



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

STELLA MARIS COLLEGE (AUTONOMOUS)

STELLA MARIS COLLEGE (AUTONOMOUS) 17 CATHEDRAL ROAD
600086

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

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

An inspired leadership, a highly qualified, dedicated staff and a vibrant student body accord **Stella Maris College (Autonomous)** a premier position on the educational map of the country. Founded by the Society of the Franciscan Missionaries of Mary on 15 August 1947, the College, a Catholic minority institution affiliated to the University of Madras, reaches out to a diverse student population. Located in a verdant campus at the heart of the city of Chennai, the College is proud of its rich ecosphere and is easily accessible by road, rail and air.

The College is governed by a Management Committee. The statutory bodies of the College are 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 all constituencies of the College. Interventions like academic audit, energy audit, green cover assessment etc. equip us to meet academic and social challenges.

The College was accorded *Star College status* by *DBT Government of India* in 2009 and *Star Department status to all UG Science Departments* in 2013. Stella Maris College was accredited by the NAAC with **A Grade** with a **CGPA of 3.68** (3rd cycle) on a four point scale in 2014 and was awarded the status of *College with Potential for Excellence by UGC* in 2016. Due to its consistent good ranking in the previous NAAC accreditations the College has been chosen as a *Mentor Institution* in the UGC sponsored *Paramarsh scheme* to mentor 6 colleges. The DST, Government of India, under the scheme "Fund for Improvement of S&T Infrastructure in Higher Educational Institutions" (*DST-FIST*) sanctioned an amount of Rs.1 crore to Stella Maris College in **2015** at **Level'0'**. Stella Maris is proud to state that the proposal submitted for financial aid to institutions for enhancing quality and excellence was approved by the Project Approval Board of *Rashtriya Uchchatar Shiksha Abhiyan (RUSA)* in 2018.

In its pursuit of excellence, the College has charted out an **educational road map for quality education and stimuli for lifetime learning** through a **student-centric, teaching-learning process** that facilitates holistic development.

Vision

The vision of the college is **to build a vibrant and inclusive learning community in a culture of excellence sustained by a sound value system that promotes responsible citizenship and effects social change.**

The College is managed by the Society of the Franciscan Missionaries of Mary, a Catholic religious congregation founded by Blessed Mary of the Passion (Hélène de Chappotin) in Ootacamund, Tamil Nadu, in 1877. Guided by her charism, the initiatives of the College arise from a sound philosophy of life based on faith in God and the contemporary reality of a pluralistic Indian society that is challenged by global ideologies and cultures.

Truth and Charity is the motto of the College. The College strives to encourage young women to continually search for truth and grow into mature and responsible women ready to face the challenges of life at home and

society.

The College **emblem** represents a ship sailing on stormy waters led by a star symbolising the students life, guided amidst tempests by the light of Stella Maris.

Today, the College has an enrollment of more than 5,500 students from diverse backgrounds, communities and nations. The College is committed to serving the economically and socially marginalised sections of society. It provides university education in a Christian atmosphere for deserving students, especially those belonging to the Catholic community. Admission is open to all, irrespective of caste and creed and all students' rights of conscience are respected.

Mission

The mission of the college is **to empower young women to face the challenges of life with courage and commitment, to be builders of a humane and a just society, and to promote a learning community in which all, especially those from less-privileged backgrounds, feel part of the collaborative high quality educational process which is value based and leads to holistic growth.**

To realise this vision and accomplish its mission, the College has set the following objectives:

- To nurture in the College, a community of individuals endowed with intellectual curiosity, and an eagerness for lifetime learning who will use knowledge creatively for social transformation
- To form women of character with sound moral principles and integrated personalities
- To instill in the students a sense of national pride and appreciation of Indian traditions and cultures
- To create awareness among students about current socio- economic, political and cultural issues and to denounce all forms of oppression relating to class, caste and gender
- To sensitise students to environmental issues, thus motivating them to promote ecological justice and sustainable development
- To establish a link between the institution and policy makers through collaborative research leading to social development

Stella Maris College believes that learning should not only contribute to **personal growth but to the welfare of society as well.** In **responding swiftly and effectively in times of crises** the College has led the way: various faculty and students were at the forefront of relief operations when Chennai bore the brunt of floods in 2015 and the cyclone in 2016. Yet again, the management's gesture of providing timely financial aid to the families of needy students during the pandemic stands testimony to the College's efforts to build a humane and just society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Mission to empower young women through high quality value-based education
- Autonomy since 1987 has provided freedom in designing curriculum, conducting examinations, and publishing results on time. Choice Based Credit System (CBCS) was introduced in 1997, and Outcome Based Learning in 2019

- 22 undergraduate and 13 postgraduate programmes with 5 departments offering MPhil and 7 departments offering PhD programmes. Postgraduate diplomas and certificate courses offered
- New-generation job-oriented programmes like BVoc - Sustainable Energy Management, Food Processing and Quality Control, Tourism and Hospitality and Banking, Financial Services and Insurance
- 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
- Institutional governance model structured to facilitate sharing of responsibility in decision-making
- E-governance and automation processes extended to administration, student support, examination, finance and accounts
- Inclusiveness reflected in admission policy: students from socially and economically marginalized sections of society, other cultural and linguistic backgrounds given opportunities
- Emphasis placed on promoting and nurturing values that help character formation: courses in Christian Perspectives / Ethics are offered to all students as part of the curriculum
- 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.
- Social Awareness Programme / Service Learning ensures that theory is supplemented with action-based initiatives
- Commitment to community service, social justice, and empowerment of women - Centre for Women's Studies and Stella Maris Gender Centre focus on education and interventions on gender issues
- Well-structured mentoring system and counselling with professionals on campus
- Provides holistic educational experience based on well-structured, broad-based curriculum offering scope for research and skill-based courses with entrepreneurial outcomes and employability
- Career Guidance Cell administered by alumnae provides career development and employment training programmes
- Wifi-enabled campus with technologically-equipped classrooms
- Fully-automated library with RFID technology
- Institutional subscription to plagiarism software Urkund
- Archives digitised for ease of access
- Infrastructure for differently-abled students
- Merit/ means scholarships, fee concessions and food tokens provided
- Green campus initiatives include solar panels, rainwater harvesting, herbal garden, grey water recycling, bio-gas plant, vermicomposting

Institutional Weakness

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

Institutional Opportunity

- Partially residential campus - about 550 students in 5 hostels
- Partnerships and collaborations with reputed global partners through the International Research Centre

- MoUs and collaborations include 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 Science, MA Leadership
- Integrating professional programmes - ACCA, CIMA, US-CMA
- Skill enhancement through professional courses - SAP-FICO, Drafting and Conveyancing, and Business and Financial Analytics
- International Multidisciplinary Online Journal - Samudra - ready to be launched
- Several support centres such as Career Guidance Cell (CGC), Stella Maris Centre for Development of Resources for Inclusion and Vocational Enrichment (SMCDRIVE), Stella Maris College Extension Project Centre (SMCEPC), Stella Maris College Networking Centre (SMCNC), Centre for Women's Studies (CWS), Stella Maris Gender Centre, Stella Centre for Effective Education and Development (SCEED) that offer training and opportunities
- SMCDRIVE, an extension centre on campus conducting computer skills, life skills, and Communicative English courses for disadvantaged students
- Language Lab for the honing of English language skills using Computer Based Language Learning
- Research Writing Centre provides input and training in Academic Writing
- Remedial Coaching programme to help students improve academic performance through peer teaching
- Steady increase in number of faculty completing PhD degree and publishing research papers
- Fitness Centre and sports facility for faculty, students and the College community
- Clubs for students promote interest in extra-curricular activities
- Co-curricular departmental level programmes provide students with both academic and professional training
- Engagement in community linkage programmes - Bridge course, Pathway programme, English Language and Art camps for children
- Outreach Extension Project Centre at Tirupachur village provide educational support to the children of the village community
- Skills development opportunities, with financial support, are provided to non-teaching staff

Institutional Challenge

- Continued perception that all educational processes should be directed towards preparing students for job market - creates 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
- Lack of flexi-timings and sabbatical for faculty, research scholars and supervisors to enhance research
- Full potential of alumni yet to be tapped - scope for better engagement with alumnae

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Stella Maris College offers a wide range of programmes and course options to fulfill its vision and mission of imparting **whole-person education in an inclusive environment**. Rooted in the core values of the Institution, the curriculum is designed to **align with local, regional, national and global developmental needs and pedagogical trends**. During the assessment period, the college introduced two Ph.D, one PG and eight new UG Programmes. In addition to these, 59 certificate courses have been introduced as value-addition courses.

The College revises the curriculum every three years taking into consideration **feedback from all stakeholders**: students, alumnae, course teachers, Industrial experts and members of the Academic Audit Committee. The current revision (2019-20) integrates **Outcome Based Education** into the existing five part curriculum in the CBCS format. The Programme, Programme Specific and Course Learning Outcomes identified are aligned with national and global mandates for quality education: **life-long learning, employability, entrepreneurship and the ability to mediate and negotiate in communities**.

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. Student Development and training programmes and mandatory Service Learning/Social Awareness courses **create sensitive and compassionate citizens** who will be sensitive to social and environmental justice. **Independent learning** is encouraged through online courses such as SWAYAM, NPTEL, and COURSERA for which additional credits are awarded.

The various programmes offered for study, it is expected, will prepare students to evolve into **responsible citizens with the ethical competency, sensitivity and readiness to share their knowledge, experience, and capabilities, especially with the marginalised and the disadvantaged sections of the society**.

Teaching-learning and Evaluation

The College offers a **vibrant and inclusive learning environment** for learners from diverse regions, cultures and contexts. The College makes students active participants and decision makers in their learning by adopting **a student-centric pedagogy** and techniques that facilitate **experiential learning**. Our commitment to skill development is seen in **the NSDC Certification we have received for two of our B.Voc Programmes**. One of the greatest strengths of the institution is its **highly qualified, motivated and committed members of faculty**, drawn from **diverse backgrounds and varied experience**, who constantly **upgrade their skill sets and expand their knowledge base**. They evolve **innovative teaching methods and techniques** to make the teaching-learning process relevant and engaging. In addition they also discharge their administrative responsibilities with diligence.

A minority institution which adheres to the state government reservation policy, the College offers **opportunities for development to first generation learners, to those from socio-economically disadvantaged backgrounds and to slow and advanced learners**. The Institution conducts programmes such

as Pathway, Language Partnership Programme, Remedial Coaching Programme to assist slow learners. 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 through the Mentoring process. Each student is assigned a Mentor who provides guidance related to academics, career advancement and personal growth. The teaching-learning process is made relevant and engaging through the **use of technology** and relevant methodologies with an emphasis on experiential learning. The course schedule, that includes teaching modality, timeframe and pattern of assessments, is available on DSpace, the **institutional open access information repository**.

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 transparency and efficiency**. Barcoding of answer scripts ensures confidentiality and credibility in evaluation. The **Examination tracker system** assists in tracking the performance of the student; it also provides information on students with special needs. **Online services** for certificate verification, digital WES (World Education Services) and transcript requests are in place.

Research, Innovations and Extension

The Stella Maris Research Centre aims to create an **integrated community of researchers' knowledge**, publications and substantial research production. It facilitates many important research activities including **research capacity building sessions for faculty development, awareness programmes on Research Ethics and IPR, and impartation of research skills to students at all levels**. Policies, practices and Procedures strengthen the research culture of the institution.

The College has a **vibrant Research ecosystem with its digitally equipped allied Centres** - Gender Centre, Women's Studies Centre and the Facilitated Academic Resource and Research Centre - which leverage global collaboration. By forging productive regional, national and international collaborations, the College encourages new research initiatives. 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. Having identified the need for a more animated research culture, the College has taken steps to encourage students and faculty to increase their research output. The success of these initiatives is visible in the significant **increase in the number of projects and research publications** over the past few years. The **infrastructure provided includes** Scientific Laboratories and Centres **designed to be conducive to research** and Digital transfer of knowledge.

Reaching out to the community through extension activities is an integral part of our education; values of service learning and community development are integrated into the curriculum thus **interfacing social value systems and higher education**. Keeping abreast with global learning practices and to develop an exciting collaborative education beyond borders, the College has over 100 strategic partnerships with high quality institutions, corporates and industry associations. The partnerships aim to foster collaborative academic research, deliver innovative programmes, and provide opportunities for exchange of information, knowledge and mobility for students and faculty.

During calamities the College has always been involved in providing relief measures. In the current pandemic the Institution established a COVID Care Centre to assist the Government and a tele-counselling facility which catered to the needs of the College and the Community.

Infrastructure and Learning Resources

Stella Maris College has kept pace with technological developments aiding various academic needs. The institution has an **adequately developed and well maintained physical infrastructure** with well-equipped **classrooms, laboratories, library, seminar halls, conference rooms and gymnasium**. The addition of the Sancta Sofia (SS) Block to the college campus has helped to meet the demands of the growing student numbers and increasing number of academic programmes.

In response to the increasing use of ICT in the teaching-learning process, the campus is **Wi-Fi enabled and all classrooms are equipped with LAN and ICT facilities** to enhance the learning experience. 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.

Furnished with state-of-art digital equipment, 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)** offer infrastructural facilities for advanced learning and research needs. The college has established the **Centre for Research in Science and Technology (CRIST)** with high-end instruments. In addition to this, the college has **well-appointed auditoriums, seminar halls, conference rooms and ample spaces for sports and games** to enrich students' academic and extra-curricular endeavours.

The college takes pride in its ever-expanding collection of **books (112367), journals (9953), periodicals and e-resources of the fully-automated library**. The library provides access to **e-resources such as NLIST, Questia and NPTEL courses**. The library also holds **Dspace**, a digital repository of question papers, syllabi and course schedules made accessible via the college website. The Library building also houses the **Stellarchives** – the college archives

Student Support and Progression

Stella Maris College has adopted a **student-centric teaching-learning-evaluation system which assures the students of optimal educational benefits**. Offering courses in traditional Arts and Science disciplines and in emerging areas such as International Studies, Information Technology, Bioinformatics and Biotechnology, the College prepares its students to contribute to national development and fosters global competencies to operate in a competitive workplace.

Stella Maris College is **especially committed to the care and support of students who are physically, psychologically, socio-economically disadvantaged**. Their physical, emotional and financial needs are attended to with sensitivity and genuine concern. While **Governmental, Non-Governmental and Institutional scholarships** offer financial support to students, **counselling services and the mentoring system** assist them in personal growth and well-being. A **well-equipped disability friendly campus** provides a conducive learning atmosphere.

Students who are **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, uniquely managed by the active Alumnae Association,** prepares students for employment through various soft skills and life skills training programmes. It helps the graduates find career opportunities with top organisations every year with salary packages that are on par with the best in the country.

The **democratically elected Students' Union** functions as the representative of the student body. The members of the Union **represent a cross-section of the student body and contribute actively to decisions related to student life** on campus. The vibrant and democratic **Student Council of the College,** guided by the Deans of Student Affairs, addresses the concerns of the student body through the Student Council Meetings conducted twice in an academic year.

The overall development of students is also ensured through various **co-curricular activities** such as student seminars, exhibitions and paper presentations. Students find an opportunity to showcase their extra-curricular talents through **cultural fests and events organised by various clubs.**

The **Alumnae meets** are organized regularly by the departments and by the Alumnae Association of the College. The alumnae contribute actively to their Alma Mater as resource persons, trainers and subject experts and also offer financial support for education of students on campus.

Governance, Leadership and Management

Stella Maris College strongly believes that the quest for quality education is a collective journey. The Institution practises **decentralised, transparent and participatory governance.** By clearly defining the roles and responsibilities of various functionaries, the institution ensures that **all stake-holders are involved in the decision-making process,** instilling a sense of **ownership as well as accountability** in the College community. A good example of decentralisation and collaborative decision-making is seen in the Curriculum Restructuring undertaken in 2019 in which all the stakeholders had an active role to play.

The Strategic Planning document lays down the **road-map for quality enhancement identifying focus areas, defining specific goals and outlining an action plan with specific targets and timelines.** Skill Development for employability and entrepreneurship was identified as a specific goal in the plan period 2017-2022 and this has been implemented with considerable success. The College has adopted **e-governance to ensure transparency and efficiency** in administration.

The Institution recognises that the academic and administrative staff are its most important resources and has several **welfare measures aimed at their physical and emotional well-being.** Opportunities are provided for **career advancement and skill development** through training programmes and financial assistance. Counselling services, recreational activities and a cordial professional atmosphere ensure optimal output from the staff.

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.**

The **robust and active IQAC,** working closely with the **Departmental Quality Assurance Cells (DQAC),** acts as the **nodal point of contact** between different structural units of the College, initiates feedback processes, organises training programmes and spearheads academic and administrative reforms whenever necessary. The **student wing of the IQAC** is also very proactive. Two important **post-accreditation**

initiatives spearheaded by the IQAC are **increased research output and international collaboration**. The introduction of Interdisciplinary Core courses and the strengthening of the life skills component have been **major reforms undertaken in the area of teaching-learning** in this five year period. The IQAC, thus, plays a vital role in making **quality enhancement a core principle** of the institutional culture.

