, conducts awareness programmes and campaigns.

Common Rooms

- **Well-maintained Canteen**
- **Yoga room**
- **Prayer hall**
- **Staff-retiring room**
- **Speaker’s corner**
- **First-aid room**
- **Garden Library**

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

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

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

Response: A. 4 or All of the above

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

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

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

Response:

Morning Star Home Science College takes sincere, realistic and long-term measures for waste management in the campus. The institution humbly puts its best efforts to abide by the ambitious Swachh Bharat Abhiyan, the much-appreciated initiative by the Government of India.

Solid Waste Management

This is done using systems like **biogas plant, incinerator** and **vermicompost**.

- Solid waste is collected and segregated through **labelled waste bins** kept in the campus.
- **Biodegradable waste** is treated in the biogas plant and is also used for making vermicompost.
- The **bio-gas plant** in the college hostel serves the double purpose of generating fuel as well as managing biodegradable waste. Food waste is collected in the biogas plant and the **fuel** generated is used in the college hostel kitchen. The **fertile slurry** is used for **manuring** the campus cultivation.
- **Vermicomposting** is practiced in the campus. Department of Zoology has been maintaining vermicompost units and promoting its possibilities as an eco-friendly method for disposal of domestic garbage since 1998. The compost is developed as a fertilizer under the brand name **Agrostar**. The Department promotes this technology through **training classes to mothers of students**.
- **Biocompost:** Dry leaves and plant parts are turned into **organic manure** through biocomposting unit and used as bedding to plants in the campus.
- **Back to Ink:** Used ball point pens are collected and handed over to Niravu Zero Waste Management, Vengeri, Kozhikode for recycling.
- **Srishti** is an innovative venture for **making eco-friendly products from waste materials**. The students get an opportunity to develop entrepreneurial skills and get a first-hand experience of small-scale industries.
- **Non-biodegradable waste** is collected by the local administration for safe disposal.
- Three incinerators are maintained in the college campus and two in the college hostel to burn sanitary napkins. **Whole paper waste** of the college is also burned in the special incinerator of the

college.

- Used **plastic containers and glass waste** from the laboratory are properly collected for recycling.
- **Workers are employed** by the management to keep the campus clean and green.

Liquid Waste Management

- **Sewage water** from the entire college and hostel is channelled through the **underground pipeline** to the public drainage system.

E-Waste management

- The NSS volunteers collect and segregate e-waste from the campus, students and neighboring locality, and **handed over to Clean Kerala Company and other external agencies**.
- **Awareness session** was given for students on the **hazards of e-waste** and the importance of protecting the environment for a sustainable future.

Hazardous chemicals and radioactive waste management

- The amount of gases and chemical vapours generated in the campus is minimal.
- Chemistry Lab has **well equipped fume hoods** for the safe handling of harmful gaseous products.
- Indoor plants, like **money plants**, are kept in the labs to purify air by **removing airborne pollutants**.
- The **filtration tank** collects hazardous chemicals. The slurry thus separated is taken by authorized agency.
- A hazardous **chemical waste treatment system is newly installed** near the chemistry lab.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

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

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

Response:

Morning Star Home Science College provides an inclusive environment with tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities. The institution practices inclusive educational experiences in various initiatives. Various activities organized by the college promote tolerance and harmony among its stakeholders.

