



YEARLY STATUS REPORT - 2020-2021

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 its own campus?		Yes
• Phone No. of the Principal		04428110121
• Alternate phone No.		9962709459
• Mobile No. (Principal)		8608246737
• Registered e-mail ID (Principal)		principal@stellamariscollege.edu.in
• Address		17, Cathedral Road
• City/Town		Chennai
• State/UT		Tamil Nadu
• Pin Code		600086
2.Institutional status		
• Autonomous Status (Provide the date of conferment of Autonomy)		22/09/1987
• Type of Institution		Women
• Location		Urban

• Financial Status	UGC 2f and 12(B)
• Name of the IQAC Co-ordinator/Director	Dr. Lakshmi Priya Daniel
• Phone No.	04428111987
• Mobile No:	9840690217
• IQAC e-mail ID	iqacsmc@stellamariscollege.edu.in
3. Website address (Web link of the AQAR (Previous Academic Year))	https://stellamariscollege.edu.in/assets/documents/AQAR%202019-2020.pdf
4. Was the Academic Calendar prepared for that year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://stellamariscollege.edu.in/assets/documents/Handbook%202020-2021.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Five Star	0	2000	17/04/2000	16/04/2005
Cycle 2	A	3.57	2008	16/09/2008	15/09/2013
Cycle 3	A	3.68	2014	21/02/2014	20/02/2021
Cycle 4	A+	3.44	2021	16/11/2021	15/11/2026

6. Date of Establishment of IQAC	15/09/2004
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7. Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Institution	CPE - College with Potential for Excellence	UGC	21/07/2016	15000000
Institution	Paramarsh	UGC	11/09/2019	3000000
Institution	DST-FIST	DST	21/07/2016	10000000
Dr. Aruna Sharmili S Dr Jayashree	Ad - Hoc ICMR Project	ICMR	23/03/2021	3315478

8. Provide details regarding the composition of the IQAC:

<ul style="list-style-type: none"> Upload the latest notification regarding the composition of the IQAC by the HEI 	View File	
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9.No. of IQAC meetings held during the year

27

<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes
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<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded
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10. Did IQAC receive funding from any funding agency to support its activities during the year?

No

<ul style="list-style-type: none"> If yes, mention the amount 	
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11. Significant contributions made by IQAC during the current year (maximum five bullets)

Submission of NAAC Self Study Report 2021 and preparation for Peer Team Visit

Conduct of Follow-up Academic Audit

Organisation of Faculty Development programmes such as webinar on "Taking the Lead for Quality Assurance", workshop on "Institutional Alignment through Self Discovery" and session on "Teaching Learning Outcome Based Curriculum - Measurement methodology "

Session on "National Education Policy: Implementation Plans " for Students was organised

Training session on Microsoft Word and Excel for Administrative staff

12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
Preparation of the Self-Study Report for NAAC Accreditation - Cycle 4	Completed Cycle 4 for NAAC Accreditation
Enhancing the Research activities and publications in reputed journals	Exponential increase in Research activities and publications
Strengthening the National and International Collaborations and increasing the MoUs	National and International Collaborations strengthened through signing of new MoUs
Capacity Building measures for faculty to augment teaching, learning and evaluation in the digital mode	Faculty training programmes conducted to help teaching, learning and evaluation in the digital mode
Training for online course materials preparation	Faculty given training and facilitated to prepare online course materials
To introduce programs and value-added courses	Two new programs added - BCom Honours and Human Resource Management
To conduct Academic Audit	Academic Audit conducted
To continue mentorship under the UGC-PARAMARSH for the six mentee institutions	Continued mentorship under the UGC-PARAMARSH for the six mentee institutions
To apply for funded projects	Seed money and incentivised schemes increased for faculty and research scholars to apply

	and secure research projects
To organise webinars and international conferences	Organised webinars and conferences across department
To create support services such as tele-counselling for mental wellbeing of the college community during the pandemic period	Tele-counselling for mental wellbeing 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	ICT facilities enhanced with the fully Wi-fi enabled campus and high internet capacity helping in the smooth conduct of online classes
To augment infrastructural facilities on campus	Infrastructural facilities on campus enhanced through extensions and renovation developments
Launch an institutional journal for multi-disciplinary research	Institutional journal for multi-disciplinary research - 'Samudra' successfully launched
13. Was the AQAR placed before the statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Management Committee	15/03/2022
14. Was the institutional data submitted to AISHE ?	Yes
<ul style="list-style-type: none"> Year 	
Year	Date of Submission
03/03/2022	26/02/2022
Extended Profile	

1.Programme	
1.1	50
Number of programmes offered during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
2.Student	
2.1	5887
Total number of students during the year:	
File Description	Documents
Institutional data in Prescribed format	View File
2.2	1937
Number of outgoing / final year students during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
2.3	5624
Number of students who appeared for the examinations conducted by the institution during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.Academic	
3.1	1266
Number of courses in all programmes during the year:	
File Description	Documents
Institutional Data in Prescribed Format	View File
3.2	228
Number of full-time teachers during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File
3.3 Number of sanctioned posts for the year:	228
4.Institution	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	1471
4.2 Total number of Classrooms and Seminar halls	99
4.3 Total number of computers on campus for academic purposes	524
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	77629569

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Aligned with local, national, regional and global developmental needs and demands, the curriculum integrates Outcomes Based Education into the existing five part curriculum in the CBCS format. Institutional Learning Outcomes (ILOs), Programme Learning Outcomes (PLOs), Programme Specific Learning Outcomes (PSLOs) and Course Learning Outcomes (CLOs) listed in the 2019-2020 syllabi revision is reflective of the high quality education the College is committed to.

Structured using an interdisciplinary approach, Core and Major Elective courses contribute to the development of disciplinary

knowledge, General Elective courses encourage exploration of various fields outside major area of study. Life Skills courses, enhance personal, social and computer skills. Environmental Studies and related core courses help students adopt sustainable alternatives, appreciate conservation of biodiversity and a balanced ecosystem. Value Education provides scope for appreciation of self, values, cultural diversity, nation and peace building. Service Learning/Social Awareness is aimed at developing sensitive and compassionate citizens who are committed to social justice. Foundation courses in English, Tamil, Hindi, Sanskrit, and French opens doors to adapt effectively in the multicultural, multi-ethnic world. Value-added Certificate courses build competency and help students earn extra credits.

The curriculum provides all round development, shaping students to contribute meaningfully to nation building and global development.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://stellamariscollege.edu.in/Syllabus

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

2

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

387

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

145

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

50

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The College strives to achieve holistic development of students by providing value based education emphasising on Truth and Charity.

The institution remains committed to aspects of Gender, Environment and Sustainability, Human Values and Professional Ethics which is reflected in the syllabi of all Courses offered (Part I-V and as Independent Study Courses).

Gender

The curriculum sensitises students on gender equality and empowerment, the basic foundation for achieving peace, prosperity and sustainable development.

Environment and Sustainability

It is mandatory for students at the undergraduate level to earn two credits for the course in Environmental Studies. Many of the programmes offer specific courses pertaining to their streams. Fostering student involvement for implementation of 'green' campus initiatives has always been the priority of the College.

Human Values and Professional Ethics

The courses and initiatives of the Department of Value Education and Campus Ministry ensures improvement of self in all dimensions. Under Part IV of the curriculum, a student earns six / four credits during her study period at the undergraduate / postgraduate programme respectively. The Department regularly organises conferences, workshops and guest lectures for training and sensitising students and faculty.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

7

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

359

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

2073

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni **A. All 4 of the above**

File Description	Documents
Provide the URL for stakeholders' feedback report	https://stellamariscollege.edu.in/FEEDBACK
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://stellamariscollege.edu.in/FEEDBACK
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

2069

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1589

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Stella Maris College is committed to building an inclusive learning community. The institution strives to empower, educate and enrich the first generation learners as well as slow and advanced learners by assessing and organising programmes that would develop their conceptual understanding, experiential learning, skill development and employability.

Slow learners are identified during the admission process and during the first Continuous Assessment tests. They are then integrated into various programmes that aim towards their growth and development. In order to help students from less privileged sections of the society, a three-year Pathway Programme is recommended for students from vernacular medium at the time of admission. The programme is aimed at increasing their chances of employment by developing their confidence and English communication skills. They are also given pre-requirement training by the Career Guidance Cell in their final year. The Language Partnership Programme is devised to help first-year students improve their English language competency through peer-teaching. For the first and second year students who obtain marks below the required pass percentage, the Remedial Coaching Programme with peer-teaching paves the way for greater interaction and learning among peers. The Departments also provide extra classes, additional practice hours and learning materials to slow learners.

Advanced learners are encouraged to take up research, challenging assignments and independent learning projects. They are also given opportunities to gain extra credits through Independent Electives, Optional Research and enrolment to online courses on NPTEL, Swayam, Coursera etc. As peer-teachers in the Language Partnership Programme and Remedial Coaching Programme, and through participation in seminars, conferences and internships, they are exposed to various learning experiences. Post Graduate advanced learners take up summer and winter internships both at national and international levels. They also undertake projects and internships with stipend in Indian Academy of Sciences, IITs, CLRI, IISc, INSA, Deloitte and KPMG

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR2/2.2.1/AdvancedAndLearners_link_C.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
12/08/2020	5823	228

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

At Stella Maris College, the pedagogical thrust with teachers as facilitators, caters to the diversified needs of the students and forms the foundation of learning. The Choice Based Credit System (CBCS) offered to the students allows greater academic flexibility. Students also have the opportunity to explore courses across disciplines through General Electives, Interdisciplinary and Independent Elective courses and earn extra credits by enrolling in courses through SWAYAM, NPTEL, Coursera and other e-learning portals. The faculty plan the methodology of teaching, learning and evaluation based on the PO, PSO and CO that are clearly delineated in the Curriculum.

For experiential learning, the faculty implement the following methods to enhance skills sets of the students: hands-on training in the laboratories/industries/Language Labs, Extension Programmes, Workshops, Internships, Peer Teaching, Building Working Models, Field Visits/Field Projects, Surveys, Simulation Practical, Stock Exchange Simulation, Audio-Visual learning, Video preparation, writing Book Reviews and Reports, Extension activities, Travel Brochures preparation, Paper Presentations, Research Based Projects and Term Papers.

Participative learning is encouraged through Group Discussion, Panel discussion, Seminars, Debates, Meet the Author Sessions, Meeting eminent personalities in various fields, Environmental Based Learning, Activity Based Learning, Learning through Games, Conducting Exhibitions for showcasing skills and talents.

Problem-solving skills of the students are enhanced through Analytical skill training, Data analysis, Case studies, developing in-house software applications for real time solutions, Data mining, Brainstorming and to use application software for resolving challenging computations and visualisations. Mandatory research project for Post Graduate programme and optional research work at the undergraduate programme encourages the students to apply their knowledge.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR2/2.3.1/StudentCentricLearningEvidence_link.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Stella Maris College has been implementing the use of customised ICT Enabled Tools in the teaching-learning process for more than two decades now. Although traditional teaching-learning has its own popularity, ICT's intervention has enhanced the teaching-learning process.

The College provides General Elective Courses through LMS Platforms, where video resources are created by faculty members of the college. Students are also encouraged to take up online courses on SWAYAM, NPTEL and Coursera for a different learning experience. Web services such as Zoom, Google Meet, Edmodo and Google Classroom, have contributed to an increased level of participation of students and have also enabled wider levels of networking with various individuals, industries and institutions at the national and international levels, thus providing an opportunity for interactions and knowledge exchange.