Institutional Values and Best Practices

The academic programmes and teaching philosophy are geared towards fostering **intellectual, emotional, social, psychological and spiritual maturity in students**. The practices adopted by the College intend to promote **formation of character and values**, and a sense of meaning and purpose for the student.

The College assumes responsibility to instil in students **sensitivity towards gender equality**. It creates an environment where communication and information exchange help students understand the important role they play, as women, in society thus enabling them to think, analyse and **provide solutions to challenges faced by women** in different spaces. Various programmes are conducted to **educate young women about their social, legal and economic rights**. They are also made aware of the inherent need to address **gender justice** within families. Students are sensitised to the need for a cultural transformation, and a change in ingrained thoughts, which will enable them to critically examine the reality that exists in society.

The College also creates awareness among students about the need to **adopt and maintain environmentally sustainable practices** that demonstrate their commitment to the environment and **reduce their carbon footprint**. The College adopts practices that establish and ensure air, water and waste management compliance. It focuses on maintaining existing, and developing new, green infrastructure for the institution and in the community – such as new green technologies, alternative local energy sources, recycling systems and eco-friendly products. Students are not only sensitised about their responsibility to the environment but are also trained to be proactive in their duty to **take their learning into the immediate community**.

The College fosters an **inclusive environment** that operates beyond religious, cultural, linguistic and economic differences. Inclusive practices enable all students and staff to get the maximum academic, personal and social benefit from their interactions with each other. It also fosters **a sense of patriotism** and educates students about their **role and responsibilities as citizens of India**. Students are encouraged and guided to explore diverse learning opportunities in conjunction with the academic programmes, to emerge as persons who possess both **intellectual vitality and a sense of integrity**.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | STELLA MARIS COLLEGE (AUTONOMOUS) |
| Address | Stella Maris College (Autonomous) 17 Cathedral Road |
| City | Chennai |
| State | Tamil Nadu |
| Pin | 600086 |
| Website | https://stellamariscollege.edu.in/ |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|-------------------------|------------|--------------|-------------------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Sr Rosy Joseph | 044-28110121 | 8608246737 | 044-28110129 | principal@stellamariscollege.edu.in |
| IQAC / CIQA coordinator | Lakshmi Priya Daniel | 044-28111987 | 9840690217 | 044-28111951 | iqacsmc@gmail.com |

| Status of the Institution | |
|---------------------------|---|
| Institution Status | Private , Grant-in-aid and Self Financing |

| Type of Institution | |
|---------------------|----------------|
| By Gender | For Women |
| By Shift | Day Evening |

| Recognized Minority institution | |
|--|---|
| If it is a recognized minority institution | Yes Minority Institution.pdf |
| If Yes, Specify minority status | |
| Religious | Christian Religious Minority |
| Linguistic | |
| Any Other | |

| Establishment Details | |
|---|------------|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 15-08-1947 |
| Date of grant of 'Autonomy' to the College by UGC | 22-09-1987 |

| University to which the college is affiliated | | |
|--|------------------------|-------------------------------|
| State | University name | Document |
| Tamil Nadu | University of Madras | View Document |

| Details of UGC recognition | | |
|-----------------------------------|-------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 17-09-1977 | View Document |
| 12B of UGC | 31-03-2004 | View Document |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

| Recognitions | |
|---|---|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | Yes |
| If yes, date of recognition? | 21-07-2016 |
| Is the College recognized for its performance by any other governmental agency? | Yes |
| If yes, name of the agency | National Institutional Ranking Framework MHRD |
| Date of recognition | 11-06-2020 |

| Location and Area of Campus | | | | |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Stella Maris College (Autonomous) 17 Cathedral Road | Urban | 19.5 | 37273.24 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|--|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BVoc,Food Processing And Quality Control | 36 | Higher Secondary | English | 50 | 43 |
| UG | BVoc,Sustainable Energy Management | 36 | Higher Secondary | English | 50 | 35 |
| UG | BCA,Computer Science | 36 | Higher Secondary | English | 104 | 104 |
| UG | BSc,Psychology | 36 | Higher Secondary | English | 55 | 55 |
| UG | BSW,Social Work | 36 | Higher Secondary | English | 50 | 48 |

| | | | | | | |
|----|---------------------|----|----------------------|---------|-----|-----|
| UG | BVoc,Commerce | 36 | Higher Secondary | English | 50 | 49 |
| UG | BCom,Commerce | 36 | Higher Secondary | English | 73 | 73 |
| UG | BCom,Commerce | 36 | Higher Secondary | English | 307 | 307 |
| UG | BCom,Commerce | 36 | Higher Secondary | English | 154 | 154 |
| UG | BBA,Commerce | 36 | Higher Secondary | English | 77 | 77 |
| UG | BSc,Zoology | 36 | Higher Secondary | English | 51 | 51 |
| UG | BSc,Botany | 36 | Higher Secondary | English | 51 | 51 |
| UG | BSc,Chemistry | 36 | Higher Secondary | English | 53 | 53 |
| UG | BSc,Physics | 36 | Higher Secondary | English | 52 | 52 |
| UG | BVA,Fine Arts | 48 | Higher Secondary | English | 70 | 63 |
| UG | BA,English | 36 | Higher Secondary | English | 70 | 57 |
| UG | BA,English | 36 | Higher Secondary | English | 74 | 74 |
| UG | BA,Economics | 36 | Higher Secondary | English | 72 | 72 |
| UG | BA,Sociology | 36 | Higher Secondary | English | 70 | 70 |
| UG | BVoc,History | 36 | Higher Secondary | English | 50 | 29 |
| UG | BA,History | 36 | Higher Secondary | English | 76 | 76 |
| UG | BSc,Mathematics | 36 | Higher Secondary | English | 140 | 131 |
| PG | MA,Public Relations | 24 | Undergraduate Degree | English | 25 | 24 |

| | | | | | | |
|---|------------------------------|----|----------------------|---------|----|----|
| PG | MA,International Studies | 24 | Undergraduate Degree | English | 40 | 37 |
| PG | MSc,Biotechnology | 24 | Undergraduate Degree | English | 29 | 29 |
| PG | MSc,Bioinformatics | 24 | Undergraduate Degree | English | 26 | 22 |
| PG | MSc,Computer Science | 24 | Undergraduate Degree | English | 26 | 25 |
| PG | MSW,Social Work | 24 | Undergraduate Degree | English | 40 | 40 |
| PG | MCom,Commerce | 24 | Undergraduate Degree | English | 43 | 43 |
| PG | MSc,Chemistry | 24 | Undergraduate Degree | English | 26 | 24 |
| PG | MSc,Physics | 24 | Undergraduate Degree | English | 25 | 25 |
| PG | MA,Fine Arts | 24 | Undergraduate Degree | English | 25 | 14 |
| PG | MA,English | 24 | Undergraduate Degree | English | 45 | 45 |
| PG | MA,Economics | 24 | Undergraduate Degree | English | 25 | 23 |
| PG | MSc,Mathematics | 24 | Undergraduate Degree | English | 46 | 46 |
| PG Diploma recognised by statutory authority including university | PG Diploma, Computer Science | 12 | Undergraduate Degree | English | 26 | 1 |
| Doctoral (Ph.D) | PhD or DPhil, Biotechnology | 36 | Postgraduate Degree | English | 5 | 5 |
| Doctoral (Ph.D) | PhD or DPhil, Social Work | 36 | Postgraduate Degree | English | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Chemistry | 36 | Postgraduate Degree | English | 3 | 0 |

| | | | | | | |
|-----------------------|--------------------------|----|---------------------|---------|----|---|
| Doctoral (Ph.D) | PhD or DPhil,Fine Arts | 36 | Postgraduate Degree | English | 13 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,English | 36 | Postgraduate Degree | English | 1 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Economics | 36 | Postgraduate Degree | English | 17 | 1 |
| Doctoral (Ph.D) | PhD or DPhil,Mathematics | 36 | Postgraduate Degree | English | 5 | 4 |
| Pre Doctoral (M.Phil) | MPhil,Social Work | 12 | Postgraduate Degree | English | 6 | 0 |
| Pre Doctoral (M.Phil) | MPhil,Fine Arts | 12 | Postgraduate Degree | English | 2 | 0 |
| Pre Doctoral (M.Phil) | MPhil,English | 12 | Postgraduate Degree | English | 10 | 7 |
| Pre Doctoral (M.Phil) | MPhil,Economics | 12 | Postgraduate Degree | English | 6 | 0 |
| Pre Doctoral (M.Phil) | MPhil,Mathematics | 12 | Postgraduate Degree | English | 8 | 7 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 26 | | | | 82 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 26 | 0 | 26 | 0 | 82 | 0 | 82 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 5 | | | | 97 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 | 0 | 97 | 0 | 97 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 51 |
| Recruited | 13 | 38 | 0 | 51 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 49 |
| Recruited | 14 | 35 | 0 | 49 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 14 |
| Recruited | 8 | 6 | 0 | 14 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 29 | 0 | 0 | 83 | 0 | 112 |
| M.Phil. | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 57 | 0 | 59 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 0 | 39 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 0 | 7 |

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 7 | | 5 | | 12 |

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|--|--------|---|-------------------------------|--------------|---------------------|-------|
| Pre Doctoral (M.Phil) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 9 | 5 | 0 | 0 | 14 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 31 | 27 | 0 | 0 | 58 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG Diploma recognised by statutory authority including university | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 1 | 0 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 457 | 243 | 0 | 1 | 701 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 3595 | 1251 | 7 | 2 | 4855 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 172 | 102 | 127 | 153 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 6 | 3 | 5 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 754 | 617 | 675 | 686 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 336 | 332 | 352 | 383 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 853 | 843 | 779 | 744 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 2121 | 1897 | 1938 | 1974 |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|-------------------------------------|-------------------------------|
| Bioinformatics | View Document |
| Biotechnology | View Document |
| Botany | View Document |
| Chemistry | View Document |
| Commerce | View Document |
| Computer Science | View Document |
| Economics | View Document |
| English | View Document |
| Fine Arts | View Document |
| Food Processing And Quality Control | View Document |
| History | View Document |
| International Studies | View Document |
| Mathematics | View Document |
| Physics | View Document |
| Psychology | View Document |
| Public Relations | View Document |
| Social Work | View Document |
| Sociology | View Document |
| Sustainable Energy Management | View Document |
| Zoology | View Document |

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 48 | 44 | 43 | 43 | 39 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of departments offering academic programmes

Response: 20

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 5629 | 5494 | 5375 | 4908 | 4407 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

Number of outgoing / final year students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1940 | 1684 | 1423 | 1431 | 1354 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 5547 | 5427 | 5330 | 4891 | 4362 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.4**Number of revaluation applications year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 121 | 293 | 247 | 124 | 19 |

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1192 | 1027 | 989 | 978 | 1031 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.2**Number of full time teachers year-wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 210 | 206 | 192 | 176 | 172 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.3

Number of sanctioned posts year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 210 | 206 | 192 | 176 | 172 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 17261 | 17088 | 17839 | 12880 | 9584 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1791 | 1686 | 1627 | 1627 | 1442 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

4.3**Total number of classrooms and seminar halls****Response: 99****4.4****Total number of computers in the campus for academic purpose****Response: 524**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1629.95 | 1238.18 | 509.68 | 394.34 | 348.53 |

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - 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 is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Stella Maris College is committed to whole-person education and offers a range of programmes and course options that are aligned with local, national, regional and global developmental needs and trends.

The curriculum developed and implemented in 2019-2020 integrates Outcome 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) are aligned with national and global mandates of high quality education, life-long learning, development of critical thinking and problem solving skills, effective communication, and the ability to work in communities.

Core and Major Elective courses contribute to the development of disciplinary knowledge, its related technical and analytical skills and employability of the students. It also focuses on identifying cutting-edge tools in the disciplines in addition to equipping them to pursue academic/professional/industrial careers that would contribute meaningfully towards nation building.

Keeping in view the need for an interdisciplinary approach in education, the college offers interdisciplinary courses in the curriculum and are intended to encourage students to engage in research output, collaboration, and networking at different levels in academia.

General elective courses offered gives students an opportunity for holistic development and encourages exploration of various fields outside their major field of study.

Life skills courses, an important part of our vision of education, equip students with basic computer skills, personal and social skills. They also create awareness in areas such as responsible citizenship, some important legal rights, food and energy balance and energy conservation.

Environmental Studies and related core courses offered by various departments ensure that students adopt sustainable alternatives, appreciate the importance of biodiversity and a balanced ecosystem.

The value education courses enable students to reflect upon values in personal life and help them build self-awareness with an emphasis on the emotional and spiritual quotient. These courses also help the students to appreciate cultural diversity of the nation, to understand the role of youth in nation building, to handle value conflicts and to contribute to peace initiatives towards building harmony.

Student training programmes and Service Learning/Social Awareness courses are aligned with national mandates to create sensitive and compassionate citizens who actively work for social justice. This enables

students to develop ethical competency and sensitivity and prepare them to share their knowledge, experience and capabilities with the marginalised and oppressed communities.

Foundation courses in English, Tamil, Hindi, Sanskrit, and French are relevant to the needs of national and global intercultural and academic exchange. These courses expose the students to literature that broadens their world view and enables them to operate efficiently in the multicultural, multi-ethnic world.

Value-added Certificate courses offered for extra credits are application and skill based. These courses build competency to operate in a workplace and facilitate interaction with experts in the field.

The entire curriculum is structured in order to help students grow into well-rounded individuals who are capable of adopting a holistic way of life and can contribute meaningfully to nation building and global development.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 47

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 47

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting | View Document |
| Details of program syllabus revision in last 5 years(Data Template) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 95.29

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1100 | 984 | 951 | 969 | 960 |

| File Description | Document |
|--|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Average percentage of courses having focus on employability/ entrepreneurship(Data Template) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 43.62

1.2.1.1 How many new courses are introduced within the last five years

Response: 520

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 1192

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 48

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Guided by the vision and mission of the College and aimed at holistic growth of students, the curriculum provides value based education incorporating aspects of Gender, Environment and Sustainability, Human Values and Professional Ethics.

Institutional commitment to these aspects is reflected in the syllabi of Courses offered (Part I-V and as Independent Study Courses). Classroom teaching is substantiated with field based/ practical experiences and the methodology used aids in integrating theory and practice.

Gender

The curriculum provides scope to sensitise students on gender equality and empowerment, the basic foundation for achieving peace, prosperity and sustainable development. Programme specific courses in Gender Studies offered, enable, engage and empowers young women towards realisation of Goal 5 of the

Sustainable Development Goals. The Centre for Women's Studies instituted in 2009 with support of the UGC provides opportunities to widen knowledge, stimulate discourse and action, enrich scope for research, partnerships and encourages further study in the area. Complementing its activities the Gender Centre was inaugurated in 2018.

Environment and Sustainability

Commitment to the environment and fostering student involvement for 'green' campus initiatives has always been the priority at Stella Maris. 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. Many of the programmes offer specific courses pertaining to their streams such as Environmental Sociology, Environmental Economics, Ecology and Environmental Biotechnology, Introduction to Wild Life Biology, Ecology Development and Social Work Intervention, Disaster Preparedness and Risk Reduction, Waste Management in the Food Industry, Environmental Social Work, Food Adulteration and Water Pollution, Pollutants and Adulterants. A vocational degree programme, B.Voc - Sustainable Energy Management was introduced in 2016 with UGC approval and financial assistance under the aegis of NSDC.

Human Values and Professional Ethics

Truth and Charity are hallmarks which the College strives to inculcate for enhancement of character, interactions and relationships. Value and personality enrichment, social responsibility, human rights, justice, advocacy, understanding of religion, fostering a culture of dialogue for peace building/ peace initiatives, responsible citizenship and civic awareness are woven into the courses offered. Instruction on professional ethics, conduct and etiquette develops in a student commitment to excellence and a willingness to shoulder responsibility with a sense of purpose and duty. 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 | Document |
|---|-------------------------------|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | View Document |

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 95

1.3.2.1 How many new value-added courses are added within the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 21 | 028 | 25 | 14 | 7 |

| File Description | Document |
|--|-------------------------------|
| List of value added courses (Data Template) | View Document |
| Brochure or any other document relating to value added courses | View Document |
| Any additional information | View Document |

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**Response:** 10.83**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 627 | 936 | 789 | 0347 | 186 |

| File Description | Document |
|---------------------------------|-------------------------------|
| List of students enrolled | View Document |
| Link for Additional Information | View Document |

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**Response:** 51.5**1.3.4.1 Number of students undertaking field projects / internships / student projects****Response:** 2899

| File Description | Document |
|---|-------------------------------|
| List of programs and number of students undertaking field projects / internships / student projects (Data Template) | View Document |

1.4 Feedback System

| <p>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</p> <p>Response: A. All 4 of the above</p> | |
|--|-------------------------------|
| File Description | Document |
| Any additional information | View Document |
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | View Document |
| URL for stakeholder feedback report | View Document |
| Link for Additional Information | View Document |

| <p>1.4.2 The feedback system of the Institution comprises of the following :</p> <p>Response: A. Feedback collected, analysed and action taken and report made available on website</p> | |
|---|-------------------------------|
| File Description | Document |
| Any additional information | View Document |
| URL for stakeholder feedback report | View Document |
| Link for Additional Information | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 95.31

2.1.1.1 Number of students admitted year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2121 | 1897 | 1938 | 1974 | 1695 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2210 | 2044 | 2002 | 2043 | 1797 |

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 48.06

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 932 | 722 | 807 | 847 | 631 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Stella Maris College envisions building an inclusive learning community with vibrancy in learning accentuated by student diversity. The heterogeneity in socio-economic backgrounds, geography, culture and learning abilities is addressed through various initiatives. The empowerment of First-generation learners as they take a big step forward is a primary focus of the College. The Institution assesses the learning level of the students and organises programmes for both advanced learners and slow learners to develop their conceptual understanding, experiential learning, skill development and employability.

