



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION**  
**(Effective from July 2017)**

**Accreditation - (Cycle - 4)**

**PEER TEAM REPORT ON**  
**INSTITUTIONAL ACCREDITATION OF**  
**STELLA MARIS COLLEGE (AUTONOMOUS)**  
**C-43931**

**Chennai**  
**600086**

**(Draft)**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**An Autonomous Institution of the University Grants Commission**  
**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

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## Section I: GENERAL INFORMATION

1.Name & Address of the institution:	STELLA MARIS COLLEGE (AUTONOMOUS) Chennai Tamil Nadu 600086	
2.Year of Establishment	1947	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	3	
Departments/Centres:	20	
Programmes/Course offered:	50	
Permanent Faculty Members:	228	
Permanent Support Staff:	118	
Students:	5932	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Centrally located 2. Minority Institution for women 3. Well-placed and active Alumni	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 08-11-2021 Visit Date To : 09-11-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SUSHMA YADAV	Vice Chancellor,Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan, Sonipat, Haryana
Member Co-ordinator:	DR. RESIA BEEGAM S	Professor,UNIVERSITY OF KERALA
Member:	DR. GOURANG CHANDRA MOHANTY	FormerPrincipal,KHALLIKOTE AUTONOMOUS COLLEGE BERHAMPUR
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

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## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	<b>Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.</b>
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	<b>Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum</b>
1.4	Feedback System

### Qualitative analysis of Criterion 1

Stella Maris College is located in the heart of the Chennai city. Established in the year 1947. Converted into an autonomous college in 1987, the College is governed by a Management Committee and have all the statutory bodies like the Governing Body, the Academic Council, the Boards of Studies and the Finance Committee. The IQAC initiates and implements quality enhancement and assurance measures for the overall betterment the College. The College was accorded *Star College status* by *DBT Government of India* in 2009, *Star Department status to all UG Science Departments* in 2013, the status of *College with Potential for Excellence by UGC* in 2016 and as a *Mentor Institution* in the UGC sponsored *Paramarsh scheme* to mentor six colleges. The college is having 20 departments of various disciplines. Currently they are offering 23 UG programmes, 14 PG programmes, 5 MPhil., 7 Ph.D., 1 PG Diploma and a wide range of certificate courses. New-generation programmes like BVoc - Sustainable Energy Management, Food Processing and Quality Control, Tourism and Hospitality and Banking, Financial Services and Insurance are in place. The College revises the curriculum every three years taking into consideration feedback from stakeholders. The current curriculum is formulated with the Learning Outcome Based Education and also the CBCS. Core and Major Elective courses contribute to the development of disciplinary knowledge. The Interdisciplinary and General Elective Courses offer students an opportunity to explore points of intersection between different disciplines and enable students to function effectively in an increasingly multidisciplinary academic world. Foundation courses in English, Tamil, Hindi, Sanskrit, and French help the students in honing their communication and interpersonal skills while also introducing them to cultural and literary aspects of these languages. Independent learning is encouraged through online courses such as SWAYAM, NPTEL, and COURSERA for which additional credits are awarded. Core and Major Elective courses contribute to the employability by equipping the students to pursue careers according to their aspirations. The curriculum provides scope to sensitise students on gender equality and empowerment, the basic foundation for achieving peace, prosperity and sustainable development. Reaching out to the community through extension values of service learning and community development are integrated into the curriculum thus interfacing social value systems and higher education. The College community is actively involved in the successful implementation of waste segregation, use of vermi-compost, bio-gas, rainwater harvesting, grey water recycling, undertaking of periodic energy audits, segregation of waste, use of eco-friendly products on campus, recycling of paper, use of solar energy, and being a no plastic zone to name a few. It is mandatory for students at the undergraduate level to earn two credits for the course in Environmental Studies. The courses and initiatives of