- Various cultural programmes like **Arts fest, Onam** and **Christmas** celebrations conducted reflect the cultural and religious harmony in the campus. *Mahathiruvathira, Malayali Manka, Vadamvali* competitions, were highlights of Onam celebration.
- The PG and Research Department of Home Science created a **YouTube video** on ‘**Traditional and Nutritious Onam Sadhya**’, with the aim of **promoting public awareness regarding cultural and regional diversity**.
- **Kerala Piravi Day**, celebrated on November 1st each year, is a reflection of the **sustained regional and cultural harmony** on campus.
- The Department of English organised an **intercollegiate workshop on ‘Cultural Studies’** to encourage social tolerance by fostering an awareness of how people and language function in different regions.
- **Communal Harmony Campaign Week** was observed.
- Dance forms of **different religion** like Thiruvathira, Margamkali, Oppana, and folk songs were performed by students in Arts fests.
- **Single window system** under University guidelines are followed for the UG and PG **admission**. There is reservation for **SC, ST, OBC, Cultural and Sports quota students**.
- Special consideration is given to **students outside Kerala**, especially from Lakshadweep **during the admission**.
- **Freeships, Scholarships** under Central and State Government, fund raised by students through auction (*Sithara Samrakshan-Save a Star*), are used to support the economically backward community students.
- Department of Languages has taken special initiative to bring **linguistic harmony** in the college, through various activities.
- Various competitions like Reading, *Akshara Samasya, Aangyam Aakhyanam*, debates based on different novels, *Malayala Bhashavaracharanam* were conducted. **International Mother Language Day** was observed through poetry competition. Participation in story writing, recitation, essay writing competitions in English, Malayalam and Hindi during the Arts fest, inculcate spirits of linguistic and communal harmony among students.
- **National Integration Week** celebration, **National Unity Day, National Youth Day, Yoga day, Constitution day, Martyr’s day** organized by the **NSS unit** aids in sustaining national integration among students.
- **Food packet distribution** to the needy outside the campus, **flood relief activities, dress material collection for the poor, construction of house for a deserving student, blood donation campaign** and **hair donation campaign** plays a key role in creating **social harmony** among students.
- **Youth Red Cross and NSS** conducted visits to palliative care units. **Palliative care day observation, Certificate Course in Pain and Palliative Care, Viomithram volunteers (caring elderly), distribution of study materials** to the grand children of elderly people in Angamaly Municipality are some initiatives.
- **EBSB (Ek Bharat Shreshtha Bharat)** club organized an online essay competition, as part of **Reading Day Celebration**. In honour of **Yoga Day**, the club members created a photo collage of various yoga poses. To explore the socio-cultural and economic aspects of **Himachal Pradesh**, the EBSB club organized various programmes, such as **photo and video presentations, competitions and webinars**.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information	View Document

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

Response:

Morning Star Home Science College takes utmost care in sensitizing the stakeholders for being responsible citizens through various activities, inculcating values, and equipping them to abide by the constitutional obligations.

- The **Students' Union Election** is conducted every academic year, following the directions of the affiliated university.
- The **Electoral Literacy Club** of the College is functioning aims at providing a platform for the students to engage in the electoral rights, and to familiarize them with the process of voting and electoral registration.
- **National and International days or events** are observed under the purview of NSS and the **Women's Cell**, to promote the constitutional values, duties and responsibilities, among the students and staff. The major days or events observed are **Constitution Day, National Voters Day, Independence Day, Republic Day, Gandhi Jayandhi, Communal Harmony Campaign Week, Flag Day, Sadbhavana Diwas, National Integration Week, Fit India Movement, Martyrs' Day, Anti Drug Day, Palliative care Day, International Youth Day, Women's Day** etc.
- Staff and students observed **Vigilance week** by taking pledge.
- The institution offers awareness class on **POCSO Act 2012** for the students.
- **Sreyas** - the **Women's Cell** in the college in coordination with the **State Women Development Corporation** has organized seminars, workshops, talks, street plays and competitions on topics like Gender awareness, Cyber Security Laws, Gender Equality, Gender Issues, Female Feticide, Dowry System, Domestic violence, Violence against women in public and work places and Women's Rights.
- **Human Values Development Programme** is a Value Education initiative offered to the undergraduate students by the institution.
- As per the direction of UGC, a **course on 'Environmental Studies and Human Rights'**, is offered in all UG programmes.
- **Admissions** to the UG and PG programmes are conducted through a **single window system**, barring different reservation quotas.
- The teaching and non-teaching staff served duties in the **Local Body General Election**. NSS volunteers participated in the **Green Election Campaign**, and **received special recognition and appreciation by the media**.
- As part of the 'Walk With a Scholar' Programme, classes were given to the scholars on topics like Understanding the Constitution, Democratic Values and Gender Sensitization.
- The teaching staff undertook duties assigned by the state government in relation to **Covid-19 prevention** in different panchayats and municipalities. NSS volunteers participated in the **covid**

vaccination drive, in Angamaly.

- MSHSC extended a helping hand to the affected people during **floods in 2018**. The college **relief camp** offered shelter for **800 flood victims**. On this occasion, **relief efforts of Rs.1,42,036** were undertaken.
- For the affected people of **‘Okhi Cyclone’ in Kerala**, **faculty** of the college **donated** an amount of **Rs.1,46,052** from their salary, through SPARK.
- Students donated an amount of **Rs.7,200 to Chief Minister’s Distress Relief Fund (CMDRF)** for **Covid Vaccine Challenge**.
- **Blood Donation Campaign** and **Pain & Palliative Care Training** are annually arranged in the campus.
- Students had attended one week **Disaster Management Course** organized by the **National Disaster Response Force (NDRF)**.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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

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

Response: A. All of the above

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

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

Response:

Morning Star Home Science College celebrated national and international commemorative days, events and festivals in its right spirit and fervour by organising various activities and competitions.