SLOW LEARNERS:

- Slow learners are identified during the admission process and during the first Continuous Assessment tests
- At the time of admission students from vernacular medium of instruction are recommended to attend a three-year **Pathway Programme** which aims to help those from the less privileged sections of society gain to develop confidence and communicate in English thereby gain access to employment opportunities. This programme enables the student right from the first year to adapt to regular classes up to the final year when they are given pre-recruitment training by the Career Guidance Cell
- The **Language Partnership Programme** which works on the principle of peer teaching is specifically aimed to bring the first-year students who lack the required level of competence in English into the mainstream through a holistic and well-designed approach
- The first and second year students who obtain marks below the required pass percentage are inducted into the **Remedial Coaching Programme** with peer teaching coordinated and supervised by the faculty. This kind of peer learning benefits the peer teachers and learners, allowing for greater interaction, understanding and experiential learning
- Department wise worksheets, simplified notes and special learning materials are made available to slow learners
- Extra classes are held for clearing any doubts to bridge the gap in understanding of the subject
- For skill-based courses, additional practice hours (eg. extra lab hours) are provided

ADVANCED LEARNERS

- The advanced learners are encouraged to take up challenging assignments, research questions and independent learning projects

- Students are encouraged to take up online courses such as NPTEL, Swayam, Coursera, etc. thereby earning extra credits as part of their programme
- Advance learners earn extra credits through registering for Independent Electives, attend internships, take up summer exchange programmes, register for certificate courses, and register for optional research
- Encouraged to be peer teachers for Language Partnership Programme and Remedial Coaching Programme
- Participate and present papers in seminars and conferences at regional, national and international levels
- Post Graduate advanced learners take up Summer and Winter internships both at national and international levels
- They qualify to undertake projects and internships with stipend in prestigious Institutes such as Indian Academy of Sciences, IITs, CLRI, IISc, INSA and Corporates like Deloitte, KPMG etc.
- Paper presentations and publications, at conferences and seminars which develops their research skills
- Advanced learners also have the opportunity of working in Departmental projects

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 27:1

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

Student centric learning emphasises quality in Higher Education by adopting different learning approaches to actively engage students and enhance their understanding. 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 faculty are trained regularly through sessions on the adoption of student-centric tools to keep abreast of the latest skills and enhance participative teaching-learning process.

The Choice Based Credit System (CBCS) provides a variety of choices for the students. Students are

exposed to a wide array of courses and different methods of teaching. To encourage the students to enrich the knowledge across disciplines, courses such as General Electives, Interdisciplinary and Independent Electives are offered to the students to strengthen their creative abilities while allowing greater academic flexibility.

The Curriculum clearly delineates the Programme Outcomes, the Programme Specific Outcome for each programme and the Course outcomes. The faculty plan the methodology of teaching, learning and evaluation based the PO, PSO and CO. The lesson plans/course schedules prepared by faculty are uploaded in the College D-space.

Student centric methods focus on the students learning concepts through participative tools. Use of online based services such as Google Classroom provide a springboard to develop several creative activities for the students.

Experiential learning enhances the skill sets of the students in their choice of study. The students learn the concepts through Hands on Training in the laboratories / industries, Language Labs, Extension Programmes, Workshops, Peer Teaching, Building Working Models, Field Visits/Field Projects, Surveys, Internships, Virtual Labs, Simulation Practical, Audio Visual learning, Book Reviews, Report Writing, Extension activities, Video preparation, Travel Brochures preparation, Blogs and YouTube , Paper Presentations, Research Based Projects, Stock Exchange Simulation and Term Papers.

Learning is effective when the students participate in the process. **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.

Beyond the course work, E- lessons provided by SWAYAM, NPTEL, Coursera and other E-learning portals offer the students an opportunity for self-learning and also earn extra credits.

Independent electives help the students to gain additional knowledge beyond the boundaries of the mandatory course work.

The students are trained in **Problem solving** skills, 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 under graduate programme encourages the students to apply their knowledge.

Stella Maris College is committed to fostering a teaching- learning environment that meets the needs of all its diverse students and hence uses varied learning methodologies creating practices that inspire and confer reflective and actionable experiences.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

Stella Maris College initiated the use of customised ICT Enabled Tools more than two decades ago which is in practice till date in the teaching-learning process making it more effective and accessible. Though traditional teaching-learning has its own popularity, the intervention of ICT has enhanced the learning process among students. It is beneficial for both teachers and students - teachers explore better ways to make the courses interesting and also find appropriate tools to instruct, assign and evaluate submissions and examinations. On the other hand, the students find greater ease and access to a variety of courses online, creating a self-paced learning environment with evaluations which are fair and transparent to them.

Web services like Zoom, Google Meet, Edmodo and Google Classroom, which are widely used by the Departments have enhanced technology assisted teaching-learning and have contributed to an increased level of participation of students. These 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.

Online interactive platforms are being extensively used to engage students and to provide enriched learning experiences across departments.

- Visualisation of Mathematical concepts, Challenging Computations are handled using MATLAB and MATHCAD
- Molecular modelling is done using Chemdraw in the course Computers in Chemistry
- Stock Exchange Simulator used for Commerce students to practice trading in stocks without financial risks
- The Departments of English and Public Relations use Blogs to engage the students in learning contemporary communication in the digital world and to train them in effective Digital Communication and Marketing
- The Department of English also uses other Social Media platforms to enable students to gain sensitivity and an understanding towards sex/gender minorities
- Blogging has been effectively used by the Department of Economics as a forum, for interaction between the students and alumnae on relevant contemporary topics
- The Department of Fine Arts uses Adobe Illustrator and Photoshop in Graphic Design, Communication Design and Textile Design Courses for delivering impactful and effective design solutions
- The use of simulation software in Zoology has replaced actual dissections of common animal specimens inculcating a humane approach and sensitivity towards the natural world
- The Physio Ex 8.0 simulation software simulates human physiological processes and conveys the concept behind various functional mechanisms in the body through experimental situations that the student can easily understand
- Multimedia aids like PowerPoint presentations, YouTube videos and Self- Learning videos have continued to support effective teaching-learning process
- The college also provides General Elective Courses through LMS Platforms, where video resources are created by faculty members, thereby making E-Learning courses popular among students
- The students have been encouraged to take up courses for extra credits on various MOOCs

platforms such as SWAYAM, Coursera and NPTEL. There has been a significant increase in the number of students and these E-learning platforms have been useful in kick-starting the blended-learning approach in the College.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | View Document |
| Link for Additional Information | View Document |

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 29:1

2.3.3.1 Number of mentors

Response: 191

| File Description | Document |
|--|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The Academic Calendar of the College is well planned, transparent and self - monitored. It involves a detailed schedule prepared and communicated to the faculty and students prior to the commencement of the academic year. The Academic Calendar is drafted by a core team led by the Principal, Vice Principals, and a team of faculty from across the departments. Inputs from the Examination office, Departments and other Units of the College are sought to formulate the calendar and it is drafted and presented to the academic body for suggestions. The Handbook /Academic Calendar is distributed to the students, teaching and non-teaching staff and also uploaded on the college website, at the onset of an academic year.

The Calendar has information like 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.

The code of conduct for students is clearly mentioned in the calendar. It provides detailed account of the structure of CBCS, which includes mandatory courses, major, allied and general elective courses. There is also a compulsory component on value education. It also has details of campus ministries, other extension activities including sports and games, National Cadet Corps and National Services Scheme. A digital College Calendar is also made available in the college website since 2015.

The College follows a structured teaching plan. A centralized timetable is prepared by a core committee every semester and circulated to the departments where the department-specific timetable is made for the faculty and classes.

Each faculty member prepares lesson plans/course schedules for the courses they teach, indicating the teaching plan, syllabus and the evaluation pattern. It provides information about dates for tests, assignments, seminars and the like with evaluation strategies. Thus the academic plan for an entire semester is made transparent to the students. The lesson plan/course schedule is submitted to the HoD who scrutinizes and sends it to the Vice Principals which is then uploaded in the D-space of the college and made available to the students.

The question papers for the internal tests are submitted the Controller of Examination, which are scrutinized for validity and reliability by the HoD and Department Quality Assurance Cell (DQAC) members. The answer scripts are evaluated and distributed to the students and entered into CA mark portals which can be viewed by the students and their parents. The academic process of the semester is completed when the students sign for their internal marks entered by the course teachers and the final CA mark sheet is submitted to the Controller of Examinations.

The use of e-governance for academics has proved to be an effective time saving strategy, beneficial to both staff and students especially in preparing and communicating the teaching plan and methodologies. Thus the system demands adherence to academic schedule without deviations.

| File Description | Document |
|--|-------------------------------|
| Upload Academic Calendar and Teaching plans for five years | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

| File Description | Document |
|--|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 47.67

2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 112 | 89 | 100 | 75 | 81 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format (Data Template) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 10.5

2.4.3.1 Total experience of full-time teachers

Response: 2204.7

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 11.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 11 | 14 | 13 | 12 | 6 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format (Data Template) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 3.04

2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 121 | 293 | 247 | 124 | 19 |

| File Description | Document |
|--|-------------------------------|
| Number of complaints and total number of students appeared year wise | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.5.3 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

Response:

The Examination Unit of Stella Maris College was one the first to use IT integration on campus which has brought in steady improvement over the years to the EMS in response to the expanding needs of the college community. In keeping with the increased use of technology in the different aspects of institutional functioning, all examination and assessment procedures have been computerised and automated. Quality improvement has therefore necessitated a significant investment in IT infrastructure.

The Office of the Controller of Examinations has constantly innovated and updated itself in order to increase the transparency and ease of transaction, especially for the student community. The Examination Committee which comprises of the Principal, Vice Principals (Shift I & II), Controller of Examinations, Associate Controller of Examinations, Deans of Academic Affairs and Dean of Commerce & Business Studies meet on a regular basis to review and revise examination procedures.

The developments in the process of evaluation shows the effectiveness of the EMS in the College some of which are highlighted below:

Continuous Assessment:

The College continues to follow the Continuous Assessment (CA) and End Semester (ES) pattern for evaluation, there have been some changes in the academic years 2015 and 2019.

Academic year 2015-16: From the academic year 2015-16, the CA pattern was changed to a written test and an additional component which may include two or more of the following testing methods - seminar, assignment, quiz, case study, mini projects, video presentations, open book test, role play etc., both carrying equal weightage. At the end of the semester, students who were absent for the test or wish to improve their scores can avail of an Improvement Test.

Academic year 2019-20: 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.

End Semester Examination:

Single evaluation by an external examiner for all undergraduate courses was introduced beginning with the 2015 batch. A total of three question papers are set for all undergraduate Major and Allied Core courses in 2017-18. One is by the course teacher and one each by two external examiners.

The introduction of single evaluation permitted undergraduate students from 2015 onwards to request for re-evaluation of answer scripts. Photocopies of answer scripts are provided to students based on which they can apply for re-evaluation.

The logistics of the examination procedure and publication of results has been enabled by the Examination Module, an automated solution for examination-related functions. The Exam Module includes Admin and sub-modules such as Continuous Assessment, Examination Panel, Examination Scheduling, Examination

Invigilation, Attendance Lack, Mark Entry, Mark Sheet, Photocopy & Re-evaluation, Examination Online Fee Payment, Examination Results, Examination Seating, Staff Admin, Student Details, Convocation Admin and Supplementary Examination. This has reduced the need for direct or personal interface and more importantly in the reduction of waiting time.

Beginning with the online application and payment of examination fees, the Examination Module also enables the office to draw up the timetable for both regular and supplementary examinations. The Heads of Departments, fill in the details of external/internal examiners online which is then accessed by the Examination office. Based on the suggested list, external/internal examiners are contacted and requested to send a soft copy of question papers. The Department Quality Assurance Cell (DQAC) scrutinizes the question papers to ensure equal distribution of questions from all units of the syllabus and also to check whether it is within the prescribed syllabus.

Before the commencement of the examination, students can download their hall tickets from the college website. The examination office uses an advanced computer programme in hall ticket printing containing information such as the photo identity of the student, subject codes of permitted courses, date and time of the examinations along with room allocation. The introduction of barcoding for regular examinations of 2017 batch (UG, PG) onwards, has led to confidentiality and anonymity ensuring fair and impartial evaluation. In Postgraduate evaluation which has double valuation process the third valuation reconciliation is automated.

The Examination Module further facilitates the entry of marks and publication of results as well. The end semester and supplementary examination results are made available to students for viewing, downloading, and printing in the student login. Once the results are published, students can apply for re-evaluation. The system generates reports of Continuous Internal Assessment and consolidated marksheets.

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. The computerization of examination processes has made the system quick and efficient, further reducing errors in computing marks. It has also cut short the time frame between the conduct of examination and declaration of results.

For the November 2019 End Semester examinations, a detailed computerized plan for seating arrangement was created using the online facility.

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 (World Education Services) and transcript requests. The facility which is convenient and user-friendly allows for transactions on a round-the-clock basis, ensuring that requested documents are delivered worldwide. The institution has implemented the digital platform for alumnae anywhere in the world and current students to apply for genuineness verification, digital WES and

transcripts. A seamless and paperless system for sharing of documents, it provides automated updates via text alerts and emails, enabling the student to track the request online.

Thus constant updates specifically through IT integration in the examination procedures and processes have brought in significant advances in the Examination Management System of the College.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The Program Learning Outcomes (PLO) are framed to develop clear academic goals adhering to the Vision and Mission of college. As a part of the preparation of Program Learning Outcomes, Program Specific Learning Outcomes and the Course Learning Outcomes, a series of meetings are conducted at various administrative levels of the college. In tune with the UGC guidelines, the Academic Deans prepare the POs which provide the direction and template to the department for the preparation of PSOs and COs for a given programme.

Further, Programmes Outcomes (POs) have also been developed clearly enunciating the skills, knowledge and attributes expected to be possessed by a graduate/postgraduate at the time of his/her graduation. The PSOs and COs along with the syllabi for different courses are then carefully drafted by the departments in concurrence with its Boards of Studies and ratified by the Academic Council. These delineate the knowledge and skills that would be expected to be possessed by a student, in a particular subject, upon the completion of their undergraduate/postgraduate studies.

A detailed course schedule is prepared by course teachers before the beginning of each semester. Methodology to teach a topic is chosen after much thought and after consultation with due inputs from the department faculty. The Programme Specific Outcome and Course Outcome are also kept in mind while preparing the course schedule framed by the course teacher entailing the desired learning outcome that she strives to attain.

The Course Outcome is specifically spelt out by the teacher at the beginning of the semester while discussing the syllabus for the course. At the beginning of every lesson, the learning outcome is also conveyed to the students. The course schedules are prepared with thoroughness, with weekly lessons and assignments clearly mentioned after scrutiny by the Departmental Quality Assurance Cell (DQAC). This also serves as an important reminder to the course teacher with reference to promptly finishing portions and getting ready with question papers for the conduct of assessments.

The PSOs and POs are also communicated to students at the appropriate time and are uploaded on the institutional website. This is displayed on the college website in the web page of each department which is accessed by the students and other stakeholders through the college website. The syllabus is also made available through the institutional repository software, DSpace.

At the beginning of the academic year, freshers and their parents are briefed about POs during the common orientation programme and PSOs and COs at the departmental level. Course in-charges are entrusted with the responsibility of briefing the students about the features of COs.

| File Description | Document |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are clearly mentioned in the current restructured syllabus. The attainment of these outcomes is ensured through different methods and mechanisms. The achievement of the outcome can be measured and assessed based on the number of students pursuing higher studies; carrying out research in premier institutions; successfully clearing competitive examinations; gaining employment or self-employment; establishing start-ups and publishing articles and research papers to name a few.

Strategies adopted to ensure attainment of POs, PSOs and COs are:

The strategies adopted to ensure attainment of the above is primarily through matching the Course Learning Outcome and the Programme Specific Learning Outcome with the methodologies of attaining it. One such methodology would be the careful planning and preparation of the course schedule in the beginning of each semester, through meticulous planning of weekly lessons and assignments with clear timelines.

