SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST.TERESA'S COLLEGE

ST. TERESAS COLLEGE (AUTONOMOUS), PARK AVENUE, MARINE DRIVE, ERNAKULAM
682011
www.teresas.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Teresa's College (Autonomous) Ernakulam, Kerala, a pioneering institution committed to the cause of higher learning of women and their empowerment through excellence in teaching, learning and research, was established on 15th June 1925 by the Carmelite Sisters of St. Teresa under the leadership of the visionary foundress Mother Teresa of St. Rose of Lima – a legend who opened up a glorious page for the empowerment of women, and who was declared as **Servant of God on 29 January 2016**. This **94** year old premier **Minority Institution** provides education in line with the mission of the foundress, aimed at the integral formation of intellectually creative, emotionally mature, morally responsible, spiritually enlightened, socially committed and truly liberated women who will reposition themselves as self-reliant and responsible individuals and agents of change who will transform society.

St. Teresa's College is the f**irst women's College in Kochi and the second in the state of Kerala**. It holds the honour of being the first aided College for women in the state. It   was first affiliated to Madras University then to Kerala University. In 1983 it became one of the affiliated colleges of Mahatma Gandhi University. It was accredited by the NAAC at 'five star' level in 1999, re-accredited at 'A- level' in 2006 and reaccredited at 'A' level in 2012. The autonomous status was granted in 2014 recognizing its potential to become the first **Deemed Women's University in the state of Kerala**. Recognizing its academic excellence, the college was granted an extension for two years by the NAAC. In 2010, St. Teresa's was recognized as a '*College with Potential for Excellence'* and received **1 crore in the first phase and 1.5 crores in the second phase in 2014.**

Five Science Departments of the College have been recognized for their research activities by **DST-FIST in 2013**. **In 2016 DBT** conferred the college the status of '*Star College'*. The UGC sanctioned **Rs.47.5 lakhs** for B.Sc. Apparel and Fashion Design under the Innovative programme in 2012, **Rs.102 lakhs** for two B.Voc programmes and **Rs. 69.9** lakhs for establishing **Community College in 2015.**

Vision

St. Teresa?s College (Autonomous) Ernakulam, envisions a life oriented education that empowers students through a humanizing and liberating process, to be agents of transformation and development at different levels of life. Enabled and empowered, they respond proactively to the concerns and conflicts inherent in today's reality, especially those of women and persons who are unable to exercise their freedom to be human, and work for the integrity of creation, thereby building a'*civilization of love'* and advancing the kingdom of God as envisaged and promoted by the Foundress, Mother Teresa of St. Rose of Lima.

Mission

1. To promote a College/Community/Society/Nation where spiritual, moral and genuine values are lived and witnessed.
2. To contribute to the transformation of society through an openness to reality and living the challenges of being socially conscious and socially responsible.
3. To synergize women and those prevented from exercising their right to be human, through enlightening

them regarding their basic human rights and helping them to achieve the same.

4. To promote inter-cultural and inter-religious harmony and communion through promoting genuine dialogue, whereby we work together for the common good of the human family.
5. To facilitate leadership among the students enabling them to be genuinely other centred, proactively enthusiastic, and spiritually and socially motivated towards personal, group and social liberation.
6. To provide quality, integral education which is life, vocation and career oriented.
7. To work towards the integrity of creation through being conscious of and alert to the state of devastation and destruction of creation and serious perils that humankind is plunged into. We promote programmes/movements that foster inter-connectedness, kinship and eco-justice.
8. To recognize the advantage of using modern tools and technological innovations for teaching- learning and governance and its visible impact in empowering students.

The Institution?s distinctive characteristics are reflected in the following aspects of the Mission statement:

a. Addressing the needs of society:

Preference for the economically challenged and marginalized – bringing them to the main stream.

Transforming the self and the society.

Sense of community and net working.

Inculcating inter-religious harmony

b. The students it seeks to serve:

Holistic Education

Integrating Academic Excellence with Human Excellence

Academic Excellence

Training the staff to go beyond the academic requirements and inculcate in the students the following:

Intellectual curiosity

Habits of systematic work

Aptitude for research

Human Excellence

Training the students in life skills such as:

Decision making &Conflict resolution

Team work &Campus culture

Value Education &Character Formation

c. Institution's Tradition and Value Orientation

Inclusive Culture – Broader vision transcending all narrow concerns and creating a   **'Civilization of Love'**

Pursuit of Excellence &Maintenance of Quality

Inculcating the values of justice, love, sharing, equity, truth .