The use of online interactive platforms such as MATLAB and MATHCAD to visualise Mathematical concepts, ChemDraw for Molecular Modelling, Stock Exchange Simulator for safe trading practices, blogging for digital communication and marketing, Adobe Illustrator and Photoshop for Graphic Design, Communication and Textile Design demonstrates the successful implementation of the blended-learning approach. The use of online tools also inculcates a more humane and eco-friendly approach. For instance, the use of simulation software by the Department of Zoology has replaced actual dissections of common animal specimens and PhysioEx is used to simulate human physiological processes.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://stellamariscollege.edu.in/AOAR_2021/CR2/2.3.2/ICTEvidences.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

210

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The Academic Calendar of the College involves a detailed schedule of the academic year. It is drafted by a core team led by the Principal, Vice Principals, and a team of faculty from across the departments.

The Calendar has information of the History of the College, the Vision and Mission statement, Administrative Staff and Faculty list, Rules and Attendance Norms, Programme Structures and Courses offered under the Choice Based Credit System (CBCS), public holidays, dates of Internal Continuous Assessment, End of Semester Examinations. It provides a detailed account of the structure of CBCS. It also has details of campus ministries and other extension activities.

The College follows a structured teaching plan. The lesson plans/course schedules prepared by the faculty members for the courses they teach are submitted to the HoD, who scrutinizes and sends them to the Vice Principals, which are then uploaded in the D-Space of the college and made available to the students. The question papers for the internal tests are submitted to the Controller of Examination, which are scrutinized for validity and reliability by the HoD and Department Quality Assurance Cell (DQAC)

members. A centralized timetable is also prepared by a core committee every semester and circulated to the departments where the department-specific timetable is made for the faculty and classes.

The use of e-governance for academics is beneficial to both staff and students especially in preparing and communicating the teaching plan and methodologies. This system demands adherence to the academic schedule without deviations.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

228

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

114

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

2599

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

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

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

95

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The Examination Unit of Stella Maris College incorporated IT integration on campus enabling all examination and assessment procedures to be computerised and automated. Keeping in mind the needs of the student community, the Office of the Controller of Examinations has constantly innovated and updated itself in order to increase transparency. The Examination Committee meets on a regular basis to review and revise examination procedures. The College continues to follow the Continuous Assessment (CA) and End Semester (ES) pattern for evaluation. Notable revisions have been made in the

process of evaluation in the academic years 2015 and 2019. From the academic year 2019-20, the CA pattern comprises of two CA tests and one additional component, carrying equal weightage. The best of the two tests and the additional component will be computed for CA marks.

The introduction of a single evaluation system in 2015 for undergraduate students enabled re-evaluation requests. The Examination Module, an automated solution is used to handle all exam-related functions, which has reduced the waiting time, errors and the need for direct or personal interface. To highlight a few functions, the Module facilitates online application and payment of examination fees, formation of timetables, aids in the procurement of question papers from external examiners, entry of marks and publication of results. An advanced computer programme enables students to download hall tickets with photo identity of the student, subject codes of permitted courses, date and time of the examinations along with room allocation. Barcoding used for regular examinations from 2017 has ensured confidentiality and anonymity. The Examination tracker system assists tracking of the performance of the student from entry to exit point and also checks on the student ranking. It also lists the special children to cater to their needs. A computerised seating chart for November 2019 End Semester Examination was created. The IT facility proved useful in the conduct and evaluation of the April 2020 examinations were held and evaluated online due to the Covid-19 pandemic.

The College, in conjunction with VFS Global/Docswallet, provides online services for certificate verification, digital WES (World Education Services) and transcript requests.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR2/2.5.3/ExamAutomation_link.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The Mission and Vision of the college is integrated at various levels in the curriculum. To ensure this, a set template is formulated by the Academic Deans detailing Programme Outcomes (POs),

Programme Specific Outcomes (PSOs) and Course Outcomes (COs) applicable for courses across disciplines in accordance with the UGC guidelines. Consequently the POs, PSOs and COs drafted by the various departments are then ratified by the Boards of Studies followed by the Academic Council. This is duly uploaded on the college website of the respective departments for the reference of students and other stakeholders.

The Program learning Outcomes entailing a holistic view of the skills and knowledge attributes to be acquired by the student at the time of graduation are communicated during the common orientation. At the department level, the students and their parents are briefed about the PSOs and COs and the respective course teachers communicate the syllabus with the COs at the beginning of each semester. Moreover, a detailed course schedule drafted by individual course teachers outlining weekly lesson plans scrutinized by the Departmental Quality Assurance Cell (DQAC) and uploaded to the college D-Space, acts as a guideline for prompt completion of portions and preparation of question papers for assessments.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://stellamariscollege.edu.in/Syllabus

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The attainment of the Programme Outcomes, Programme Specific Outcomes and Course Outcomes clearly mentioned in the current restructured syllabus is ensured through different methods which include assessments based on the number of students pursuing higher studies, undertaking research in premier institutions, clearing competitive examinations, employment or self-employment and publishing articles and research papers, to name a few.

The strategies adopted to ensure attainment of POs, PSOs and COs are primarily through matching the Course Learning Outcomes and the Programme Specific Learning Outcomes with the methodologies of attaining it. Framing course schedules is one such methodology that

includes meticulous planning of weekly lessons and assignments with fixed timelines. Components for evaluation are based on testing methods which includes case studies, project-based assignments, quizzes, seminars etc., to name a few, that requires creative thinking, understanding of theoretical concepts, competence in analysing data and practical applications of concepts along with participative learning and multiple skills and abilities. Components based on the improvement of soft skills and methodologies related to research are also undertaken. Furthermore, the DQAC carries over the careful scrutiny of question papers, thereby directing desired corrections in terms of relevance and validity to the course curriculum and its desired outcomes. An overall academic performance exceeding 90% pass is a direct indicator of attainment of POs, PSOs and Cos. The social responsibility of students is evaluated based on their participation in community-oriented projects and extension activities organised by the department.

In alignment with the course objectives, the 2015 syllabus is gauged by the above methods. The newly restructured 2019 syllabus has specifically outlined the Program Outcome, Program Specific Learning Outcome and the Course Learning Outcome. The success in teaching pedagogy is measured by the many research and academic ventures accomplished by students like seminars, conferences and workshops. Successful completion of competitive exams like GATE, NET/SET, CAT, MAT, XAT, GRE, IELTS and TOEFL by students is also a metric of attainment of PSOs.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/Syllabus

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1614

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://stellamariscollege.edu.in/assets/documents/Magazine%202020-2021.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://stellamariscollege.edu.in/assets/documents/StellaMarisCollege_SSS_2020_2021.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

The Stella Maris Research Centre aims to create a solidly integrated community of researchers' knowledge, publication and substantial research production. To cope up with these standards the Centre aims to forge strong and productive collaborations with partner institutions within the region and further with national and international institutions. Building on our existing strengths we are open to innovative proposals and new research initiatives and other emergent areas of research in our campus providing an intellectually and creatively stimulating culture to thrive on. Towards these aims the Multidisciplinary Research Centre facilitates information and services and conducts promotional activity which includes UG Research skills impartation, capacity building sessions for faculty development, collaborations and key research related activities.

The Research and Innovation Policy of SMC is a document that provides a framework for the development of a competitive, innovative, ethical and a socially responsible research culture at SMC for quantitative and qualitative improvements in sustainable research performance for continued excellence.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://stellamariscollege.edu.in/assets/documents/SMC%20Research%20and%20Innovation%20Policy.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

1245000

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

6

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

4323931

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

8

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR3/3.2.2/3.2.2_EvidencesLink_C.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

28

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

7

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://stellamariscollege.edu.in/AQAR_2021/CR3/3.2.4/3.2.4_Evidence.pdf
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Response: The College has established 5 exclusive Research Centres focusing on different thematic areas including the Centres of Gender and Women's Studies and an Entrepreneurship Development Cell creating a sustainable ecosystem generating innovative transfers of knowledge.

1. Centre for Research in Science and Technology (CRIST)

2. Stella Maris International Centre for Multidisciplinary Research (SMICMR):

3. Innovation and Research Development (IRD).

4. Jayshree Venkatraman Digital Learning and Research Centre

5. Facilitated Academic Resource and Research Centre (FARR):

The FARR Centre is gifted by the Trinity University, Canada, to create collaborative platforms for sharing academic resource and research.

6. Entrepreneurship Development Cell (EDC)

Established by the Department of Commerce Shift -II in 2017, the main objectives of the ECD are:

- To embrace academic and entrepreneurial skills

- To impart business knowledge among students and
- To device a new career path for nurturing young entrepreneurs.

7. Stella Maris Women's Studies Centre: aims at creating awareness and extending knowledge in the field of women's studies.

8. Stella Maris Gender Studies: Gender Studies is an initiative of the Sociology department to generate awareness and create a learning environment to discuss and understand gender based issues.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AOAR_2021/CR3/3.3.1/3.3.1_Link_AddnlInfo1.pdf

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

17

File Description	Documents
URL to the research page on HEI website	https://stellamariscollege.edu.in/SMICMR
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

0.0307

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

0.0921

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR3/3.4.4/3.4.4_AddnlInfo.xlsx

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

20

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

1

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

1513695

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Moulding students into socially sensitive and responsible citizens is the core thrust of the vision and mission of the College. In keeping with the mandate of the vision, the College instituted several centres and programmes to reach out on several social issues to sensitise students and expose them to ways of responding to social realities.

The NSS, YRC unit with its commitment to save lives has consecutively won the Dr. Radhakrishnan Rolling Trophy for Blood Donation since 2010.

The NCC Cadets and NCC officers have won awards in several Camps at National, International and regional level such as Republic Day Camps and other camps which have a strong social component.

SMC DRIVE has won Best Supporting Institution Awards and Best Mentors Awards for the services of the students. SMC DRIVE has provided a viable avenue for students to reach out to the communities through involvement in unique programmes..

SMC DRIVE serves as a Field Placement Centre for UG and PG students in Social Work from Stella Maris and various National/International institutions. SMCDRIVE has a Skills Development Centre on employability and entrepreneurship skills.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR3/3.6.1/3.6.1_Addnlnfo.pdf

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

8

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

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

115

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

5556

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration**3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work**

312

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

29

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

- There are 87 classrooms spread across 10 blocks and 12 seminar halls well equipped with ICT facilities and 40 laboratories.

- The 12 seminar halls consist of fully furnished conference rooms and capacious auditoriums with built-in features such as LCD projectors, computers, and latest audio visual and light effects to facilitate the conduct of seminars, conferences, workshops and panel discussions.
- The Open-Air Theatre (OAT) houses a large digital LED display unit for clear viewing by the audience during programs
- To offer a wholesome global learning environment the college has a number of facilities in Centres such as Jayshree Venkatraman Digital Learning and Research Centre, Office of Research and International partnerships, Academic Collaborations, Facilitated Academic And Resource Centre (FARR), Centre for Business Skill Enrichment, Centre for Business Quest and Connect, Gender Centre and TNOU Learner Support Centre, Project Centre, Centre for Women Studies, and SCEED (Stella Centre for Effective Education and Development) Fitness Centre
- The DST-FIST Labequipped with Solid UV-Vis Spectrophotometer, ATR - FT-IR Spectrophotometer, HPLC, Gel-Doc Molecular Imager, Electrochemical Workstation, Microwave synthesis system, Sonicator, Orbital shaking Incubator
- CRIST Lab FT-IR Spectrometer, Atomic Absorption Spectrophotometer, Millipore Water Purifier, Trinocular-Phase Contrast Microscope and CO2 Incubator, UV-visible spectrophotometer, Centrifuge, laminar flow, Biochemical Analyser

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR4/4.1.1/AddlInfo_Videolinks.pdf

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

Students are encouraged to gain credits in games like Basketball, Kho-Kho, Cricket, Lawn Tennis, Table Tennis and Volleyball. The institution enhances its sports infrastructure regularly and currently houses the following Sports Facilities: Hockey Field(multipurpose), Basketball Court, Volley Ball Court, Tennis Courts - Clay and Cement, Mobile Tennis Court, Ball badminton Court, In-door Table Tennis (2 tables) and a Cricket pitch (net)

The Open-Air Theatre, popularly the OAT stands the most ideal place on Campus for large gatherings as the girded open-roofed structure is well equipped to easily accommodate a crowd of more than 2500 to 3000 students.