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the Department of Value Education inculcates value-based approach of self and society in all dimensions.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	<b>The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners</b>
2.3	Teaching- Learning Process
2.3.1 QIM	<b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</b>
2.3.2 QIM	<b>Teachers use ICT enabled tools including online resources for effective teaching and learning process.</b>
2.3.4 QIM	<b>Preparation and adherence of Academic Calendar and Teaching plans by the institution</b>
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.3 QIM	<b>IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution</b>
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	<b>Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.</b>
2.6.2 QIM	<b>Attainment of programme outcomes and course outcomes are evaluated by the institution.</b>
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The College offers a caring learning environment by adopting a student-centric pedagogy and techniques to make the teaching-learning process relevant and engaging. It offers opportunities for development to first generation learners from socio-economically disadvantaged backgrounds, through conducts programmes such as Pathway, Language Partnership Programme, Remedial Coaching Programme to assist slow learners. Slow learners are identified during the admission process and during the first Continuous Assessment tests. The advanced learners are encouraged to earn extra credits through research activities, certificate courses, independent electives, internships etc. A robust system is in place for providing mentorship to students. The course schedule is available on DSpace, the institutional open access information repository. Students are encouraged to take up online courses such as NPTEL, Swayam, Coursera, etc. thereby earning extra credits as part of their programme. The Choice Based Credit System (CBCS) provides a variety of choices for the students. Online interactive platforms are being extensively used to provide enriched learning experiences across departments. Multimedia aids like PowerPoint presentations, YouTube videos and Self- Learning videos are used to support effective teaching-learning process. The students are encouraged to take up courses for extra credits on various MOOCs platforms such as SWAYAM, Coursera and NPTEL. The Academic Calendar of the College is well planned with detailed schedule prepared and communicated to the faculty and students prior to the commencement of the academic year is distributed to the students, teaching and non-teaching staff and also uploaded on the college website, at the onset of an academic year. All examination and assessment procedures, such as Continuous Assessment, Fee Payment, Mark Entry, Hall Ticket printing, Exam Scheduling, Issue of Mark Sheet, Re-evaluation, Declaration of Results and Convocation, have been automated for barcoding of answer scripts, Examination tracker system and Online services for

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certificate verification, digital WES (World Education Services) and transcript requests are in place. Due to Covid-19, final year examinations scheduled for April 2020, were conducted and evaluated online in September 2020. As all classes are being conducted online since July 2020, the IT facility has proved useful in the conduct and evaluation of both continuous assessment and end semester examinations. The College, in conjunction with VFS.Global/Docswallet, provides online services for certificate verification, digital WES. The social responsibility of students is evaluated based on their participation in community-oriented projects and extension activities organised by the department. The institution acts on the feedback obtained from different quarters on attainment of programme outcomes and acts on suggestions given by them where necessary.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)

3.1	Promotion of Research and Facilities
3.1.1 QIM	<b>The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented</b>
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	<b>Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.</b>
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	<b>Extension activities are carried out in the neighbourhood community,-sensitising students to social issues, for their holistic development, and impact thereof during the last five years</b>
3.7	Collaboration

Qualitative analysis of Criterion 3

The College has Stella Maris Research Centre which aims to create an integrated community of researchers' knowledge, publications and research production through research capacity building sessions for faculty and students as well as awareness programmes on Research Ethics and IPR. The College is trying to develop a sustainable Research ecosystem with its digitally equipped allied Centres and by forging productive regional, national and international collaborations. The Management also provides seed money to faculty for undertaking research projects. SAMUDRA, an International Multidisciplinary Research Journal encourages original research articles, both discipline-specific and interdisciplinary, in the Humanities, Social Sciences and Commerce. The other infrastructure includes Scientific Laboratories and Centres designed to be conducive to research and Digital transfer of knowledge. The Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented. The College has over 100 strategic partnerships with institutions, corporates and industry associations to foster collaborative academic research, deliver innovative programmes, and provide opportunities for exchange of information, knowledge and mobility for students and faculty. Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof through the NSS, YRC, SMC DRIVE, SAP/SL, SMCEPC. The NCC Units have been winning the Dr. Radhakrishnan Rolling Trophy since 2010. The Cadets and Officers have won awards in several Camps at National, International and regional levels such as Republic Day Camps and other camps like Vayu Sainik, Nav Sainik, National Integration and Himalayan Base Trekking which have a strong social component. Cadets have qualified and participated as ambassadors in Youth Exchange programmes.

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Through the extension activities, the College has consciously taken forward several Government Schemes educating students on the role of the government in the development and empowerment of communities. During calamities the College has involved in providing relief measures. In the current pandemic the Institution established a COVID Care Centre and a tele-counselling facility which catered to the needs of the College and the Community.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	<b>The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.</b>
4.1.2 QIM	<b>The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)</b>
4.2	Library as a Learning Resource
4.2.1 QIM	<b>Library is automated using Integrated Library Management System (ILMS)</b>
4.3	IT Infrastructure
4.3.1 QIM	<b>Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities</b>
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	<b>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.</b>