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A pioneer institution for women's education in Kerala and the only women's college in the city of Cochin
- International renown on account of its established reputation, augmented by iconic alumnae across the globe
- Strategic location and easy accessibility
- Proactive management with a progressive vision
- Transparency in staff recruitment based purely on merit
- Faculty with international experience and qualifications
- Various linkages and MOUs are signed with National and International organizations to strengthen research base.
- The College follows green protocol policy.
- Productive extension activities acknowledged at regional, state, national and international levels
- Dynamic student community with high potential for self- empowerment
- Highly committed and supportive PTA& Alumnae.
- Implemented new programmes catering to current requirements of society and industry
- Excellent student support system
- Plethora of opportunities in curricular/ co- curricular activities and sports
- Excellent infrastructure with well equipped laboratories.
- fully automated Library with a collection of one lakh books and reputed journals
- Timely conduct of examinations and publication of results
- Value Added Courses relevant to current demand.
- Excellent linkages with Community Which have received recognition at International, National and State Levels

Institutional Weakness

- Consultancy and industry linkage needs to be strengthened
- Applied Research has to be strengthened
- Lack of national and international students and faculty
- Industrial internships have to be strengthened
- Restricted Autonomy imposes a threat to offer new programmes with employability

- Twinning Programmes have to be initiated

Institutional Opportunity

- Potential to become a Deemed Women's University
- Could become an excellent centre for interdisciplinary and community oriented research
- The College can take a lead role in integrating value based education and extension activities into the Syllabus to mould students to fulfil the vision of the College
- Launching of Community Radio will provide many opportunities to the students and the faculty
- Can develop centres for Performing Arts and Indian Heritage and Language Studies
- Prospects for establishing St. Teresa's Chair for promoting peace
- Foreign Universities have shown interest in collaborative ventures
- Ample scope for providing consultancy services
- Industry oriented courses can be designed to ensure employability
- A number of Start ups can be optimised
- Provide Technical Expertise for Women to emerge as Successful Entrepreneurs
- Strategic Location enhances the opportunities for employment

Institutional Challenge

- Resource mobilisation from agencies apart from Government and UGC
- Attracting international /national faculty and students
- Conventional Programmes in the aided stream minimizes employment opportunities
- Restrictions in introducing new Skill Based Programmes affects employability
- Limited freedom to exercise powers of Autonomy

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College was granted autonomy in 2014. The post accreditation period therefore involves two phases: the first from 2012 to 2014, affiliated to Mahatma Gandhi University and the second from 2014, when it became autonomous.

The College was privileged to have a majority of the faculty members on various **Board of Studies** of universities namely Mahatma Gandhi, Kerala, Calicut, Kannur, Sree Shankara and Amrita Vidya Peedam, contributing in the area of curriculum design and development. Many innovative programmes were introduced to promote **Skill India & Start up India** by offering need-based, industry-relevant and society-driven courses. The curriculum was designed consistent with the vision and mission of the college. The IQAC organized workshops to give faculty members a shared understanding of the rudiments of syllabus structuring and a common institutional vision. Following the grant of Autonomy, feedback was collected from experts and stakeholders to introduce **16 new programmes, 577 new courses and 29 value added courses.**

The Outcome Based Education initiated are supported by **PEOs, POs, PSOs and COs. POs** are chosen in the spirit of Future Work Skills 2020, Trends in Global Higher Education (UNESCO 2009) and American

Association of Higher Education (AAHE) and Kerala HEC. Feedback from all the major stake holders are analyzed and **Action Taken Report** is uploaded on the College website. The IQAC has taken an initiative for a National and International validation of the Syllabus.

The College offers **54 programmes in all, in arts, science, commerce and management studies: 23 UG programmes, 17 PG programmes, 3 MPhil programmes, 7 PhD Programmes, 1 UG Diploma and 3 PG Diploma programmes.** In the post accreditation period the college has implemented **21 new programmes; 16 were designed after becoming autonomous thus fulfilling the recommendations of the third Cycle Accreditation**. Under the Choice Based Credit and Semester System the UG programmes **offer 20 Open Courses and Electives**. . The college is a centre for CCEK (Centre for Continuing Education Kerala), IGNOU and NSDC, SRC Kerala and ASAP. The i**nstitution has integrated cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum**

Teaching-learning and Evaluation

St. Teresa's College adheres to the admission policies of the Government of Kerala and Mahatma Gandhi University and is completely automated since 2014. The institution ensures access and support to students from all sections of society.

The Academic Calendar is prepared each academic year and incorporated in the College Handbook.