The Sancta Sofia Block which caters to several departments including Commerce Shift II with its ever-increasing student population has an immense courtyard space in the centre of the building ideal for staging events

The Students' Union - 2020-2021 and the various clubs on campus have been actively using Instagram for various programme related purposes such as delivery of information, promotion of various events in college, releasing the results of various competitions. Stella Maris College has launched its first ever YouTube channel titled 'The Stella Maris College Official' on 15 August 2020 holds more than 4000 subscribers and videos that broadcast the important events.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AOAR_2021/CR4/4.1.2/4.1.2_LinkAddnlInfo.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

99

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

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

41852026

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

Stella Maris College Library is fully automated and uses the Integrated Library

Management System (ILMS) integrated with RFID Technology.

- The library is a two-storeyed building with a carpet area of 1560 sq. meters

and has a separate collection for undergraduate and postgraduate students with

16 departments having their own departmental collection

- The library has a collection 1,12,802 books, 8353 journals (Print and Online),

and 1745 theses, 4219 back volumes, and 854 CDROMs and subscribes to 12

newspapers in English, Tamil and Hindi.

- The vintage collection of books is maintained in the Archives.
- The library is wi-fi enabled, maintains three servers, and has about 60

computers.

- The library has been fully automated using the library management software

eBLIS (electronic Bosco Library Information Software) and subscribes to

electronic resources like EBSCO, N-List, American Economic Association

Journals, and Sage online Journals.

- Our college has established a Local Chapter for NPTEL (National Programme on Technology Enhanced Learning) with the Indian Institute of Technology, Madras for better facilitation of their online courses.
- The library also hosts DSpace which is the Institutional Repository of the

College

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/library

4.2.2 - Institution has access to the following: e- A. Any 4 or more of the above journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

1374618

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

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

740

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The Institution regularly streamlines IT facilities including Wi-Fi and cyber security and has established a campus wide network with OFC Fiber Optic Cables and Wi-Fi which operates on the efficiency of 300 Mbps internet connectivity speed. A well-equipped browsing facility for staff and students is offered along with excellent facilities for teaching and learning with classrooms designed to accommodate the demands of today's technological enhancements. The College website designed by an alumna is updated and maintained by the in-house IT team. The Institution also acquired a secure status for the website with periodical upgrades.

- Wi-Fi internet availability in the campus areas have restricted timings from 8:00 AM to 6:00 PM
- The Wi-Fi access points provided in campus areas are the sole property of College

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AOAR_2021/CR4/4.3.1/4.3.1_LinkAddnlInfo.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
5823	524

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 750 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

A. All four of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AOAR_2021/CR4/4.3.4/VideoLinks_C.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

35777543

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

Stella Maris College with its green cover of 19.5 acres has been a haven for humans and animals alike. The development of infrastructural facilities while maintaining the ecological balance on campus has been at the crux of the experience gained by all who are accepted into folds of this institution. The College Management, in consultation with architects, oversees the development of infrastructure on campus. The Management deposes Campus Maintenance Managers usually from within their own Community of Sisters who live on campus to constantly monitor and meet the requirements of the College community. The infrastructure includes open air theatres, seminar halls, conference rooms, audio visual rooms, classrooms, buildings to house administrative offices, staff rooms, well equipped laboratories, a video conferencing facility, Fine Arts studios, library, a chapel, a common prayer room, students' common room, guest room, infirmary, wellness centre, games field, browsing centre.

SMCDRIVE the Extension Centre of the College with improved infrastructure and facilities is used for the conduct of various outreach activities including lay counselling and conduct of skill development. Special Centres like SMICMR, SCEED, and SMCNC which have varied facilities are used extensively for enhancing research, quality initiatives and networking amongst other needs of the college community.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR4/4.4.2/VideoLinks.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

766

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

1128

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://stellamariscollege.edu.in/
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

689

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

314

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

703

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

32

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

34

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Student Council:

The Student Council of Stella Maris College is an elected body comprising Students' Union members, class representatives, assistant class representatives, and office bearers of various Clubs. Student Council meeting is conducted twice a year. This serves as a platform for students to share their grievances with regards to the facilities and infrastructure provided by the Institution. In order to develop leadership qualities and make students be aware of the roles, responsibilities and functions of a leader, Leadership training programmes are conducted for the Student Council members annually.

Student Representatives in Academic and Administrative bodies:

Student representatives are a part of Academic Council, Internal Quality Assurance Cell, Board of Studies and other impromptu committees. Their feedback is discussed and suggestions given by the student representatives were also implemented.

Roles and Responsibilities:

The Student Council is involved in planning and organizing various activities for the students such as Orientation Programme for the first-year students, Class Representative elections and Executive Representative elections, College Day, Independence Day, College Birthday Celebration, Freshers Talent Hunt, Christmas Celebration and so on. They maintain the record of income and expenditure of that particular year. They share the concerns and grievances of students to the administrative body.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR5/5.3.2/5.3.2_UnionReport2020_2021.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

15

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The brand of an educational institution is measured by the success stories of its former students. Stella Maris College has the AASMC registered under the fmm society. AASMC aims at promoting a strong lifelong bonding between the College and the Alumnae in many ways including social media. The Alumnae App as 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). It works on nurturing mutually beneficial relationships between the College and the Alumnae. It also aspires to create a worldwide community of the Alumnae, so they can be involved with the College. The association encourages philanthropy among the alumnae and other benefactors to foster pride and loyalty among the Alumnae of the College. We try and engage our alumni through different means depending on their skills, interests and where they are currently in their life.

Chapters of AASMC

The Chapters in Kerala, Bangalore, and envisioning at Madurai, facilitate meaningful relationship between college and its Alumni,

to enhance ways in which we connect and interact with our Alma Mater, more importantly to contribute to this Institutions' fund-raising efforts for financial sustainability.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AASMC/index.html

5.4.2 - Alumni's financial contribution during the year A. ? 15 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

An important aspect of the vision of the College is to build an inclusive learning community and sensitise students to responsible citizenship in order to prepare them to be agents of social change. This vision and mission are oriented towards promoting a learning community founded on a collaborative high-quality educational process.

The model of governance practiced in the Institution is transparent, collaborative, participatory and decentralised. All important academic and administrative issues are discussed at various forums such as the Management Council, Governing Body, Academic Council, Staff Council, Student Council, Teaching and Administrative Staff, Student Representatives and External Experts.

Advisory Committees are constituted to discuss important issues and to enhance quality pertaining to areas such as IQAC, Sports, Research, and Examination The centralised Internal Quality Assurance Cell (IQAC) and the Departmental Quality Assurance Cells (DQAC) oversee the planning and implementation of quality measures in the

College and departments respectively. The roles of the Students' Union and the Student Council are also envisioned in such a manner as to make the student community an active agent in the decision-making process. Through these measures, all stake-holders are involved at appropriate levels in the decision-making process.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.1.1/6.1.1_Vision_and_Mission.pdf

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The Academic Year 2020-2021, marked by the pandemic and the first lockdown, witnessed a complete switch to online teaching mode. In order to ensure that no learner was put at a disadvantage because of the digital divide, the College involved all the students and teaching faculty in the process of decision making.

In the early days of the pandemic, the Management and the IQAC initiated discussions on online teaching methodology with both faculty and students. An online survey was administered to both to assess their preparedness and their needs.

The survey results indicated that many faculty members and students faced COVID related health issues and financial issues, issues with access to devices and connectivity. Based on the analysis, the College decided on class timings, teaching methodology and evaluation methods allowing flexibility for particular circumstances. Hands-on training sessions and one-to-one mentoring sessions were held to help faculty members use online tools effectively.

Financial resources were mobilised from faculty members, retired staff, philanthropists and corporate sponsors to sponsor devices and data cards for students and faculty members. Online counselling and mentoring services were available throughout the pandemic. These collective measures ensured optimal participation of all concerned in teaching-learning process.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.1.2/6.1.2_Effective_Leadership.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Two important goals (Goals 2A and 2D) set out in the Strategic Plan 2017-2022 were to impart basic computer skills to all students of the College and to update and upgrade IT infrastructure. Towards fulfilling the first goal, the College had incorporated a unit on Computer Fundamentals in the Life Skills course during the 2019 Curriculum Revision. The Academic Year (2020-21) saw all the students of the incoming batch of 2019 completing this course. Students were introduced to some important aspects of computer configuration and some fundamental concepts related to connectivity and network. They were acquainted with emerging trends in cyber storage and AI and were introduced to some important aspects of cyber security, given the high social media presence among them. This created awareness on cyber security laws and enabled students to navigate cyberspace safely and effectively.

Installing Gsuite was an important step towards ensuring the smooth conduct of online teaching. The College also invested in purchasing zoom and webex packs for online meetings and webinars. The launch of the JVDLR, a state-of-the-art Digital Centre, enabled a smooth campus-to-corporate transition with cutting-edge digital facilities providing a space to conduct meetings, digital events and various online courses.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.2.1/6.2.1_Institutional_Strategic.pdf
Upload any additional information	View File

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

The Management Committee of the College, a Catholic minority institution run by the FMM, comprises the Principal, the Academic Head, and the Secretary, the Administrative Head. Institutional policies, appointments, salary revision, construction of new buildings are jointly decided. The Governing Body reviews academic and administrative processes. The administrative wing, including Human Resources & Infrastructure Management, is headed by the Secretary .

The Principal, along with the Secretary, Vice Principals, Deans, Staff Council members, plans the academic activities of the college. The Controller of Examination and her team are responsible for the conduct of the end semester examination and publication of timely results.

The Deans of Academic Affairs ensure the sustenance and enhancement of quality in the teaching-learning process. The Dean of Planning and Communication focuses on the policies of the College. The Dean of Commerce and Business Studies facilitates curricular and administrative initiatives. The Dean of Research facilitates research programmes, publications, consultations and international collaborations.

A coordinator heads the IQAC, an independent body which coordinates, plans and initiates processes and events for quality sustenance and enhancement.

The Student Council is guided by the Vice Principals and the Dean of Student Affairs, for College activities and student welfare measures.

File Description	Documents
Paste link to Organogram on the institution webpage	https://stellamariscollege.edu.in/assets/documents/Orgnogram.pdf
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/assets/documents/Orgnogram.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

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

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The College provides its staff a conducive atmosphere for up-skilling and research. Faculty members are granted leave to complete Ph.D, seed money for research projects and financial aid for participation in conferences. Outstanding research contributions are duly recognised through institutional awards.

Skill development programmes on soft skills, computer and communication skills are conducted for the non-teaching staff. They are also granted leave if they wish to pursue higher studies.

Financial support was extended to staff who required it during the pandemic. Advance withdrawal of a part of the salary is allowed during festivals or medical emergencies.

The wards of staff, fulfilling the qualification norms, are given

preference to pursue higher education at the Institution. Fee concession is also often granted to them whenever necessary.

The College organises sessions on stress management and physical fitness techniques and also offers in-campus counselling services.

Recreational activities like Non-teaching Staff Day and Christmas celebrations bring the College community together. On the completion of 25 years of service, staff members are presented with a memento at the College Day celebrations.

The support staff are provided with uniforms by the Management and refreshments are served for the administrative and support staff during working hours.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.3.1/6.3.1_Effective_Welfare.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

2

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

30

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

14

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

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.

The 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 auditor, ensuring strict accounting standards in the finance section. All financial bills are submitted by the teaching or non-teaching staff in charge to the College auditor. They are scrutinised and passed to the Bursar for payment/accounting. Objections raised by the auditor are clarified by the staff-in-charge prior to the passing of the bill. Therefore there are no internal audit objections.

