



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution		STELLA MARIS COLLEGE (AUTONOMOUS)
Name of the head of the Institution		Dr. Sr. Rosy Joseph fmm
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		044-28110121
Mobile no.		8608246737
Registered Email		principal@stellamariscollege.edu.in
Alternate Email		josephrosy@stellamariscollege.edu.in
Address		17, Cathedral Road
City/Town		Chennai
State/UT		Tamil Nadu
Pincode		600086
2. Institutional Status		

Autonomous Status (Provide date of Conformant of Autonomous Status)	22-Sep-1987
Type of Institution	Women
Location	Urban
Financial Status	Self financed and grant-in-aid
Name of the IQAC co-ordinator/Director	Dr. Lakshmi Priya Daniel
Phone no/Alternate Phone no.	04428111987
Mobile no.	9840690217
Registered Email	iqacsmc@stellamariscollege.edu.in
Alternate Email	iqacsmc@gmail.com

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://stellamariscollege.edu.in/assets/documents/AQAR%202018-2019_Smc.pdf
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4. Whether Academic Calendar prepared during the year

Yes

if yes, whether it is uploaded in the institutional website:
Weblink :

https://stellamariscollege.edu.in/assets/documents/2019_2020.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	Five Star	0	2000	17-Apr-2000	16-Apr-2005
2	A	3.57	2008	16-Sep-2008	15-Sep-2013
3	A	3.68	2014	21-Feb-2014	20-Feb-2021

6. Date of Establishment of IQAC

15-Sep-2004

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Submission of AQAR for the year 2018-2019	14-Mar-2020 365	210
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8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Stella Maris College	PARAMARSH	UGC	2019 365	1500000
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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

24

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Preparation and submission of NAAC Self Study Report 2021

Conduct of Administrative Quality Audit

Organisation of Faculty Development programmes such as a workshop on Research Project Proposal Writing and Publications of Research Articles, Using Digital Platforms: Google Classroom, Quality Initiatives and Quality Sustenance and Developing Strategies for Quality Assurance

Conduct of International and National Conferences and workshops like International Conference on Shaping Women Leaders and National Conference on Emerging Paradigms in Higher Education: 2020 and Beyond

Conduct of IPR Workshop and session on New Education Policy

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Increase infrastructure facilities on campus	New Academic Block - SS Block housing Classrooms, Computer Labs and Studio
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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
Management Committee Meeting	20-Nov-2021

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission

05-Feb-2020

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief description and a list of modules currently operational (maximum 500 words)

Stella Maris College has a custom developed Education Management Information System (EMIS) which is specifically designed to monitor the academic programmes and other educational support systems in order to enhance the student experience. The EMIS stores all student data from the time of admission into a programme to graduation. It stores personal data, exam and graduation records, hostel and library details, course registration, certificate course registration, and attendance records. Additionally, it stores records of the daytoday progress of students. This data is used to monitor student advancement, and assist course teachers and departments to improve course syllabi and adopt

appropriate teaching methodologies and assessment tools. The Examination focuses on: generation of Semester Examination timetables, examination seating arrangements, registration for Supplementary Examinations, Hall Ticket generation, mark entry, consolidation of End Semester results, Mark Sheet generation, registration for Convocation and consolidated Mark Sheet generation. module It also covers features such as category of examination (viva, practical, theoretical or combinations of both), Mark Sheet preparation, generation of Hall Ticket, GPA and CGPA reports, Mark Sheet printing, faculty grading and feedback, student evaluation and feedback. The Examination module SMS services have been integrated into the system. This allows bulk as well as selective SMS to be sent to parents and students. Bulk emails have also been enabled. The Fees Module is responsible for all fees processing information in the institution. This module enables the following processes: Generating Department Numbers and the fees challan for new students, semester fee payment, supplementary fee payment, generation of ID cards, Transfer Certificates and Course Registration. The Admissions Module enables online application for admissions, generating call letters, calling the applicant for interview, selection of applicant, sending SMS, email to selected applicants and generation of admission reports. Module is responsible for all Examination procedures in the institution. The Academic Module enables attendance posting for students, mentoring, request for student participation in extracurricular activities, and course registration.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
BA	HS	B. A. History and Tourism	05/04/2019
BA	SC	B. A. Sociology	05/04/2019

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1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
BA	B. A.Economics	17/06/1948	Microeconomics -I-19EC/MC/ME14	17/06/2019
BA	B. A.Economics	17/06/1948	Indian Economic Develo pment-19EC/MC/I E13	17/06/2019

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1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
MSc	M.Sc. Physics	17/06/2019
BVoc	B.Voc. Tourism and Hospitality	17/06/2019
BVoc	B.Voc. Banking, Financial Services and Insurance	17/06/2019

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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BVoc	Banking, Financial Services and Insurance	17/06/2019
BVoc	Tourism and Hospitality	17/06/2019
MSc	Physics	17/06/2019

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Tour Leaders and Travel Consultants	18/06/2015	52
Event Management	18/06/2015	32

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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BA	B. A. History and Tourism	30
BA	B. A. Sociology	49

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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