- **College Union** observed days like **Independence Day, Gandhi Jayanthi** and **Keralapiravi Day** and celebrated festivals like **Onam** and **Christmas** instilling nationalism in the citizens, as well as celebrating the culture and tradition of people.
- **NSS** observed **Environment Day, Yoga Day, Anti-Drug Day, World No Tobacco day, International day against drug abuse, Hiroshima Day, Khadi Day Youth Awakening Day, International Population Day and International Youth Day** to create awareness among students about environmental issues, holistic health benefits of yoga, sensitising against lethal weapons, remembering the father of the nation, the importance of family planning, developing values, leadership skills, value of education and patriotism among students.
- All the **departments** celebrated different days of national and international importance by organizing various programmes in the department.
- **World Breast Feeding Week, World Food Day, National Nutrition Month, World Diabetes Day, World Alzheimer's Day, International Day for Elderly, Coconut Day, Children's Day and Republic Day** are observed to generate understanding about the benefits of maternal health, to honour teachers, to develop sound eating and physical activity habits, to inform on common symptoms and risk factors of dementia, to challenge negative stereotypes and misconceptions about older persons and ageing, to celebrate innocence of children and to commemorate the adoption of the constitution.
- **National Photography Day, Handicraft Day and Recycling Day** are observed to develop creativity among students.
- College observes **UN Day** to treasure peace and harmony in the world and **International Education Day, World Population Day** to build a more sustainable, inclusive and peaceful future.
- **World Space Week, World Science Day, Energy Conservation Day and National Science Day** are observed in the college to inspire students about space activities, to highlight the significant role of science in society, to promote efforts towards saving energy resources and to exhort the role of science in a sustainable future.
- **World Fisheries Day, World Wild Life Conservation Day, World Nature Conservation Day and International Animal Rights Day** observance in the college highlight the significance of healthy fisheries in the world, celebrating the varied forms of fauna and flora to raise awareness on the multitude of benefits of their conservation and creating awareness on a life of dignity and care for animals
- Students involve in various competitions conducted as part of **World Consumer Rights Day** to give awareness on consumer rights, **Minorities Rights Day** to ensure non-discrimination and equality and **Human Rights Day** remembering the need to protect human rights.
- **World Ozone Day** was observed holding the spirit of a better tomorrow for Earth and for a sustainable environment..
- **Constitution Day** commemorating the adoption of constitution in India, **Teacher's Day** honouring teachers, **International Women's Day, International day for girl child** and **International Day for Elimination of Violence against Women** upholding the idea of eradicating violence against women and girls worldwide are observed in the college.

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

7.2 Best Practices

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

Response:

BEST PRACTICE - I

TITLE OF THE PRACTICE: **Tabs of Values**

Morning Star Home Science College (MSHSC), Angamaly, envisions imparting theoretical knowledge that leads to real life practices, enabling the students to brace up for daily challenges and thereby lead a life that is nourishing to the self as well as the society.

OBJECTIVES

The objectives of **Tabs of Values** are aligned to the essence embedded in the core values of the institution:

- **Social Commitment:** As India catapults to a major global economic power, the need for women's participation in the nation's growth and development is becoming critical day by day. A woman's stride in leading the transformation is of top priority to MSHSC. Hence, in tunes to the vision of our Prime Minister, the focus of MSHSC has shifted from **women development to women-led-development**.
- **Competency Building:** Provide value-based instruction and skills training to enable young women achieve a successful balance in the progress from their roles as life givers and nurtures, to skilled and competent professionals/entrepreneurs, thereby contributing substantially to social development.
- **Knowledge with Prudence:** Alert and enkindle students to the importance of growing as prudent scholars, as any progress without consideration of the sustainability of the environment and the wellbeing of living things can be very detrimental to the ecological balance of nature.
- **Faith in God:** Encourages young women to attain the ideals of lofty thoughts, profound wisdom, benevolent actions and selfless service through diligent study, faith in God, trust in values and love for others.
- **Selfless Service:** Translates the institution's conviction of **the goodness** rather than **the bigness** of service, by means of voluntary service to the nearby villages, thus leaving a lasting imprint on the society.

CONTEXT

- **Institution's mission** towards achieving the all-round development of students through value-based instruction.
- **The need for value education identified through mentoring:** Although most of the students in today's world are self-motivated, hardworking and intelligent, some of them require a proper sense of direction regarding their duties and responsibilities.
- **Request from the parents:** The nuclear family mode limits opportunities to mingle with people and respond proactively to the needs of others. Hence, MSHSC plans and implements activities to give the students exposure to the society and enable them to foster the values of fraternity and cooperation.
- **Demands of the digital era:** As digital media platforms grow more vibrant and popular every year, the flux of stories via social media platforms and other digital forms presents young learners with a dilemma of distinguishing genuine content and fake/misleading content. MSHSC has taken up the responsibility of empowering the students to manage this deluge of information.