The objections raised in the government audit, if any, are clarified with proper evidence and are usually dropped during the respective audit reviews. And as per the instructions of the auditors corrections are carried over in the Attendance Register / Service Registers and Ledgers.

The Audit Committee's functions include assisting in terms of e-governance and academic regulatory compliance, investment practices, examining high profile research projects, disbursing funds-scholarships, remittance to various government sectors and overseeing the financial audit of the college.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AOAR_2021/CR6/6.4.1/6.4.1 Financial Audits.pdf

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

159590

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

The Bursar, in consultation with the Principal and the Finance Committee Members, develops a strategic plan for fundraising along with a budget every financial year. The plan is shared with the College Management, the Governing Body, and other officers of the institution to streamline fundraising and utilisation processes.

Resource Mobilization Policy:

The Resource Mobilisation Policy identifies government, management, philanthropists, fund-raising programmes, and corporate sponsors as the main sources of funding.

The resource mobilisation aims at meeting the financial requirements

for developing and maintaining the infrastructure for academic and research purposes. A part of it is also spent on welfare measures for staff and students. Periodic reviews are conducted in order to analyse funding patterns, institutional efforts for mobilisation of funds and to optimise the use of resources.

Optimal Utilisation of Funds

Funds are provided for the establishment and maintenance of the infrastructural facilities of the College. Food tokens, Scholarships, fee concessions are provided to students. The institution also provided relief funds to the families of deserving students during the pandemic.

Faculty members are given research seed money, conference funding, and small travel grants for research.

The College provides Loans, hospitalization expenses and fee concessions for wards of administrative staff.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AOAR_2021/CR6/6.4.3/6.4.3_Mobilisation_of_funds.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The College has been increasingly moving towards digitalisation of administrative processes and documentation. The pandemic speeded up this process. The Academic Year 2020-2021 saw the admission process, much of which was already online, go completely virtual. Interviews applicants to the PG and M.Phil programmes happened online. Besides, the IQAC has initiated the process of digital documentation and record keeping. Meetings were held online and minutes of meetings and attendance records for these meetings went digital.

Mental health was an important area of concern for faculty, staff and students alike during the pandemic-induced lockdown. The need of the hour was to ensure the emotional well-being of students and faculty and to deal with issues of mental health that arose during this period. In response to this, the IQAC spearheaded the offering of counselling services. The Faculty of Psychology, in collaboration SMCDRIVE and IAHV, offered online counselling services to reach out to the College community during the difficult period. Telecounselling services were offered to the college community, families of the students and faculty as well as to the public to combat the distress and mental health problems caused due to Covid19 pandemic.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AOAR_2021/CR6/6.5.1/6.5.1 Internal Quality Assurance Cell.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The pandemic emphasised the need to rethink our teaching-learning processes in a major way and required extensive training as well as an upgrading of the IT infrastructure. Realising these would have a far-reaching consequence, the IQAC enabled the process by helping to organise FDP sessions on effective use of IT in teaching. The college adopted google classrooms and google meet as the platform for teaching. In some cases MOODLE and other web meeting platforms were also used. Post-training, when actual classes began, recording of lectures and learning resources were uploaded in the virtual classrooms. This ensured that students who had COVID-related health or connectivity issues could access the material at a later time.

These online teaching-learning initiatives were not confined to the pandemic situation. As a result of the initiatives taken during this year, the college has been able to increase the number of online GE courses offered and is working towards ensuring that every department offers at least one online course every semester.

The 2019 Curriculum Restructure had placed special emphasis on strengthening the Life Skills component in the curriculum at the undergraduate level. Therefore, in the new structure implemented in the Academic year 2019-2020, students of Undergraduate Programmes

were required to take four Life Skills courses of two credits each across different semesters.

The Academic Year 2020-21 saw the entire college student community completing these courses successfully. In the process, the students acquired a very comprehensive skills-set. They were trained in Soft Skills such as effective communication, time management, leadership skills and decision-making skills. They were made aware of the importance of physical well-being and adopting a healthy lifestyle. The courses equipped students to be safe netizens and sensitised them to healthy patterns of energy consumption. Students were introduced to skills that would help them grow into emotionally balanced young people. The spiritual quotient, much-needed for an anchoring in a stress-filled world, was also addressed.

The Life Skills courses helped students grow emotionally, professionally and spiritually so that they may adopt a holistic way of life when they graduate out of the campus. This is in keeping with the mission of the College to "impart high quality education" which is "value based and leads to holistic growth".

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.5.2/6.5.2_Teaching_Learning_Process.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.5.3/6.5.3_Mins_ATR_Doc.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The college community is actively engaged in the mission of empowering young women. The establishment of the Centre for Women's Studies and the Gender Centre by the Department of Sociology is a step towards the same.

The students and faculty of various departments involve themselves in organising several specific programmes ranging from academic conferences to outreach programmes in order to create awareness and sensitise the students and the community. Many activists and academics are invited to deliver lectures and conduct workshops on campus. Women's Day Celebrations was celebrated on campus on 8 March 2020. Day care service for children is available on demand for staff and students.

The college is well lit, and closed-circuit television cameras are installed all around the campus to ensure the safety of students. The CCTV control room stores data that can be reviewed whenever necessary. Identity cards are compulsory for staff and students. Entry at the gates is closely monitored by security personnel; outsiders are permitted on campus only after stringent security checks. Visitors are issued temporary identity passes to ensure safety and security. Registers are maintained at the gate to keep a record of visitors to the campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR7/7.1.1/7.1.1_Addnl_Info.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

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

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The organic waste generated from the various kitchens in the College is fed into the biogas digester. The capacity of the Biogas Plant is 175 Kg of organic waste and it produces an output of 8kg LPG per day. The biogas generated is used for cooking, thus reducing the use of commercial gas cylinders to a great extent.

The campus also has a greywater recycling system that recycles waste water from St. Joseph's hostel. A infiltration tank, and plants like Canna, Heliconium (false bird of paradise), and Alpinia (red ginger), help in recycling the wastewater. This recycled water is used for gardening.

The undergraduate students from the Department of Chemistry are trained in the Microscale technique for their practical classes which involves minimum usage of the essential chemicals. Traditional testing methods involved the usage of chemicals (solvents and reagents) in large quantities in test tubes. This has been minimized to a great extent by the usage of tiles that require only a drop of the specific reagent required. making disposal easier and safer.

The Department of B Voc organised several webinars on sustainability and energy conservation which was conducted by eminent industry experts during this academic year.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

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

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

A. Any 4 or all of the above

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

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

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

Our institution understands the importance of fostering an inclusive environment that operates beyond religious, cultural, linguistic and economic differences. Students from varied backgrounds are admitted to the College where a welcoming and respectful learning environment is created so that every student feels valued. Teachers develop supportive and responsive relationships with students, encouraging their sense of belonging. Cultural and socio-emotional support systems like personal mentoring and counseling are available to students who need support in dealing with life on campus.

As a result of the Covid-19 pandemic, many students from the College were in need of financial support. The college provided assistance to them in the form of scholarships, fee concessions and fee waivers. Laptops and phones were also provided to students in need to enable them to attend classes online. The faculty members of the Department of Psychology offered tele-counseling sessions to students of the College and also to the public since the first lockdown.

The Students Union along with various clubs organised events that provide platform to students from diverse socioeconomic and cultural backgrounds to interact and exchange their respective cultural perspectives. Celebrations held during the Christmas season and Pongal are examples of student initiatives to foster cultural inclusivity.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Stella Maris College upholds the ideals laid down in the Constitution of India and it is reflected in the various activities conducted in the College. National Integration and cultural diversity are themes that are highlighted on Independence Day. The NCC unit trains cadets and instills in them a patriotic commitment to serve the nation. This year, Cadets attended a national level constitutional duties awareness program. They signed up the pledge to inculcate a sense of responsibility among citizens towards their duties during the pandemic. As part of the Aatma Nirbhar Bharat Abhiyan, the cadets took a pledge to support and promote products that are 'Made in India'. On constitution day, they created an awareness on the theme 'Ektha Hamari Pehchan'. They took a youth pledge on mygov.com and created awareness in their neighbourhood about the preamble and our constitutional rights and duties. They also took the integrity pledge at pledge.cvc.nic.in The NSS and YRC Unit of the College also organised campaigns such as the Rashtriya Swachh Kendra, the PM Podcast, the Gandagi Mukta Bharat Campaign, Rashtriya Ekta Diwas Pledge on National Unity Day on 31 October 2020, Fit India Thematic Campaign, and the Unnat Bharat Abhiyan.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other

A. All of the above

staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Various Departments of the college organised webinars and cultural events for national and international commemorative days and festivals. The Department of B Voc organised World Environment Day and World Food Safety Day on 5 June and 11 June respectively. The NCC Company organised events on International Yoga Day on 21 June 2020 and Constitution Day on 26 November 2020. The Department of Sanskrit observed World Sanskrit Day on 3 August 2020. The Department of Psychology conducted webinars as part of World Mental Health Day. The NSS and YRC unit led the pledge on 31 October 2020 commemorating National Unity Day. In collaboration with SMC DRIVE they also conducted a panel discussion on International Girl Child Day on 11 October 2021. The Department of History observed Madras Day on 22 August 2020. On 25 November 2020 International Day for Elimination of Violence Against Women activities were by The Centre for Women's Studies. They along with the Gender Centre, collaborated with YMCA and Thozhi, an NGO for Transwomen and organised Women's Day celebrations on 8 March 2021. The College celebrated Independence Day and Stella Maris Birthday on 15 August 2020 virtually. The College also celebrated Teachers' day, Pongal and Christmas.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Title of the Practice 1

Gender Awareness and Empowerment of Women

Objectives of the Practice

To instil in students a sensitivity towards gender equality and to foster in the College an environment which will help students understand the important role they play in society

The Context

The College considers it vital to educate young women about their social, legal and economic rights. This is done in a structured and holistic manner so that students are also equipped with the necessary knowledge and skills to deal with challenges.

The Practice

The Centre for Women's Studies of the College endeavours to network with national and international women's groups to build resources for positive cultural interventions. The Students' Union, the various departments and different clubs have, conducted various activities that deal with gender issues. These include courses offered by the departments of English, Sociology, Economics, Visual Arts and Value Education.

Evidence of Success

Our students have excelled in academics, creative arts, NCC, social service, sports and entrepreneurship. Students from disadvantaged backgrounds have received scholarships to study abroad. Our NCC

cadets have participated in the Republic Day parade at Delhi and our sportspersons have won laurels at the State and National level.

Problems Encountered and Resources Required

- The time devoted to programmes related to gender sensitisation and empowerment is limited.
- The absence of transgender persons in the campus (students and staff) limits the interaction with the third gender.
- Outreach programmes focussing on trans and third gender is challenging as we have to take into consideration the safety and security of students.

Title of the Practice 2

Enhancing Environmental Awareness and Promoting Sustainable Practices

Objectives of the Practice

- To create awareness among students about the need to adopt and maintain environmentally sustainable practices and thus reduce their carbon footprint
- The Context
- We believe that eco-friendly behaviour in everyday life will make students aware of their responsibility to the environment. They are trained to take their learning into the community.
- The Practice
- Leading through 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. It conducts programmes through which students take the initiative to bring about change in the community.
- Evidence of Success
- 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, recharge wells, grey-water recycling systems and rain water harvesting.

- **Problems Encountered and Resources Required**
- Our students receive sufficient theoretical input but it is difficult to take them to various sites where they could study the effects of environmental damage first-hand.
- Teaching and learning of environmental education and environmental awareness programmes will become more effective if the environmental science concepts are combined with their local knowledge. Planning and designing specific environmental programmes will help the students contribute effectively to their own environmental culture
- **7. Notes (Optional)**

File Description	Documents
Best practices in the Institutional website	https://stellamariscollege.edu.in/ID_SMC
Any other relevant information	https://stellamariscollege.edu.in/AOAR_2021/CR7/7.2.1/BestPractices_Link1.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Whole-Person/Holistic Development

Our teaching philosophy is geared towards encouraging holistic growth:

Academic Excellence is ensured through the use of innovative approaches and methodology. Fast learners are encouraged to enrol for extra online courses. Remedial classes and peer teaching are

organised for slow learners.