Student feedback is an important mechanism and integral to institutional improvement and development. In SMC, student feedback is used to enhance the teaching-learning experience, to monitor and review quality and standards of educational endeavours, ensure the effectiveness of course design and delivery, to enable students to speak up, measure student satisfaction and to identify and encourage innovative practices. Different categories of surveys serve these purposes: Feedback is sought to assess the performance of an individual faculty member (Teacher Evaluation), a course of study (syllabus), at the end of every semester and at the point of exit for every degree programme. Types of mechanisms include the following: questionnaires, surveys, student representation on class feedback committees, reflection journals, overall institutional satisfaction at Student Council Meetings, other informal mechanisms. Analyses of feedback is taken through a centralised, online system, wherever possible. The questionnaires which use ordinal or Likert scales are summarised as frequencies and percentages and presented graphically. Some questionnaires and surveys contain open-ended questions which are systematically read by designated faculty. Common patterns and issues are identified in this manner. Open-ended questions provide an opportunity for students to make their voices heard and state their opinions without backlash. They are taken seriously, and where necessary, action is taken by the Principal. When the feedback is to improve the teaching-learning process, the analysis and representation is communicated to the faculty responsible to take action. The Principal takes up issues relating to faculty feedback every semester. The decision of the Principal on such action taken is final. Feedback from Student Council Meetings are discussed at the given forum, and responses given by the Principal. The issues are addressed directly, and recorded in the Minutes as decisions taken on a given issue which has been raised. These multiple feedback mechanisms ensures objectivity and encourages stakeholder participation in order to enhance student centered learning, continuous improvement in the teaching-learning process, innovative assessment practices and student support services.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	History and Tourism	76	245	76

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	4855	716	78	24	106

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
210	210	22	87	5	11

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Student mentoring is an integral part of the teaching-learning process in the institution. Every faculty member is given a group of students to mentor for academic assistance and personal support. Care is taken to see that the mentor has taught, or has taught the students for some course, and the students are, therefore, not strangers to her. Among duties of the Mentor is to ensure that all details about the student are entered (the system is computerised), and the results of tests and examinations filled in within a stipulated time after the results have been declared. Comments and advice are also documented in the individual file of the student. Mentors and Mentees meet at least twice a semester, and whenever requested by Mentor/Mentee. Where needed, the Head of Department may be consulted. In cases where the issue requires the intervention of parents, a one-on-one meeting between Mentor, Mentee, and parent is held to resolve the issue. Mentoring is an important intervention for young people at-risk, particularly first-generation learners, students from disadvantaged and economically challenged sections of society, who find it difficult to transition to a higher educational system that is very different from their schools. The Mentor also takes on the role of guide who helps a young person in her personal growth. She provides support to vulnerable young women and establishes this service as a critical part of the Mentee's college experience. She also provides counselling services when needed, or directs her Mentee to a professional counsellor if the issue is serious and warrants professional intervention. Mentoring is thus a key to the development of academic and social skills for every student.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
5571	210	1 : 27

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
210	210	Nil	39	112

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level,	Designation	Name of the award, fellowship, received from Government or recognized
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	international level		bodies
2019	Dr. Amritha Namachivayam	Assistant Professor	Appointed Editor of the International Journal of Zoological Studies by Gupta Publications

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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	B. A. History and Tourism	SEMESTER	11/11/2019	02/12/2019

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2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
121	5547	2

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://stellamariscollege.edu.in/Syllabus>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
HS	BA	B. A. History and Tourism	67	50	74.63

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

https://stellamariscollege.edu.in/assets/NAAC_SSR_2021/Criterion_1/1.4/1.4.2/Analysis/Students%20Feedback%20Analysis%2019_20.pdf

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – The institution provides seed money to its teachers for research

Yes

Name of the teacher getting seed money

Dr. Shan Eugene

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3.1.2 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
International	Dr.K.Veena Gayathri	Best Paper award in the Virtual conference on Aquaculture Techniques and Disease Management - ATDM 2020 organized by Sathyabama Institute of Science and Technology	14/06/2020	Sathyabama Institute of Science and Technology

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3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Minor Projects	540	UGC-SERO	180000	62000

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3.2.2 – Number of ongoing research projects per teacher funded by government and non-government agencies during the years

2.85

3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
A two-day State Level Technical Workshop on IPR	SCEED	11/11/2019

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3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Top ten College users of N-List Programme	Stella Maris College	N-List	19/06/2019	Institution
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3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Centre for Enhancing skills associated with Entrepreneurial endeavours	Stock Trading, Entrepreneurship	In collaboration with Mr. Anand Pattabiraman AVYAYH ASSOCIATES	nil	nil	19/06/2019
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3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
Physics	3
English	2
Computer Science	2
English	1
Economics	1
Botany	1

3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
International	Chemistry	16	1.45
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3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Biotechnology	10
View File	

3.4.4 – Patents published/awarded during the year

Patent Details	Patent status	Patent Number	Date of Award
nil	Nil	00	Nil
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3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the	Name of	Title of journal	Year of	Citation Index	Institutional	Number of
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Paper	Author		publication		affiliation as mentioned in the publication	citations excluding self citation
An In silico study of lignans as selective estrogen receptor modulators to treat viral infections	Ms. Aishwaryas	International Research Journal of Biological Sciences	2019	1	Stella Maris College	1
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3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Remediation of heavy metals (Cr, Zn) using physical, chemical and biological methods: a novel approach	Dr. K.Veena Gayathri, Dr. Revathy Rajagopal	SN Applied Sciences	2020	8	213	Stella Maris College
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3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	41	60	4	14
Presented papers	63	38	Nil	3
Resource persons	5	3	1	44
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3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultant(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
Stella Maris College (co-ordinated by SCEED)	UGC - PARAMARSH Scheme to mentor 6 mentee colleges for	UGC	1500000

IQAC)

NAAC accreditation

[View File](#)**3.5.2 – Revenue generated from Corporate Training by the institution during the year**

Name of the Consultan(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
nil	nil	nil	0	0

[View File](#)**3.6 – Extension Activities****3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year**

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Certificate Course in Spoken English	SMC DRIVE	3	35

[View File](#)**3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year**

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Inter State Tribal Youth Exchange Programme	Certificate of Participation and Excellence	Don Bosco Institute, Kharguli, Guwahati, Regional Directorate of NSS, Guwahati, Assam (Ministry of Youth Affairs and Sports, Government of India)	1

[View File](#)**3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year**

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Skills Development	SMC DRIVE in collaboration with Bank of New York Mellon and International Association for Human Values	SMC DRIVE Skills Development - Training in Employability Skills (Soft Skills, Excel, and Business Communication)	3	8269

