



# **FATIMA COLLEGE**

**(AUTONOMOUS)**

Re-Accredited with "A" Grade by NAAC (3<sup>rd</sup> Cycle)  
College with Potential for Excellence (2004 - 2019)  
Affiliated to Madurai Kamaraj University, Madurai  
**MARY LAND, MADURAI 625 018 TAMIL NADU, INDIA**



**Calendar & Handbook  
2021-2022**

# **FATIMA COLLEGE**

(AUTONOMOUS)

Re-Accredited with “A” Grade by NAAC (3<sup>rd</sup> Cycle)

College with Potential for Excellence (2004 - 2019)

Affiliated to Madurai Kamaraj University, Madurai

MARY LAND, MADURAI – 625 018, TAMIL NADU, INDIA



## **CALENDAR & HANDBOOK**

**2021 - 2022**

Managed by

**ST. JOSEPH'S SOCIETY OF MADURAI**

(Congregation of the Sisters of St. Joseph of Lyon, France)

Ph: 0452-2668016, 2669015, Fax: 91-452-2668437

E-Mail : [info@fatimacollegemdu.org](mailto:info@fatimacollegemdu.org)

Website : [www.fatimacollegemdu.org](http://www.fatimacollegemdu.org)

## **COLLEGE PROFILE**

Fatima College (Autonomous), Mary Land, Madurai, is a Postgraduate College for women affiliated to Madurai Kamaraj University. It is a Catholic minority institution established and run by St. Joseph's Society of Madurai (of the Congregation of the Sisters of St. Joseph of Lyon, France). This institution came into existence through the tireless efforts of the missionary sisters of St. Joseph of Lyon and the zeal and heroic sacrifice of Rev. Sr. Rose Benedicta, the Foundress of the College.

The College was started in St. Joseph's School Campus Madurai as a Second Grade College with 63 students in 1953. It was upgraded into a Postgraduate College in 1964 and Autonomous in 1990. The College now offers 21 Undergraduate Programmes, 14 Postgraduate Programmes and 2 Professional Programmes. 6 Departments have become Research Centres. It has a strength of 4076 students, 196 Teaching Staff and 91 Non-Teaching Staff.

The comprehensive assessment by NAAC in 1999 placed Fatima College in Five Star Status of merit. The College strives to sustain excellence, quality and relevance while equipping the students to meet the demands of higher education in India. In 2004, UGC conferred on Fatima College, the status of College with Potential for Excellence. In 2006 and 2013 NAAC re-accredited the college with 'A' Grade. The College is ranked in the top 150 colleges out of 1802 colleges in All India Ranking of NIRF.



## **MOTTO LEAD KINDLY LIGHT**

### **VISION WOMEN'S**

#### **EMPOWERMENT THROUGH EDUCATION**

Being contemplative, prophetic and women of communion for the LIFE of the world to empower young women through faith formation and value-based education for societal equality, harmony and care for our common home.

### **MISSION**

- ❖ To empower Women with academic excellence through Quality Education
- ❖ To endow them with character, competence, creativity and commitment for nation - building
- ❖ To enkindle in them inclusive love and encourage them to build fraternal communities and champion the cause of those at the periphery with compassion.
- ❖ To enable them to excel as responsible citizens moved by the need for interdependence among human beings, society and the environment.

## **ACADEMIC INFORMATION**

Fatima College introduced Choice Based Credit System (CBCS) in 2001. Since then, the college has raised the bar of Higher Education and has catered to the needs of the stakeholders offering a learner-centric curriculum in the digital era. The College moved from content - based to competency-based Curriculum - Outcome Based Education under CBCS in 2019. This learner-centric teaching pedagogy measures the students' performance through the respective course/ programme outcomes after a considerable period of time. The course/programme outcomes are realised based on the knowledge, skills and attitudes acquired by the learner shaping them into inquisitive researchers, topical innovators, befitting employees of the upcoming job markets and above all better citizens of this global village.

The UG curriculum incorporates Major Core, Allied Core, Major Electives, Value-Education, Non-Major Electives, Environmental Studies, Gender Studies and Skill-Based besides the Part-I & II Languages. Major core, Electives, Extra Departmental Courses, Internship and Project form the PG Curriculum. A wide range of Value-Added and Skill-Embedded Crash/Certificate Courses are offered beyond the UG PG curriculum, CBCS with its rich and varied palette of courses opens up newer

avenues of ICT- based learning beyond the opted discipline across the departments. Through synergistic efforts each department strives to achieve the following:

- In tune with TANSCHÉ's curricular structure, UGC guidelines and NAAC expectations regular designing and development of quality – based curriculum with local, regional, national and international relevance leading to excellence are realised.
- Academic flexibility and academic mobility to the learners through cafeteria/automat approach by enabling them choose the following:
  - ❖ Non - Major Electives
  - ❖ Part - V
  - ❖ Extra Departmental Courses
  - ❖ Add - on Courses
  - ❖ Extra - Credit Courses
  - ❖ Skill - Embedded Courses / Value - Added Courses
  - ❖ Project Team - Mates and Supervisors
  - ❖ Research Guides and Supervisors

Based on the potentials of an individual learner, hailing from a pluralistic community,

- Blended/Flipped learning is promoted. Learning is made exciting, enjoyable and fun-filled, facilitating application of the knowledge and skills acquired and by promoting vertical and horizontal mobility.
- Holistic education is offered in the multi-cultural/ multi-religious context with a special focus on building a better society through the following Ability Enhancement Courses:
  - ❖ Foundation Courses
  - ❖ Value Education
  - ❖ Professional Ethics
  - ❖ Personality Development
  - ❖ Environmental Studies
  - ❖ Gender Studies
  - ❖ Family Life Education
  - ❖ Life skills
  - ❖ Human Rights
  - ❖ Soft Skills
- A conducive research ambience is created and hands-on- trainings are given by mandating projects and internships
- Contemporary courses are rolled out in the respective programmes in keeping with the emerging trends by fulfilling the futuristic demands of the stakeholders.