THE PRACTICE

Tabsof Values are designed with thrust on giving **awareness and hands-on practice** to the learners. The awareness classes are supported with a well-designed curriculum. The values included in the curriculum are practiced through various activities at the departmental and institutional levels.

Awareness Classes

The theoretical inputs with regard to this practice is achieved through **Human Values Development Programme(HVDP)**. It is a **curriculum-based programme**, delivered to all the first, second- and third-year UG students, at 1 pm, once in every week. This programme, with a regular schedule and time table, has been **well mapped** and practiced for the last five years, initially under the label **Incitement Programme (IP)** and for the last three years as **Human Values Development Programme (HVDP)**. The key areas are as follows:

Year I	Life Enrichment Skills	Life and Values
		Indian Constitution and Human Values
		Transformation of Self
		Personality Development
		Purpose for Life - mission and vision
Year II	Dynamics of Relationships	Building Relationships
		Emotional Management in Relationships
		Conflict management in Relationships
		Life Values
		Substance Abuse
Year III	Gender Concepts, Societal Concerns and Challenges	Internet and its Addictions
		Sexuality and Gender

Gender
Marriage and Contentment
Societal Concerns and Challenges
Participation in Nation Building, Goals and Career

Regular Practices:

- **Anna Dhaan (Share a Meal):** Lunch packets are collected and distributed to Abhaya Bhavan, Koovapady, Perumbavoor, on every first Friday. Around 100-150 packets are collected each time.
- **Sithara Samrakshan (Save a Star):** *Sithara Samrakshan* is a financial support scheme regularly undertaken by the institution. Voluntary contributions from the staff and students collected during the annual auction are the main source of fund. Needy students are given support in the form of uniform, noontime meals, note books etc.
- **Back to Ink:** Back to Ink is an initiative towards environmental sustainability. Since 2017-18, MSHSC has linkage with “*Niravu-Zero Waste Management*”, Vengeri, Kozhikkode. Used ball point pens are collected and handed over to *Niravu*, for recycling. Labelled Boxes are placed at different positions in the campus.
- **Akshaya Paatra (Charity Basket):** It is a noble venture to extend a helping hand to the needy. Staff and students can deposit food, clothing and other items in the beautifully designed Charity Box. The items thus collected are handed over to St. Joseph’s High School, Angamaly.
- **Ore Manam (Many Hands, One Heart):** The students of MSHSC collect clothes and other stationary items for donation. The items thus collected are handed over to *Valsalyam* Orphanage, Kalamassery, *Pakalveedu*, Angamaly, and *Charis Bhavan*, Edakkunnu.
- **Visits to the Homes for the Destitute:** The students visit the hapless destitute and offer their support in elderly care.
- **Swacchata ka Punarnirmaan (Best out of Waste):** Joining hands to the PM’s vision of a Clean India, students collect waste materials, convert them to useful products and organize sale in the campus. During the COVID pandemic times, the students organized an online exhibition of recycled objects, titled “Trash to Treasure.”
- **Observation of Days:** Festivals and Days are celebrated by the students of MSHSC, in the college and the hostel. MSHSC encourages the students to embrace other traditions and culture just as they do with their own. Such observations help in building a strong cultural belief among the students. It also aids to understand the essence of nationalism, sustainable environment and other pertinent concerns of the times.

EVIDENCE OF SUCCESS

The enthusiasm with which the students proactively responded to the unexpected and unprecedented situations, is a standing testimony to prove that the orientation given to them has been rewarding.

- **Hair Donation:** MSHSC Staff and students voluntarily donated their hair for cancer patients.
- **Blood Donation:** The staff and students take it their responsibility to help those in need, and donate blood every year.
- **Flood Relief Activities:** The Kerala Flood 2018 was unprecedented and massive. MSHSC staff and students were in the forefront of the relief activities. Contributions and manual help were offered in

plenty to the victims to restore their lives.