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3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Internship Programme	28	nil	100

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3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Internship	Fruits And Vegetable Processing	Khadi Village Industries Commission - Central Palmgur And Palm Products Institute, Madhavaram Milk Colony, Chennai	30/09/2019	10/10/2019	42

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3.7.3 – MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Liverpool Hope University, UK	13/01/2020	Seminar on the Impact of Global Collaboration in Higher Education Today - 6 March, 2020	300

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
741.15	1257.5

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
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Seminar halls with ICT facilities	Newly Added
Classrooms with Wi-Fi OR LAN	Newly Added
Classrooms with LCD facilities	Newly Added
Seminar Halls	Newly Added
Laboratories	Newly Added
Class rooms	Newly Added
Campus Area	Existing
View File	

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
e-BLIS	Fully	2.0	2008

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	109746	2115392	616	455480	110362	2570872
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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Dr. Shan Eugene Palakkal	Antiquity of Chennai City	DSpace	29/11/2019
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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	605	300	155	92	0	125	87	155	33
Added	113	0	0	0	0	0	0	0	0
Total	718	300	155	92	0	125	87	155	33

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

155 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
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DSpace (Institutional Repository)	http://61.12.33.156:8080/xmlui/
Networking Centre	https://stellamariscollege.edu.in/SMCNC

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
110	113.19	250	259.25

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website)

Maintenance and upkeep of the various facilities and infrastructure is overseen by the Campus Manager. The line of control flows from the Campus Manager to the Supervisor, down to the support staff. The Campus Manager allocates support staff for cleaning of classrooms and of the campus in general. The maintenance of laboratory equipment is overseen by the respective departments. Utilisation of the facilities is dependent on a system of planning the event/activity at the end of every academic year, and booking the facility manually through a register. The procedure will become online, shortly. Maintenance and updating of computers (hardware and software) is the job of the IT Department. Purchases are overseen by the internal auditor. All other purchases are overseen by the Supervisor. Science laboratories are maintained by the respective science departments. Stock taking of all the laboratories is conducted annually. The stock register is checked and signed by the Head of Department. A requisition letter requesting replacement/procuring of chemicals etc. is made to the Principal by the Head of Department and forwarded to the Bursar for release of funds. Bills in the original are first scrutinised by the internal auditor and then submitted to the Bursar. Departments keep a register of all procurements and replacements. An annual audit of the laboratories is undertaken by the state government agency. Procurement of equipment is done through a system of obtaining quotes from at least three vendors. The final decision is taken by the internal auditor after scrutiny of the various provisions of the quotation, focusing on quality and cost. Departments also maintain an Issue Register, Accessory Register (separately for chemicals and apparatus) and a Condemned Register. Annual maintenance of all campus infrastructure and facilities is undertaken by the Campus Manager and assisted by the Supervisor. The Department of Physical Education has oversight and organisational control over games and sports activities in the institution. All logistics are determined by the Physical Directress, who also takes feedback from athletes and other team players and individual sports persons about the arrangements for travel, hospitality and arrangements at the location of various competitions. The Sports and Games Budget is decided by the Bursar, and the logistical and expenses are planned by the Physical Directress, in keeping with available funds. Strict criteria is adhered to when coaches for sports and games are recruited. Applications are scrutinised at the primary level by the Directress, and approved by the Principal

<https://stellamariscollege.edu.in/>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Golden Jubilee	30	148000
Financial Support from Other Sources			
a) National	BC/MBC Scholarship	461	1970696
b) International	Nil	Nil	0
View File			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Workshop on Employability Skills at SMCDRIVE	13/03/2020	47	Mr. James Praveen (EXCEL Trainer), Mobile:9500070349
View File			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2020	CSIR-UGC-NET Coaching for Mathematical Sciences	28	Nil	25	Nil
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nil	Nil	Nil

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
CTS, State Street, EY GDS, etc.	477	256	nil	Nil	Nil
View File					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2020	28	B.Sc.	Botany	CAS in Botany ,University of Madras	M.Sc. Botany
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	25
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Annual Sports meet, competitions in Basketball, Ball badminton, Chess, Shuttle Badminton, Volleyball, Throw ball, Tennis, Table Tennis	Regional	244
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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	First	National	4	Nil	18/UCMD/108	Anjana Kaushik
View File						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Council (The Stella Maris College Students' Union) of the College plays a supportive and participative role in the activities of the institution, and is a "cooperative forum" which ensures a highly democratic and participatory role in furthering the goals, objectives and mission and vision of the institution. The Union is responsible for the conduct of various studentcentered extra-curricular activities on campus such as inter-year, intercollegiate cultural competitions, Club Day performances, and other cultural programmes in consultation with the Deans of Student Affairs. The Union Office Bearers comprise six members: The President, the Vice-President, Treasurer, General Secretary and two Cultural Secretaries from the two shifts. Their roles and functions are contained the Stella Maris College Students' Constitution. They are elected through self-nomination for any one post. The nominations are scrutinised by the Election Commission comprising the