#### Qualitative analysis of Criterion 4

With 87 classrooms spread across 10 blocks and 12 seminar halls, well equipped with ICT facilities and 40 laboratories the institution has an adequately developed and well-maintained physical infrastructure with well-equipped classrooms, laboratories, library, seminar halls, conference rooms, gymnasium and one Open Air Theatre (OAT) houses a large digital LED display unit. The campus is Wi-Fi enabled and all classrooms are equipped with LAN and ICT facilities. The DST-FIST funding has been effectively utilised in setting up labs with sophisticated instruments and an E-Learning Centre and the Video Recording Room. Recorded Elective courses are offered on MOODLE, an online learning management system. The Multimedia Language Lab is used by Foundation English, BA and MA ELT, and the Language and Life Skills (Bridge Course) students. Thirty-five computers, with interactive language learning software, are available to the students in this lab. The Stella Maris Research and International Programmes Centre, the Facilitated Academic Resource & Research Centre (FARR) and the Jayshree Venkatraman Digital Learning and Research Centre (JVDLRC) have been added for facilities for advanced learning and research needs. The college also established the Centre for Research in Science and Technology (CRIST) with high-end instruments. The college has a number of 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. Separate rooms for NSS/YRC, NCC, Sports, Students Union, Counselling Services, Centre for Value Education, Internal Quality Assurance Cell, SAP/SL Centre and Career Guidance Cell/ Public Relations Office are available. The College has a Digital Studio, Art and Photography Studios and a curio centre for the display and sale of designed products. The College has launched its first ever YouTube channel titled 'The Stella Maris College

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Official' on 15 August 2020 which holds more than 4000 subscribers and videos that broadcast the important events hosted by the college. The College is fully automated using Integrated Library Management System (ILMS) with RFID Technology. The Library has a good collection of books, journals (Print and Online), theses, back volumes and CDROMs. It subscribes to newspapers in English, Tamil and Hindi, is Wi-fi enabled, maintains three servers and is 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.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)

5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	<b>Presence of an active Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution</b>
5.4	Alumni Engagement
5.4.1 QIM	<b>The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.</b>

Qualitative analysis of Criterion 5

The College has a student-centric teaching-learning-evaluation system and is committed to support students who are physically, psychologically, socio-economically disadvantaged. Their needs are attended to with sensitivity. The first generation learners from the vernacular medium are given a year-long, structured training in English Language and Life Skills. The Career Guidance Cell of the College is uniquely managed by the active Alumnae Association. The Student Council of The College is an elected democratic body comprising of Students' Union members, class representatives, assistant class representatives and office bearers of various Clubs. They function in partnership with the management, faculty and students for the benefit of the college and students at large. The Student council meeting is conducted twice a year. Student representatives are part of Internal Quality Assurance Cell, and other Committees. Their feedback is taken into consideration to plan and create quality enhancement strategies. The Student Council is involved in planning and organizing various activities for the students such as Orientation Programme for the 1st year students, Class Representative elections and Executive Representative elections, College Day, Independence Day, College Birthday Celebration, Freshers Talent Hunt, Club Day(Horizon) etc .They help in voicing out the issues and concerns of students to the administrative body. The Alumnae Association of Stella Maris College (AASMC) has been able to create an active, vibrant and cooperative alumnae network significant in the development of the institution that aims at promoting a strong bonding between the College and Alumnae in many ways. It aspires to create a worldwide community of the Alumnae. An Alumnae App has been created which is a powerful platform to highlight the achievements of the College and Alumnae and to create support for the needs of the college. AASMC includes a Kerala Chapter, a Bangalore Chapter and envisaging a new Madurai Chapter and plans to build, shape and strengthen alumnae association abroad by Forming Chapters Country-Wise. The alumnae network provides the college benefit from the expertise and experience of former graduates, by offering their support to current students, to the institution and to each other. A small group of Alumnae voluntarily participate in the Career Guidance Cell (CGC) also donate their valuable time to offer career support and placement opportunities through liaisons with more than 50 reputed companies to current students through professional networking. Generous financial contributions made by alumnae enable the college to offer merit-cum-means scholarships to students in need.