Research is encouraged at the undergraduate and postgraduate levels.

All significant Days of Commemoration are celebrated by the College thus inculcating a sense of patriotism and civic duty. A strong sense of values is encouraged through academic courses, talks and prayers.

Gender sensitisation is ensured through programmes and courses that discuss the rights and responsibilities of women citizens of the country

Students are given soft skills training and are taught critical thinking and leadership skills to train them for the workplace.

A clear policy regarding inclusivity ensures that students are sensitised to the needs of differently abled persons.

The green initiatives of the College speak volumes of its commitment to sustainable practices.

Various programmes on mental and emotional health organised by the College ensure that students capable of coping with life's challenges.

Through the outreach programmes, extension activities, Service-Learning programme and the NSS activities, students reach out to the community.

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

Aligned with local, national, regional and global developmental needs and demands, the curriculum integrates Outcomes Based Education into the existing five part curriculum in the CBCS format. Institutional Learning Outcomes (ILOs), Programme Learning Outcomes (PLOs), Programme Specific Learning Outcomes (PSLOs) and Course Learning Outcomes (CLOs) listed in the 2019-2020 syllabi revision is reflective of the high quality education the College is committed to.

Structured using an interdisciplinary approach, Core and Major Elective courses contribute to the development of disciplinary knowledge, General Elective courses encourage exploration of various fields outside major area of study. Life Skills courses, enhance personal, social and computer skills. Environmental Studies and related core courses help students adopt sustainable alternatives, appreciate conservation of biodiversity and a balanced ecosystem. Value Education provides scope for appreciation of self, values, cultural diversity, nation and peace building. Service Learning/Social Awareness is aimed at developing sensitive and compassionate citizens who are committed to social justice. Foundation courses in English, Tamil, Hindi, Sanskrit, and French opens doors to adapt effectively in the multicultural, multi-ethnic world. Value-added Certificate courses build competency and help students earn extra credits.

The curriculum provides all round development, shaping students to contribute meaningfully to nation building and global development.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://stellamariscollege.edu.in/Syllabus

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

2

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

387

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced across all programmes offered during the year**

145

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

50	
File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The College strives to achieve holistic development of students by providing value based education emphasising on Truth and Charity. The institution remains committed to aspects of Gender, Environment and Sustainability, Human Values and Professional Ethics which is reflected in the syllabi of all Courses offered (Part I-V and as Independent Study Courses).

Gender

The curriculum sensitises students on gender equality and empowerment, the basic foundation for achieving peace, prosperity and sustainable development.

Environment and Sustainability

It is mandatory for students at the undergraduate level to earn two credits for the course in Environmental Studies. Many of the programmes offer specific courses pertaining to their streams. Fostering student involvement for implementation of 'green' campus initiatives has always been the priority of the College.

Human Values and Professional Ethics

The courses and initiatives of the Department of Value Education and Campus Ministry ensures improvement of self in all dimensions. Under Part IV of the curriculum, a student earns six / four credits during her study period at the undergraduate / postgraduate programme respectively. The Department regularly organises conferences, workshops and guest lectures for training and sensitising students and faculty.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

7

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

359

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

2073

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the **A. All 4 of the above**

syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

File Description	Documents
Provide the URL for stakeholders' feedback report	https://stellamariscollege.edu.in/FEEDBACK
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://stellamariscollege.edu.in/FEEDBACK
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

2069

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

1589

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Stella Maris College is committed to building an inclusive learning community. The institution strives to empower, educate and enrich the first generation learners as well as slow and advanced learners by assessing and organising programmes that would develop their conceptual understanding, experiential learning, skill development and employability.

Slow learners are identified during the admission process and during the first Continuous Assessment tests. They are then integrated into various programmes that aim towards their growth and development. In order to help students from less privileged sections of the society, a three-year Pathway Programme is recommended for students from vernacular medium at the time of admission. The programme is aimed at increasing their chances of employment by developing their confidence and English communication skills. They are also given pre-requirement training by the Career Guidance Cell in their final year. The Language Partnership Programme is devised to help first-year students improve their English language competency through peer-teaching. For the first and second year students who obtain marks below the required pass percentage, the Remedial Coaching Programme with peer-teaching paves the way for greater interaction and learning among peers. The Departments also provide extra classes, additional practice hours and learning materials to slow learners.

Advanced learners are encouraged to take up research, challenging assignments and independent learning projects. They are also given opportunities to gain extra credits through Independent Electives, Optional Research and enrolment to online courses on NPTEL, Swayam, Coursera etc. As peer-teachers in the Language Partnership Programme and Remedial Coaching Programme, and through participation in seminars, conferences and internships, they are exposed to various learning experiences. Post Graduate advanced learners take up summer and winter internships both at

national and international levels. They also undertake projects and internships with stipend in Indian Academy of Sciences, IITs, CLRI, IISc, INSA, Deloitte and KPMG

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AOAR_2021/CR2/2.2.1/AdvancedAndLearners_link_C.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
12/08/2020	5823	228

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

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

At Stella Maris College, the pedagogical thrust with teachers as facilitators, caters to the diversified needs of the students and forms the foundation of learning. The Choice Based Credit System (CBCS) offered to the students allows greater academic flexibility. Students also have the opportunity to explore courses across disciplines through General Electives, Interdisciplinary and Independent Elective courses and earn extra credits by enrolling in courses through SWAYAM, NPTEL, Coursera and other e-learning portals. The faculty plan the methodology of teaching, learning and evaluation based on the PO, PSO and CO that are clearly delineated in the Curriculum.

For experiential learning, the faculty implement the following methods to enhance skills sets of the students: hands-on training in the laboratories/industries/Language Labs, Extension Programmes, Workshops, Internships, Peer Teaching, Building Working Models, Field Visits/Field Projects, Surveys, Simulation Practical, Stock Exchange Simulation, Audio-Visual learning, Video preparation, writing Book Reviews and Reports, Extension

activities, Travel Brochures preparation, Paper Presentations, Research Based Projects and Term Papers.

Participative learning is encouraged through Group Discussion, Panel discussion, Seminars, Debates, Meet the Author Sessions, Meeting eminent personalities in various fields, Environmental Based Learning, Activity Based Learning, Learning through Games, Conducting Exhibitions for showcasing skills and talents.

Problem-solving skills of the students are enhanced through Analytical skill training, Data analysis, Case studies, developing in-house software applications for real time solutions, Data mining, Brainstorming and to use application software for resolving challenging computations and visualisations. Mandatory research project for Post Graduate programme and optional research work at the undergraduate programme encourages the students to apply their knowledge.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR2/2.3.1/StudentCentricLearningEvidence_link.pdf

2.3.2 - Teachers use ICT-enabled tools including online resources for effective teaching and learning

Stella Maris College has been implementing the use of customised ICT Enabled Tools in the teaching-learning process for more than two decades now. Although traditional teaching-learning has its own popularity, ICT's intervention has enhanced the teaching-learning process.

The College provides General Elective Courses through LMS Platforms, where video resources are created by faculty members of the college. Students are also encouraged to take up online courses on SWAYAM, NPTEL and Coursera for a different learning experience. Web services such as Zoom, Google Meet, Edmodo and Google Classroom, have contributed to an increased level of participation of students and have also enabled wider levels of networking with various individuals, industries and institutions at the national and international levels, thus providing an opportunity for interactions and knowledge exchange.

The use of online interactive platforms such as MATLAB and MATHCAD to visualise Mathematical concepts, ChemDraw for Molecular Modelling, Stock Exchange Simulator for safe trading practices, blogging for digital communication and marketing, Adobe Illustrator and Photoshop for Graphic Design, Communication and Textile Design demonstrates the successful implementation of the blended-learning approach. The use of online tools also inculcates a more humane and eco-friendly approach. For instance, the use of simulation software by the Department of Zoology has replaced actual dissections of common animal specimens and PhysioEx is used to simulate human physiological processes.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://stellamariscollege.edu.in/AQAR_2021/CR2/2.3.2/ICTEvidences.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

210

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

The Academic Calendar of the College involves a detailed schedule of the academic year. It is drafted by a core team led by the Principal, Vice Principals, and a team of faculty from across the departments.

The Calendar has information of the History of the College, the Vision and Mission statement, Administrative Staff and Faculty list, Rules and Attendance Norms, Programme Structures and Courses offered under the Choice Based Credit System (CBCS), public holidays, dates of Internal Continuous Assessment, End of

Semester Examinations. It provides a detailed account of the structure of CBCS. It also has details of campus ministries and other extension activities.

The College follows a structured teaching plan. The lesson plans/course schedules prepared by the faculty members for the courses they teach are submitted to the HoD, who scrutinizes and sends them to the Vice Principals, which are then uploaded in the D-Space of the college and made available to the students. The question papers for the internal tests are submitted to the Controller of Examination, which are scrutinized for validity and reliability by the HoD and Department Quality Assurance Cell (DQAC) members. A centralized timetable is also prepared by a core committee every semester and circulated to the departments where the department-specific timetable is made for the faculty and classes.

The use of e-governance for academics is beneficial to both staff and students especially in preparing and communicating the teaching plan and methodologies. This system demands adherence to the academic schedule without deviations.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

228

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

114

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

2599

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

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

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

95

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

2.5.3 - IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in the Examination Management System (EMS) of the Institution

The Examination Unit of Stella Maris College incorporated IT integration on campus enabling all examination and assessment procedures to be computerised and automated. Keeping in mind the needs of the student community, the Office of the Controller of Examinations has constantly innovated and updated itself in order to increase transparency. The Examination Committee meets on a regular basis to review and revise examination procedures. The College continues to follow the Continuous Assessment (CA) and End Semester (ES) pattern for evaluation. Notable revisions have been made in the process of evaluation in the academic years 2015 and 2019. From the academic year 2019-20, the CA pattern comprises of two CA tests and one additional component, carrying equal weightage. The best of the two tests and the additional component will be computed for CA marks.

The introduction of a single evaluation system in 2015 for undergraduate students enabled re-evaluation requests. The Examination Module, an automated solution is used to handle all exam-related functions, which has reduced the waiting time, errors and the need for direct or personal interface. To highlight a few functions, the Module facilitates online application and payment of examination fees, formation of timetables, aids in the procurement of question papers from external examiners, entry of marks and publication of results. An advanced computer programme enables students to download hall tickets with photo identity of the student, subject codes of permitted courses, date and time of the examinations along with room allocation. Barcoding used for regular examinations from 2017 has ensured confidentiality and anonymity. The Examination tracker system assists tracking of the performance of the student from entry to exit point and also checks on the student ranking. It also lists the special children to cater to their needs. A computerised seating chart for November 2019 End Semester

Examination was created. The IT facility proved useful in the conduct and evaluation of the April 2020 examinations were held and evaluated online due to the Covid-19 pandemic.

The College, in conjunction with VFS Global/Docswallet, provides online services for certificate verification, digital WES (World Education Services) and transcript requests.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AOAR_2021/CR2/2.5.3/ExamAutomation_link.pdf

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

The Mission and Vision of the college is integrated at various levels in the curriculum. To ensure this, a set template is formulated by the Academic Deans detailing Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) applicable for courses across disciplines in accordance with the UGC guidelines. Consequently the POs, PSOs and COs drafted by the various departments are then ratified by the Boards of Studies followed by the Academic Council. This is duly uploaded on the college website of the respective departments for the reference of students and other stakeholders.