The components for evaluation are carefully selected to include testing methods that would require creative thinking, participative learning and multiple skills and abilities. Some of them include case studies, project-based assignments, quizzes, seminars, presentations, panel discussions, role-plays, debates and discussions and other course specific assessments. The student's understanding of theoretical concepts, competence in analysing data and applications of concept in real life are evaluated. Moreover some components perform the dual purpose of improving soft skills and methodologies related to research.

Furthermore the quality of the question papers are reviewed by the DQAC for its validity, relevance to the

course curriculum and desired outcomes. Corrective suggestions made by the DQAC are implemented duly to ensure its conformity and correctness. 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.

Students' competence reflects in their pursuit of higher studies in reputed institutes of education in India and abroad. Integration of professional courses into our course curriculum facilitates in accelerating their career trajectory. In addition to the entrepreneurial ventures and self-employment, students selected in premier organizations and institutions, corporates, banks, NGOs, start-ups and by students all speak of successful attainment of the learning outcomes. The placement records serves as a metric to evaluate the effectiveness of the programs.

The institution acts on the feedback obtained from different quarters on attainment of programme outcomes and acts on suggestions given by them where necessary.

Keeping 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.

Other measures include:

Participation and presentation of papers by students in various research and academic ventures such as conferences, seminars and workshops serves as a measure of success in the teaching pedagogy. The performance of the students in competitive examinations like GATE, NET/SET, CAT, MAT, XAT, GRE, IELTS and TOEFL is also considered for assessing the degree of attainment of PSOs.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 92.36

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1668

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1806

| File Description | Document |
|---|-------------------------------|
| Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template) | View Document |
| Any additional information | View Document |
| Link for the annual report | View Document |

2.7 Student Satisfaction Survey

| 2.7.1 Online student satisfaction survey regarding teaching learning process | |
|---|-------------------------------|
| Response: 3.23 | |
| File Description | Document |
| Upload database of all currently enrolled students | View Document |
| Link for any additional information | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 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

Response:

Stella Maris College aims to create an integrated community of researchers with a knowledge pool, leading to substantial research production. To be on par with global research standards the College aims to forge strong and productive collaborations with partner institutions in the region and further with national and international institutions. Increasingly, educators are looking to use research as a tool for teaching and to create a positive influence, for expanding knowledge areas and increase its dissemination. To this end various departments have been working towards achieving excellence in research by conducting seminars/conferences, programmes and undertaking projects with funding from Government and NGOs.

The research departments of the College offering PhD degrees which are Mathematics, English, Social Work, Economics, Fine Arts, Biotechnology and Chemistry currently aim to integrate a research ambience at every level. The College also has a vibrant, rapidly expanding PG and UG student research culture which is integrated into the research environment.

The Stella Maris International Centre for Multidisciplinary Research (SMICMR) which was established in 2013 facilitates information services and conducts promotional activities within the institution and beyond which include UG Research skills impartation, capacity building sessions for faculty development, collaborations, innovation and research related seminars and other key research-oriented undertakings.

A core aspect is the provision and updating infrastructure facilities which is designed specifically to be conducive to research. This includes laboratories such as the DST-FIST Lab which was funded by the DST, Government of India and sanctioned an amount of Rs.1 crore in 2015 at Level'0', CRIST Lab for promotion of scientific research, Multidisciplinary Research Centre, Academic Collaboration Room, Innovation and Research Development with library facilities, the Facilitated Academic Resource and Research Centre for collaborative networking and the Digital Learning and Research Centre for Digital transfer of knowledge.

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

The steps taken to strengthen the performance of the institution in the areas of research are: (a) increased knowledge partnerships,

(b) enhanced numbers of publications and research projects,

(c) augmented interdisciplinary research activities,

(d) intensified collaborations with other institutions, industries, and society

The facilities, services and the culture of research is created through systematic management of research executed by the SMC Management & SMICMR assisted by

1. SMC Research Council
2. Office of Research Integrity (ORI)
3. Office of the Academic Deans
4. SMC IQAC- Internal Quality Assurance Cell
5. SMC Research Ethical Committee
6. Heads of Research Monitoring Departments
7. Scholar coordinators
8. Research mentors

Building on existing strengths the institution is open to innovative proposals and new research initiatives and other emergent areas of research on campus providing an intellectually and creatively stimulating culture to thrive on.

| File Description | Document |
|---|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | View Document |
| Any additional information | View Document |
| URL of Policy document on promotion of research uploaded on website | View Document |

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 1.63

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6.55 | 1.575 | 0 | 0 | 0 |

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

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 1.88

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 6 | 2 | 4 | 3 |

| File Description | Document |
|---|-------------------------------|
| List of teachers and their international fellowship details | View Document |
| e-copies of the award letters of the teachers | View Document |

3.2 Resource Mobilization for Research

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 278.04

3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 16.17 | 16.905 | 126.03 | 102.84 | 16.09 |

| File Description | Document |
|--|-------------------------------|
| List of project and grant details | View Document |
| e-copies of the grant award letters for research projects sponsored by government and non-government | View Document |
| Any additional information | View Document |

3.2.2 Percentage of teachers having research projects during the last five years

Response: 4.5

3.2.2.1 Number of teachers having research projects during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 9 | 15 | 6 | 7 |

| File Description | Document |
|--|-------------------------------|
| Names of teachers having research projects | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

3.2.3 Percentage of teachers recognised as research guides

Response: 12.38

3.2.3.1 Number of teachers recognized as research guides

Response: 26

| File Description | Document |
|--|-------------------------------|
| Upload copies of the letter of the university recognizing faculty as research guides | View Document |

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 91.9

3.2.4.1 Number of departments having Research projects funded by government and non-

government agencies during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 4 | 6 | 7 | 8 | 4 |

3.2.4.2 Number of departments offering academic programmes

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 7 | 7 | 6 | 6 | 6 |

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |
| Paste link to funding agency website | View Document |

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The College has established Centres focusing on different areas and an Entrepreneurship Development Cell creating a sustainable eco-system generating innovative transfers of knowledge:

1. DST-FIST Lab

The DST, Government of India, under the scheme " Fund for Improvement of S & T Infrastructure in Higher Educational Institutions" (DST-FIST) sanctioned an amount of Rs.1 crore to Stella Maris College in 2015 at Level '0'. The scheme is intended to augment the Teaching and Research facilities through acquisition of Equipment, Software, Books, Networking, Computational facilities and maintenance of equipment. The Centre houses sophisticated equipment and facilities that are available to students, research scholars and faculty of Stella Maris College and other Colleges and Universities.

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

The CRIST lab established in 2010 continues to promote scientific research in the fields of Biotechnology, Microbiology and Physical Sciences. The Centre conducts certificate courses in Nanoscience and

Nanotechnology to equip students with knowledge and skills in current trends of research.

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

The functions of the Centre are distilled through a two-pronged functional approach which is to promote and facilitate research on the one hand and develop sustained collaborations on the other. The SMICMR was instituted with the purpose of striving for excellence and innovation in research. The overall purpose of seeking diverse collaborations is to raise the quality and ensure research output of international standard. The main objective of the Centre is to assist the College in gaining and managing research collaborations, shared research activities, grants and international contracts.

4. Centre for Research, Innovation and Development

The Centre creates an atmosphere conducive for innovation and transfer of knowledge. It facilitates Departments to undertake projects, initiate start-ups and collaborations. It is used extensively for research training, skill development and capacity building for faculty and students.

5. Jayshree Venkatraman Digital Learning and Research Centre (JVDLRC):

JVDLRC is a state-of-the-art Centre that unleashes the potential and catalyses career aspirations through creative, innovative and industry forward digital skilling and research. It enables smooth campus to corporate transition with cutting-edge digital facilities.

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

FARR Centre aims to leverage global collaboration creating opportunities for faculty and students exchange programmes. Under its aegis, the Foundational course on Leadership was launched in 2019 at Stella Maris College leading to a Masters in Business Leadership in the Trinity University.

7. Entrepreneurship Development Cell (EDC)

EDC was established in 2017 and aims at imparting entrepreneurial skills among students and helps to enlighten them on the various opportunities to bring out the entrepreneurial talents in them. The activities of the Cell are coordinated by the Department of Commerce Shift II.

8. Centre for Women's Studies: aims at creating awareness and extending knowledge in the field of women's studies. The Centre conducts courses, research projects, programmes in women's issues.

9. Gender Centre: The Gender Centre creates awareness regarding gender sensitisation and aims to conduct research concerning gender issues in Tamil Nadu leading to publications.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.**Response:** 61**3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23 | 7 | 11 | 7 | 13 |

File Description**Document**

List of workshops/seminars during last 5 years

[View Document](#)**3.4 Research Publications and Awards**

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above**File Description****Document**

Any additional information

[View Document](#)

Link for additional information

[View Document](#)**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years****Response:** 2.85

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 74

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 26

| File Description | Document |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | View Document |
| URL to the research page on HEI web site | View Document |

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 2.04

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 96 | 76 | 113 | 44 | 62 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |
| Any additional information | View Document |

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years

Response: 0.81

3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23 | 28 | 31 | 25 | 47 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | View Document |
| Any additional information | View Document |

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response: 8**

| File Description | Document |
|--|-------------------------------|
| Bibliometrics of the publications during the last five years | View Document |
| Any additional information | View Document |

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response: 11**

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

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response: 15****3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 15 | 0 | 0 | 0 | 0 |

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

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response:** 0**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of training programmes, teachers and staff trained for undertaking consultancy | View Document |
| List of facilities and staff available for undertaking consultancy | View Document |
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | View Document |

3.6 Extension Activities**3.6.1 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****Response:**

The vision and mission of the College has at its core moulding of students into socially sensitive and responsible citizens. In keeping with the mandate of the vision, the College instituted 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 units aim at active involvement in community problems to spearhead social change bringing about overall development of the students. The Units have been winning the Dr. Radhakrishnan Rolling Trophy since 2010 for mobilizing the maximum number of blood donors among women's colleges in Chennai city. The faculty programme officers have been recognised for their dedicated service by Gandhi Peace Foundation.

NCC functions with the ideal of selfless service among youth to make them useful citizens. It aims at creating leaders in all walks of life who will always be at the service of the nation. 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.

Stella Maris Centre for Development of Resources for Inclusion and Vocational Enrichment (SMCDRIVE)

SMCDRIVE is the **Extension Centre of the College** that aims to promote the socio-economic, physical and moral welfare of the people living in neighbouring down trodden communities. It has provided a viable avenue for students to reach out to the communities through involvement in unique programmes like Mental Health Services, Counselling/Tele counselling services, Indigenous food preparation, Support Services for the Elderly and educational support for children. SMCDRIVE has a Skills Development Centre on employability and entrepreneurship skills. The Centre is involved in capacity building by offering courses in Counselling, Diploma in Mental Health, Lay Counselling for Students etc. It continues to reach out to the neighbouring communities during calamities through financial assistance and relief measures. SMCDRIVE has won Best Supporting Institution Awards and Best Mentors Awards for the services of the students.

The Social Awareness and Service Learning Programmes (SAP/SL) are an integral part of the curriculum and based on diverse themes such as Rural Realities, Child Welfare, Welfare of the Aged, Care of the Differently Abled, Pollutants & Adulterants and Health & Hygiene. Each Department brings in knowledge and skills to transfer to the community, demonstrating lab to land learning.

The **Stella Maris College Extension Project Centre (SMCEPC)** in Thirupachur has been instrumental in taking several programmes to the rural community and those with lesser opportunities. The students translate their learning from the classrooms and labs to the community and equip them with digital literacy and other skills.

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 and also inculcated in them the social responsibility towards the communities they serve.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload Any additional information | View Document |
| Paste link for additional information | View Document |

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 last five years

Response: 116

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 28 | 43 | 13 | 17 | 15 |

| File Description | Document |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |
| e-copy of the award letters | View Document |

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 376

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 103 | 78 | 81 | 72 | 42 |

| File Description | Document |
|--|-------------------------------|
| Reports of the event organized | View Document |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | View Document |

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 93.49

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5310 | 5161 | 4985 | 4602 | 4084 |

| File Description | Document |
|---|-------------------------------|
| Reports of the event | View Document |
| Average percentage of students participating in extension activities with Govt or NGO etc | View Document |

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 30.2

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 49 | 39 | 20 | 21 | 22 |

| File Description | Document |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | View Document |
| Copies of collaboration | View Document |

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 82

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 44 | 16 | 14 | 2 | 6 |

| File Description | Document |
|---|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | View Document |
| Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years | View Document |
| Any additional information | View Document |

NAAC

Criterion 4 - 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 equipment etc.

Response:

- There are **87** classrooms spread across **10** blocks and **12** seminar halls well equipped with ICT facilities and **40** laboratories
- The classrooms are optimally used by students of both Shift I and Shift II and the laboratories also function as DEMO classrooms
- 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**
- 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
- For the wellbeing of the students and faculty, there are special rooms such as **Prayer room, Guest Rooms, Infirmary and Faculty lounge**
- The College has a **Digital Studio** furnished with state-of-art facilities
- The Fine Arts Department has **Art and Photography Studios** and a **curio centre** for the display and sale of designed products
- **A Browsing centre and E-Learning** centre are available for course registration, conduct of online tests, workshops and faculty performance appraisals
- The **Multimedia Language Lab** has been functioning in the **F Block** with **35 computers** which houses **interactive language learning software** such as **Tense Busters, Study Skills Success, and Business Writing**

- The Department of Mathematics has a **6 Inch-Reflecting Telescope**, two **binoculars** for night sky observations and **3D models of Cartesian Coordinate system, Moon, Sextant, Cross section of a sphere and Celestial sphere**
- Software such as **MATCAD 14, MATLAB 2016b, Schrodinger, Physio Ex and Digi-Frog** are used by the Science departments
- The **DST-FIST Lab** is equipped 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** has FT-IR Spectrometer, Atomic Absorption Spectrophotometer, Millipore Water Purifier, Trinocular-Phase Contrast Microscope and CO2 Incubator, UV-visible spectrophotometer, Centrifuge, laminar flow, Biochemical Analyser etc
- The research areas are all equipped with computers, office furniture, advanced microphones, web cameras, television displays, SMART interactive boards, LCD projectors, printers, Digital library facilities and Wi-Fi connectivity enabling excellent technology and digital transfers of knowledge
- The College Library is fully automated with a wide collection of the latest books, periodicals and CDROMs, which is expanded and updated every year
- The College has established a campus wide network with OFC Fibre Optic Cables and Wi-Fi which operates on efficiency with 300 Mbps internet connectivity speed

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload Any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

Stella Maris College has provided ample opportunities for students to hone their talents and skills in sports by providing the space and amenities for diverse sports activities inside the College Campus. Students are encouraged to gain credits in games like Basket Ball, Kho-Kho, Cricket, Lawn Tennis, Table Tennis and Volley Ball.

The institution enhances its sports infrastructure regularly and currently houses the following Sports Facilities: **Hockey Field(multipurpose), Basket Ball 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 College teams have been established in the following 18 disciplines: Athletics, Chess, Ball Badminton, Volley Ball, Hockey, Table Tennis, Handball, Basket Ball, Lawn Tennis, Cricket, Swimming, Shooting, Archery, Roller Skating, Rowing, Taekwondo, Fencing & Squash.

Yoga

Yoga is an important part of extra-curricular activities in the College. Every year over 400 students enrol in Yoga as part of the Students Training Program.

The institution also has a well-equipped fitness centre with a wide range of gym equipment's and cycles to maintain the fitness quotient of students and faculty.

Cultural Programmes:

OPEN AIR THEATRE

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**. Hence the OAT hosts an array of cultural programmes within the College such as the Annual College day, inter-departmental fest and the inter-year programme and also provides ample scope for holding inter-collegiate events like Aquilae.

SS BLOCK

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 like the corporate walk, group dance, annual commerce fest, flash mobs, street plays and event announcements.

NCC GROUND

The NCC ground located towards the right side of the College Open Air Theatre which accommodates the entire student community of the college is covered on either side with trees. The major activities held in NCC grounds are **National Cadet Corps training, NCC Day, Annual Sports meet, Entrepreneur's day and Christmas fete**

INSTAGRAM

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 held in connection with important days, release of content, celebrations and festivities and most importantly keeping the campus energy positive and high

YOUTUBE

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** hosted by the college.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Geotagged pictures | View Document |
| Paste link for additional information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 99

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |
| Paste link for additional information | View Document |

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 51.1

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1257.50 | 980.10 | 224.96 | 78.74 | 122.21 |

| File Description | Document |
|---|-------------------------------|
| Upload Details of Expenditure , excluding salary during the last five years | View Document |
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

Stella Maris College Library is fully automated using Integrated Library Management System (ILMS) with RFID Technology.