- **Covid Relief Activities:** Dinju Mariya Davis, II B.Sc. Physics, served as a volunteer in Covid first-line treatment center (CFLTC), CIAL. NSS volunteers of MSHSC wholeheartedly participated in the COVID Vaccination Drives, in April 2021, supporting PM's #Unite2FightCorona Jan Andolan.
- **Going Green:** Understanding and extending solidarity to the priority given to sustainable, eco-friendly development by the institution, the alumni of MSHSC donated Solar photovoltaic street lights, which are installed across the campus.
- **Food Kit Distribution:** As part of the Poverty Eradication Programme in the adopted village of Deepthi Gramam 200kg of rice were collected, and distributed.
- **Donations:** The amount collected from e-waste sale- a sum of INR 8000, was given as donation to a cancer patient. Essentials like books and clothing collected by the students of MSHSC, were distributed to the Tribals of Attappadi. Study materials and lunch boxes were distributed as part of *Vayomithram*, from the funds collected from the students of MSHSC.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- **Time constraints:** Finding extra time to reach out to the community.
- **Facilities required:** Many of the activities conducted under this programme requires amenities like electricity, electronic equipment etc.
- **COVID times:** The COVID pandemic period has posed severe restrictions on the possibility of extending the activities to the community.

BEST PRACTICE – II

TITLE OF THE PRACTICE: Community Lab

- Empowering women through multifarious activities.

OBJECTIVES

- **Welfare of the families:** The management of the institution functions with the stated mission of the welfare of the families.
- **Empowering women:** The best way to ensure the welfare of the families is to empower the women to emerge as bread winners and self-earning members.
- **Facilitate students to become trainers:** To give opportunities to the students to get training and practice in what they learn and beyond.

CONTEXT

Community Lab is a women empowerment programme, **a first of its kind** in Kerala, started as a Golden Jubilee initiative of the college. Formerly known as Morning Star Informal Women Study Centre (MSIWSC), the practice got renamed as Community Lab (CL) in the year 2018, envisaging a better living status to the local women through education, awareness and training. The context for initiating the practice includes:

- **Ensuring the upliftment of rural women:** To raise the social position of women, especially Kudumbasree members and the mothers of MSHSC students, through training in micro and mini modes of entrepreneurship.

- **Requests from the community:** The institution has been providing training to local women in making different food items and other products for a long time. The venue of training sessions was shifted to the regional areas, consequent to the requests from the natives. The training sessions were found to be more effective when they are held in the community.

THE PRACTICE

The different pillars of the institution- the Management, the Departments, and Cells- provide training sessions in their areas of expertise under the leadership of selected students and staff. This enables the students to get practice in and to share the knowledge acquired by them. The following are the Community Lab activities:

2018-19

- Ornamental Jewellery Making by the Women's Cell for the general public, on 30 October, 2018, at CDS Community Hall.
- Hand Embroidery workshop, on November, 2018.
- White Forest Cake Making, on December, 2018.

2019-20

- LED distribution and awareness class on "Why LED?" by the students of Department of Physics, on 29 June 2019, in the Anganwadi of Nedumbassery Grama Panchayath.
- Technology Management Development Programme on Food Sector, from 3 - 17 February, 2020.

2020-21

- Training in **Mask Making** for home makers, at Snehadhara Family Apostolate Centre, Angamaly.
- Training sessions on **Paper Bag Making** for the students of MSHSC and the home makers around at Snehadhara Family Apostolate Centre, Angamaly. Assistance to sell the paper bags made by the trainees was also given.
- The Management took initiative to support the students and the women of the local community during the distress period of the COVID times. Training in poultry rearing and free chicks with coops was provided to help them earn a living.

Extension Period: 1 June, 2021- 30 December, 2021

- Cake baking class by the PG & Research Department of Home Science, on 26 November, 2021 for the housewives of Ward 27, Angamaly Municipality.
- Hands-on Training on "Soap and Toilet Cleaner Making", by the Department of Chemistry, for the women of Ward 27, Angamaly Municipality, on 30 December, 2021.
- Hands-on training on LED Light Making, by the Department of Physics, for the children of age group 13-17 years, Ward 27, Angamaly Municipality, on 21 December, 2021.
- Training on "Vermitechnology", by the Department of Zoology, for the women of Ward 27, Angamaly Municipality, on 23 December, 2021.
- Awareness class on "Budget Preparation" by the Department of Commerce, for the Kudumbasree members of Ward 6, Kunnumpuram, Desom, Aluva, on 5 December, 2021.
- Training on "Preparation of Financial Statement" by the Department of B.Voc., for the

Kudumbasree members of Ward 6, Kunnumpuram, Desom, Aluva, on 5 December, 2021.

- Awareness class on “Introducing the Language of Internet”, by the Department of English, for the housewives of Ward 27, Angamaly Municipality, on 15 December, 2021.