## UG CURRICULUM DESIGN

Part	Semester	Courses	No. of Courses	Hours	Credits	Total Credits
I	I - IV	Language (Tamil/Hindi/French)	4	5	3	12
II	I - IV	English	4	5	3	12
III	I - VI	Major Core (Including Practicals)	15 - 20	5 - 6	4	60
III	I - VI	Allied Core	4	5	5	20
III	V & VI	Electives	3	5	5	15
IV	I	Value Education - Personal Values	1	1	1	1
IV	II	Value Education - Values for Life	1	1	1	1
IV	I - II	Non-Major Elective	2	2	2	4
IV	III	Environmental Studies	1	1	1	1
IV	IV	Gender Studies	1	1	1	1
IV	III - VI	Skill Based	6	2	2	12
V	I - IV	*Part-V (Off Class) • Shift - I Physical Education, NSS, NCC, Women Empowerment Cell, AICUF • Shift - II Physical Education, Youth Red Cross/ NSS, Rotaract, Women Empowerment Cell, AICUF	1	-	1	1
<b>TOTAL CREDITS (Mandated)</b>						<b>40</b>

**\* Note: Each Student should opt any one of the Part V activities.**



### ADD - ON CREDITS (OFF - CLASS)

Semester	Courses	Credits	Marks
I	Computer Applications for I UG Science	2	100
II	Computer Applications for I UG Arts		
I	<b>Online Self Learning Course -</b> Basic Multidisciplinary Course- Arts	2	100
II	<b>Online Self Learning Course -</b> Basic Multidisciplinary Course- Science	2	100
III	Professional Ethics	1	100
IV	Personality Development	1	100
V	Family Life Education	1	100
VI	Life Skills	1	100
V	Human Rights Education	2	100
V & VI	Outreach Programmes - Reach Out to Society through Action <b>ROSA</b>	3	100
VI	Project	4	100
II & VI	Reading Culture	1	
	<b>TOTAL CREDITS</b>	20	
	<b>OVERALL CREDITS EARNED</b>	140+20=160	

## EXTRA CREDIT COURSES

Year	Courses	No of Courses	No of Credits	Marks
I	MOOC / Self Learning Course – Discipline specific or Interdisciplinary	1	2 Credits (Min)	100
II	MOOC / Self Learning Course – Discipline specific or Interdisciplinary	1	2 Credits (Min)	100
III	MOOC / Self Learning Course – Discipline specific or Interdisciplinary	1	2 Credits (Min)	100

## PG CURRICULUM DESIGN

Semester	Courses	No of Courses	Hours	Credits	Total Credits
I - IV	Major Core (including practicals)	14-17	6	4-5	70
I & II	Inter – Departmental Course	2	3	3	6
III & V	Electives	2	4	4	8
III	Internship	1	30 days	3	3
IV	Project	1	-	3	3
<b>TOTAL CREDITS (Mandated)</b>					<b>70+20=90</b>

### ADD - ON CREDITS (OFF – CLASS)

Semester	Courses	Credits	Marks
I	Soft Skills	3	100
II	Computer Applications	4	100
IV	Comprehensive Viva	2	100
I-IV	Reading Culture	1	-
	<b>TOTAL CREDITS</b>	<b>10</b>	
	<b>OVERALL CREDITS EARNED</b>	<b>90+10=100</b>	

### EXTRA CREDIT COURSES

Year	Courses	No of Courses	No of Credits	Marks
I	MOOC / Self Learning Course – Discipline specific or Interdisciplinary	1	2 Credits (Min)	100
II	MOOC / Self Learning Course – Discipline specific or Interdisciplinary	1	2 Credits (Min)	100

### Environmental Education

#### Objectives:

- To create awareness among students on environmental issues.
- To equip them with skills needed to safeguard and improve the environment.
- To develop their interaction with bio-physical environment.

<b>Duration</b>	<b>Attendance</b>
Semester-III	15 Hours

### **Activities**

- Written assignments, skit, group discussion, collection and segregation of wastage on campus facilitating, wall painting related to environment, bird watch, debate and cleanliness of the campus.

### **Gender Studies:**

#### **Objectives :**

- To enable the students analyse and revisit gender identity and gendered representations.

<b>Duration</b>	<b>Attendance</b>
Semester-IV	15 Hours

### **Activities :**

- Guest Lectures, Case Studies, Skit, Group discussion

### **Human Rights Education**

#### **Objectives**

- To make the students understand the relevance and development of Human Rights
- To nurture attitudes of tolerance, respect, solidarity and responsibility

- To enable them translate human rights into social and political reality

<b>Duration</b>	<b>Attendance</b>
Semester-V	15 Hours

### **Activities**

- Guest Lectures, Field Visit, Free Legal Aid Clinic, Case Studies

### **VALUE-ADDED COURSES**

Fatima College strives to impart knowledge with nation building as its goal. In such a venture innovative job oriented Crash and certificate courses that pave way for newer career opportunities are offered to the students beyond the curriculum with the following objectives.

### **OBJECTIVES:**

- ❖ To channelize students to the value - Added courses according to their career plans.
- ❖ To fine-tune the students' career prospects.
- ❖ To hone students' skill-sets catering to the needs of the employers in the global job-market.
- ❖ To enhance their creativity and entrepreneurial skills.
- ❖ To enable students qualify for campus placements.