- The Library is a two-storeyed building with a carpet area of 1560 sq.m and has separate collection for undergraduate and postgraduate students with 16 departments having their own departmental collections
- The Library
 - has a collection of 1,12,367 books, 9953 journals (Print and Online) and 1745 theses, 4219 back volumes and 854 CDROMs
 - subscribes to 12 newspapers in English, Tamil and Hindi
 - is Wi-fi enabled, maintains three servers and has about 60 computers
 - is open from 7.30 a.m. to 6.00 p.m. (Monday – Saturday)
 - 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

Name of the ILMS software: eBLIS(Integrated Library Management System)

Nature of Automation : Fully Automated

Version : 2.0

Year of automation : 2003

eBLIS offers a total solution for all functions of a library with the following modules:

- Administration
- Librarian desk
- Acquisition
- Document Catalogue
- Serial Control
- Membership
- OPAC (Online Public Access Catalogue)
- Circulation
- Budgeting
- The College has established a Local Chapter for NPTEL (National Programme on Technology Enhanced Learning) with Indian Institute of Technology, Madras facilitated by the Librarian for conduct of online courses
- Every student is required to attend an Orientation Programme “Know your Library” immediately after enrolment
- Six computer systems are available in the library with JAWS (Job Access With Speech) software to aid the visually challenged

- Ready reference materials like Dictionaries, Yearbooks, Almanac, Encyclopaedias and Competitive Examination books are housed in the Mezzanine floor and the top floor houses the Postgraduate section with 24 research cubicles and separate section for Theses

Institutional Repository (DSpace)

The Library also hosts DSpace, a digital repository which provides access to Syllabi, Question papers, Synopsis of Theses, Course Schedule, and other research related documents.

RFID (Radio Frequency Identification)

The RFID Technology implemented in September 2018 to further upgrade the existing automation process, allows improved services for library users especially in self check out, which reduces the time required to perform circulation operations.

Digital Section

Separate Air-conditioned Undergraduate and Postgraduate Digital sections are available with about 50 computers for accessing electronic resources

Library Advisory Committee

There exists a strong Library Advisory Committee which consists of the Principal, Vice Principals, IQAC Coordinator, Deans, Faculty, Student Representatives and the Librarian

Article Alerts

Every Periodical / Journal subscribed in the Library has been indexed in accordance with the courses offered in various disciplines.

Archives

Located on the mezzanine floor in the Stella Maris College Library, the Stellarchives houses the vintage book collections and also documents the history of the Institution from its inception in 1947 to the present day.

Earn while you Learn.

Students from economically weaker sections of society are offered part time jobs in the library where they can work for one hour after their classes and get paid

Herbal Pest Control

The Library follows herbal pest control procedures using Lemongrass oil

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste Link for additional information | View Document |

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |
| Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc | View Document |

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 15.26

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 15.70 | 23.32 | 13.36 | 12.36 | 11.56 |

| File Description | Document |
|--|-------------------------------|
| Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 10.34

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 604

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure**4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities****Response:**

The Institution regularly streamlines its IT facilities including Wi-Fi and cyber security. The college 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 as well. The Institution is equipped with excellent facilities for teaching and learning with classrooms designed to accommodate the demands of today's technological enhancements, well equipped with Wi-Fi, LAN and ICT facilities. The use of Information & Communication Technology (ICT) is a valuable tool to augment the learning experience and accessing resources. Stella Maris College provides a reliable and efficient internet connection to students, faculty members and staffs around the campus. 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.

Procedures and Regulations for Wi-Fi usage in the Institution

Usage of Wireless infrastructure inside the campus is to enhance the accessibility of internet for academic purposes and to browse through exclusive online resources for all students and both teaching and non-teaching staff members. There are various processes and checks in place to ensure optimal usage of Wi-Fi in the Institution.

- Wi-Fi internet availability in the campus areas have restricted timings from 8:00 AM to 6:00 PM. Availability of the Wi-Fi signal will vary from place to place. The signal strength also may vary from location to location
- During college working hours mobile/smartphone (or any smart devices) usage was earlier limited for students but they were allowed to use their laptops with Wifi on campus in certain areas like the OAT
- The Wi-Fi access points provided in campus areas are the property of College and any damage or loss of the equipment will be considered as a serious breach of College's code of conduct and disciplinary action will be initiated on the students who are found guilty for the loss or damage of the Wireless Infrastructure

The Information Technology (IT) Department monitors Internet usage. Should excessive use of bandwidth or any other misuse be detected, Internet access will be stopped immediately until further notice and may

result in disciplinary or administrative action.

Use of the Internet (wired or wireless) is not intended for the following:

- Operation of a business or other commercial use.
- Solicitation for personal gain
- Sending chain letters or spamming
- Gambling
- Malicious actions, such as denial of service attacks
- Harassment of other computer users
- Accessing and/or distribution of illegal/objectionable materials
- Copyright violations
- Offering of network or Internet access services
- Bit-torrents, File-sharing or other bandwidth intensive applications that may degrade quality of service
- Wireless spectrum interference or disruption of other authorized communications

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 11:1

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student - computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

4.3.4 Institution has the following Facilities for e-content development

1. Media centre

2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: B. 3 of the above

| File Description | Document |
|---|-------------------------------|
| Upload Additional information | View Document |
| Institutional data in prescribed format | View Document |
| Link for Additional information | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 48.91

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 372.45 | 258.08 | 284.73 | 315.61 | 226.31 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts | View Document |

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

Response:

Utilization and Maintenance of Campus Infrastructure:

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 (some equipped with SMART Boards), 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, DTP centre, a telephone kiosk with STD and ISD, a bank with ATM facility, canteen, a Nestlé kiosk, a juice centre, parking area, residential facilities for students and few faculty members and a separate space with amenities for support staff. The well-maintained gardens, lush vegetation interspersed by heritage and modern buildings stand testimony to the efforts taken by the Support Staff to efficiently and effectively maintain the campus. Members of Management, student council and faculty oversee and check on efficacy of services that are outsourced such as Security, Canteen and Food Kiosks. For specialized maintenance work of the classrooms, auditoriums and seminar halls in-house trained personnel like electricians, carpenter, an AC mechanic are available round-the-clock.

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 courses such as tailoring for the College students and women from the neighbouring communities.

Utilization and Maintenance of Academic Facilities:

Classrooms and Academic Centres:

The College is equipped with excellent facilities for teaching and learning with classrooms designed to cater to the needs of today's learners. Classrooms are designed to accommodate varying numbers of students enrolled in different courses. Appropriate rooms are allocated for classes, so that optimal use of infrastructure is made. Classrooms are fully equipped with traditional and technologically advanced tools needed for teaching such as the green chalk board, pin up boards, Smartboards, TV monitors, LCDs and Computer systems. The faculty members maintain attendance records online with their individual login portals available on the internet and intranet. The Office of the Academic Deans oversees the use and maintenance of all academic needs of students and faculty members.

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.

Laboratories:

The maintenance of laboratory equipment is overseen by the respective departments. Utilization of the facilities is dependent on a system of planning the event/activity at the end of every academic year, and booking the facility manually through a register. The procedure is shortly slated to go online. Science laboratories are maintained by the respective science departments. Stock taking of all the laboratories is conducted annually and a register is maintained. Departments keep a register of all procurements and replacements. An annual audit of the laboratories is undertaken by the state government agency. Procurement of equipment is done through a system of obtaining quotes from at least three vendors. The final decision is taken by the internal auditor after scrutiny of the various provisions of the quotation,

focusing on quality and cost. Departments also maintain an Issue Register, Accessory Register (separately for chemicals and apparatus for science labs) and a Condemned Register.

Utilization and Maintenance of Support Facilities:

Library:

The College Main Library is fully automated with a wide collection of the latest books, periodicals and CDROMs, which is expanded and updated every year. The Library functions in a networked environment and maintains three servers and over 60 PCs to support its various operations and services. The Web and Video courses offered through NPTEL (National Programme for Technology Enhanced Learning) has been hosted on a high end computer system which is accessible for all for viewing. Six computer systems are available in the library with JAWS (Job Access with Speech) software to aid the visually challenged. Electronic resources such as EBSCO Host, N-List and Questia are made available to all users of the Library via the Internet and the College Intranet. The library also hosts DSpace, an institutional digital repository which contains, journal articles, conference papers, college magazines, power point presentations, course schedule and other related documents, with full text wherever possible. An air-conditioned video recording room equipped with high end Computer with UPS, HD Sony Video recorder with tripod, Headphones, noise free collar mikes, Smart board with kit was fully utilized to record lectures for Online GE courses hosted on MOODLE through LMS via intranet.

IT Maintenance:

The Institution provides excellent IT facilities to all departments the maintenance and updating of which is done by the IT Personnel. Purchases of computers (hardware and software) are overseen by the internal auditor and the supervisor. There are eight Technical Labs maintained by the IT team in various blocks on campus with fully functional systems/workstations built with OFC Fiber optics cable network.

Processes for maintenance of Sports Facilities:

The Department of Physical Education has organizational control over games and sports activities in the institution. All logistics are determined by the Physical Directress, who also takes feedback from athletes and other team players and individual sports persons about the arrangements for travel, hospitality and measures at the location of various competitions. The Physical Directress plans the logistics and expenses in keeping with available funds for the Bursar to frame the Sports and Games Budget. The recruitment of coaches for sports and games comes after strict scrutiny at the primary level by the Directress finally approved by the Principal.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 18.66

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 912 | 758 | 972 | 1086 | 1018 |

| File Description | Document |
|--|-------------------------------|
| upload self attested letter with the list of students sanctioned scholarships | View Document |
| Institutional data in prescribed format | View Document |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | View Document |

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 18.29

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2069 | 960 | 735 | 599 | 499 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freships besides government schemes in last 5 years | View Document |
| Institutional data in prescribed format | View Document |

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.

Response: 30.97

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1890 | 1873 | 1709 | 1401 | 1183 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 21.44

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 326 | 367 | 312 | 355 | 296 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Details of student placement during the last five years | View Document |

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 22.42

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 435

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 95.57

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 51 | 31 | 20 | 5 | 5 |

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 63 | 32 | 20 | 5 | 5 |

| File Description | Document |
|---|--|
| Upload supporting data for student/alumni | View Document |
| Number of students qualifying in state/ national/ international level examinations during the last five years | View Document |
| Any additional information | Kindly contact Stella Maris College for details. |

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 322

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 106 | 91 | 59 | 37 | 29 |

| File Description | Document |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years | View Document |
| e-copies of award letters and certificates | View Document |

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Student Council:

The Student Council of Stella Maris College is an elected democratic body comprising of Students' Union members, class representatives, assistant class representatives and office bearers of various Clubs. It is a structure through which elected student representatives can become involved in the academic and other related affairs of the college. 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. This serves as a platform for students to share their interests and concerns with regards to curricular, co-curricular and extra-curricular activities of the college. This also gives the students an opportunity to develop leadership through freedom and responsibility and to become more involved in the welfare of students and college on the whole. In order to develop leadership qualities and make students be aware of their roles, responsibilities, Leadership training programmes are conducted for the office bearers of the Students Union, Class Representatives and Assistant Class Representatives and Club office bearers every academic year.

Student Representatives in Academic and Administrative bodies:

Student representatives are a part of Internal Quality Assurance Cell, and other Committees. Their feedback is taken into consideration to plan and create quality enhancement strategies.

Roles and Responsibilities:

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), Inter- Collegiate Cultural Competition (Aquilae), Inter-Years Cultural Competition, Valedictory Day and so on. They are also engaged in activities like Club Fair, Friendship Day, Christmas Fete , Teachers Day, Administrative and Supportive staff Day, Ethnic Day, Entrepreneurship Day etc. They maintain the record of income and expenditure of that particular year. They help in voicing out the issues and concerns of students to the administrative body. Their activities culminate with the Union Day.

Student Initiatives and Creative Campaigns:

| | | |
|-----|--|--------------------|
| 1. | Swachh Bharat | Clea and |
| 2. | Madras Week | Cele |
| 3. | Eco Rescue Drive (Social Theme 2015-16) | For |
| 4. | Raag The Band | Mus the e |
| 5. | Physical Fitness and Health – Through childhood games (Social Theme 2016-17) | Crea cele |
| 6. | Change Maker Initiative | Sm |
| 7. | Youth Skills Programme | Stud inter |
| 8. | Santa Service | Pron |
| 9. | Hey Stella - Campus Radio | To v |
| 10. | Suggestion Box | To e |
| 11. | Happiness Project | For |
| 12. | Campaign Against Violence | Act Edu cour |

File Description**Document**

Upload any additional information

[View Document](#)**5.3.3 Average number of sports and cultural events / competitions organised by the institution per year****Response:** 32.8**5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.**

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 42 | 36 | 29 | 29 | 28 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural events / competitions organised per year | View Document |

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The brand of an educational institution is measured by the success stories of its former students. The Alumnae Association of Stella Maris College (AASMC) creates an active, vibrant and cooperative alumnae network significant in the development of the institution that aims at promoting a strong bonding between the College and Alumnae in many ways. AASMC is registered under the Franciscan Missionaries of Mary (FMM) Society. AASMC aspires to create a worldwide community of the Alumnae so they can be involved in lifelong association with the College. To this end several efforts have been made over the past two decades including currently through the use of Social Media. As latest addition an Alumnae App has been created which is a powerful platform to highlight the achievements of the College and Alumnae and to create support for the needs of the college (like networking, sharing of expertise and resources). The Association encourages philanthropy among the alumnae and other benefactors. The alumnae are engaged through different means depending on their skills and interests.

Chapters of AASMC

AASMC includes a Kerala Chapter, a Bangalore Chapter and envisaging a new Madurai Chapter. AASMC plans to build, shape and strengthen alumnae association abroad by Forming Chapters Country-Wise. The primary objective of forming chapters is to enhance ways in which we connect and interact with the Alma Mater, and contribute to the growth of the institution through financial and other support services and foster a sense of belonging.

Financial and Other Support Services

An engaged alumnae network allows the college to benefit from the expertise and experience of our former graduates, by offering their support to current students, to the institution and to each other. Talented alumnae have a wealth of experience and skills to share with current students via talks, lectures and workshops. A small group of Alumnae voluntarily participate in the Career Guidance Cell (CGC) also donate their valuable time to offer career support and placement opportunities through liaisons with more than 50 reputed companies to current students through professional networking. These enhance the

students' experience and gives them that competitive edge in today's tough job market. SMART (Stella Maris Association for Retired Teachers) a valued community of faculty retired from of the college also come under the aegis of AASMC.

Generous financial contributions made by alumnae enable the college to offer merit-cum-means scholarships to students in need.

AASMC initiatives include:

- forum called 'Kalanjiyam' where alumnae interact with invited speakers
- Financial assistance to about 30 studentsexamination fees through Student Support Fund
- They are actively involved in organising the Valedictory function for the outgoing students
- Every year members of AASMC actively take part in the entrepreneurship day organised by the college.
- "Stella Gives" Campaign was initiated to raise funds for new buildings in the college. on different areas of interest which serves as a platform

The Association thus plays an indispensable role in the progress of the institution and redrawing the boundaries of the institution.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: A. ? 15 Lakhs

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

Criterion 6 - 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

Response:

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 is connected to the commitment expressed in the mission statement to promote a learning community that will make every student feel a part of the **collaborative high-quality educational process**.

The model of governance practiced in the Institution is **transparent, collaborative and participatory**. There is a constant attempt to devolve decision-making responsibilities to **competent teams** constituted from time to time for the purpose, thus **decentralising authority**.

The Institutional governance model, therefore, is **structured to facilitate sharing of responsibility in decision making**.

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 Administrative Staff, Student Representatives and External Experts. Advisory Committees are constituted to discuss important issues pertaining to areas such as IQAC, Sports, Research, and Examination. These committees ensure that initiatives are constantly taken to enhance quality.

While the centralised IQAC oversees the planning and implementation of quality measures in the College, the **Departmental Quality Assurance Cells (DQAC)** and IQAC representatives of the respective departments act as the contact point between the IQAC and the individual Departments. The **well-trained Student Wing of the IQAC** makes it possible for the student community to make meaningful contributions to quality initiatives. The IQAC members also undergo training regularly on topics such as Leadership and Decision Making.

Staff Meetings are held periodically in order to discuss important issues pertaining to the academic programmes and the administration of the Institution. These meetings serve as a forum for the staff to express their views on important issues related to the overall functioning of the College. Faculty Committees are constituted regularly to make decisions about and execute specific tasks, such as the conduct of Continuous Assessment, Graduation Day, College Day and so on.

Department Meetings are held frequently to discuss important decisions regarding the day-to-day running of the academic programmes as well as for **planning strategies for enhancement of quality in academic and research processes**. All the members of the Departments participate actively in these and team-work is an established practice in executing the decision made.

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. Periodic meetings of the Student Council serve as **forums for the community to discuss academic and administrative issues concerning the student community and to offer solutions**. These meetings also help the Management collect student feedback on academic and administrative practices.

These measures ensure that the sharing of responsibility percolates from the top management through the teaching and non-teaching staff to the student body and that all stake-holders are involved at appropriate levels in the decision-making process.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Decentralisation and Participative Management

The curriculum review and development process undertaken in 2018-19 for the new curriculum implemented in 2019-20 was **decentralised and participative**. The impetus for the restructuring was given by the Academic Audit initiated by the IQAC in 2018. The curriculum restructuring gave the College an opportunity to take relevant action on the **suggestions made by the Academic Audit team**. Individual Departments had also worked on an **analysis of their own syllabus** based on the experience of **implementing it in the classroom and the responses from students**. Another important source of input was the comments by **industry experts and prospective employers**.