EVIDENCE OF SUCCESS

The Community Lab programme of MSHSC stands out as an extremely successful outcome-oriented venture for the students as well as the community. The venture, being a “Lab” exercise, makes sure that every learner is fully equipped to practice what is taught. Testimonials of the participants prove that the orientation given to them has been instrumental in earning a daily living.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- **Time constraints:** Finding extra time to reach out to the community.
- **Facilities required:** Many of the activities conducted under this programme requires amenities like electricity, electronic equipment etc.
- **COVID times:** The COVID pandemic period has posed severe restrictions on the possibility of extending the activities to the community.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for 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:

WELLNESS DRIVE

Morning Star Home Science College was established fifty-four years ago, in 1968, with a vision to build a strong and healthy society through educating its women, who would be mothers to the posterity. The college has a distinctive position among the higher education institutions of the state of Kerala, because of the thrust it gives to shaping generations in health and wellness. Adhering to the vision of its founders, “to empower women through Home Science”, the institution focusses on sensitizing our girl students on the importance of maintaining a wellness lifestyle in their journey towards a successful living.

The Department of Home Science anchors the responsibility of initiating and coordinating activities in this regard, while all the other departments join hands in spreading awareness. Home Science as an academic discipline focuses on holistic development, by igniting knowledge, health, life skills, social commitment and moral values in students. Along with the successful fulfilling of the academic modules, the institution

provides its students with an extra edge in leading healthy lives. With this aim, a number of activities are conducted - not only for the students of Family and Community Science, but also for the entire student community in the campus.

Good health has a deep-rooted relation with good food. The institution plans and conducts various awareness programmes on healthy and protective food, balanced diet, dietary needs and nourishment for different age groups.

Campus Activities

- Development of value-added products and low-cost recipes from locally available products were promoted through Tapioca Fest, baking workshop, Milky expo etc.
- The learners are made aware of the importance of maintaining a healthy life style with the aid of diet counselling centres, and anthropometric assessments.
- Observance of National Nutrition Month, Breastfeeding Week, World Diabetes Day, Osteoporosis Day, World Food Day etc. helps to create awareness of wellness among the learners.
- The students are also made aware of the importance of organic farming and the need for organic pesticides to improve the quality of food. Organic farming has been successfully carried out by the NSS Volunteers of MSHSC. *Bhoomitrasena* Club members of MSHSC participated in planting of indigenous Pokkalipaddy seedlings, standing up for conservation of indigenous variety of paddy.
- The institution also provides classes on life style diseases and nutrition in the current scenario to mitigate the impact of sedentary lifestyle diseases.
- MSHSC extends an arm of strength to the **PM's Fit India Campaign** through the **Open Gym**, that strives to generate interest among students towards a healthy living.
- The **Multi-Purpose Court** is designed as a platform to conduct wellness training activities like yoga, zoomba, aerobics etc.
- The institution has a long-standing history of giving great importance to Yoga. All the students in the college are trained in yoga and they perform the same on annual sports day, International Yoga Day and on other occasions.
- Entrusted with the responsibility of inculcating the "Fitness lifestyle," the Department of Physical Education provides facilities like Yoga Room, Fitness Centre and facilities for many sports events.
- The students of MSHSC are given coaching in Kho-Kho and Power-lifting. They represented and competed at the University level for Kho-Kho, and bagged silver medal in the international arena for Power-lifting.
- Aannie Jobina, alumni of MSHSC, was certified to coach the Indian National Team in Kurash (Martial arts).
- **Sports and Fitness Club** of the college extends the facilities to the public as well as students to perform and maintain general fitness.
- **Thulasivanam:** *Thulasivanam* was a project launched by the government of Kerala. The students of MSHSC, in collaboration with the Mathrubhumi seed club members, participated in the Thulasivanam Project, and distributed and planted varieties of Tulsi to the community.
- **Organic pesticides-** The NSS volunteers of MSHSC organized a state level workshop on "Manufacturing of Organic Pesticides." The programme was broadcasted in Cochin FM.

Community Activities

- To cultivate strong bonds within the family and community, the institution encourages the students to attend classes on palliative care for the elderly, and annually celebrates the International Day for

the Elderly.