Principal, VicePrincipals and the Deans of Student Affairs. In true democratic style, they are permitted to campaign for a fixed number of days, followed by the e-polling process, the dates for which are drawn up by the Deans. The key members of the Students' Union are involved in the activities of the IQAC. They support the IQAC in the student feedback process, provide it with data pertaining to quality improvement initiatives in the functioning of the Union activities, as well as the actions and policy decisions adopted by the institution and various departments for improving the quality of education. There are Students' Union representatives in the IQAC, as well as student representatives from every department of the College. They undergo training and receive input on their role and functions, and are active participants in the functioning of the IQAC. Student representatives are part of the Boards of Studies of every department. They play a significant role in decision making by providing references and feedback on curriculum, teaching and assessment. Student Class Committees provide direct feedback to the Deans of Academic affairs on quality, relevance and suitability of syllabi for careers, outcomes of co-curricular and extracurricular activities and suggestions for improvement. They meet with the Deans mid-way through every semester, so that effective remedial action may be taken wherever required. Student Council Meetings held at the end of every semester comprises members of the Students' Union and Class Representatives of every class in the College. These meetings are a forum for major feedback sessions on the infrastructure, facilities and other aspects of the College's functioning. The meetings are held in the presence of the Principal, Vice-Principals, Deans and faculty members of the College. Wherever possible, the Council Members are encouraged to initiate improvements in the functioning and services of various units of the College such as the Bank operations on campus, the canteen, and the bus services through the proper channel, before the meeting and present the responses and results. The feedback from the student body on the Students' Union activities is also presented at these meetings, and suggestions for improvement decided upon.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The brand of an educational institution is measured by the success stories of its former students. The Alumnae Association of Stella Maris College (AASMC) creates an active, vibrant and cooperative alumnae network significant in the development of the institution that aims at promoting a strong bonding between the College and Alumnae in many ways. AASMC is registered under the Franciscan Missionaries of Mary (FMM) Society. AASMC aspires to create a worldwide community of the Alumnae so they can be involved in lifelong association with the College. To this end several efforts have been made over the past two decades including currently through the use of Social Media. As latest addition an Alumnae App has been created which is a powerful platform to highlight the achievements of the College and Alumnae and to create support for the needs of the college (like networking, sharing of expertise and resources). The Association encourages philanthropy among the alumnae and other benefactors. The alumnae are engaged through different means depending on their skills and interests. Chapters of AASMC includes a Kerala Chapter, a Bangalore Chapter and envisaging a new Madurai Chapter. AASMC plans to build, shape and strengthen alumnae association abroad by Forming Chapters Country-Wise. The primary objective of forming chapters is to enhance ways in which we connect and interact with the Alma Mater, and contribute to the growth of the institution through financial and other support services and foster a sense of belonging. Financial and Other Support Services An engaged alumnae network allows the college to benefit from the expertise and experience of our former

graduates, by offering their support to current students, to the institution and to each other. Talented alumnae have a wealth of experience and skills to share with current students via talks, lectures and workshops. A small group of Alumnae voluntarily participate in the Career Guidance Cell (CGC) also donate their valuable time to offer career support and placement opportunities through liaisons with more than 50 reputed companies to current students through professional networking . These enhance the students' experience and gives them that competitive edge in today's tough job market. SMART (Stella Maris Association for Retired Teachers) a valued community of faculty retired from of the college also come under the aegis of AASMC. Generous financial contributions made by alumnae enable the college to offer merit-cum-means scholarships to students in need. AASMC initiatives include: forum called 'Kalanjiyam' where alumnae interact with invited speakers Financial assistance to about 30 students examination fees through Student Support Fund They are actively involved in organising the Valedictory function for the outgoing students Every year members of AASMC actively take part in the entrepreneurship day organised by the college. "Stella Gives" Campaign was initiated to raise funds for new buildings in the college. on different areas of interest which serves as a platform The Association thus plays an indispensable role in the progress of the institution and redrawing the boundaries of the institution.

5.4.2 – No. of registered Alumni:

25462

5.4.3 – Alumni contribution during the year (in Rupees) :

2559000

5.4.4 – Meetings/activities organized by Alumni Association :

Alumnae reunion - Campus Walk - September 2019 Memorial Prayer Meeting Dandiya night on the first day of the Navratri festival Book release AGM Meet Christmas Celebration Online

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The institution has put in place management strategies where faculty members holding administrative positions, key administrative officers and other faculty members are actively involved in decision-making processes, thereby utilising the full potential of the intellectual and emotional human capital available in the College. 1) The Staff Council is the highest decision-making body in the institution. It comprises the Principal as the Chairperson , the Secretary, the Vice-President of the FMM, the Vice-Principals, the Deans, Directors, Heads of Departments, the IQAC Coordinator, the Controller of Examinations, Associate Controller of Examinations, the Librarian, the Physical Directress, the NSS Coordinator, NCC Officer, the Office Superintendent, Bursar, and the Campus Maintenance Manager. Major decisions pertaining to student affairs, academics, examinations, planning and implementation are brought to the Staff Council, which debates on the issue at hand, and takes a decision on the matter. 2) The Departmental Quality Assurance Cell (DQAC) is an offshoot of the Internal Quality Assurance Cell (IQAC) of the College. As a facilitative and participative organ of the institution, the DQAC is the driving force for ushering in quality at the department level by working out intervention strategies to "remove deficiencies and enhance quality." The new curriculum implemented in 2019-20 was an example of the decentralised and participative style of management which involved the Staff Council and DQAC Members which in

turn integrated the entire college community. Individual Departments had also worked on an analysis of their own syllabus based on the experience of implementing it in the classroom and the responses from students. The process was initiated by a Core Committee with members from across disciplines and with varied levels of teaching, research and industrial experience which drafted a revised structure, based on TANSHE guidelines, the recommendations of the Academic Audit and the feedback from faculty and students. The final revised curriculum was approved by Staff Council sent from the departments where the faculty members worked collectively on the syllabus design for the relevant courses guided by feedback from alumnae, current students, subject experts and industrial experts as well as the syllabi of institutions of international and national repute. The content and the evaluation patterns were designed in alignment with Institutional, Programme and Course Learning Outcomes. The introduction of Interdisciplinary Core Courses and strengthening of the Soft Skills Courses was a major step taken in the Curriculum Revision. With the completion of this stage of the collaborative process, the revised curriculum was prepared and implemented in the academic year 2019-20. The entire College community, from the Management to the students, participated actively in and contributed meaningfully to the curriculum restructure process.