The Program learning Outcomes entailing a holistic view of the skills and knowledge attributes to be acquired by the student at the time of graduation are communicated during the common orientation. At the department level, the students and their parents are briefed about the PSOs and COs and the respective course teachers communicate the syllabus with the COs at the beginning of each semester. Moreover, a detailed course schedule drafted by individual course teachers outlining weekly lesson plans scrutinized by the Departmental Quality Assurance Cell (DQAC) and uploaded to the college D-Space, acts as a guideline for prompt completion of portions and preparation of question papers for assessments.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://stellamariscollege.edu.in/Syllabus

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

The attainment of the Programme Outcomes, Programme Specific Outcomes and Course Outcomes clearly mentioned in the current restructured syllabus is ensured through different methods which include assessments based on the number of students pursuing higher studies, undertaking research in premier institutions, clearing competitive examinations, employment or self-employment and publishing articles and research papers, to name a few.

The strategies adopted to ensure attainment of POs, PSOs and COs are primarily through matching the Course Learning Outcomes and the Programme Specific Learning Outcomes with the methodologies of attaining it. Framing course schedules is one such methodology that includes meticulous planning of weekly lessons and assignments with fixed timelines. Components for evaluation are based on testing methods which includes case studies, project-based assignments, quizzes, seminars etc., to name a few, that requires creative thinking, understanding of theoretical concepts, competence in analysing data and practical applications of concepts along with participative learning and multiple skills and abilities. Components based on the improvement of soft skills and methodologies related to research are also undertaken. Furthermore, the DQAC carries over the careful scrutiny of question papers, thereby directing desired corrections in terms of relevance and validity to the course curriculum and its desired outcomes. An overall academic performance exceeding 90% pass is a direct indicator of attainment of POs, PSOs and Cos. The social responsibility of students is evaluated based on their participation in community-oriented projects and extension activities organised by the department.

In alignment with the course objectives, the 2015 syllabus is gauged by the above methods. The newly restructured 2019 syllabus

has specifically outlined the Program Outcome, Program Specific Learning Outcome and the Course Learning Outcome. The success in teaching pedagogy is measured by the many research and academic ventures accomplished by students like seminars, conferences and workshops. Successful completion of competitive exams like GATE, NET/SET, CAT, MAT, XAT, GRE, IELTS and TOEFL by students is also a metric of attainment of PSOs.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/Syllabus

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1614

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://stellamariscollege.edu.in/assets/documents/Magazine%202020-2021.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://stellamariscollege.edu.in/assets/documents/StellaMarisCollege_SSS_2020_2021.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution's research facilities are frequently updated and there is a well-defined policy for promotion of research which is uploaded on the institutional website and implemented

The Stella Maris Research Centre aims to create a solidly integrated community of researchers' knowledge, publication and substantial research production. To cope up with these standards the Centre aims to forge strong and productive collaborations with partner institutions within the region and further with national and international institutions. Building on our existing strengths we are open to innovative proposals and new research initiatives and other emergent areas of research in our campus providing an intellectually and creatively stimulating culture to thrive on. Towards these aims the Multidisciplinary Research Centre facilitates information and services and conducts promotional activity which includes UG Research skills impartation, capacity building sessions for faculty development, collaborations and key research related activities.

The Research and Innovation Policy of SMC is a document that provides a framework for the development of a competitive, innovative, ethical and a socially responsible research culture at SMC for quantitative and qualitative improvements in sustainable research performance for continued excellence.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://stellamariscollege.edu.in/assets/documents/SMC%20Research%20and%20Innovation%20Policy.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

1245000

File Description	Documents
Minutes of the relevant bodies of the institution regarding seed money	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving grant and details of grant received	View File
Any additional information	View File

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

6

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

4323931

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

8

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR3/3.2.2/3.2.2_EvidencesLink_C.pdf
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

28

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

7

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://stellamariscollege.edu.in/AQAR_2021/CR3/3.2.4/3.2.4_Evidence.pdf
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Response: The College has established 5 exclusive Research Centres focusing on different thematic areas including the Centres of Gender and Women's Studies and an Entrepreneurship Development Cell creating a sustainable ecosystem generating

innovative transfers of knowledge.

1. Centre for Research in Science and Technology (CRIST)

2. Stella Maris International Centre for Multidisciplinary Research (SMICMR):

3. Innovation and Research Development (IRD).

4. Jayshree Venkatraman Digital Learning and Research Centre

5. Facilitated Academic Resource and Research Centre (FARR):

The FARR Centre is gifted by the Trinity University, Canada, to create collaborative platforms for sharing academic resource and research.

6. Entrepreneurship Development Cell (EDC)

Established by the Department of Commerce Shift -II in 2017, the main objectives of the ECD are:

- To embrace academic and entrepreneurial skills
- To impart business knowledge among students and
- To device a new career path for nurturing young entrepreneurs.

7. Stella Maris Women's Studies Centre: aims at creating awareness and extending knowledge in the field of women's studies.

8. Stella Maris Gender Studies: Gender Studies is an initiative of the Sociology department to generate awareness and create a learning environment to discuss and understand gender based issues.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR3/3.3.1/3.3.1_Link_AddnlInfo1.pdf

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software

A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

17

File Description	Documents
URL to the research page on HEI website	https://stellamariscollege.edu.in/SMICMR
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

0.0307

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

0.0921

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AOAR_2021/CR3/3.4.4/3.4.4_AddnlInfo.xlsx

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

20

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University**3.4.6.1 - h-index of Scopus during the year**

1

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any additional information	View File

3.5 - Consultancy**3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)**

1513695

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	View File

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Moulding students into socially sensitive and responsible citizens is the core thrust of the vision and mission of the College. In keeping with the mandate of the vision, the College instituted several centres and programmes to reach out on several social issues to sensitise students and expose them to ways of responding to social realities.

The NSS, YRC unit with its commitment to save lives has consecutively won the Dr. Radhakrishnan Rolling Trophy for Blood Donation since 2010.

The NCC Cadets and NCC officers have won awards in several Camps at National, International and regional level such as Republic Day Camps and other camps which have a strong social component.

SMC DRIVE has won Best Supporting Institution Awards and Best Mentors Awards for the services of the students. SMC DRIVE has provided a viable avenue for students to reach out to the communities through involvement in unique programmes..

SMC DRIVE serves as a Field Placement Centre for UG and PG students in Social Work from Stella Maris and various National/International institutions. SMCDRIVE has a Skills Development Centre on employability and entrepreneurship skills.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR3/3.6.1/3.6.1_Addnlinfo.pdf

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

8

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

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

115

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

5556

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

312

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

29

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

- There are 87 classrooms spread across 10 blocks and 12 seminar halls well equipped with ICT facilities and 40 laboratories.
- The 12 seminar halls consist of fully furnished conference rooms and capacious auditoriums with built-in features such as LCD projectors, computers, and latest audio visual and light effects to facilitate the conduct of seminars, conferences, workshops and panel discussions.
- The Open-Air Theatre (OAT) houses a large digital LED display unit for clear viewing by the audience during programs
- To offer a wholesome global learning environment the college has a number of facilities in Centres such as Jayshree Venkatraman Digital Learning and Research Centre, Office of Research and International partnerships, Academic

Collaborations, Facilitated Academic And Resource Centre (FARR), Centre for Business Skill Enrichment, Centre for Business Quest and Connect, Gender Centre and TNOU Learner Support Centre, Project Centre, Centre for Women Studies, and SCEED (Stella Centre for Effective Education and Development) Fitness Centre

- The DST-FIST Labequipped with Solid UV-Vis Spectrophotometer, ATR - FT-IR Spectrophotometer, HPLC, Gel-Doc Molecular Imager, Electrochemical Workstation, Microwave synthesis system, Sonicator, Orbital shaking Incubator
- CRIST Lab FT-IR Spectrometer, Atomic Absorption Spectrophotometer, Millipore Water Purifier, Trinocular-Phase Contrast Microscope and CO2 Incubator, UV-visible spectrophotometer, Centrifuge, laminar flow, Biochemical Analyser

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR4/4.1.1/AddlInfo_Videolinks.pdf

4.1.2 - The institution has adequate facilities for cultural activities, yoga, sports and games (indoor and outdoor) including gymnasium, yoga centre, auditorium etc.)

Students are encouraged to gain credits in games like Basketball, Kho-Kho, Cricket, Lawn Tennis, Table Tennis and Volleyball. The institution enhances its sports infrastructure regularly and currently houses the following Sports Facilities: Hockey Field(multipurpose), Basketball Court, Volley Ball Court, Tennis Courts - Clay and Cement, Mobile Tennis Court, Ball badminton Court, In-door Table Tennis (2 tables) and a Cricket pitch (net)

The Open-Air Theatre, popularly the OAT stands the most ideal place on Campus for large gatherings as the girded open-roofed structure is well equipped to easily accommodate a crowd of more than 2500 to 3000 students.

The Sancta Sofia Block which caters to several departments including Commerce Shift II with its ever-increasing student population has an immense courtyard space in the centre of the

building ideal for staging events

The Students' Union - 2020-2021 and the various clubs on campus have been actively using Instagram for various programme related purposes such as delivery of information, promotion of various events in college, releasing the results of various competitions. Stella Maris College has launched its first ever YouTube channel titled 'The Stella Maris College Official' on 15 August 2020 holds more than 4000 subscribers and videos that broadcast the important events.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR4/4.1.2/4.1.2_LinkAddnlInfo.pdf

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

99

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

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

41852026

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

Stella Maris College Library is fully automated and uses the Integrated Library

Management System (ILMS) integrated with RFID Technology.

- The library is a two-storeyed building with a carpet area of 1560 sq. meters

and has a separate collection for undergraduate and postgraduate students with

16 departments having their own departmental collection

- The library has a collection 1,12,802 books, 8353 journals (Print and Online),

and 1745 theses, 4219 back volumes, and 854 CDROMs and subscribes to 12

newspapers in English, Tamil and Hindi.

- The vintage collection of books is maintained in the Archives.
- The library is wi-fi enabled, maintains three servers, and has about 60

computers.

- The library has been fully automated using the library management software

eBLIS (electronic Bosco Library Information Software) and

subscribes to

electronic resources like EBSCO, N-List, American Economic Association

Journals, and Sage online Journals.

- Our college has established a Local Chapter for NPTEL (National Programme on Technology Enhanced Learning) with the Indian Institute of Technology, Madras for better facilitation of their online courses.
- The library also hosts DSpace which is the Institutional Repository of the

College

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/library

**4.2.2 - Institution has access to the following:
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources**

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

1374618

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

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

740

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The Institution regularly streamlines IT facilities including Wi-Fi and cyber security and has established a campus wide network with OFC Fiber Optic Cables and Wi-Fi which operates on the efficiency of 300 Mbps internet connectivity speed. A well-equipped browsing facility for staff and students is offered along with excellent facilities for teaching and learning with classrooms designed to accommodate the demands of today's technological enhancements. The College website designed by an alumna is updated and maintained by the in-house IT team. The Institution also acquired a secure status for the website with periodical upgrades.

- Wi-Fi internet availability in the campus areas have restricted timings from 8:00 AM to 6:00 PM
- The Wi-Fi access points provided in campus areas are the sole property of College

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR4/4.3.1/4.3.1_LinkAddnlInfo.pdf
4.3.2 - Student - Computer ratio	
Number of Students	Number of Computers
5823	524
File Description	Documents
Upload any additional information	View File
4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. 50 Mbps
File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File
4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	A. All four of the above
File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR4/4.3.4/VideoLinks C.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure**4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)**

35777543

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

Stella Maris College with its green cover of 19.5 acres has been a haven for humans and animals alike. The development of infrastructural facilities while maintaining the ecological balance on campus has been at the crux of the experience gained by all who are accepted into folds of this institution. The College Management, in consultation with architects, oversees the development of infrastructure on campus. The Management deputes Campus Maintenance Managers usually from within their own Community of Sisters who live on campus to constantly monitor and meet the requirements of the College community. The infrastructure includes open air theatres, seminar halls, conference rooms, audio visual rooms, classrooms, buildings to house administrative offices, staff rooms, well equipped laboratories, a video conferencing facility, Fine Arts studios, library, a chapel, a common prayer room, students' common room, guest room, infirmary, wellness centre, games field, browsing centre.