Efforts are taken to identify Slow Learners and remedial teaching is provided for them.

The IQAC provides Leadership training - Walk with the Legends, Walk With the Scholar Programme (WWS), Earn While you Learn Programme and **Collaborative learning** where the Advanced Learners share knowledge. The IQAC has introduced zero hour to enhance the quality of the learning environment. Another milestone is developing **Gender Audit Template for HEIs in collaboration with WISCOMP**.

Accredited Summer Programmes in U.K., Brand Called You , NLP and **Unarvu** were introduced for Advanced learners. An MOU signed with **ISDC and ACCA UK** has initiated B.Com with ACCA.

The College has a mentoring system in place. Professional counselling is offered to those students who need help.

As per the recommendations of the Third Cycle of NAAC Peer Team committee, the IQAC has taken steps to enhance the potential of ICT enabled teaching and learning and to maximize the use of **Learning Management System.** Several faculty members develop e-content and have completed MOOC and other courses on the Swayam and NPTEL platform. Internal Examinations were conducted using MOODLE. **A State of The Art Multi Media Lab has been made functional.**

GUNN Centre for Science Fiction studies, affiliated to the State Kansas University, promotes creative writing in interdisciplinary areas.

An **Online feedback mechanism** to evaluate the teaching learning process is in place. Performance is evaluated based on internal assessment and a final examination .The institution has developed a software **Digna**

Digital (**College Management System**) to ensure transparency in the examination process.

Two Major Student Friendly Reforms introduced are re-examinations for students who lost their chance to appear for the final examination and Supplementary Exams **Save A Year.** An External Additional Chief Superintendent is appointed to ensure transparency and credibility in the conduct of Exams

Research, Innovations and Extension

St. Teresa's College promotes research as an integral part of the curriculum which makes Teresian Teaching and Learning distinctive. **7 Departments** are Centres for Research with 111 scholars pursuing research under **34** research guides. The College is a recognized centre to offer course work for PhD scholars since 2012. **19 research scholars were awarded PhD, 26 faculty members are engaged in research leading to PhD, 15 Major and 22 minor projects were completed .** The College has one International Peer reviewed Journal (TJES), two National Journals ,**229** papers in peer reviewed journals (National / International). 58 faculty members and students have received research awards and recognition for innovation. **127 IPR** workshops were organised by TRAAC.

The College in its institutional budget makes provision for research and development. Seed money is provided for faculty engaged in research. **The Teresian Research and Consultancy Cell (TRACC) is constituted to facilitate research activities. An Ethics Committee has been constituted to promote ethical practices in reserach** .

The College has signed **22 functional MoUs and has 79 collaborative activities** with other institutions.

Teresian TIBIC (Teresian Innovation and Business Incubation Centre) launched officially has earned the institution the credit of being the only women's college in the state to have business incubation centers. The four incubation centers are, Teresian I CONNECT which has received the prestigious Energy Conservation Award 2018 by the Kerala Government, Teresian Bakery and Confectionery, Teresian Travel Desk (TTD), STEP (Society of Teresians for Environmental Protection).

10200 programmes have been organised by TROP for which the college has won national and state awards. NSS, NCC, YRC, Youth Red Cross and Bhoomithrasena Club won the first Prize for Environment Protection at the Institution Level instituted by World Malayalee Council. The project e- jaalakam was awarded GOLD under category 'Outstanding e-Governance Initiative by Academic and Research Institutions' for the National award on e-Governance 2014-15 instituted by the Government of India, Kerala State e- Governance award and Chief Minister's special jury award for Innovations in Public Service

Infrastructure and Learning Resources

St. Teresa's College, strategically located in the heart of Kochi is spread over three campuses, the Arts Block, the Central Block and the Science Block. The Central block was built in the newly acquired adjacent property, with all modern facilities. The total land area is 15.64 acres, of which 8.37 acres were acquired in the post-accreditation period. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years is **4064.17 Lakhs**

The College has a 2 auditoriums with a seating capacity of 2500 and 1000 students respectively, an AC

conference hall, 5 seminar halls, a Council Room and the Office of the Controller of Examinations. It has 113 classrooms with LCD facilities. There are 283 computing systems, 27 laboratories, browsing centres with **50MBPS high speed** connections and a new multi-media Lab and an E-Learning Centre to promote ICT enabled Teaching and Learning. The campus is Wi-Fi enabled and all the departments, offices and labs remain connected to LAN. Generators are installed for complete power back up. An ERP System **Mother Digna System** integrates all the functional areas of the institution.