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Library, ICT and Physical Infrastructure / Instrumentation	Library facilities have been upgraded with the latest Radio Frequency Identification (RFID) technology which eases the circulation process and inventory control, and uses wireless radio communication to uniquely identify objects. The addition of the Sancta Sofia (SS) Block to the college campus has helped to meet the demands of the growing student numbers and increasing number of academic programmes. The Facilitated Academic Resource Research Centre (FARR) inaugurated in 2019 is furnished with state-of-art digital equipment that enhances the research activities. Six new laboratories augment the experiential teaching - learning process.
Teaching and Learning	Quality improvement strategies in the area of teaching and learning are consequent to the periodic review of existing pedagogies, taking into account performance indicators, results, programme objectives and outcomes. A variety of strategies are deployed, prioritising teacher quality and learning outcomes. They include training programmes and workshops based on needs of different faculty groups,

analysing student feedback on course delivery and teacher evaluation, and taking corrective action, promoting content-specific faculty development programmes. Innovative classroom methods, use of interactive computer technology, encouraging independent learning and e-learning, computer-based instruction to enable self-paced learning, using problem-solving teaching methods, peer learning and teaching, development of critical thinking abilities in students, encouraging research, are key strategies employed by faculty for quality improvement in learning.

Examination and Evaluation

In keeping with the increased use of technology in all aspects of institutional functioning, all examination and assessment logistical procedures have been computerised and automated. Students can improve their continuous assessment scores by taking course-wise Continuous Assessment Improvement tests conducted after the first test. Quality improvement strategies in this area therefore involved investing significantly in ICT infrastructure. The computerisation of examination processes has made the system more efficient, and quicker, reducing errors in computing marks and grades. The gap between examination and declaration of results has also reduced.

Research and Development

The institution has identified the following components for quality improvement in research and development. In research the following actions were deemed necessary:

- Research skills and capacity building workshops and training sessions for both faculty and undergraduate students.
- UG Students who complete dissertations and research projects receive extra credits
- Input sessions on research methods and methodology part of the professional training activities for faculty Members, Research Scholars and PG students
- Institution of the Office of the Dean of Research for coordination of all research related activities.
- Efforts to tie up with institutions of eminence to support research in the institution.
- Upgrade technology for faster and more efficient research services
- Use

research based innovative approaches to enhance teaching and learning • Awards for Research Achievements • MoUs in this regard signed with national level and international institutions. • MoUs to be kept active, with joint/collaborative provisions adhered to.

Human Resource Management

The institution views the management of human resources as a pivotal factor in quality improvement, particularly in the context of a fast-paced global environment. Strategies include: • Aligning all processes, objectives of the institution with its mission, vision, values, and goals of the institution • Hiring and recruiting the best faculty and staff • Ensuring collaboration and collegiality between and among departments • Fostering talent and offering opportunities for professional growth • Encouraging teamwork • Periodic upgrading of skills of faculty and staff through training workshops • Training and Development in "methodological competence," (teaching, administration, technological skills) self-confidence and communication skills, management competence (leadership development, project management)

Industry Interaction / Collaboration

The institution has greatly increased its collaborative initiatives with industry in order to enhance the employability potential of its graduates, and motivate and skill them for entrepreneurship. With this in mind, strategic action in the following areas are encouraged: • Conferences/seminars and workshops in collaboration with industry • Guest lectures on subject-specific areas from industry experts • Involvement of industry-experts in curriculum design • MoUs with leading industries for collaborative project execution • Student internships with industry partners for hands-on learning • Industry-institution collaboration for environment-friendly initiatives for alternative energy sourcing

Admission of Students

A major thrust of the institution's vision is to respond to the educational needs of women in socially and economically challenged sections of society, and offer them quality education so that they would be

empowered to face the challenges of life. The admission process was further streamlined so that deserving sections would receive the benefit of affirmative action. As student strength was bound to grow, the process was documented and a handbook now details procedures and processes of admissions. Another improvement strategy in this area was to commit the entire process to a technology enabled system whereby time, paper and costs could be lowered and efficiency optimised.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Examination	<p>The college has a separate Examination office which is fully equipped and ICT enabled. Registration for examination, generation of Hall tickets, bar coding of answer scripts and mark entry, declaration and publishing of examination results have all been computerized. Issue of marksheets with security features like hologram and photograph of the candidate.</p>
Planning and Development	<p>In order to promote e-Governance in the area of Planning and Development, various initiatives have been undertaken to develop core infrastructure. The major core infrastructure components are data capture templates by the IQAC, upgrading ICT and promoting its use in teaching-learning processes, use of select social media for greater efficiency and connectedness, (blogs, WhatsApp, video sharing links) leading to enhanced outreach and "real-time engagement." SMART Classrooms have been set up with interactive software. Fully automated library with e-resources, virtual classrooms, labs equipped with relevant software, alumni association, fee payments, etc are ICT enabled. Enrolment of students for various courses, viewing of examination results are all computerized. E-learning facilities make the learning process more flexible and student oriented. This improves the teaching and learning quality thus making the students more receptive to the learning process.</p>
Administration	<p>E-governance in administration takes place in the following areas: • With the UGC for the National Skill</p>

Qualification Framework, scholarships for students • NAAC: AQAR, IIQA, SSR • Public Finance Management System (PFMS) to update details on expenditure, advance and transfer when funds are received from the Central Government • University of Madras: Annual Staff Return, Online Qualification Approval for Faculty, Permanent Pass register (PPR) • Foreigner Regional Registration Office (FRRO) to register details of foreign students • NIRF • AISHE: Online survey, updating details of students, faculty members and minority details • Salary (Pay) Bill: PF, CPS, SPF, TPF • Service Register: IFHRMS • Student Scholarships • Fees • Examination process • Admission Process

Finance and Accounts

All finance and accounts have been computerised: Tally, ERP 9, MS Office, Excel are used. • Online payments to government agencies have been enabled: TNEB, BSNL, TDS (IT)

Student Admission and Support

E-governance is utilized in the admission process by setting up of exclusive and individual email addresses for the prospective students. Correspondence is fully online throughout the admission process. The attendance system is also computerized and the students can view their attendance percentage online through the student login portal. The mentoring system is also computerized with the details of the mentees being maintained by the staff mentors. A new Electronic Transcript delivery service for students has been recently launched and can be used to obtain transcripts for higher education in foreign universities. By this systems, students can request for transcripts through a secure online portal that is open 24/7. Student nomination and election, scholarships, feedback.