- To make students realise the social responsibility to the elderly and the orphans, visits to institutions like *Pakalveedu*, elderly care homes, and orphanages were promoted.
- Knowledge was delivered to the community through crèche, understanding the relevance of formative years of kids.
- Events like Children's Day and kids-fest bring out the hidden skills like leadership, organizing, planning and management skills.
- Creative and entrepreneurial skills are brought to light through *Grahadarshan*, observance of Handicrafts Day, Khadi Day etc. Motivational speakers and successful entrepreneurs created sparks for future entrepreneurs.
- Sessions are conducted on how to make low-cost recipes, by the faculty of MSHSC.
- Forecasting the spread of communicable diseases during the onset of monsoon, the institution alerted the various stakeholders of the institution about the dangers of communicable diseases during the monsoon season through leaflets. During the Covid pandemic, the same was carried out to the community through online classes.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

Morning Star Home Science College is a regular arts and science college affiliated to the Mahatma Gandhi University and reaccredited by NAAC with A grade. The post-war, pre-independence period in Kerala was a tumultuous era that tremendously changed the social milieu of the state. The founders of the institution were deeply pained by the increasing instances of broken families, unwed mothers and orphaned children. The social concern and solicitude of the founding fathers made them think of an apostolic mission for the well-being of families. This led them to the founding of the Congregation of the Sisters of Nazareth in 1948 with the motto 'For God and Country'. A major part of the dream of the founders was to start an institution dedicated to women's education. So the Congregation started a Home Science College at Angamaly in 1963 - the first women's college dedicated to the discipline of Home Science in Kerala- with a vision to empower young women as better home makers and enable them to contribute a creditable share to the process of nation building. The college had a humble beginning in 1963 with a two-year Diploma Course in Home Science.

The institution got its present name "Morning Star Home Science College" in 1968 with the inception of an undergraduate course in Home Science affiliated to Kerala University. The institution, over the years, consistently evolved into an institution with 14 programmes. Along with an impressive and sustainable infrastructural development, expertise in research, entrepreneurial environment, curricular and extra-curricular excellence, the institution also initiated several extension activities. Grahadarsan, Chethana, Sithara Samrakshan (Save-a-Star) and community lab programmes are some of the extension activities that the institution initiated for the students and the community. To promote an ambience of entrepreneurship, the institution launched the Star Entrepreneur Centre to cater to the incubation and production of innovative products developed by the students. The institution places great emphasis on the psychological well-being of its students and has a dedicated counselling centre called St. Jude Counselling Centre, with experienced counsellors, inside the campus to cater to the psychological needs of the students and the general public.

Concluding Remarks :

The Institution's curricular, extra-curricular and extension activities are based on the core values that the institution considers as sacred. Extension activities of the college reflects social commitment and selfless service. The institution's faith in God encourages students and faculty members to design and initiate activities that places importance on moral and social values. The curricular and extra-curricular programmes of the college blends in knowledge with professional competence to enable students to achieve a life of fulfilment and satisfaction. The Institution's commitment towards its core values enabled it to achieve an "A" grade in the third cycle of NAAC accreditation. The institution is located in the semi-urban area of Ernakulam district and a majority of the students are from semi-urban and rural households. Irrespective of the locale, the students of MSHS College proved their brilliance in academics and sports respectively by securing ranks in the university examinations and by winning national and international sports championships. Remarkably, the institution was able to mould national and international athletes.

Looking forward, the Institution seeks to augment its existing research expertise by creating more research centres in the Departments, publishing more research journals and transforming the existing journals into high impact factor international journals that are recognized by prominent international research databases. The institution also looks forward to establish a skill academy to unlock the vocational educational potential of the

institution, create more jobs and produce knowledgeable and skilled students. The construction of a multipurpose indoor stadium in the future will aid the institution to produce more future national/ international athletes. To accelerate the materialisation of the future projects and programmes of the institution, the Institution requires an ease in the current administrative mechanism and a need for autonomous status.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>1.2.1.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 14 Answer after DVV Verification: 14</p>																				
1.2.2	<p>Number of Add on /Certificate programs offered during the last five years</p> <p>1.2.2.1. How many Add on /Certificate programs are offered within the last 5 years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>13</td> <td>11</td> <td>08</td> <td>07</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>13</td> <td>11</td> <td>08</td> <td>07</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	24	13	11	08	07	2020-21	2019-20	2018-19	2017-18	2016-17	24	13	11	08	07
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24	13	11	08	07																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
24	13	11	08	07																	
1.2.3	<p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>595</td> <td>309</td> <td>288</td> <td>197</td> <td>170</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>591</td> <td>309</td> <td>288</td> <td>197</td> <td>170</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	595	309	288	197	170	2020-21	2019-20	2018-19	2017-18	2016-17	591	309	288	197	170
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591	309	288	197	170																	
1.3.2	<p>Average percentage of courses that include experiential learning through project work/field work/internship during last five years</p> <p>1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

15	15	15	15	14
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	15	14

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

1.3.3.1. **Number of students undertaking project work/field work / internships**