The Library located in the main campus on three floors with a total area of 1679.25 Sq. m, with a total seating capacity of 550 and with 100004 available books .An extension of the main library is functioning in Science Campus. It is fully automated since 2003. ILMS Software KOHA provides a user friendly interface. Library facilitates Web – OPAC remote access to users. Subscription to N-List of INFLIBNET provides access to more than 6000 journals and 90,000 e-books. Video Conferencing facility in AV –Room, the bio-metric door security system, 4 servers, and Moodle, Talking Book and SARA CE Instant Text Reading Machine and Pearl Portable Instant Open book Scanning & Reading Software for visually challenged users are other facilities.

There are two indoor stadia for basketball, volley ball, shuttle badminton and also a multi- Gymnasium. It has a Herbarium, Zoological , Botanical Museums and a Green House . The College has 3 hostels, 2 canteens, 3 coffee counters, a students' lounge, an ATM and 2 Stationery stores.

Student Support and Progression

The College has well-organized student services complemented by good faculty leadership and broad based institutional commitment. **Teresian International functions under the Research & Development Cell to initiate the Twinning, Faculty & Student Exchange Programmes of the College.**

Endowment funds and prizes for students are instituted by the Management, Staff, Alumni, PTA, retired faculty and other well-wishers for academic, co-curricular and extra-curricular achievements and scholarships for needy students. The '**Navathy Scholarship**' was instituted in 2015, to celebrate 90 years of service in the apostolate of education, by which 90 students get a 50 % fee concession . In the last five years **5714 students benefitted through governmental scholarships.**

The College Union functions under the counsel of two Deans and the faculty members in charge of the various Clubs and Cells. The IQAC has a structured online student feedback mechanism and a Student wing to ensure student participation in all policy matters. They coordinate feedback from their classes on the various student support programmes and play a decisive role in awareness programmes, extension activities, and in shaping gender audit and safety audit. The Grievance Redressal Cell resolves their academic and administrative grievances. The placement Cell helps students to identify job opportunities, prepare them for interviews, and develop entrepreneurship skills through the Career Guidance Cell and the Entrepreneurship Development Club.

In the 31 years of the history of Mahatma Gandhi University Youth Festival, the College **has won the overall championship 23 times and were runners up 8 times. From 2009, the institution has won the overall championship continuously for eight years, testing its quality with 350 colleges. This has created history in the University Records**.

The sports performance record of the institution in the post accreditation period has witnessed a tremendous change from the **33rd position to 7th among the colleges affiliated to M.G. University**

The Registered Alumnae Association 'ASTA' has 16 chapters . They serve as members of the Boards of Studies, the IQAC and the Advisory Committee. They shared the responsibility of raising Rs. 30 crores along with PTA , Faculty and Students in constructing the Central Block in 2017

Governance, Leadership and Management

The institutional leadership has always been participatory and there is extensive consultation between the management and the major stakeholders.The College has a perspective plan for institutional development and the academic and administrative activities are carried out in consensus with the stated policies . At present the institution has a multi-tier system of leadership with the Manager at the apex of Governance. The Director who represents the Management is in charge of decisions at all levels of governance. The Principal is supported by the IQAC , Acdemic Deans the College and the Deans of Students Affairs in regular administrative and academic affairs . The Statutory Bodies such as the Governing Council, the Academic Council, the BOS College Council and the Finance Committeet formulate strategic plans, drafting policies, developing and approving the curriculum and implementing programmes to ensure quality and excellence. Thus the college practices decentralised participatory governance.

The various statutory bodies, committees, clubs and cells ensure that faculty members and student representatives are provided ample opportunities for grooming their leadership potential. **Transparency is maintained in faculty appointment which is based solely on merit and the management ensures quality by refraining from charging capitation fees for staff appointment.**

The IQAC coordinates all the quality-related activities by developing an organized methodology of documentation and internal communication, enhancing and integrating the various activities of the College and ensuring the adoption and dissemination of good practices. The IQAC spearheads the Administrative and Academic Audit which promotes quality, accountability and transparency and strives for creating a quality culture.