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Sr. Stella Mary fmm	23rd Triennial Conference on	nil	4000

Revisioning
Higher
Education in
India
challenges and
strategies for
catholic
institutions
13th to 15th
September 2019.

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6.3.2 – Number of professional development / administrative training programmes organized by the Colleges for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2020	Online Workshop on Creating an Enhanced Quality Culture for Online Teaching and Learning	nil	29/05/2020	30/05/2020	207	Nil

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Faculty Development Programme -Work ethics, Conflict Resolution Team Building	210	10/06/2019	11/06/2019	2

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
210	210	114	114

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
EPF scheme, Contributory PF, Gratuity scheme, Maternity leave, Medical leave, Fee concession to wards of faculty, Christmas gifts, Festival advance, Recognition for 25 years of dedicated service of faculty, Support for attending Conferences, paper presentations, publications, incentive and awards for research.	EPF scheme, Gratuity scheme, Maternity leave, Christmas Bonus, Fee concession to wards of employees, Loan facility, financial assistance for medical and other requirements, Trips and Recreational activities	Scholarships, Food tokens, Fee concession, Concession for educational trips, Canteen facility at subsidized rate, Infirmary, Medical camps, Free soft skill and leadership training, Stationery, Text Books to students from economically underprivileged. , Insurance, In house Part time jobs

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Internal and External Audits The guiding principle of the audit committee is to ensure greater accountability and independence. Accountability in terms of verifying the adoption of proper financial practices and independence of the management and external audit. The primary role of the Audit committee is to ensure that proper accounts are maintained and oversee the audit process. The internal audit is conducted twice a year by an auditor appointed by the Management. The External audit is a three day government audit conducted annually . However the last external audit of the college was conducted in 2015-2016. The role and functions of the Internal Auditor Our internal audit is a concurrent one. All accounting policies pertaining to the college are clarified and implemented with the approval of the Management and the External auditor, which ensures strict accounting standards in the finance section. Therefore there is no internal audit report or objections. Internal auditors scope of work starts from budget to finalisation of accounts which includes preparation of various budgets, scrutiny of application money receipt, coordinating with management in fee fixation, fee reconciliation after fee collection and verifying other receipts. The Audit Committee assist in the conduct of audits • The internal audit committee understands the profile of the college in terms of e-governance and • academic regulatory compliance • Investment Practices • Examining high profile research projects • Disbursement of funds-Scholarships, Remittance to various government sectors • Risk associated with various financial agreements • Ensuring smooth outflow of pay bills • Ensuring smooth interface of pay bills between the JD office and the institution • Fee calculations and setting in ERP-Collection and late payment of fees Audit Process: Internal/External To maintain transparency and accountability the institution conducts an external Financial Audit annually. An Audit committee oversees the financial audit. All financial bills are submitted by the teaching or non-teaching staff in charge to the College auditor. He scrutinises and passes them to the Bursar for payment/accounting. Any objections raised by him are clarified by the staff in charge prior to the passing of the bill. In case of the internal audit the clarification if any is resolved External audit is a government audit conducted periodically. The last government audit was a three-day audit conducted during 2015-2016. The objection raised in the government audit was clarified with proper evidence. On satisfactory evidence the objections were dropped during the respective audit reviews. And as per the instructions of the auditors, corrections were carried over in the Attendance Register / Service Registers and Ledgers.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
M/s. Sankaralingam Meenammal Public Charitable Trust, Xavier Board of Higher Education in India, Dr. Geetha Swaminathan and Dr. Shyamala , M/s. The Standard Fireworks Charities, Mr. K. Ramanathan, M/s. Kaleeswari Refinery Private Limited,	840.21	Sr. Hedwige Best College Award, Platinum S cholarship,Scholarship,Bu ilding Fund

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6.4.3 – Total corpus fund generated

81876000

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	nil	Yes	Principal and Secretary
Administrative	Yes	IRCA Certified QMS Lead Auditor	No	nil

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

Parents are invited to be resource persons for various college and departmental activities such as workshops, guest lectures and so on Parents help in the organisation and conduct of Industry visits and Internships. Feedback from parents has helped to address the improvement of quality benchmarks. Parents have been invited to serve in Advisory capacities at various forums.

6.5.3 – Development programmes for support staff (at least three)

1. A one day programme which includes sports and cultural activities, interactive sessions organised to acknowledge their contribution 2.Workshop - 'Teamwork, Professionalism and Work Ethics' 3. Prayer and Meditation - Weekly once

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Research and Publication: The College facilitates many important research activities including UG Research skills impartation, research capacity building sessions for faculty development, collaborations, innovation and research related programmes for consistent training and knowledge dissemination. As a quality increment, the infrastructure was developed to provide a conducive environment for conducting research. Awareness programmes are conducted on Research Ethics and Intellectual Property Rights to sensitise researchers on the principles of research integrity. A Smart Research Innovation and

Development Centre was inaugurated in 2019 to conduct continuous training sessions for UG students, Ph.D. scholars and faculty quality enrichment programmes. The Management has also provided seed money for carrying out research projects. The publications and research production at the national and international levels has been substantially increased. 2. Internationalisation and Collaboration Internationalisation and collaborative initiatives have significantly expanded with faculty and student exchanges, internship programmes, credit transfer Postgraduate programmes and research. The international and national MoUs have grown considerably over the years with international collaboration at 26 and national collaboration at 53. 3. Extension projects SMCDRIVE conducts outreach projects for social upliftment and reaches out to the neighbouring community