The process was initiated with the constitution of a **Core Committee** by the Principal, in consultation with the Vice Principals and the Deans of Academic Affairs, at the beginning of the academic year 2018-19. This committee consisted of **members from across disciplines and with varied levels of teaching, research and industrial experience**. The Core Committee drafted a revised structure, based on TANSHE guidelines, the recommendations of the Academic Audit and the feedback from faculty and students, obtained through formal and structured mechanisms. This was presented to the **Staff Council for feedback** before being finalised. **Orientation sessions were conducted for faculty** in small groups to collect feedback on the draft and to chart out a road map for the revision process.

The final revised curriculum grid was then sent to the Departments with guidelines for framing their respective curriculum. The **Faculty members worked collectively** on completing the grids for the specific programmes and submitted the grids to the Core Committee for scrutiny and approval.

After receiving the approval, the Departments undertook the task of Course design and development.

Faculty members with expertise in specific areas worked in teams on the syllabus design for the relevant courses guided by feedback from **alumnae, current students, subject experts and industrial experts** as well as the **syllabi of institutions of international and national repute**. The content and the evaluation patterns were designed in alignment with **Institutional, Programme and Course Learning Outcomes**.

The introduction of Interdisciplinary Core Courses and strengthening of the Soft Skills Courses was a major step taken in the Curriculum Revision. The initial brainstorming was done by the core committee for these initiatives. Subsequently the ideas generated were sent to Departments for their inputs and comments after which final decisions were made.

The revised syllabi were **presented to the Board of Studies**. After incorporating the suggestions from this forum, they were again **presented to the Academic Council** for ratification. With the completion of this stage of the **collaborative process**, the revised curriculum was prepared and implemented in the academic year 2019-20.

The entire College community, from the Management down to the students, participated actively in and contributed meaningfully to the curriculum restructure process.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |
| Link for strategic plan and deployment documents on the website | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

SKILL DEVELOPMENT FOR EMPLOYABILITY AND ENTREPRENEURSHIP

The College has been working towards enhancing employability and entrepreneurial skills since 2015. Two Undergraduate Vocational (B.Voc) Programmes - (i) Sustainable Energy Management and (ii) Food Processing & Quality Control – were introduced in 2016-17. The focus of the programmes is on skill development and hands -on-training to prepare the students to meet the needs of the industry. They were supported by the UGC (for a period of three years) under the aegis of National Skill Development Corporation (NSDC) and the respective Sector Skill Councils. All students of the two programmes are certified at Levels 4,5,6 & 7 by the NSDC.

Several skill-based Courses were introduced in the curriculum restructuring undertaken in 2015. The quantum of skill based courses was further increased in the 2019 revision. While stand-alone skill based courses have been introduced by the Departments at both the Undergraduate and the Postgraduate level,

care has been taken to incorporate some skills training even in predominantly conceptual or theoretical courses in terms of practical application of the concepts/theories learnt.

The College also further offers several Value Added Certificate Courses that have a specific focus on employability skills. These are in the form of Certificate Courses, with around 30-hours of contact classe, with a special emphasis on hands-on training. The resource persons are industry experts, prospective employers and faculty members with an exposure to the industry.

In the strategic plan for the College for the period 2017-2022 “Skill development for Employability and Encouraging Entrepreneurship” was identified as a key thrust area for Quality Enhancement. As visualised in the strategic plan, the College initiated the establishment of an **Entrepreneurial Development Cell (EDC)** in June 2017 and it was inaugurated in August 2017. The Cell conducts orientation and induction programmes every year. It also conducts seminars/webinars in which successful entrepreneurs address the members of the Cell on issues related to entrepreneurship. They share their entrepreneurial journey and their inspiring success stories, while also giving practical insights into the challenges entrepreneurs face in the initial stages of business development.

The EDC hosts an entrepreneurship exhibition/bazaar every year during which the students, alumnae, administrative staff and faculty are given an opportunity to market their products. The membership in the Cell has seen an increase over the years. A special highlight of the activities of the Cell is the webinar held in July 2020 on “Entrepreneurship During Covid 19: Reaction Revolution and Rejuvenation”.

An important initiative in enhancing employability has been the introduction of two additional Vocational Degree Programmes at the Bachelor’s level (B.Voc Programmes) in the Academic Year 2019-20: (i) Tourism and Hospitality, (ii) Banking, Financial Services and Insurance.

The College is proud of the alumnae who are on the path to becoming successful entrepreneurs as a result of the training and encouragement they received from the Institution.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for Strategic Plan and deployment documents on the website | View Document |
| Link for additional information | View Document |

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

Response:

Organogram

The College is a Catholic minority institution established and run by the Franciscan Missionaries of Mary (FMM) a religious congregation founded by the Blessed Mary of the Passion. The organogram is the reflection of the organizational structure of the college. It depicts the relationship between various academic and administrative units of the College. The organogram reflects the decentralized style of functioning.

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. Academic matters include policies with regard to admissions, examinations, curriculum development and research. Administrative matters include presentation of the financial statement by the Bursar, development of infrastructure.

The Bursar is the financial administrator within the college. Her role involves monitoring all financial transactions involving the students, the teaching staff and the administrative and support staff. The Bursar and her team works with the Principal and the Secretary of the College in setting up financial policies and process, budget allocation and other resources.

The administrative wing of the organisation is headed by the Secretary. For effective day to day functioning the administrative office is divided into Human Resources & Infrastructure Management. The Human Resource Office is headed by the Office Superintendent who coordinates the functioning of the administrative staff. The physical and technical infrastructure of the college is managed by the housekeeping team and the IT team respectively.

All aspects of the academic and research programmes are headed by the Principal. The Principal, along with the Secretary, Vice Principals, Deans, Staff Council members, plans the academic activities of the college. Major decisions taken in the Staff Council are communicated by the Heads of Department to their respective faculty members and their inputs and suggestions are conveyed to the Management by the HoD.

The Controller of Examination and her team are responsible for the conduct of the end semester examination and publication of timely results.

The Deanery comprises: The Deans of Academic Affairs ensuring the sustenance and enhancement of quality in the teaching-learning process. The Deans of Student Affairs guide and facilitate the Students' Union and the Student Council and clubs in organizing co-curricular programs. The Dean of Planning and Communication works closely with the Office of the Principal and the Secretary in planning the policies of the College. The Dean of Commerce and Business Studies facilitates both curricular and administrative initiatives in the area. The Dean of Research facilitates research programmes, publications, consultations and international collaborations for research.

The IQAC is an independent body, headed by the IQAC coordinator who is responsible for all quality matters. The IQAC coordinates, plans and initiates programmes in coordination with the academic and the administrative wing of the college.

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

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces | View Document |
| Institutional data in prescribed format | View Document |
| ERP (Enterprise Resource Planning) Document | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

Welfare Measures for Teaching and Non-teaching staff

The Institution is always sensitive to the needs of its teaching faculty and the non-teaching staff and has several welfare measures in place.

The College 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. Outstanding research contributions are given due recognition through institutional awards.

Skill development is a thrust area for the Institution and the non-teaching staff also receive training in Soft Skills regularly. Opportunities for upskilling are provided through workshops and short-term courses in areas such as Computer skills and communication skills. They are also encouraged to pursue higher studies if they so wish and are granted leave for the purpose.

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. Further, whenever administrative staff have to work beyond their normal working hours, over-time allowance is paid to them.

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.

In order to ensure the psychological and emotional well-being of its employees, the College regularly organises sessions to create awareness about stress management techniques and techniques for physical fitness. Counselling services are available for both teaching and non-teaching staff on campus.

Recreational activities are also planned periodically and these include outings sponsored by the Institution, celebration of the No-teaching Staff Day and other cultural activities. Being a Christian minority institution, Christmas is an occasion for the College community to come together as family and the Management celebrates this happy occasion by distributing Christmas gifts to all its employees. The Management also recognises the committed service of staff who complete 25 years of employment in the College by giving them a memento at the College Day celebrations.

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

The welfare measures undertaken by the College, thus, address their physical, mental and financial well being and contribute to the holistic development of its employees.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 20.32

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 44 | 49 | 32 | 38 | 032 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 13.4

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 19 | 11 | 15 | 11 | 11 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 97.1

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 207 | 206 | 192 | 155 | 170 |

| File Description | Document |
|---|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View Document |
| IQAC report summary | View Document |
| Institutional data in prescribed format | View Document |
| Link for additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal and External Audits

The guiding principle of the audit committee is to ensure greater accountability and independence. Accountability in terms of verifying the adoption of proper financial practices and independence of the management and external audit.

The primary role of the Audit committee is to ensure that proper accounts are maintained and oversee the audit process. The internal audit is conducted twice a year by an auditor appointed by the Management. The External audit is a three day government audit conducted annually . However the last external audit of the college was conducted in 2015-2016.

The role and functions of the Internal Auditor

Our internal audit is a concurrent one. All accounting policies pertaining to the college are clarified and implemented with the approval of the Management and the External auditor, which ensures strict accounting standards in the finance section. Therefore there is no internal audit report or objections.

Internal auditor's scope of work starts from budget to finalisation of accounts which includes preparation of various budgets, scrutiny of application money receipt, coordinating with management in fee fixation, fee reconciliation after fee collection and verifying other receipts.

The Audit Committee assist in the conduct of audits

- o The internal audit committee understands the profile of the college in terms of e-governance and academic regulatory compliance
- o Investment Practices
- o Examining high profile research projects
- o Disbursement of funds-Scholarships, Remittance to various government sectors

- o Risk associated with various financial agreements
- o Ensuring smooth outflow of pay bills
- o Ensuring smooth interface of pay bills between the JD office and the institution
- o Fee calculations and setting in ERP-Collection and late payment of fees

Audit Process: Internal/External

- To maintain transparency and accountability the institution conducts an external Financial Audit annually.
- An Audit committee oversees the financial audit.
- All financial bills are submitted by the teaching or non-teaching staff in charge to the College auditor. He scrutinises and passes them to the Bursar for payment/accounting. Any objections raised by him are clarified by the staff in charge prior to the passing of the bill.
- In case of the internal audit the clarification if any resolved
- External audit is a government audit conducted periodically. The last government audit was a three day audit conducted during 2015-2016. The objection raised in the government audit was clarified with proper evidence. On satisfactory evidence the objections were dropped during the respective audit reviews. And as per the instructions of the auditors corrections were carried over in the Attendance Register / Service Registers and Ledgers.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response: 1307.26

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 840.21 | 233.64 | 67.57 | 33.07 | 132.77 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Annual statements of accounts | View Document |
| Link for additional information | View Document |

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

Response:

The major sources of institutional income for Stella Maris College are grant-in-aid from the state government for salaries of aided faculty and staff. The College is entitled to utilise part of student fees as per rules for meeting routine non-salary expenses. The salaries of the self-financing sections are met by student fees in keeping with government regulations, and the deficit is met by the College. The College also receives UGC Plan grants for development such as building construction, co-curricular and extra-curricular activities, instruments, library, and for projects that are funded by the UGC and other institutions.

All funds received by the College through various sources (solicited and unsolicited) will be used for benefit of the institution. Stella Maris College shall utilise units and departments of the institution to mobilise funds from various sources for the educational, research and developmental activities (infrastructure and technology development, facilities enhancement, student support services etc.) of the institution.

The Bursar, in consultation with the Principal and the Finance Committee Members shall develop a strategic plan for fundraising along with a budget every financial year. The detailed plan shall be shared with the College Management, the Governing Body, and other officers of the institution as decided by the Principal to further fundraising planning.

Any resource mobilisation/fundraising campaign/activity should be approved by the Principal and the Bursar. The organisers shall clearly prepare a proposal, defining the objectives, intended outcomes, and possible sources of financial resources.

All individuals, departments, volunteers, students, faculty and staff engaged in financial resource mobilisation for the College shall comply with the guidelines and Code of Ethics laid down by the Office of the Bursar. Any tax deduction which the donor is entitled to shall be followed strictly. This clause shall be administered by the Bursar only.

Resource Mobilization Policy:

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

The resource mobilization aims at meeting the financial requirements for developing and maintaining the

infrastructure for academic and research purposes. A significant amount is also spent annually 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 to maintain and add to the infrastructural facilities of the College.
- Food tokens, Scholarships, fee concession and other forms of financial assistance are provided to students.
- Over the years the institution has been helping the families of deserving students with relief funds during natural disasters and the pandemic situation in 2020.
- Financial assistance is given to faculty in terms of research seed money, conference funding, small travel grants for research.
- Financial support is provided in terms of loans, hospitalization expenses and fee concession of wards of administrative staff.

| File Description | Document |
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| Any additional information | View Document |
| Link for additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1 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) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

To ensure a quality culture as the prime concern at the institution initiatives were taken to strengthen Research Publication and internationalization and collaboration the IQAC.

1. Research and Publication

The outcome was setting up a Multidisciplinary Research Centre in 2015. facilitates many important research activities including UG Research skills impartation, research capacity building sessions for faculty development, collaborations, innovation and research related programmes for consistent training and knowledge dissemination. Awareness programmes are conducted on Research Ethics and Intellectual Property Rights to sensitise researchers on the principles of research integrity.

As a quality increment, the infrastructure was developed to provide a conducive environment for conducting research. A resource room was developed equipped with library services and a Smart interactive board in 2016. A Smart Research Innovation and Development Centre was inaugurated in 2019

to conduct continuous training sessions for UG students, Ph.D. scholars and faculty quality enrichment programmes.

Most importantly, the Centre has created a solidly integrated community of researchers. The primary goal has been to encourage publication and substantial research production. By forging strong and productive collaborations with partner institutions in the region and further with national and international institutions, we hope to encourage innovative proposals, new research initiatives and other emergent areas of research. The Management has also provided seed money for carrying out research projects.

Samudra an International Multidisciplinary Research Journal has been launched. This theme based journal aims to encourage original research articles both discipline specific and interdisciplinary in the Humanities, Social Sciences and Commerce. The first thematic publication is on 'Anthropocene'.

2. Internationalisation and Collaboration

Internationalisation and collaborative initiatives has significantly expanded with faculty and student exchanges, internship programmes, credit transfer Postgraduate programmes and research. The international and national MoUs have grown considerably over the years with international collaboration at 26 and national collaboration at 53.

The Department of Mathematics has launched the MSc Data Science Course, a two year Master's programme in 2019-2020. The programme is an outcome of the tripartite collaboration with SMC, Gyanam Institute of Advanced Analytics (GITAA) and the Liverpool Hope University, UK.

As part of the partnership programme a facilitated Academic and Research Centre was instituted by the Trinity Western University, Canada, in 2019. The Centre has initiated a women's leadership programme leading to training in Canada and has been conducting the Master's programme in Leadership

An international MBA programme with credit transfer programme is offered in collaboration with Liverpool Hope University

The number of students going on student exchange programmes have increased. We also have residence writers and academicians and Fulbright scholars who have disseminated and participated in the College activities. Professor Brenda Lee- Sasaki, Trinity Western university stayed in SMC in 2019 (September to December). In 2018, Ms. Cynthia Dettman, Full bright-Nehru scholar delivered a lecture-series on the importance of student-centred learning.

Dr. Gerald Pillay, Vice Chancellor of Liverpool Hope University and Dr. Ajay Kapoor, Vice Chancellor of Research Collaborations, Swinburne University, Australia and many other distinguished academicians have rendered their generous support in leveraging internationalization in higher education.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

1. Introduction of Interdisciplinary Core Courses

The need to introduce Interdisciplinary Courses in the curriculum was an important point of discussion in the **IQAC-led Academic Audit conducted in 2018-19** and at various internal **review mechanisms undertaken by the IQAC after the NAAC review in 2015.**

The College had been offering Allied courses since 2008. These courses were initially taught by one department to students of another department. Later, in the 2015 curriculum review, Allied Courses from related departments were pooled together and students of various disciplines could choose from the pool that had been identified as being relevant to them. However, in the reviews conducted subsequently, it was felt that these courses were not truly interdisciplinary in nature, since there was not much collaboration between any two Departments in the delivery of the courses.

A 5-credit Interdisciplinary Core Course was introduced at the Bachelor's Level in the 2019 curriculum restructure to fill this lacuna identified through the review mechanisms. A new set of courses, co-designed, co-taught and co-evaluated by two independent Departments, was designed and introduced in the 2019 curriculum. It was ensured that equal weightage was given to both the collaborating departments in the content as well as evaluation of the course. Interdisciplinary courses have been designed collaboratively by closely related departments such as English and Fine Arts as well as such widely different departments such as Economics and Physics from the disciplines of science and Social Humanities.

The syllabi for these courses were designed with inputs from both the collaborating Departments with an emphasis on the crosscurrents between the two disciplines. The syllabus introduces the students to the relevant fundamental concepts pertaining to the two disciplines before moving on to exploring the points of intersection. The evaluation methods have also been identified keeping in mind the interdisciplinary nature of the course with an emphasis on correlating ideas/concepts from both disciplines.