Answer before DVV Verification : 256

Answer after DVV Verification: 256

1.4.1 ***Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders***

1) Students

2) Teachers

3) Employers

4) Alumni

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : HEI has provided feedback form filled by the students only

1.4.2 **Feedback process of the Institution may be classified as follows:**

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: C. Feedback collected and analysed

2.1.1 **Average Enrolment percentage (Average of last five years)**

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

Answer before DVV Verification:

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

311	263	272	268	235
-----	-----	-----	-----	-----

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
311	261	266	268	235

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
78	60	55	63	41

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
78	60	55	63	41

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 42

Answer after DVV Verification: 42

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 330.28

Answer after DVV Verification: 320

Remark : DVV has excluded the experience of physical education teacher

2.6.3 Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
232	243	201	195	189

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
232	243	201	195	189

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4.82	0.70	1.135	2.27	5.77

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4.82	0.70	1.135	2.27	5.77

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 6

Answer after DVV Verification: 6

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	8	11	14	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
30	8	11	14	6

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

3.3.1.1. How many Ph.Ds registered per eligible teacher within last five years

Answer before DVV Verification : 12

Answer after DVV Verification: 12

3.3.1.2. Number of teachers recognized as guides during the last five years

Answer before DVV Verification : 6

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	4	5	8	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	5	4	7	15

Remark : DVV has updated the data as per the clarification response of the HEI

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
30	21	3	11	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
28	6	17	10	13

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	0	2	0

Answer After DVV Verification :

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

Remark : DVV has updated the data as per the clarification received from the HEI

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23	20	12	12	20

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
23	20	12	12	20

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
721	547	493	656	541

Answer After DVV Verification :

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

721	547	493	656	541
-----	-----	-----	-----	-----

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	17	39	5	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	7	9	5	7

Remark : HEI has not provided any documents related to the collaboration. HEI has just considered the training done by their students as a collaboration activity, These documents will not be considered as collaboration documents,

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	6	2	3	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	6	2	3	1

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 34

Answer after DVV Verification: 34

4.2.2 The institution has subscription for the following e-resources

1. e-journals

2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has updated the data as per the documents provided by the HEI

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

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

Answer before DVV Verification : 150

Answer after DVV Verification: 150

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: A. 750 MBPS

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
317	143	387	526	206

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
317	143	387	526	206

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
317	143	387	526	206

250	95	179	232	303
-----	----	-----	-----	-----

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
250	95	179	232	303

5.1.4 **Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
595	322	505	570	370

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
393	270	376	463	270

5.1.5 **The Institution has a transparent mechanism for timely 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	5	5	0	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
15	5	5	0	2

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

Answer before DVV Verification:

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

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
38	59	44	29	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
38	40	39	27	18

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

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: A. ? 5 Lakhs

6.2.3 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	9	8	2

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12	6	3	4	3

Answer After DVV Verification :

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

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

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
40	14	11	4	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
41	14	9	4	3

6.4.2 **Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise

during the last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3.57	3.22	6.35	1.68	8.41

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.57	3.22	6.35	1.68	8.41

6.5.3	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements 2. Collaborative quality initiatives with other institution(s) 3. Participation in NIRF 4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA) <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants <p>Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: A. Any 4 or All of the above</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: A. Any 4 or all of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Divyangjan friendly washrooms

3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the documents provided by the HEI

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the Institution across all programs during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>334</td> <td>343</td> <td>351</td> <td>322</td> <td>333</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>334</td> <td>343</td> <td>351</td> <td>322</td> <td>333</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	334	343	351	322	333	2020-21	2019-20	2018-19	2017-18	2016-17	334	343	351	322	333
2020-21	2019-20	2018-19	2017-18	2016-17																	
334	343	351	322	333																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
334	343	351	322	333																	
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>12</td> <td>12</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>12</td> <td>12</td> <td>11</td> <td>11</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	14	12	12	11	11	2020-21	2019-20	2018-19	2017-18	2016-17	14	12	12	11	11
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14	12	12	11	11																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
14	12	12	11	11																	
2.1	Number of students year-wise during last five years																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
764	716	707	676	646

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
764	716	707	676	646

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
107	76	75	75	69

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
108	76	75	75	69

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
254	260	237	220	227

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
254	260	238	221	227

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
43	43	43	43	44

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
42	42	42	42	43

3.2 Number of sanctioned posts year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
43	43	43	43	44

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
41	42	42	42	43

4.1 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 37

Answer after DVV Verification : 37

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
180.51	107.81	113.59	91.95	106.24

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
180.51	107.81	113.59	91.95	106.24

4.3 **Number of Computers**

Answer before DVV Verification : 96

Answer after DVV Verification : 74