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	Yes
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Faculty Enrichment Programme for all Faculty	15/09/2004	10/06/2019	11/06/2019	210
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
INTERNATIONAL WOMENS DAY CELEBRATIONS	09/03/2020	09/03/2020	5571	Nil
International Conference on Shaping Women Leaders	12/12/2019	12/12/2019	450	3
SAFE SURFING: GETTING ONLINE WITH AWARENESS & KNOWLEDGE	27/08/2019	27/08/2019	5400	Nil
Self -defence workshop	22/07/2019	22/07/2019	250	Nil
Rights of women	16/09/2019	16/09/2019	400	Nil

	ntages	local community					
2019	9	9	27/11/2019	90	Certificate Course in Spoken English	Spoken English	35
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7.1.5 – Human Values and Professional Ethics

Title	Date of publication	Follow up(max 100 words)
Students' Handbook	17/06/2019	Every student is expected to follow the code of conduct as printed in the handbook which is communicated to newly admitted students during orientation programmes organised annually.
Faculty Handbook	17/06/2019	The roles and responsibilities of each faculty member is printed as a booklet and circulated to all departments.
Parents' Contract	17/06/2019	The student candidate along with parent/parents is asked to sign an undertaking at the time of admission.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Annual retreats for Catholic students for both undergraduate and postgraduate students and Workshops for both undergraduate and postgraduate students of other faiths	19/07/2019	07/09/2019	5571
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

1. Bio-Gas plant
2. Reverse Osmosis plant
3. Grey water recycling
4. Rain water harvesting

5. Herbal garden

6. Solar Power Generation

7. Safe disposal of laboratory wastes

8. Green Hut

9. Thematic Garden

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

BEST PRACTICE 1

1. Title of the Practice Gender Awareness and Empowerment of Women

2. Objectives of the Practice To create awareness among students about the rights and responsibilities of all genders, especially that of women To instil in students a sensitivity towards gender equality To train students to think, analyse and provide solutions to challenges faced by women in different spaces To enable students to take their awareness and learning to the community to empower other women in society

3. The Context The College, in its mission statement emphasises the need to empower young women to face the challenges of life to become builders of a just and humane society. In keeping with this goal, the College recognises the need to create awareness among students about gender related issues and women's empowerment. The College considers it vital to educate young women about their social, legal and economic rights by providing them varied forms of inputs. This is done in a structured and holistic manner so that students understand the circumstances that have engendered these inequalities and are equipped with the necessary knowledge and skills to deal with these challenges.

4. The Practice Departments were encouraged to organise gender related seminars, conferences and workshops. Students were encouraged to participate in events organized by other institutions, NGOs and GOs concerning gender issues. Extension programmes of the College were specifically geared towards gender development and women's concerns. The Centre for Women's Studies and Gender Centre of the College play an active role in sensitising and creating an awareness on Gender issues and work towards women empowerment . Many of the initiatives of these Centres focus on Women's Education, Research, Training, Documentation, Field Action and interventions on gender issues. The Centres collaborate with national and international women's groups to enhance positive cultural interventions. Various Departments in College offer courses that deal with gender issues, thus providing the students with an avenue to study and conduct research in the subject. The Centre for Women's Studies, Gender Centre, the Students' Union, the various departments and different clubs have conducted various activities towards gender sensitisation. For instance: The Damini Club (the student wing of the Women's Studies Centre) organised a lecture titled "What does it mean to be a woman" A 16-day activism programme against Gender-based violence Women's day program on "Overcoming Barriers united with Gender equality" "#UnTagYourself" - A session in collaboration with ProACT Behavioral Services on self exploration

5. Evidence of Success The awareness created by the various programs, and the support extended by the college provide a platform for students to recognise, identify and even intervene in gender related issues in their immediate surroundings. The fact that many of our students have excelled in academics, creative arts, NCC, social service, sports and entrepreneurship despite facing gender-related challenges at home and in the work-place speaks volumes about their awareness of their capabilities and their rights. Students from disadvantaged backgrounds have received scholarships to study in Universities abroad, many have been admitted to reputed institutions in India for higher studies. Students take their knowledge and skills to these communities and strive to empower the women there by providing training in health and hygiene, nutritional information, literacy and basic entrepreneurial

skills. 6. Problems Encountered and Resources Required Outreach programmes focussing on gender sensitization with the third gender is challenging as the interaction with them is limited. Enhancing collaborations by networking with NGOs and GOs will help in creating a greater impact regarding gender sensitive issues

BEST PRACTICE 2

1. Title of the Practice Enhancing Environmental Awareness and Promoting Sustainable Practices
2. Objectives of the Practice To instil in students a sensitivity towards practices that are detrimental to the environment To create awareness among students about the need to adopt and maintain environmentally sustainable practices and promote ecological justice To train students to think, analyse and provide solutions to the challenges they face in ensuring the following of green practices To enable students to take their awareness and learning to the community and thus reduce their, and the society's carbon footprint
3. The Context Stella Maris College firmly believes that the impact of the exploitation of natural resources, the high levels of pollution and the damage to the ecosystem needs to be understood by the younger generation if they are to reverse the trend and enable more sustainable practices. At College through social awareness programmes, extension activities, sensitisation programmes and campaigns the students will be able to take their knowledge and skills to different sections of society. Students are made aware of their duty and role in environmental upkeep and are trained to be proactive.
4. The Practice Leading by example, the College takes great effort in maintaining a clean and green campus. It conducts awareness programmes and workshops on a regular basis to ensure that students are adequately informed about environmental issues, and through which students could take the initiative to bring about change in the community. The Students have been actively involved in awareness programmes, campaigns and reaching out to the community. The focus of the Enviro Club is to enhance Environmental awareness and work towards sustainability. The student members from across disciplines conduct different programmes throughout the year on topics related to Conservation, Biodiversity, Sustainable Energy, Pollution and Health Social Awareness Programme (SAP) is in built into the curriculum and many departments address environmental issues through conduct of activities which reach out to school students and neighbouring community. They spread awareness and demonstrate various eco - friendly practices such as Waste segregation, Health hazards of plastic usage, Energy and water conservation. The departments conduct Workshops and Conferences on various topics related to Ecological Justice focusing on Sustainable Future, Biodiversity, Waste Management such as "Go Green" initiative by the department of Botany, on the theme "Plastic Pollution and Alternatives of Plastics" and the PR department also conducted an awareness campaign on Step Towards Zero Plastic to reach out to the community.

Academic Initiatives: Besides Environmental Studies, the institution has also introduced innovative environmental related courses such as Environmental Sociology, Environmental Economics, Horticulture, Ecology, Environmental Biotechnology, Industrial Waste Management

5. Evidence of Success The awareness created by the various programs, and the support extended by the college provide students the skills necessary to showcase and put their learning to practice. The fact that the College campus is a clean and green space is evidence of the fact that it seeks to teach by example. The College has adopted various environment-friendly measures including energy-saving lights, solar panels, biogas, recharge wells, grey-water recycling , rain water harvesting , Green house and Air Quality Monitoring device The SAP activities have enabled our students to reach out to the school children and community who have pledged to work towards environmental conservation. The MSW students undertook Social Action Initiatives for a Clean and Sustainable Environment in rural and urban communities. The Botany Department planted 1360 tree saplings using the Miyawaki Plantation method to restructure and restore the environment to ensure sustainable growth. The Zoology Department organises regular surveys of biodiversity on campus. The college is listed as a birding hotspot on eBird

with 50 species documented and uploaded. The College is actively involved in Turtle walk, Tree walk, Murals and panels depicting green initiatives, celebrating Environment Day, International Tigers Day, World Elephants Day and Butterfly Week 6. Problems Encountered and Resources Required Teaching and learning of environmental education and environmental awareness programmes will become more effective if the environmental science concepts are combined with local knowledge. Planning and designing specific environmental programmes for the student community will help the students contribute effectively to their own environmental culture and traditional/indigenous environmental management. Grant of financial aid for Environment Project that focus on local contexts will further the research directed towards providing solutions for sustainable practices

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

https://stellamariscollege.edu.in/ID_SMC

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Whole Person Development The College believes that education is a comprehensive learning experience. If knowledge is not supported by a sound value system and skills necessary to live in harmony with society and the environment then all education would be incomplete. Our programmes and teaching philosophy are geared to foster in students intellectual, emotional, social, psychological and spiritual maturity. Students explore diverse learning opportunities in conjunction with the academic programmes and emerge as persons who possess both intellectual vitality and a sense of integrity. Academic Excellence Stella Maris College has always maintained a high benchmark in academic excellence and this is evident in the rigour with which the curriculum and syllabi are designed and updated at regular intervals. Graduates of the College have performed well in competitive examinations for higher studies and are valued highly in the job market. Experiential and participative learning help students to think creatively and contribute significantly to the teaching-learning process. Effort is taken to provide additional support to slow learners: Remedial classes and peer teaching are organised so that no one is left behind. Research is encouraged at the undergraduate and postgraduate levels students are trained to explore new areas and present papers in seminars. Civic duty and patriotism All significant National and International Days of Commemoration are celebrated by the College. To encourage students to sustain and preserve the folklore, culture and heritage of Tamil Nadu, a number of activities were conducted. Value education Value education classes are offered for a semester each year and here, the students are introduced to topics as varied as personal development, societal roles and responsibilities and inter-faith dialogue. Gender sensitisation Various departments, bodies and clubs organise programmes to raise awareness about unfair representation and treatment of women. Soft skills training As part of the curriculum students are given training in developing confidence, preparing for the challenges of the workplace, working together as a team, managing time and resources and also mapping future careers. Critical thinking and leadership skills Through various activities, workshops and training programmes, students are taught skills which will aid them in problem-solving, managing crises and assuming leadership roles. Inclusivity The College has a clear policy regarding inclusivity and through this, students are sensitised to the needs of minority groups. Various programmes are conducted by the College to raise awareness about disability, poverty, social disadvantage, economic disadvantage, gender discrimination and other kinds of unequal treatment. Environmental consciousness The green

initiatives of the College speak volumes of its commitment to sustainable practices. Emotional and Psychological maturity The emotional and mental well-being of students is a priority of the College and various measures are adopted to help them evolve into young women who are in control of their thoughts, feelings, and behaviours. The mentoring programme helps identify and address the needs of students. Giving back to the community and society Students are constantly reminded about the society's contribution to their education and that they have a responsibility to give back to society.

Provide the weblink of the institution

https://stellamariscollege.edu.in/ID_SMC

8.Future Plans of Actions for Next Academic Year

Future plans for the year 2020-2021: • Preparation of the Self-Study Report for NAAC Accreditation - Cycle 4 • Enhancing the Research activities and publications in reputed journals • Strengthening the National and International Collaborations and increasing the MoUs • Capacity Building measures for faculty to augment teaching, learning and evaluation in the digital mode • Training for online course materials preparation • To introduce programs and value added courses • To conduct Academic Audit • To continue mentorship under the UGC-PARAMARSH for the six mentee institutions • To apply for funded projects • To organise webinars and international conferences • To create support services such as tele-counselling for mental well being of the college community during the pandemic period • To enable smooth online conduct classes through increased ICT - fully Wi-fi enabled campus, increased internet capacity etc. • To augment infrastructural facilities on campus • Launch an institutional journal for multi-disciplinary research