These Interdisciplinary Courses enable students to look at areas of knowledge using the paradigms associated with different yet allied disciplines of study. They offer students an opportunity **to explore the points of intersection between two different disciplines** while also encouraging them to **approach their major discipline of study from the perspective of a related discipline.** They enable the student to function effectively in an academic world that is increasingly adopting a multidisciplinary approach in pedagogy.

The College envisions an extension of the interdisciplinary approach to research as well. With the experience and knowledge gained from the implementation of these courses, students at the Undergraduate and Postgraduate level, as well as faculty, will be encouraged and equipped to take up interdisciplinary, collaborative research projects both within the institution and with other academic institutions of national

and international repute. This curricular reform would then contribute to another thrust area of the College - internationalisation and research collaborations.

2. Life Skills Courses

The College has been offering a course in Soft Skills as part of both Bachelor's and Master's Programmes since 2011. These courses trained students in areas such as building a self-image, interpersonal skills at the workplace, career mapping and time management. However, **feedback from the Academic Council and, more importantly, from potential employers who visit the campus for recruitment, helped us identify areas in which the student training could be strengthened.** The TANCHE guidelines too were taken into account during the curriculum restructure process in 2019-2020 and a major innovation was introduced through the **expansion of the range of Life Skills imparted to students at the Bachelor's level.**

In this new structure implemented in the Academic year 2019-2020, students of Undergraduate Programmes are required to take **four Life Skills courses of two credits each** across different semesters. Each of these courses focusses on a key area of self development: **(i) Personality Development, (ii) Health, Energy and Computer Basics (iii) Personal Skills and Social Skills and (iv) An Approach to a Holistic Way of Life.**

The first course trains students in Soft Skills such effective communication, time management, Leadership skills and decision-making skills. The focus of the second course is on the physical well-being of the students in terms of adopting a healthy lifestyle. It also equips students to be safe netizens. The course also sensitises students to healthy patterns of energy consumption. The third course caters to the emotional and psychological well-being of the students and introduces them to some skills that would help them grow into emotionally balanced young people. The final course addresses the spiritual quotient much-needed for people to find an anchoring in a highly competitive and stress-filled world.

These courses are aimed at equipping students with practical skills that would help them bring **a work-life balance.** The set of skills learnt in these courses through activity-based learning and hands-on training enable students to handle **real-life situations effectively.** They prepare students to **exhibit a high level of professional behaviour** in their future careers and also equip them with **an eco-friendly sensibility.** They also enhance students' **awareness of responsible citizenship,** provide information on some important **legal rights,** and give an understanding of **food and energy balance and energy conservation** in addition to introducing them to **aspects of cyber-security.** A team of faculty members from across disciplines developed in-house course material/manuals for these courses.

The Life Skills courses, in short, are aimed at **helping 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 | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: 3 of the above

| File Description | Document |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | View Document |
| Institutional data in prescribed format | View Document |
| Paste web link of Annual reports of Institution | View Document |
| Link for additional information | View Document |

Criterion 7 - 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 last five years.

Response:

The College community is actively engaged in the mission of empowering young women. The establishment of the Centre for Women's Studies (2009) and the Gender Centre (2018) is a step towards the same. The Centre for Women's Studies plays an important role in consolidating and strengthening many initiatives which not only takes up research and documentation in the field, but also seeks to focus on links between activism, intervention and academics. The Centre endeavours to network with local, national and international women's groups to strengthen solidarity and to build resources for positive cultural interventions through theatre, film and social advertising. The Gender Centre, a student initiative aims at creating sensitization on gender justice and gender equity through various programs.

Academic courses

Various Departments have introduced gender-oriented courses at the undergraduate and postgraduate levels.

- The undergraduate curriculum of departments like English, Economics and Sociology include both Major Core and Allied Core courses which are designed from the perspective of gender
- General Elective (GE) Courses such as "Women's Studies" and "Women and Identity" are offered by the Economics and Sociology departments to students of all the departments
- The Post graduate programmes also provide opportunities to actively engage in studies pertaining to women. (The English department offers "Gender Studies" and Economics offers an elective course on Gender Economics)
- Certificate courses are also offered outside the curriculum to enable students to understand the various facets of gender equity. The Department of Economics offered a certificate course, "Gender & Work", from 2015 – 17

Sensitisation programmes

- Various departments organise several specific programmes ranging from academic conferences to outreach programmes 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 is commemorated on campus every year; women who have braved various odds to succeed in their careers, and lives, are often invited to talk to, and inspire, the students
- An International Conference on Shaping Women Leaders was organised in collaboration with IQAC and The University of Melbourne in 2019
- The Gender Centre has reached out to both men's and women's colleges and to school students

Security and Facilities

- The college is well lit, and closed-circuit television cameras are installed at various locations 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 at the gate maintain a record of visitors to the campus
- Day care service for children is available on demand for staff and students
- The issues pertaining to the emotional and psychological well-being of students are addressed by the counselling Centre at SMCDRIVE which provides counselling and support
- Family counselling and referral services are also provided by SMCDRIVE

| File Description | Document |
|--|-------------------------------|
| Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information | View Document |
| Annual gender sensitization action plan | View Document |

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: A. 4 or All of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

Response:

Solid Waste Management:

- The waste from various buildings of the college is segregated at source as biodegradable and non-biodegradable wastes and separate bins have been installed for the same
- The bio degradable food waste is fed into the Biogas plant that has the capacity to process 350 kg of waste per day, and the output is about 8 kg of LPG per day
- A vermicomposting pit is used for the generation of organic manure

Liquid Waste Management

- The campus has a grey water recycling system which recycles the waste water from St. Joseph's hostel
- An infiltration tank and plants like *Canna*, *Heliconium* and *Alpinia* help in recycling the waste water
- The quality of water is tested periodically and the recycled water is used in gardening.
- The waste water from the laboratories does not contain any hazardous chemicals and safe disposal of these wastes are ensured
- The underground aquifer is recharged through 40 recharge wells and rain water harvesting pits

E Waste Management

- The Department of Public Relations steered a campaign on E-waste management during the month of February 2020 in association with 'Virogreen', a certified E-waste recycling organization
- Titled 'E-Race', it advocated responsible disposal of E-waste, eliminating the probability of harmful chemicals seeping into the soil/ water and causing environmental damage
- An extensive in-house campaign too was implemented with awareness and collection rallies
- The e resources on the campus are managed and used in a manner that there is optimal usage and minimal disposal of e waste. The e waste is collected systematically and disposed of in a responsible manner

Paper waste recycling system

- The college has a tie up with WOW (Wealth out of Waste) - a National Recycling initiative by ITC Ltd., where paper waste generated by the institution is collected on a regular basis and recycled at the ITC mills
- Other wastes are disposed of through proper vendors for regeneration and recycling.
- Students spread awareness and demonstrate various eco - friendly practices such as Waste segregation, Reuse and upscaling of waste products and minimising plastic usage
- Departments conduct competitions and awareness campaigns to encourage recycling and reusing waste

Hazardous Chemical Waste Management

- To reduce the load of hazardous chemicals in waste water and ensure the well-being and health of all on the college campus the college adopts adequate measures
- The Department of Chemistry follows green techniques and minimizes the use of various chemicals

- Students are trained in the Micro scale technique for their Organic and Inorganic Chemistry practical which involves minimum usage of the essential chemicals
- Traditional testing methods which involve the usage of large quantities of solvents and reagents in test tubes have been replaced with micro scale techniques that use only drops of reagents on spot tiles thereby minimising usage.
- This helps in the easy and safe disposal of chemicals
- Besides this, Green Synthesis and Microwave Assisted Preparations are undertaken as eco-friendly measures

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

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: A. Any 4 or all of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |
| Link for any additional information | View Document |

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

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

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.**
- 2.Disabled-friendly washrooms**
- 3.Signage including tactile path, lights, display boards and signposts**
- 4.Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

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

7.1.8 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).

Response:

Our institution understands the importance of instilling in students the values of respect and acceptance, and of fostering an inclusive environment that operates beyond religious, cultural, linguistic and economic differences. Students from varied backgrounds are admitted to the College and we try to create a welcoming and respectful learning environment where all students feel 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. Financial support, in the form of scholarships and fee concessions, available to close the need gap for economically disadvantaged students.

The projects and programmes undertaken by the college are not restricted to the campus but have always sought to address the needs of less-privileged communities.

- Within the campus, students have taken the responsibility to nurture inclusivity. The Students Union conducts regular cultural programmes that provide a platform to students from diverse socio-economic and cultural backgrounds to interact and exchange their respective cultural perspectives
- Every Independence Day, tableaux and competitions are held to showcase the regional, cultural, linguistic and communal diversity of India
- Students engage in charitable activities such as visiting, and providing aid to, cancer patients and the victims of natural disasters
- In order to sustain and promote the folklore, culture and heritage of Tamil Nadu, a number of activities were conducted in the academic year 2016-2017 as part of the project titled “Promotion of Folklore, Culture and Heritage of Tamil Nadu for Sustainable Development”
- The above project was funded by the United Board of Christian Higher Education in Asia (UBCHEA). Artists from several communities were invited to train our students in Poikkal Kuthirai Attam, Udambattam, Parai Attam, and Therukoothu. Opportunities such as these not only impart knowledge about indigenous practices but also foster in students a sense of communal harmony
- The Pathway Programme funded by the UGC Equal Opportunities Center trains students from the less-privileged sections of society gain access to employment opportunities
- Personality development training along with classes in English Communication skills are conducted in collaboration with the Career Guidance Cell of the College

- SMC Drive, an extension project of the College, has been successfully conducting programmes for women, children, the elderly, transgender persons and the differently abled
- The college has an Extension Project Center at Thiruppachur village where regular summer training programmes under the National Digital Learning Mission (NDLM) are conducted. The students from the Department of English visit the center on an annual basis to teach spoken English skills to the children of the village
- The students who reside in the college hostels also conduct several programmes to emphasise the need to create a secular environment. Celebrations during the Christmas season, Onam, Diwali and Pongal are examples of student initiatives to foster cultural inclusivity.

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Stella Maris College has always instilled in students a sense of love, respect, dedication and duty to the nation. It upholds the ideals laid down in the Constitution of India and uses every opportunity to sensitise students and employees to their rights, responsibilities and duties as citizens of India. In fact, as a visual reminder to the students on every day, the Preamble is displayed in a prominent location on Campus.

- Independence Day is celebrated with much enthusiasm each year. The NCC Unit conducts a marchpast followed by the hoisting of the National flag. The **National Anthem** is sung after every public event that is held on Campus
- The NCC students are trained to handle rifles, cross physical hurdles, fly aircraft, provide first aid and manage signalling. These skills will be useful in the event of the country requiring their **service in times of danger**
- **National Integration and cultural diversity** are the themes that are highlighted every Independence Day. Tableaus representing the cultural identity of different ethnic groups are presented. Students are given an opportunity to learn about the different States and to recognise a sense of brotherhood and of national identity
- As a women's college that is very conscious of the need for sensitisation with regards to **women's rights and gender identities**, numerous programmes are conducted to educate students about their rights as women. Emphasis is also placed on their role as change makers in the future
- Martyrs Day and the Birthdays of some **freedom fighters** are commemorated with the conduct of relevant assemblies, oath-taking, competitions, etc.
- The Department of History takes the lead in enlightening the College, through talks and exhibitions, about the country's **heritage**. Faculty and students visited historically significant places in Chennai which included the Amir Mahal, Guindy Engineering College, Fort St. George, the Railway Museum and Kapaleeswarar Temple
- To encourage students to sustain and preserve the **folklore, culture and heritage** of Tamil Nadu,

a number of activities were conducted. These activities aimed at creating awareness and developing appreciation of many fading art forms of Tamil Nadu

- The students of the Photography Club helped in making a booklet providing a glimpse of the **culture and heritage** of Tamil Nadu. This was circulated as resource material to 21 Government/ Aided schools. Children of these schools were taught and trained by students of the Heritage Club
- The Enviro club of the College, the Departments of Botany and Zoology conduct numerous programmes to sensitise the College community to the **ecological richness** of the campus and the city. Observing common fauna in their natural habitat makes for real time learning that is meaningful, relevant
- They are also educated about their role in **sustainable growth**, in their responsibility to *protect and improve the natural environment*. Awareness on biodiversity and its conservation is created through surveys, awareness programmes and competitions. Such surveys highlight the need for conserving biodiversity in the urban spaces

| File Description | Document |
|--|-------------------------------|
| • Details of activities that inculcate values; necessary to render students in to responsible citizens | View Document |
| Any other relevant information | View Document |

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims | View Document |
| Code of ethics policy document | View Document |

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

- The vision of the college is to build a vibrant and inclusive learning community. The college was founded on 15th August 1947, Independence Day. Every year, **Independence Day and Stella Maris's Birthday** are celebrated with great enthusiasm. The NCC contingent of the College leads the commemoration of the day with a marchpast followed by the hoisting of the National flag. This is usually followed by a competition between students of various departments in displaying the cultural diversity of the country. Stella Birthday celebrations wind up the day and this event is cherished by the college community.
- **International Women's Day** is marked each year with the entire College community gathering together to acknowledge the significant role of women in society. Women leaders, women achievers, women who have braved various odds, transwomen have all been invited to share the accounts of their journeys with students. These events sensitise the student community to their rights and responsibilities as women.
- **Madras Day** is celebrated with great fervour; the cultural, historical, linguistic, culinary and artistic heritage of the city is commemorated through various lectures, exhibitions, trips, cultural activities and workshops.
- The College participates actively in all programmes promoted by the Central and State governments: The Department of Physical Education and the NCC units of the College take the initiative to celebrate **International Yoga Day annually**. Cadets visit schools in the city to encourage students to practice yoga. **The Swachh Bharat campaign** was conducted intensively from 1 to 15 August 2019. The College took part in the live telecast of **Fit India Movement** organised by the central government.
- Students are sensitised about their responsibilities as citizens by observing **National Voters Day**. Various programmes are organised including intercollegiate skit competitions on the theme 'Electoral Responsibility for a Stronger Democracy'. It also commemorated the **National Constitution Day** and **National Pollution Control Day**.
- In keeping with the theme selected by the United Nations Environmental Programme for **World Environment Day**, #Beat Air Pollution, a guest lecture was organised on Air Pollution and Air Quality Monitoring on 5 July 2019.
- To address issues of different forms of violence against women and girl children, the College commemorates the **International Day for Elimination of Violence Against Women**. On 25 November 2019, a discussion was held and the oath administered.
- To commemorate the **World Day against Trafficking in Persons**, a coalition to End Human Trafficking was launched at Stella Maris titled 'shOUT for Freedom'.
- **International Human Rights Day** is celebrated annually. On 10 December 2018, Dr. V. Saroja, Minister for Social Welfare and Nutritious Noon Meal Programme, Government of Tamil Nadu was the Chief Guest.
- Other days that are commemorated include: **Anti-Drug Abuse Day, World Elders Day, Malala Day, Sanskrit Language Day, Cultural Diversity Day, The Global Wild Bird Day, International Day of Prevention of Drug Abuse, World Day against Trafficking in Persons,**

World Tourism Day, International Day of Persons with Disabilities, World AIDS Day, World Sight Day and World Entrepreneurship Day.

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs of some of the events | View Document |
| Any other relevant information | View Document |
| Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

BEST PRACTICE 1

1. Title of the Practice

Gender Awareness and Empowerment of Women

2. Objectives of the Practice

- To create awareness among students about the rights and responsibilities of all genders, especially that of women
- To instil in students a sensitivity towards gender equality
- To foster an environment where communication and information exchange will help students understand the important role they play in society
- To train students to think, analyse and provide solutions to challenges faced by women in different spaces
- To provide with opportunities and skills that demand critical thinking and decision making for future roles as women leaders
- To enable students to take their awareness and learning to the community to empower other women in society

3. The Context

The College, in its mission statement emphasises the need to empower young women to face the challenges of life to become builders of a just and humane society. In keeping with this goal, the College recognises the need to create awareness among students about gender related issues and women's empowerment.

The College believes that the stereotypes surrounding women and their roles are ingrained in society that

women need to be made aware of their roles.

The College considers it vital to educate young women about their social, legal and economic rights by providing them varied forms of inputs. This is done in a structured and holistic manner so that students understand the circumstances that have engendered these inequalities and are equipped with the necessary knowledge and skills to deal with these challenges. They are encouraged, and given opportunities to transmit their knowledge to the larger community through outreach programs.

4. The Practice

The plan to create gender awareness was welcomed by all stakeholders and implementing it was not a challenge. Departments were encouraged to organise gender related seminars, conferences and workshops. Students were encouraged to participate in events organized by other institutions, NGOs and GOs concerning gender issues. Extension programmes of the College were specifically geared towards gender development and women's concerns.