The IQAC has gathered online feedback regarding the effectiveness of the governance and leadership of the institution, departments, the office and ministerial staff, and the Action Taken Report is uploaded on the website

St. Teresa's College Welfare Society is also established to cater to the financial needs of the institution. The Planning Committee and the Finance Committee meticulously plan and allocate the budget for academic and administrative activities

Institutional Values and Best Practices

The College has always kept in mind its vision to "empower students to respond proactively" and "work for the integrity of creation." The Departments and various clubs, particularly the Bhoomithrasena Club, are actively committed to the protection of the environment. A Green Audit was conducted by the college in 2014 which included a detailed report of waste generated, methods of management and suggestions for improvement. Subsequently the **Teresian Green Protocol** was framed and adopted which highlights the principles of scientific waste management, namely, hierarchy of the '3 R's', Reduce, Reuse and Recycle. BMC collaborated with Biennale and contributed 5340 used pens which evolved as a work of art.

The College won the **Paristhithi Mithra Award** instituted by CEERD, St. Stephen's College, Uzhavoor and the **Suchitwa Haritha Award** instituted by Mithradham and Rajagiri Outreach in recognition of its innovative green initiatives in 2016. BMC won the **Best BMC award** instituted by the Department of Environment and Climate changes

Bhoomitra Sena Club won the first Prize for Environment Protection'' at the Insitution Level instituted by World Malayalee Council 2018 which was presented by the Chief Minister of Kerala. I CONNECT-Initiatives for CONservation of Nature and Energy received the prestigious **Energy Conservation Award 2018** by Kerala Government.

A best practice that merits special mention is e-Jaalakam - a Model e- Governance Literacy Project, which was **awarded GOLD** under category 'Outstanding e-Governance Initiative by Academic and Research Institutions' for the National award on e-Governance 2014-15 instituted by the Government of India.

Teresian Research and Consultancy Enterprise - evolved out of a need to give impetus to research and consultancy initiatives of the faculty and students.

The Teresian Research and Consultancy Cell (TRACC) has fostered a sharing of multiple methodologies and promoted interdisciplinary research. In 2016 a social entrepreneurship unit called **STEP -Society of Teresians for Environmental Protection- was initiated in the campus. The Teresian Innovation and Business Development Centre (TIBIC), set up with support from Kerala Startup Mission, Govt of Kerala and Kerala State Industries Development Corporation is probably the only such Govt supported initiative in a non-engineering Women's College in Kerala**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST.TERESA'S COLLEGE
Address	St. Teresas College (Autonomous), Park Avenue, Marine Drive, Ernakulam
City	Kochi
State	Kerala
Pin	682011
Website	www.teresas.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sajimol Augustine M	0484-2351870	9446700821	0484-235252 5	principal@teresas. ac.in
Associate Professor	Latha Nair R	0484-2381312	9388689299	0484-297779 7	drlathanairr@gmail .com

Status of the Institution	
Institution Status	Self Financing and Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes St. Teresa's College Minority Certificate.pdf
If Yes, Specify minority status	
Religious	Latin Catholic
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	15-06-1925
Date of grant of 'Autonomy' to the College by UGC	13-06-2014

University to which the college is affiliated		
State	**University name**	**Document**
Kerala	Mahatma Gandhi University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	31-03-2006	View Document
12B of UGC	31-03-2006	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?	18-03-2010
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	St. Teresas College (Autonomous), Park Avenue, Marine Drive, Ernakulam	Urban	15.64	23309.89

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	BA,Department Of English And Centre For Research	36	Plus Two	English	66	55
UG	BA,Department Of Economics And Centre For Research	36	Plus Two	English	70	67
UG	BA,Department Of Sociology And Centre For Research	36	Plus Two	English	70	69
UG	BSc,Department Of Botany And Centre For Research	36	Plus Two	English	45	42
UG	BSc,Department Of Chemistry And Centre For Research	36	Plus Two	English	45	39
UG	BSc,Department Of Physics And Centre For Research	36	Plus Two	English	45	37
UG	BCom,Department Of Commerce	36	Plus Two	English	171	171
UG	BA,Department Of Bharathanatyam	36	Plus Two	English	25	22
UG	BCom,Depar	36	Plus Two	English	50	50

	tment Of Commerce Self Financing					
UG	BA,Department Of Communicative English	36	Plus Two	English	35	35
UG	BSc,Department Of Computer Applications	36	Plus Two	English	40	37
UG	BCA,Department Of Computer Applications	36	Plus Two	English	25	24
UG	BA,Department Of French	36	Plus Two	English	35	34
UG	BA,Department Of History	36	Plus Two	English	50	41
UG	BSc,Department Of Home Science And Centre For Research	36	Plus Two	English	50	45
UG	BMS,Department Of Management Studies	36	Plus Two	English	30	30
UG	BSc,Department Of Mathematics And Statistics	36	Plus Two	English	140	117
UG	BSc,Department Of Psychology	36	Plus Two	English	62	62
UG	BVoc,Depart	36	Plus TWo	English	35	32

	ment Of Vocational Studies					
UG	BVoc,Department Of Vocational Studies	36	Plus Two	English	10	1
UG	BSc,Department Of Zoology	36	Plus Two	English	45	42
UG	BSc,Womens Study Centre	36	Plus Two	English	35	33
PG	MA,Department Of English And Centre For Research	24	Degree	English	18	17
PG	MA,Department Of Economics And Centre For Research	24	Degree	English	18	15
PG	MA,Department Of Sociology And Centre For Research	24	Degree	English	24	19
PG	MSc,Department Of Botany And Centre For Research	24	Degree	English	14	14
PG	MSc,Department Of Chemistry And Centre For Research	24	Degree	English	14	14
PG	MSc,Department Of Physics And Centre For	24	Degree	English	14	13

	Research					
PG	MA,Department Of Bharathanatyam	24	Degree	English	5	2
PG	MCom,Department Of Commerce Self Financing	24	Degree	English	25	24
PG	MTTM,Department Of French	24	Degree	English	15	14
PG	MA,Department Of History	24	Degree	English	10	10
PG	MSc,Department Of Home Science And Centre For Research	24	Degree	English	12	12
PG	MSc,Department Of Home Science And Centre For Research	24	Degree	English	14	13
PG	MSc,Department Of Home Science And Centre For Research	24	Degree	English	10	8
PG	MSc,Department Of Mathematics And Statistics	24	Degree	English	15	14
PG	MSc,Department Of Zoology	24	Degree	English	12	12

PG	MSc,Womens Study Centre	24	Degree	English	15	11
PG	MSc,Womens Study Centre	24	Degree	English	10	3
PG Diploma recognised by statutory authority including university	PG Diploma, Department Of Management Studies	24	Degree	English	10	9
PG Diploma recognised by statutory authority including university	PG Diploma, Womens Study Centre	18	Degree	English	15	11
PG Diploma recognised by statutory authority including university	PG Diploma, Womens Study Centre	18	Degree	English	20	18
Doctoral (Ph.D)	PhD or DPhil,Department Of English And Centre For Research	50	MA	English	33	33
Doctoral (Ph.D)	PhD or DPhil,Department Of Economics And Centre For Research	50	MA	English	15	8
Doctoral (Ph.D)	PhD or DPhil,Department Of Sociology And Centre For Research	50	MA	English	17	15
Doctoral (Ph.D)	PhD or DPhil,Department Of Botany	50	MSc	English	24	14

	And Centre For Research					
Doctoral (Ph.D)	PhD or DPhil,Department Of Chemistry And Centre For Research	50	MSc	English	8	0
Doctoral (Ph.D)	PhD or DPhil,Department Of Physics And Centre For Research	50	MSc	English	10	10
Doctoral (Ph.D)	PhD or DPhil,Department Of Home Science And Centre For Research	50	MSc	English	27	26
Pre Doctoral (M.Phil)	MPhil,Department Of English And Centre For Research	12	MA	English	10	10
Pre Doctoral (M.Phil)	MPhil,Department Of Botany And Centre For Research	12	MSc	English	10	3
Pre Doctoral (M.Phil)	MPhil,Department Of Physics And Centre For Research	12	MSc	English	10	4

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				59
Recruited	0	0	0	0	1	25	0	26	1	58	0	59
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				2				114
Recruited	0	0	0	0	0	2	0	2	2	112	0	114
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				39
Recruited	8	15	0	23
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				60
Recruited	19	41	0	60
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	17	0	1	38	0	56
M.Phil.	0	0	0	0	10	0	0	19	0	29
PG	0	0	0	0	0	0	2	113	0	115

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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
UG	Male	0	0	0	0	0
	Female	2988	57	37	0	3082
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	418	9	0	1	428
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	68	3	0	0	71
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	96	10	0	0	106
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	9	1	0	0	10
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	536	12	0	0	548
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	15	2	0	0	17
	Others	0	0	0	0	0

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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	99	82	77	98
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	21	16	9	16
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	211	257	314	287
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	395	408	549	579
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	276	235	260	311
	Others	0	0	0	0
Total		1002	998	1209	1291

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Bharathanatyam	[View Document](#)
Department Of Botany And Centre For Research	[View Document](#)
Department Of Chemistry And Centre For Research	[View Document](#)
Department Of Commerce	[View Document](#)
Department Of Commerce Self Financing	[View Document](#)
Department Of Communicative English	[View Document](#)
Department Of Computer Applications	[View Document](#)
Department Of Economics And Centre For Research	[View Document](#)
Department Of English And Centre For Research	[View Document](#)
Department Of French	[View Document](#)
Department Of History	[View Document](#)
Department Of Home Science And Centre For Research	[View Document](#)
Department Of Management Studies	[View Document](#)
Department Of Mathematics And Statistics	[View Document](#)
Department Of Physics And Centre For Research	[View Document](#)
Department Of Psychology	[View Document](#)
Department Of Sociology And Centre For Research	[View Document](#)
Department Of Vocational Studies	[View Document](#)
Department Of Zoology	[View Document](#)
Womens Study Centre	[View Document](#)

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3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
46	46	37	30	30

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3247	2964	2744	2583	2305

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
856	873	1277	648	609

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
3236	2964	2735	2577	2277

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
256	231	283	85	52

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1081	977	828	747	701

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
196	196	146	141	134

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
196	196	146	141	134

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

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

2017-18	2016-17	2015-16	2014-15	2013-14
13569	13637	13015	19260	18001

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
414	414	369	331	331

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 117

Total number of computers in the campus for academic purpose

Response: 283

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

2017-18	2016-17	2015-16	2014-15	2013-14
1112.23	1771.34	695.3	563.4	585.3

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

St. Teresa's College has always responded to the call of the nation in providing the manpower requirement by offering need-based, industry-relevant and society-driven courses. The Autonomous status has brought in its wake the liberty to design curriculum consistent with the vision and mission of the college. The IQAC organized workshops to give the faculty members a shared understanding of the rudiments of syllabus structuring and a common institutional vision with regard to curriculum design. Feedback was collected from external experts and major stakeholders to introduce **19 new programmes and 29 value added courses in the last five years** . Field visits and internships are made mandatory.

Outcome Based Education has been initiated by incorporating adaptive thinking, design mindset, computational thinking, effective communication, national and world affairs, ethics, environment and sustainability. All programmes offered are supported by PEOs, POs, PSOs and COs. POs are chosen in the spirit of Future Work Skills 2020, Trends in Global Higher Education (UNESCO 2009) and American Association of Higher Education (AAHE) and Kerala HEC.

Though located in the urban environs, the majority of students come from rural locales. Every new course is geared to conscientise them regarding Gender, Sustainable Environment and National development. As a major port city, Kochi is a front runner in Advanced Health Care, Information Technology, Global Business, Industry and Research.

The following programmes are designed to address the local, national and global developmental needs of the society:

Global Business and development

- Master in Travel And Tourism Management
- M.Sc. Resource Management & Interior Designing
- P.G. Diploma in Management in Business Analytics
- BMS in International Business
- B.A French
- B.Com - Capital Market

- B. A. English Literature and Communication Studies . Common English courses and Additional languages are offered for all the programmes as well as English for Careers as open course.
- B.A. Sociology with Industrial Sociology and life skills development courses.

Emerging Health Care Sector

- Diploma in Health Care Assistance
- B.Sc. Psychology
- M.Sc. Food and Nutrition
- M.Sc. Child Development - Established a Centre for Remediation of Learning Disabilities.
- M.Sc. Clinical Nutrition and Dietetics
- P.G. Diploma in Clinical Nutrition & Dietetics

Information Technology

- BCA Cloud Computing and Information Security Management
- B. C. A
- B.Voc Software Development

Industry/ Entrepreneurships

- B.Voc. Food Processing Technology
- M.Sc. Fashion Designing
- M.Sc. in Resource Management
- P.G Diploma in Fashion Design & Apparel Merchandising
- M.Sc. Zoology - Molecular Biology
- B.Sc. Zoology - course on Animal Breeding and Rearing
- B.A. and M.A. Bharatanatyam
- Add-on courses under Centre for Continuing Education, Kerala
- Additional Skill Acquisition Programme - Kerala State Skill Development Project

Research

- 6 Research Centres under M. G. University- Department of Botany, Economics, English, Home Science, Physics and Sociology.
- M.Phil. in Botany, English and Physics with emphasis on Analytical Tools used in Research
- PG programmes were revised in tune with UGC syllabi enabling them for research.