SMCDRIVE the Extension Centre of the College with improved infrastructure and facilities is used for the conduct of various outreach activities including lay counselling and conduct of skill development. Special Centres like SMICMR, SCEED, and SMCNC which have varied facilities are used extensively for enhancing research, quality initiatives and networking amongst other needs of the college community.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR4/4.4.2/VideoLinks.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

766

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

1128

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://stellamariscollege.edu.in/
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

689

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression	
5.2.1 - Number of outgoing students who got placement during the year	
314	
File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File
5.2.2 - Number of outgoing students progressing to higher education	
703	
File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File
5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year	
5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year	
32	
File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File
5.3 - Student Participation and Activities	
5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year	
34	

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Student Council:

The Student Council of Stella Maris College is an elected body comprising Students' Union members, class representatives, assistant class representatives, and office bearers of various Clubs. Student Council meeting is conducted twice a year. This serves as a platform for students to share their grievances with regards to the facilities and infrastructure provided by the Institution. In order to develop leadership qualities and make students be aware of the roles, responsibilities and functions of a leader, Leadership training programmes are conducted for the Student Council members annually.

Student Representatives in Academic and Administrative bodies:

Student representatives are a part of Academic Council, Internal Quality Assurance Cell, Board of Studies and other impromptu committees. Their feedback is discussed and suggestions given by the student representatives were also implemented.

Roles and Responsibilities:

The Student Council is involved in planning and organizing various activities for the students such as Orientation Programme for the first-year students, Class Representative elections and Executive Representative elections, College Day, Independence Day, College Birthday Celebration, Freshers Talent Hunt, Christmas Celebration and so on. They maintain the record of income and expenditure of that particular year. They share the concerns and grievances of students to the administrative body.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR5/5.3.2/5.3.2_UnionReport2020_2021.pdf

5.3.3 - Number of sports and cultural events / competitions organised by the institution

15

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The brand of an educational institution is measured by the success stories of its former students. Stella Maris College has the AASMC registered under the fmm society. AASMC aims at promoting a strong lifelong bonding between the College and the Alumnae in many ways including social media. The Alumnae App as 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). It works on nurturing mutually beneficial relationships between the College and the Alumnae. It also aspires to create a worldwide community of the Alumnae, so they can be involved with the College. The association encourages philanthropy among the alumnae and other benefactors to foster pride and loyalty among the Alumnae of the College. We try and engage our alumni through different means depending on their skills, interests and where they are currently in their life.

Chapters of AASMC

The Chapters in Kerala, Bangalore, and envisioning at Madurai, facilitate meaningful relationship between college and its Alumni, to enhance ways in which we connect and interact with our Alma Mater, more importantly to contribute to this Institutions' fund-raising efforts for financial sustainability.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AASMC/index.html

5.4.2 - Alumni's financial contribution during the year

A. ? 15 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

An important aspect of the vision of the College is to build an inclusive learning community and sensitise students to responsible citizenship in order to prepare them to be agents of social change. This vision and mission are oriented towards promoting a learning community founded on a collaborative high-quality educational process.

The model of governance practiced in the Institution is transparent, collaborative, participatory and decentralised. All important academic and administrative issues are discussed at various forums such as the Management Council, Governing Body, Academic Council, Staff Council, Student Council, Teaching and Administrative Staff, Student Representatives and External Experts.

Advisory Committees are constituted to discuss important issues and to enhance quality pertaining to areas such as IQAC, Sports,

Research, and Examination The centralised Internal Quality Assurance Cell (IQAC) and the Departmental Quality Assurance Cells (DQAC) oversee the planning and implementation of quality measures in the College and departments respectively. The roles of the Students' Union and the Student Council are also envisioned in such a manner as to make the student community an active agent in the decision-making process. Through these measures, all stake-holders are involved at appropriate levels in the decision-making process.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AOAR_2021/CR6/6.1.1/6.1.1_Vision_and_Mission.pdf

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

The Academic Year 2020-2021, marked by the pandemic and the first lockdown, witnessed a complete switch to online teaching mode. In order to ensure that no learner was put at a disadvantage because of the digital divide, the College involved all the students and teaching faculty in the process of decision making.

In the early days of the pandemic, the Management and the IQAC initiated discussions on online teaching methodology with both faculty and students. An online survey was administered to both to assess their preparedness and their needs.

The survey results indicated that many faculty members and students faced COVID related health issues and financial issues, issues with access to devices and connectivity. Based on the analysis, the College decided on class timings, teaching methodology and evaluation methods allowing flexibility for particular circumstances. Hands-on training sessions and one-to-one mentoring sessions were held to help faculty members use online tools effectively.

Financial resources were mobilised from faculty members, retired staff, philanthropists and corporate sponsors to sponsor devices

and data cards for students and faculty members. Online counselling and mentoring services were available throughout the pandemic. These collective measures ensured optimal participation of all concerned in teaching-learning process.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.1.2/6.1.2_Effective_Leadership.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Two important goals (Goals 2A and 2D) set out in the Strategic Plan 2017-2022 were to impart basic computer skills to all students of the College and to update and upgrade IT infrastructure. Towards fulfilling the first goal, the College had incorporated a unit on Computer Fundamentals in the Life Skills course during the 2019 Curriculum Revision. The Academic Year (2020-21) saw all the students of the incoming batch of 2019 completing this course. Students were introduced to some important aspects of computer configuration and some fundamental concepts related to connectivity and network. They were acquainted with emerging trends in cyber storage and AI and were introduced to some important aspects of cyber security, given the high social media presence among them. This created awareness on cyber security laws and enabled students to navigate cyberspace safely and effectively.

Installing Gsuite was an important step towards ensuring the smooth conduct of online teaching. The College also invested in purchasing zoom and webex packs for online meetings and webinars. The launch of the JVDLR, a state-of-the-art Digital Centre, enabled a smooth campus-to-corporate transition with cutting-edge digital facilities providing a space to conduct meetings, digital events and various online courses.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.2.1/6.2.1_Institutional_Strategic.pdf
Upload any additional information	View File

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

The Management Committee of the College, a Catholic minority institution run by the FMM, comprises the Principal, the Academic Head, and the Secretary, the Administrative Head. Institutional policies, appointments, salary revision, construction of new buildings are jointly decided. The Governing Body reviews academic and administrative processes. The administrative wing, including Human Resources & Infrastructure Management, is headed by the Secretary .

The Principal, along with the Secretary, Vice Principals, Deans, Staff Council members, plans the academic activities of the college. The Controller of Examination and her team are responsible for the conduct of the end semester examination and publication of timely results.

The Deans of Academic Affairs ensure the sustenance and enhancement of quality in the teaching-learning process. The Dean of Planning and Communication focuses on the policies of the College. The Dean of Commerce and Business Studies facilitates curricular and administrative initiatives. The Dean of Research facilitates research programmes, publications, consultations and international collaborations.

A coordinator heads the IQAC, an independent body which coordinates, plans and initiates processes and events for quality sustenance and enhancement.

The Student Council is guided by the Vice Principals and the Dean of Student Affairs, for College activities and student welfare measures.

File Description	Documents
Paste link to Organogram on the institution webpage	https://stellamariscollege.edu.in/assets/documents/Orgnogram.pdf
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/assets/documents/Orgnogram.pdf

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

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

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The College provides its staff a conducive atmosphere for up-skilling and research. Faculty members are granted leave to complete Ph.D, seed money for research projects and financial aid for participation in conferences. Outstanding research contributions are duly recognised through institutional awards.

Skill development programmes on soft skills, computer and communication skills are conducted for the non-teaching staff. They are also granted leave if they wish to pursue higher studies.

Financial support was extended to staff who required it during the pandemic. Advance withdrawal of a part of the salary is allowed during festivals or medical emergencies.

The wards of staff, fulfilling the qualification norms, are given preference to pursue higher education at the Institution. Fee concession is also often granted to them whenever necessary.

The College organises sessions on stress management and physical fitness techniques and also offers in-campus counselling services.

Recreational activities like Non-teaching Staff Day and Christmas celebrations bring the College community together. On the completion of 25 years of service, staff members are presented with a memento at the College Day celebrations.

The support staff are provided with uniforms by the Management and refreshments are served for the administrative and support staff during working hours.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.3.1/6.3.1_Effective_Welfare.pdf

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

2

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

30

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

14

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

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.

The 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 auditor, ensuring strict accounting standards in the finance section. All financial bills are submitted by the teaching or non-teaching staff in charge to the College auditor. They are scrutinised and passed to the Bursar for payment/accounting. Objections raised by the auditor are clarified by the staff-in-charge prior to the passing of the bill. Therefore there are no internal audit objections.

The objections raised in the government audit, if any, are clarified with proper evidence and are usually dropped during the respective audit reviews. And as per the instructions of the auditors corrections are carried over in the Attendance Register / Service Registers and Ledgers.

The Audit Committee's functions include assisting in terms of e-governance and academic regulatory compliance, investment practices, examining high profile research projects, disbursing funds-scholarships, remittance to various government sectors and overseeing the financial audit of the college.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AOAR_2021/CR6/6.4.1/6.4.1_Financial_Audits.pdf

6.4.2 - Funds / Grants received from non-government bodies, individuals, and philanthropists during the year (not covered in Criterion III and V) (INR in lakhs)

159590

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

The Bursar, in consultation with the Principal and the Finance Committee Members, develops a strategic plan for fundraising along with a budget every financial year. The plan is shared with the College Management, the Governing Body, and other officers of the institution to streamline fundraising and utilisation processes.

Resource Mobilization Policy:

The Resource Mobilisation Policy identifies government, management, philanthropists, fund-raising programmes, and corporate sponsors as the main sources of funding.

The resource mobilisation aims at meeting the financial requirements for developing and maintaining the infrastructure for academic and research purposes. A part of it is also spent on welfare measures for staff and students. Periodic reviews are conducted in order to analyse funding patterns, institutional efforts for mobilisation of funds and to optimise the use of resources.

Optimal Utilisation of Funds

Funds are provided for the establishment and maintenance of the infrastructural facilities of the College. Food tokens, Scholarships, fee concessions are provided to students. The institution also provided relief funds to the families of deserving students during the pandemic.

Faculty members are given research seed money, conference funding, and small travel grants for research.

The College provides Loans, hospitalization expenses and fee concessions for wards of administrative staff.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.4.3/6.4.3_Mobilisation_of_funds.pdf

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

The College has been increasingly moving towards digitalisation of administrative processes and documentation. The pandemic speeded up this process. The Academic Year 2020-2021 saw the admission process, much of which was already online, go completely virtual. Interviews applicants to the PG and M.Phil programmes happened online. Besides, the IQAC has initiated the

process of digital documentation and record keeping. Meetings were held online and minutes of meetings and attendance records for these meetings went digital.

Mental health was an important area of concern for faculty, staff and students alike during the pandemic-induced lockdown. The need of the hour was to ensure the emotional well-being of students and faculty and to deal with issues of mental health that arose during this period. In response to this, the IQAC spearheaded the offering of counselling services. The Faculty of Psychology, in collaboration SMCDRIVE and IAHV, offered online counselling services to reach out to the College community during the difficult period. Telecounselling services were offered to the college community, families of the students and faculty as well as to the public to combat the distress and mental health problems caused due to Covid19 pandemic.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.5.1/6.5.1_Internal_Quality_Assurance_Cell.pdf

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

The pandemic emphasised the need to rethink our teaching-learning processes in a major way and required extensive training as well as an upgrading of the IT infrastructure. Realising these would have a far-reaching consequence, the IQAC enabled the process by helping to organise FDP sessions on effective use of IT in teaching. The college adopted google classrooms and google meet as the platform for teaching. In some cases MOODLE and other web meeting platforms were also used. Post-training, when actual classes began, recording of lectures and learning resources were uploaded in the virtual classrooms. This ensured that students who had COVID-related health or connectivity issues could access the material at a later time.

These online teaching-learning initiatives were not confined to the pandemic situation. As a result of the initiatives taken during this year, the college has been able to increase the

number of online gE courses offered and is working towards ensuring that every department offers at least one online course every semester.

The 2019 Curriculum Restructure had placed special emphasis on strengthening the Life Skills component in the curriculum at the undergraduate level. Therefore, in the new structure implemented in the Academic year 2019-2020, students of Undergraduate Programmes were required to take four Life Skills courses of two credits each across different semesters.

The Academic Year 2020-21 saw the entire college student community completing these courses successfully. In the process, the students acquired a very comprehensive skills-set. They were trained in Soft Skills such as effective communication, time management, leadership skills and decision-making skills. They were made aware of the importance of physical well-being and adopting a healthy lifestyle. The courses equipped students to be safe netizens and sensitised them to healthy patterns of energy consumption. Students were introduced to skills that would help them grow into emotionally balanced young people. The spiritual quotient, much-needed for an anchoring in a stress-filled world, was also addressed.

The Life Skills courses helped students grow emotionally, professionally and spiritually so that they may adopt a holistic way of life when they graduate out of the campus. This is in keeping with the mission of the College to "impart high quality education" which is "value based and leads to holistic growth".

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://stellamariscollege.edu.in/AQAR_2021/CR6/6.5.2/6.5.2_Teaching_Learning_Process.pdf

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution

A. Any 4 or all of the above

Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

File Description	Documents
Paste the web link of annual reports of the Institution	https://stellamariscollege.edu.in/AOAR_2021/CR6/6.5.3/6.5.3 Mins ATR Doc.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

The college community is actively engaged in the mission of empowering young women. The establishment of the Centre for Women's Studies and the Gender Centre by the Department of Sociology is a step towards the same.

The students and faculty of various departments involve themselves in organising several specific programmes ranging from academic conferences to outreach programmes in order to create awareness and sensitise the students and the community. Many activists and academics are invited to deliver lectures and conduct workshops on campus. Women's Day Celebrations was celebrated on campus on 8 March 2020. Day care service for children is available on demand for staff and students.

The college is well lit, and closed-circuit television cameras are installed all around the campus to ensure the safety of students. The CCTV control room stores data that can be reviewed whenever necessary. Identity cards are compulsory for staff and students. Entry at the gates is closely monitored by security

personnel; outsiders are permitted on campus only after stringent security checks. Visitors are issued temporary identity passes to ensure safety and security. Registers are maintained at the gate to keep a record of visitors to the campus.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://stellamariscollege.edu.in/AOAR_2021/CR7/7.1.1/7.1.1_Addnl_Info.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

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

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

The organic waste generated from the various kitchens in the College is fed into the biogas digester. The capacity of the Biogas Plant is 175 Kg of organic waste and it produces an output of 8kg LPG per day. The biogas generated is used for cooking, thus reducing the use of commercial gas cylinders to a great extent.

The campus also has a greywater recycling system that recycles waste water from St. Joseph's hostel. A infiltration tank, and plants like Canna, Heliconium (false bird of paradise), and Alpinia (red ginger), help in recycling the wastewater. This recycled water is used for gardening.

The undergraduate students from the Department of Chemistry are trained in the Microscale technique for their practical classes which involves minimum usage of the essential chemicals. Traditional testing methods involved the usage of chemicals (solvents and reagents) in large quantities in test tubes. This

has been minimized to a great extent by the usage of tiles that require only a drop of the specific reagent required. making disposal easier and safer.

The Department of B Voc organised several webinars on sustainability and energy conservation which was conducted by eminent industry experts during this academic year.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

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

7.1.6 - Quality audits on environment and energy undertaken by the institution

<p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	<p>A. Any 4 or all of the above</p>
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File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	View File
Any other relevant information	View File

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance,</p>	<p>A. Any 4 or all of the above</p>
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reader, scribe, soft copies of reading materials, screen reading, etc.

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

Our institution understands the importance of fostering an inclusive environment that operates beyond religious, cultural, linguistic and economic differences. Students from varied backgrounds are admitted to the College where a welcoming and respectful learning environment is created so that every student feels valued. Teachers develop supportive and responsive relationships with students, encouraging their sense of belonging. Cultural and socio-emotional support systems like personal mentoring and counseling are available to students who need support in dealing with life on campus.

As a result of the Covid-19 pandemic, many students from the College were in need of financial support. The college provided assistance to them in the form of scholarships, fee concessions and fee waivers. Laptops and phones were also provided to students in need to enable them to attend classes online. The faculty members of the Department of Psychology offered tele-counselling sessions to students of the College and also to the public since the first lockdown.

The Students Union along with various clubs organised events that provide platform to students from diverse socioeconomic and cultural backgrounds to interact and exchange their respective cultural perspectives. Celebrations held during the Christmas season and Pongal are examples of student initiatives to foster cultural inclusivity.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
<p>7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:</p> <p>Stella Maris College upholds the ideals laid down in the Constitution of India and it is reflected in the various activities conducted in the College. National Integration and cultural diversity are themes that are highlighted on Independence Day. The NCC unit trains cadets and instills in them a patriotic commitment to serve the nation. This year, Cadets attended a national level constitutional duties awareness program. They signed up the pledge to inculcate a sense of responsibility among citizens towards their duties during the pandemic. As part of the Aatma Nirbhar Bharat Abhiyan, the cadets took a pledge to support and promote products that are 'Made in India'. On constitution day, they created an awareness on the theme 'Ektha Hamari Pehchan'. They took a youth pledge on mygov.com and created awareness in their neighbourhood about the preamble and our constitutional rights and duties. They also took the integrity pledge at pledge.cvc.nic.in The NSS and YRC Unit of the College also organised campaigns such as the Rashtriya Swachh Kendra, the PM Podcast, the Gandagi Mukta Bharat Campaign, Rashtriya Ekta Diwas Pledge on National Unity Day on 31 October 2020, Fit India Thematic Campaign, and the Unnat Bharat Abhiyan.</p>	
File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File
<p>7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution</p>	<p>A. All of the above</p>

organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Various Departments of the college organised webinars and cultural events for national and international commemorative days and festivals. The Department of B Voc organised World Environment Day and World Food Safety Day on 5 June and 11 June respectively. The NCC Company organised events on International Yoga Day on 21 June 2020 and Constitution Day on 26 November 2020. The Department of Sanskrit observed World Sanskrit Day on 3 August 2020. The Department of Psychology conducted webinars as part of World Mental Health Day. The NSS and YRC unit led the pledge on 31 October 2020 commemorating National Unity Day. In collaboration with SMC DRIVE they also conducted a panel discussion on International Girl Child Day on 11 October 2021. The Department of History observed Madras Day on 22 August 2020. On 25 November 2020 International Day for Elimination of Violence Against Women activities were by The Centre for Women's Studies. They along with the Gender Centre, collaborated with YMCA and Thozhi, an NGO for Transwomen and organised Women's Day celebrations on 8 March 2021. The College celebrated Independence Day and Stella Maris Birthday on 15 August 2020 virtually. The College also celebrated Teachers' day, Pongal and Christmas.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Title of the Practice 1

Gender Awareness and Empowerment of Women

Objectives of the Practice

To instil in students a sensitivity towards gender equality and to foster in the College an environment which will help students understand the important role they play in society

The Context

The College considers it vital to educate young women about their social, legal and economic rights. This is done in a structured and holistic manner so that students are also equipped with the necessary knowledge and skills to deal with challenges.

The Practice

The Centre for Women's Studies of the College endeavours to network with national and international women's groups to build resources for positive cultural interventions. The Students' Union, the various departments and different clubs have, conducted various activities that deal with gender issues. These include courses offered by the departments of English, Sociology, Economics, Visual Arts and Value Education.

Evidence of Success

Our students have excelled in academics, creative arts, NCC, social service, sports and entrepreneurship. Students from

disadvantaged backgrounds have received scholarships to study abroad. Our NCC cadets have participated in the Republic Day parade at Delhi and our sportspersons have won laurels at the State and National level. Problems Encountered and Resources Required

- The time devoted to programmes related to gender sensitisation and empowerment is limited.
- The absence of transgender persons in the campus (students and staff) limits the interaction with the third gender.
- Outreach programmes focussing on trans and third gender is challenging as we have to take into consideration the safety and security of students.

Title of the Practice 2

Enhancing Environmental Awareness and Promoting Sustainable Practices

Objectives of the Practice

- To create awareness among students about the need to adopt and maintain environmentally sustainable practices and thus reduce their carbon footprint
- The Context
- We believe that eco-friendly behaviour in everyday life will make students aware of their responsibility to the environment. They are trained to take their learning into the community.
- The Practice
- Leading through 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. It conducts programmes through which students take the initiative to bring about change in the community.
- Evidence of Success

- 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, recharge wells, grey-water recycling systems and rain water harvesting.
- Problems Encountered and Resources Required
- Our students receive sufficient theoretical input but it is difficult to take them to various sites where they could study the effects of environmental damage first-hand.
- Teaching and learning of environmental education and environmental awareness programmes will become more effective if the environmental science concepts are combined with their local knowledge. Planning and designing specific environmental programmes will help the students contribute effectively to their own environmental culture
- 7. Notes (Optional)

File Description	Documents
Best practices in the Institutional website	https://stellamariscollege.edu.in/ID_SMC
Any other relevant information	https://stellamariscollege.edu.in/AQAR_2021/CR7/7.2.1/BestPractices_Link1.pdf

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Whole-Person/Holistic Development

Our teaching philosophy is geared towards encouraging holistic growth:

Academic Excellence is ensured through the use of innovative

approaches and methodology. Fast learners are encouraged to enrol for extra online courses. Remedial classes and peer teaching are organised for slow learners.

Research is encouraged at the undergraduate and postgraduate levels.

All significant Days of Commemoration are celebrated by the College thus inculcating a sense of patriotism and civic duty. A strong sense of values is encouraged through academic courses, talks and prayers.

Gender sensitisation is ensured through programmes and courses that discuss the rights and responsibilities of women citizens of the country

Students are given soft skills training and are taught critical thinking and leadership skills to train them for the workplace.

A clear policy regarding inclusivity ensures that students are sensitised to the needs of differently abled persons.

The green initiatives of the College speak volumes of its commitment to sustainable practices.

Various programmes on mental and emotional health organised by the College ensure that students capable of coping with life's challenges.

Through the outreach programmes, extension activities, Service-Learning programme and the NSS activities, students reach out to the community.

File Description	Documents
Appropriate link in the institutional website	https://stellamariscollege.edu.in/ID_SMC
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

The upcoming academic year is the seventy fifth year of Stella Maris College. Commemorating the same, the college has planned various co curricular and extra curricular activities.

Departments in the college have proposed to conduct guest lectures, field visits, seminars and conferences alongside

regular academic activities. In preparation for curriculum restructuring in the year 2023 a series of relevant workshops, FDPs and audits will be organised. The College has envisaged both short and long term plans to ensure its continued relevance especially with the New Educational Policy promising a paradigm shift in pedagogical perception. In keeping with the global demand for Liberal Arts education, Stella Maris College plans to offer more online courses and use online learning platforms such as MOOCs optimally. The College proposes to establish a Skill Development Centre to provide demand-based and industry-relevant skills to students. This would equip them with the ability to carry out job functions involving cognitive, technical and interpersonal skills. The College proposes to revitalise its efforts to cultivate a culture of cutting-edge research by establishing a research hub for collaborative research. To this end, the College intends to implement policies that allow for flexibility in the areas of organisation within the institution, linkages with other institutions and the industry, and develop support structures across all areas of research and education.