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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<b>The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution</b>
6.1.2 QIM	<b>The effective leadership is reflected in various institutional practices such as decentralization and participative management.</b>
6.2	Strategy Development and Deployment
6.2.1 QIM	<b>The institutional Strategic / Perspective plan is effectively deployed</b>
6.2.2 QIM	<b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.</b>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<b>The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression</b>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<b>Institution conducts internal and external financial audits regularly</b>
6.4.3 QIM	<b>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</b>
6.5	Internal Quality Assurance System
6.5.1 QIM	<b>Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)</b>  <b>Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)</b>
6.5.2 QIM	<b>The institution reviews its teaching learning process, structures &amp; methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities</b>  <b>( For first cycle - Incremental improvements made for the preceding five years with regard to quality</b>  <b>For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )</b>

#### Qualitative analysis of Criterion 6

The Institution practises decentralised, transparent and participatory governance. All stake-holders are involved in the decision-making process. The College has adopted e-governance to ensure transparency and efficiency in administration. The Institution has a well-thought out financial policy for the mobilisation and optimal utilisation of resources. All financial procedures are monitored closely by internal and external audit mechanisms. There is an active IQAC, working closely with the Departmental Quality Assurance Cells (DQAC). The student wing of the IQAC is also very proactive. All important issues associated with the academic and administrative aspects are discussed at various forums such as the Governing Council, Academic Council and Staff Council comprising representatives from the Management, Teaching and

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Administrative Staff, Student Representatives and External Experts. Staff Meetings are held periodically in order to discuss important issues pertaining to the academic programmes and the administration of the Institution. Faculty Committees are constituted to make decisions about and execute specific tasks. The role of the Students' Union and the Student Council is also envisioned in such a manner as to make the student community an active agent in the decision-making process. The Management Committee comprises the Principal, the Academic Head, and the Secretary, the Administrative Head. Critical matters such as institutional policies, appointments, salary revision, construction of new buildings are jointly decided. The Governing Body is an important decision-making body. It meets bi-annually to review academic and administrative processes. The College management provides opportunities to its staff to update their knowledge and skill sets. Regular sessions on research and capacity building are held for the teaching staff. Further a conducive atmosphere is created for them to engage actively in research by granting leave to complete Ph.D., making provisions of flexi-timing, providing seed money for research projects and financial aid for attending conferences/seminars. Both the teaching and the non-teaching staff in the Management's pay are given maternity leave as well as provident fund and gratuity. Financial support is extended to them when necessary, especially during natural disasters and medical emergencies. Advance withdrawal of a part of the salary is allowed during festivals and to meet medical emergencies. The wards of staff are given preference to pursue higher education at the Institution provided they fulfill the qualification norms. Fee concession is also often granted to wards of employees whenever necessary. The internal audit is conducted twice a year by an auditor appointed by the Management. The External audit is a three-day government audit conducted annually. However, the last external audit of the college was conducted in 2015-2016. The Resource Mobilisation Policy identifies government, management, philanthropists, fund-raising programmes, and corporate sponsors remain the main sources of funding. Internationalisation and collaborative initiatives have significantly expanded with faculty and student exchanges, internship programmes, credit transfer Postgraduate programmes and research. The international and national MoUs have grown considerably over the years.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity during the last five years.
7.1.3 QIM	Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).
7.1.9 QIM	Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).
7.1.11 QIM	Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

#### Qualitative analysis of Criterion 7

The College instil and in students' sensitivity towards gender equality and environmental consciousness. The establishment of the Centre for Women's Studies and the Gender Centre work towards the same and is also reflected in its academic courses as well as social awareness programs and campaigns. The college is well lit and CCTV cameras are installed for the security of students. The issues pertaining to the emotional and psychological well-being of students are addressed by the counselling Centre at SMCDRIVE. It has Degradable and non-degradable waste Solid waste management practices in place like Solid Waste Management, Liquid Waste Management as well as E Waste Management, Paper waste recycling system and Hazardous Chemical Waste Management. The Department of Chemistry follows green techniques and minimizes the use of various chemicals. Green Synthesis and Microwave Assisted Preparations are undertaken as eco-friendly measures. The Environment club of the College, conducts numerous programmes to sensitise the community to the ecological consciousness of the campus and the city. The institution has introduced innovative environmental related courses such as Environmental Sociology, Environmental Economics, Horticulture, Ecology, Environmental Biotechnology, Industrial Waste Management. The green initiatives of the College speak volumes of its commitment to sustainable practices. The use of solar energy, segregation of waste, grey water recycling, ban of plastics on campus, etc are geared to make students responsible towards the environment. The College encourages the use of innovative approaches and methodology in the classroom and state-of-the art laboratories and scientific equipment with top class hands-on experience in the conduct of experiments. Field trips are organised regularly to reinforce the learning that has taken place in the classroom.