The Centre for Women's Studies and Gender Centre of the College play an active role in sensitising and creating an awareness on Gender issues and work towards women empowerment. Many of the initiatives of these Centres focus on Women's Education, Research, Training, Documentation, Field Action and interventions on gender issues. The Centres collaborate with national and international women's groups to enhance positive cultural interventions.

Various Departments in College offer courses that deal with gender issues, thus providing the students with an avenue to study and conduct research in the subject. These include courses offered by the departments of English, Sociology, Economics, Visual Arts and Value Education.

The Centre for Women's Studies, Gender Centre, the Students' Union, the various departments and different clubs have, over the last five years, conducted various activities towards gender sensitisation:

- The Centre for Women's Studies organized a one-day workshop titled "Gender Identity and Sexuality"
- A workshop on Media and Women and on Verbal Abuse was conducted for the English Language and Life Skills Students
- A workshop on gender issues was conducted by Ms. Shankari, transgender, and Mr Shivakumar from Nilangal
- The Damini Club (the student wing of the Women's Studies Centre) organised a lecture titled "What does it mean to be a woman"
- A talk by West Indies Cricketer Bravo was organised on the theme "Women in Sports"
- A 16-day activism programme against Gender-based violence
- An interactive workshop on "Women's Empowerment" was conducted by Kirthi Jayakumar of Red Elephant Foundation and Geetha Jeyakumar, a leading Psychologist and women's rights activist
- Ms. A Revathy, transgender activist and writer, was invited by the Department of English for "Meet the author" programme
- The Department of History organised a lecture by Dr S Anandhi of MIDS on "Women's Movement in India"
- A workshop on Poster Making on the theme "Women's Issues"
- Women's day program on "Overcoming Barriers united with Gender equality"

- “#UnTagYourself” - A session in collaboration with ProACT Behavioral Services on self-exploration

5. Evidence of Success

The awareness created by the various programs, and the support extended by the college provide a platform for students to recognise, identify and even intervene in gender related issues in their immediate surroundings.

The fact that many of our students have excelled in academics, creative arts, NCC, social service, sports and entrepreneurship despite facing gender-related challenges at home and in the work-place speaks volumes about their awareness of their capabilities and their rights. Students from disadvantaged backgrounds have received scholarships to study in Universities abroad, many have been admitted to reputed institutions in India for higher studies.

Students take their knowledge and skills to these communities and strive to empower the women there by providing training in health and hygiene, nutritional information, literacy and basic entrepreneurial skills.

An important milestone was the active guidance and support the College extended to a student to deal with the process of sex change. It ensured that he received a PG degree from the University of Madras. This stands testimony to the sincere commitment of the institution to human rights.

6. Problems Encountered and Resources Required

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

BEST PRACTICE 2

1. Title of the Practice

Enhancing Environmental Awareness and Promoting Sustainable Practices

2. Objectives of the Practice

- To instil in students a sensitivity towards practices that are detrimental to the environment
- To create awareness among students about the need to adopt and maintain environmentally sustainable practices and promote ecological justice
- To foster in the College an environment which provides students a model for a clean and green way of life
- To train students to think, analyse and provide solutions to the challenges they face in ensuring the following of green practices
- To enable students to take their awareness and learning to the community and thus reduce their, and the society's, carbon footprint

3. The Context

Stella Maris College firmly believes that the future of the world is dependent on the attitudes, world views and decisions of the young people of today. The impact of the exploitation of natural resources, the high levels of pollution and the damage to the ecosystem needs to be understood by the younger generation if they are to reverse the trend and enable more sustainable practices.

At College through social awareness programmes, extension activities, sensitisation programmes and campaigns the students will be able to take their knowledge and skills to different sections of society.

We believe that an example needs to be set at home and that eco-friendly behaviour in everyday life will instil in students a sense of responsibility. Students are made aware of their duty and role in environmental upkeep and are trained to be proactive in their duty to take their learning into the community.

4. The Practice

Leading by example, the College takes great effort in maintaining a clean and green campus. It conducts awareness programmes and workshops on a regular basis to ensure that students are adequately informed about environmental issues, and through which students could take the initiative to bring about change in the community.

The Students have been actively involved in awareness programmes, campaigns and reaching out to the community.

- In 2015 as part of **Swacch Bharat**, the Students Union dedicated a week to promote litter free campus. NSS sensitized Srinivasapuram community on Environmental issues. The awareness is an on-going initiative which instils the habit of cleanliness.
- In August 2016, the Project **Reduce, Reuse, Recycle and Upscale** was taken up by the students to encourage the reduction of wastes
- The focus of the **Enviro Club** is to enhance Environmental awareness and work towards sustainability. The student members from across disciplines conduct different programmes throughout the year on topics related to Conservation, Biodiversity, Sustainable Energy, Pollution and Health
- Social Awareness Programme (SAP) is built into the curriculum and many departments address environmental issues through conduct of activities which reach out to school students and neighbouring community. They spread awareness and demonstrate various eco - friendly practices such as Waste segregation, Health hazards of plastic usage, Energy and water conservation.
- In 2016 The Department of Fine Arts embarked on mural project '**Hope for the World**'. The students painted thirty panels, on the exterior wall of the College on the relationship between man and nature. The college walls are being periodically painted with Environmental Issues to sensitize the students and society.
- The **address by Ms. Medha Patkar**, in 2016 sparked the eco consciousness of the audience
- The departments of Public Relations (PR) and Sociology in collaboration with Earth Smiles, steered a **campaign 'Re-Green Chennai'** in 2017 to sensitise school students on the need to improve the green cover of the city
- "**Go Green**" initiative by the department of Botany in 2018, on the theme "Plastic Pollution and Alternatives of Plastics"
- The PR department also conducted an awareness campaign on **Step Towards Zero Plastic** to reach out to the community

- The departments conduct Workshops and Conferences on various topics related to Ecological Justice focusing on Sustainable Future, Biodiversity, Waste Management.

Academic Initiatives:

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

5. Evidence of Success

The awareness created by the various programs, and the support extended by the college provide students the skills necessary to showcase and put their learning to practice.

The fact that the College campus is a clean and green space is evidence of the fact that it seeks to teach by example. The College has adopted various environment-friendly measures including energy-saving lights, solar panels, biogas, recharge wells, grey-water recycling, rain water harvesting, Green house and Air Quality Monitoring device

- The SAP activities have enabled our students to reach out to the school children and community who have pledged to work towards environmental conservation.
- The MSW students undertook Social Action Initiatives for a Clean and Sustainable Environment in rural and urban communities.
- The Botany Department planted 1360 tree saplings using the Miyawaki Plantation method to restructure and restore the environment to ensure sustainable growth.
- The Zoology Department organises regular surveys of biodiversity on campus. The college is listed as a birding hotspot on eBird with 50 species documented and uploaded.
- The College is actively involved in Turtle walk, Tree walk, Murals and panels depicting green initiatives, celebrating Environment Day, International Tigers Day, World Elephants Day and Butterfly Week

6. Problems Encountered and Resources Required

- Teaching and learning of environmental education and environmental awareness programmes will become more effective if the environmental science concepts are combined with local knowledge.
- Planning and designing specific environmental programmes for the student community will help the students contribute effectively to their own environmental culture and traditional/indigenous environmental management.
- Grant of financial aid for Environment Project that focus on local contexts will further the research directed towards providing solutions for sustainable practices

7. Notes

To create a sense of ownership and participation an online survey was conducted involving all the faculty members to identify their perception of the best practices of the institution.

| File Description | Document |
|--|-------------------------------|
| Best practices in the Institutional web site | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Institutional Distinctiveness

Whole Person Development

Stella Maris College believes that education is a comprehensive learning experience. If knowledge is not supported by a sound value system and skills necessary to live in harmony with society and the environment then all education would be incomplete. Our programmes and teaching philosophy are geared to foster in students intellectual, emotional, social, psychological and spiritual maturity. Students are encouraged and guided to explore diverse learning opportunities in conjunction with the academic programmes and emerge as persons who possess both intellectual vitality and a sense of integrity.

Some of the objectives of holistic education are:

To impart to students, **sound values** that will mould them into persons with **integrity and a sense of responsibility**

To instil in students a **sensitivity towards gender equality** which will enable them to recognise unfair and sexist treatment and representation

To train students in skills that are essential for **individual growth, interpersonal skills, teamwork and cooperative learning**

To provide students with opportunities that demand **critical thinking and decision making**, skills that will train them for future roles as women leaders

To foster in the students a **sense of patriotism, civic sense** and to educate them about their **role and responsibilities** as citizens of India

To enable students to display and **promote environmental consciousness and sustainable-living choices**

To enable students to **take their awareness and learning to the community** and thus help empower other women and disadvantaged persons in society

Academic Excellence

Stella Maris College has always maintained a high benchmark in academic excellence and this is evident in the rigour with which the curriculum and syllabi are designed and updated at regular intervals. Graduates of the College have performed well in **competitive examinations** and have been admitted to renowned Institutions both in India and in other countries. In the **job market** too, their skills are highly valued.

In the constant effort to world-class education, Stella Maris College encourages the use of **innovative approaches and methodology** in the classroom. **Experiential and participative learning** is encouraged: students are encouraged to **think creatively** and contribute significantly to the teaching-learning process. The **state-of-the art laboratories and scientific equipment** that are available on campus provide science students 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. Students conduct **exhibitions** which help them consolidate their learning. Fast learners are encouraged to enrol for **MOOC, and other online courses**. Considerable effort is taken to provide additional support to slow learners: **Remedial classes and peer teaching** are organised so that **no one is left behind**.

Research is encouraged at the undergraduate and postgraduate levels; students are trained to explore new areas and present their findings in seminars and term papers. They are trained in academic writing, the ethics of research and citation rules.

Civic duty and patriotism

All significant National and International Days of Commemoration are celebrated by the College. Notable among these is the Independence Day Celebrations when the NCC wing of the College conducts the flag hoisting ceremony and the march past.

To encourage students to sustain and preserve the folklore, culture and heritage of Tamil Nadu, a number of activities were conducted as part of the project titled “Promotion of Folklore, Culture and Heritage of Tamil Nadu for Sustainable Development”.

Value education

Every working day begins with a reflection on a value-based topic, followed by a prayer. Prayers are conducted at the beginning of every academic year, on important days of celebration and at the closing of each year too.

Value education classes are offered for a semester each year and here, the students are introduced to topics as varied as personal development, societal roles and responsibilities and inter-faith dialogue. Many other academic courses, too, raise awareness about the need for personal integrity and high standards of personal conduct.

Gender sensitisation

Various departments, bodies and clubs organise programmes to raise awareness about unfair representation and treatment of women. Students are sensitised about their rights and responsibilities as women citizens of the country

Soft skills training

As part of the curriculum students are given training in developing confidence, preparing for the challenges of the workplace, working together as a team, managing time and resources and also mapping future careers.

Critical thinking and leadership skills

Through various activities, workshops and training programmes, students are taught skills which will aid them in problem-solving, managing crises and assuming leadership roles. NCC students are trained and encouraged to participate in camps at the regional and national levels.

Inclusivity

The College has a clear policy regarding inclusivity and through this, students are sensitised to the needs of minority groups. Various programmes are conducted by the College to raise awareness about disability, poverty, social disadvantage, economic disadvantage, gender discrimination and other kinds of unequal treatment.

Environmental consciousness

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

Emotional and Psychological maturity

The emotional and mental well-being of students is a priority of the College and various measures are adopted to help them evolve into young women who are in control of their thoughts, feelings, and behaviours. The mentoring programme helps identify and address the needs of students.

Giving back to the community and society

Students are constantly reminded about the society's contribution to their education and that they have a responsibility to give back to society. Through the outreach programmes, extension activities, Service-Learning programme and the NSS activities, students reach out to the communities in the neighbourhood and offer their services in the areas that they have received education.

The Departments of English and Computer Science conducted a summer training programme for women and children of the village under the National Digital Literacy Mission (NDLM).

| File Description | Document |
|--|-------------------------------|
| Any other relevant information | View Document |
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

In keeping with an increasingly internationalised educational scenario, the College has started several innovative programmes in collaboration with Universities abroad.

Recognizing the importance of the field of Data Science, the Department of Mathematics, in collaboration with GITAA (incubated start-up company, IIT Madras) and the Liverpool Hope University is offering a two-year course leading to the award of a **M.Sc. Degree in Data Science** conferred by the Liverpool Hope University, UK.

A **Postgraduate Certificate in International Business (PCIB)** provides opportunities for students to gain a full-fledged management qualification– **the International MBA (IMBA)** from Liverpool Hope University, UK. The IMBA is structured in three phases: Phase A – PCIB at SMC, Phase B – IMBA at LHU, UK. Phase C – Consultancy or Research Project at LHU/SMC.

A **Post Graduate Diploma in Global Business & Finance (PGDGBF)** is offered in association with the International Skill Development Corporation (ISDC) and integrated with Chartered Institute of Management Accountants (CIMA) Curriculum. This programme provides exemption of 13 papers in CIMA.

The College has also been focusing on strengthening skill development initiatives in this assessment period. In addition to the measures taken for this within the curriculum and through value added courses, the College had been offering a PG Diploma Course in Medical Lab Technology till 2017.

The highly qualified and experienced faculty of the institution are regularly invited as resource persons, keynote speakers and expert consultants by institutions across the country. They also serve on Doctoral Committees, Academic Audit Committees, Boards of Studies and as Viva-voce Examiners for the award of Doctoral Degrees in other colleges and universities.

The Retired Staff of the College is actively involved in academic and administrative pursuits; they continue to publish research papers and books. Some of them have taken up administrative and advisory positions at Stella Maris or at other institutions.

Recognising the power and reach of social media in creating a brand image, the College launched its own YouTube channel in August 2020. The Students' Union also has an active official presence on Instagram and Facebook enabling the College to gain visibility in the public domain.

Concluding Remarks :

Stella Maris College has a **deeply-embedded quality culture and maintains high standards in academics and administration**. In pursuit of this goal, the College continues to actively **promote inclusive practices** in the implementation of its academic programmes, **taking into account cultural, social and learning differences and the special needs of the differently-abled**. It is committed to providing an **inclusive, value-based learning environment** that not only **nurtures intellectual curiosity** but also **promotes sensitivity and responsibility** towards the environment, the nation and the global community.

The College is at the forefront of higher education in India by **balancing its commitment to academic excellence with emphasis on all-round development of students**. A student-centric, participatory teaching-learning-evaluation system assures the students of optimal educational benefits. **Socially relevant and ethical research practices, constant innovations in the teaching-learning-evaluation processes, an unswerving commitment to serving the community** through extension projects which address critical social, scientific and political issues, a **collaborative, participatory model of governance** and a **sensitive approach to catering to the needs of the student community** are hallmarks of the institution.

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, we intend to implement **policies that allow for flexibility** in the areas of organisation within the College, linkages with other institutions and the industry, and **develop support structures** across all areas of research and education.

Running parallel with the nation's trajectory towards selfhood and development, Stella Maris College has evolved into an Institution of repute, serving national, regional and local needs.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|------|-----|
| 1.1.2 | <p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 48 Answer after DVV Verification: 47</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 48 Answer after DVV Verification: 47</p> <p>Remark : Observation accepted edited accordingly.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>15</td> <td>17</td> <td>9</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>028</td> <td>25</td> <td>14</td> <td>7</td> </tr> </tbody> </table> <p>Remark : Recommend input is considering all the value added courses year wise.</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 11 | 15 | 17 | 9 | 7 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 21 | 028 | 25 | 14 | 7 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 11 | 15 | 17 | 9 | 7 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 21 | 028 | 25 | 14 | 7 | | | | | | | | | | | | | | | | | |
| 1.3.3 | <p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>627</td> <td>936</td> <td>789</td> <td>347</td> <td>186</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>627</td> <td>936</td> <td>789</td> <td>0347</td> <td>186</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 627 | 936 | 789 | 347 | 186 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 627 | 936 | 789 | 0347 | 186 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 627 | 936 | 789 | 347 | 186 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 627 | 936 | 789 | 0347 | 186 | | | | | | | | | | | | | | | | | |

Remark : Input edited referring data uploaded by HEI.

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1785 | 1565 | 1586 | 1591 | 1363 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 932 | 722 | 807 | 847 | 631 |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 2279

Answer after DVV Verification: 2204.7

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 7.85 | 1.575 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6.55 | 1.575 | 0 | 0 | 0 |

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

3.2.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 16.79 | 18.765 | 130.25 | 102.84 | 16.09 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 16.17 | 16.905 | 126.03 | 102.84 | 16.09 |

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 40 | 23 | 23 | 17 | 25 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 23 | 7 | 11 | 7 | 13 |

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

4.2.4.1. Number of teachers and students using library per day over last one year

Answer before DVV Verification : 1164

Answer after DVV Verification: 604

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| | | | | |

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|----|---|---|
| 63 | 31 | 23 | 5 | 5 |
|----|----|----|---|---|

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 63 | 32 | 20 | 5 | 5 |

6.3.2 **Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 44 | 49 | 32 | 38 | 32 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 44 | 49 | 32 | 38 | 032 |

Remark : DVV had relooked and updated the metrics

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations