

Institutional Best Practices

Practice of Educational and Moral Autonomy

The College practices autonomy systematically spanning more than two decades very efficiently to achieve its vision and mission effectively.

The **objectives and intended outcome** is to design the curriculum with utmost relevance to social, national development and on par with international standards. The autonomy to frame, revise and update the curriculum becomes feasible and practical.

The **underlying principle** is to attain academic flexibility and vertical and horizontal mobility. Under this mode, we offer students' enrichment courses on soft skills- job oriented, non major electives, extra disciplinary courses- all interdisciplinary in nature.

As ours is one of the autonomous statuses first granted institutions, a few models are available to emulate. So naturally there were **contextual features** or challenging issues to be faced. The university to which our college is affiliated was also in its infancy.

To facilitate the effective administration the posts of Dean of Sciences and Dean of Arts and Commerce have been created. This ensured better coordination among the departments. Boards of studies have been constituted for every department to revamp the content of the curriculum to suit the changing needs.

While framing the syllabus relevance to local needs, provision for

interdisciplinary approach, means of **cultivating job oriented skill** etc have been given primary importance. In addition to Conventional Programmes, Professional Programmes like M.C.A. and **M.B.A.** are offered.

Based on the guidelines of the UGC, TANSCHÉ and the parent university by slow and steady progression, we are proud to accolade that we evolved an integrated examination platform for pre examination, examination and post examination processes and set an exemplary model for a sound practical effective functioning of Examination and Evaluation process.

Regarding examinations and evaluation, a Controller of examinations has been appointed to streamline the activities. The introduction of Central valuation, Dummy number system, double valuation, External valuation is some of the checks provided in the system. Secrecy and transparency are ensured wherever they are necessary.

For more effective functioning, reforms are devised and executed, based on the feedbacks of students, outgoing students, Alumni, Parents, and employers. Certain commendable reforms to make curriculum student centric and evaluation reforms are as **follows**:

- We are the proud practitioners of CBCS pattern as early as 2002 in 7 point scale and later adhered to the uniform CBCS pattern introduced by TANSCHÉ for all UG/PG programmes in 10 point scale.
- Introduction of capping of marks of CIA components.
- Introduction of the system of normalization of scores
- Introduction of Reliability index in the UG/PG/M.Phil. Programmes.

- To ensure Transparency providing Photostat copies of answer scripts to aggrieved students.

The incremental growth in demand ratio for all the Programmes speaks soundly of the effective functioning of Teaching, Learning and Evaluation process of the institution. From a total strength of -- students in 2006-07, the year of Re accreditation of NAAC, now there is a phenomenal growth amounting to 8300. This speaks of the sustaining effective and the successful function of the system.

For Resource Mobilization, in addition to capital assets and corpus fund, various grants from the UGC, the institution encourages the faculty to mobilize funds through UGC and other agencies for Literary and Scientific Forums.

The infrastructure facilities are improved and added whenever required, due to the freedom of autonomy. The **Library** with many rare and reference books is a rich resource of learning. It is updated with technology, to equip our rural learners with global standards. To offer Diploma and Certificate Courses for the benefit of students and society, an extension centre **Sri Pushpam Institute for Vocational Education & Technology (SPIVET)** functions effectively.

The **Practice and its uniqueness** in the context of Higher education in India offers not only equal opportunities for both boys and girls from the interior rural areas to be benefitted by higher education but also make them aware of their social and moral responsibility by moulding them into caring citizens by making extension activities mandatory in Part V of the Studies, with NCC/NSS/YRC/Community service tied up with Planning Forum, Consumer Forum, Legal Aid Service and so on. Equality is maintained in cultural, sports and extracurricular

opportunities.

With an amassing strength of boys and girls especially from the interior hamlets, it is essential to concentrate more on moral standards and discipline. To develop the moral standards of the individuals, **Breathing exercise** for 5 minutes daily before the commencement of the classes, regular **Yoga classes and Meditation** and the construction of **Dhyana Mandapam** exclusively for this purpose result in creating a disciplined and value system in the learners. To develop the Communication skills, computer skills of non computer students and Human Resource skills regular coaching classes and training programmes are facilitated to enhance the job opportunities of our learners.

There is an effective **IQAC** functioning to devise, plan and execute the academic and administrative functioning of the college. The **statutory and non statutory committees** look after the welfare of the students.