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Students conduct exhibitions which help them consolidate their learning. Fast learners are encouraged to enrol for MOOC, and other online courses. Research is encouraged at the undergraduate and postgraduate levels; students are trained to explore new areas and present their findings in seminars and term papers. Value education classes are offered for a semester each year where the students are introduced to topics as varied as personal development, societal roles and responsibilities and inter-faith dialogue.

### Section III: OVERALL ANALYSIS based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

#### Overall Analysis

#### Strength:

- The College is located in the heart of the city and easily accessible by road, rail and air
- Autonomous college status conferred in 1987 provides freedom in designing curriculum, conducting examinations, and publishing results on time
- New-generation programmes like BVoc - Sustainable Energy Management, Food Processing and Quality Control, Tourism and Hospitality and Banking, Financial Services and Insurance are in place
- College awarded CPE and DBT STAR status, and is DST-FIST supported
- Consistent ranking among Top 10 College users of N-List programme among over 3000 colleges
- E-governance and automation processes extended to administration, student support, examination, finance and accounts
- NSS, NCC, YRC focussed on service - college consistently ranked among colleges with highest number of blood donors, with NCC cadets and NSS volunteers being youth ambassadors.
- Wifi-enabled campus with technologically-equipped classrooms
- Fully-automated library with RFID technology
- Green campus initiatives include solar panels, rainwater harvesting, herbal garden, grey water recycling, bio-gas plant, vermicomposting

#### Weaknesses:

- Lack of income-generating consultancy among faculty
- Slow rate of research and publication
- Insufficient student strength in select postgraduate programmes and lesser PG programmes
- Lack of diversity in faculty and student profile
- Lack of administrative assistance at the Department level

#### Opportunities:

- Opportunity to tap more foreign students
- Opportunity to tap more students from other states
- Partnerships and collaborations with reputed global partners through the International Research Centre
- MoUs and collaborations including faculty exchanges, study tours, research collaborations, provision of short course and long transfer courses to support educational programmes and student learning
- Multidisciplinary and interdisciplinary research activities at national and global levels - networking with institutes of higher learning, corporates and industry associations for conferences, workshops, seminars, certificate programmes
- Collaboration with foreign universities to offer postgraduate programmes - IMBA, MSc Data

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Science, MA Leadership

- International Multidisciplinary Online Journal - Samudra can be popularised globally and can attract subscribers
- Can strengthen their linkage with local industries for ensuring employability of their outgoing students
- Integrating professional programmes - ACCA, CIMA, US-CMA on a wider scale
- Scope for making use of well-placed alumni in terms of financial and other support

#### Challenges:

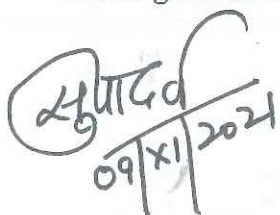
- The need to increase skill-oriented degree programmes
- Pressure to meet demands of a globalised educational environment (Perception that foreign universities are better)
- Career concerns, peer pressure and parental pressure influence on academic performance of students
- Societal focus on marks rather than holistic development of students
- Socio-economic background of students affects their accessibility to certain educational
- Delay in disbursement of financial funding
- Numerous regulatory bodies restricting autonomy
- Delay in sanctioning posts and career advancement of teaching and administrative staff by the government

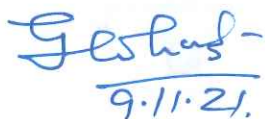
#### Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- More postgraduate programmes are to be started
- Faculty should be encouraged to develop more MOOCS
- Can try for more institutional funding
- All the postgraduate departments can be converted into research departments
- The management should make use of all possibilities to strengthen their liaison with corporates/industrial establishments/employers so that placement opportunities for the students improve
- Teachers are to be encouraged to do more research publications
- Teachers without Ph.D. degree are to be encouraged to do research
- Faculty can be encouraged to take up consultancy projects

I have gone through the observations of the Peer Team as mentioned in this report

  
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Signature of the Head of the Institution

  
PRINCIPAL  
STELLA MARIS COLLEGE  
(AUTONOMOUS)  
17, Cathedral Road  
Chennai - 600 086

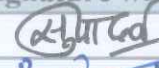
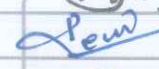



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9.11.21  
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Sl.No	Name		Signature with date
1	SUSHMA YADAV	Chairman	 09/11/2021
2	RESIA BEEGAM S	Member Co - ordinator	 9/11/21
3	GOURANG CHANDRA MOHANTY	Member	 9.11.21
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date

MAAC