File Description	Document
Any additional information	[View Document](#)

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

Response: 97.83

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 45

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 46

File Description	Document
Minutes of relevant Academic Council/BOS meeting	
Details of program syllabus revision in last 5 years	

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 52.31

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

2017-18	2016-17	2015-16	2014-15	2013-14
583	524	438	379	353

File Description	Document
Program/ Curriculum/ Syllabus of the courses	
MoU's with relevant organizations for these courses, if any	
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	
Average percentage of courses having focus on employability/ entrepreneurship	
Any additional information	

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 53.38

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

Response: 577

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

Response: 1081

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

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 86.96

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

Response: 40

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 cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The College ensures that the curriculum developed has a thrust on promoting value based education, women empowerment, gender sensitization, skill development, competency in communication skills, personality development, and conscientising the students on environment protection. It caters to the needs of society and has relevance to the regional as well as national developmental requirements through a concerted effort of all the departments, clubs and cells.

- The Environmental Studies course proposed by the UGC has been incorporated into the curriculum of UG programmes from 2016 admission onwards.
- It is mandatory for the undergraduate students to participate in 22 hours of Teresian Rural Outreach Programme (TROP) addressing the local and social needs of the society.
- The institution has incorporated such courses which have content on gender studies, feminist literature, feminism, green literature, eco- feminism, energy physics, environmental biology, queer literature, econometrics, history of freedom struggle, civic and social values, human rights, taxation, strategic management, sociology of fashion, environment and fashion, historic costumes of the world, design thinking projects, nutritional awareness programs, child development, geriatric care, clinical psychologist, child line foundation workers, laws concerning women, counselling in rehabilitation centers, development of managerial skills, counselling in stress management, women studies, environmental analysis, analytical chemistry, cost benefit analysis of the environment, health and hygiene, nuclear and particle physics, Nano science and Nano technology, public health nutrition, public relation campaigns such as 'Stain the Stigma', 'Project Zero – Waste Free Living', with a view to integrate cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics into the curriculum.
- The Department of Sociology and English offer a core paper on Gender Studies and conduct workshops for gender sensitization programmes.
- Value education and Language courses offered for all programmes have an emphasis on gender sensitisation, human values and help nurture empathy towards the weaker sections of society.

File Description	Document
Any additional information	[View Document](#)

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

Response: 29

1.3.2.1 Number of value-added courses are added within the last five years

Response: 29

File Description	Document
List of value added courses	[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: 42.77

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2149	2173	868	699	361

File Description	Document
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects / internships

Response: 100

1.3.4.1 Number of students undertaking field projects or internships

Response: 3247

File Description	Document
List of programs and number of students undertaking field projects / internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 1.16

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
47	41	36	23	18

File Description	Document
List of students (other states and countries)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 13.25

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1474	1474	1214	1002	1002

File Description	Document
Demand Ratio (Average of Last five years)	[View Document](#)
Any additional information	[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 97.09

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

2017-18	2016-17	2015-16	2014-15	2013-14
401	400	355	331	317

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

The learning levels of the students are assessed through the Induction Programme, participation during Talents Day organized for the first years, achievements in curriculum related activities and accomplishments in literary events during the Teresian Week. The Performance of the student in the first Internal Assessment Test enables the teachers to identify the Advanced Learners and the Slow Learners.

The personal interface during the time of admissions enables the departments to identify Advanced and Slow Learners They are also identified on the basis of

- Performance in Sessional and External Examinations
- Curricular and co- curricular activities
- Participation in extension activities
- Class room interactions, Group Discussions, Seminar Presentations, Projects, etc.
- Participation in the activities of various clubs and cells
- Achievements in Co-curricular activities/sports
- Achievements in extension activities - N.S.S/N.C.C
- **The IQAC provides :**
- Leadership training - Walk with the Legends
- Walk With the Scholar Programme (WWS)
- Earn While you Learn Programme
- Collaborative learning where the Advanced Learners take the responsibility of sharing knowledge. The IQAC introduced zero hour in the current academic year to enhance the quality of Learning environment.
- Opportunity to develop gender audit template for HEIs in collaboration with WISCOMP
- The Career Guidance & Counselling Cell provides training for campus recruitment
- R&D Department has designed a Programme called *Unarvu* that helps students to step up to the next level of achieving their potential and fosters the interaction of high performers with industry experts.

- **The departments** cater to the needs of Advanced Learners by
- Providing special mentoring by class teachers
- Providing a check list of books and resources for advanced learning
- Interaction with eminent personalities in various fields
- Faculty with International teaching and learning experience provide sessions on the relevance of trans-national education
- Encouraging participation in career advancement programmes
- Teresian International provides opportunity for Accredited Summer Programmes in   U.K   in Internationally acclaimed Centres of Higher Learning
- Encouraging students to assist Faculty in Research Projects
- Internships and On-the-Job Trainings in reputed industries and organisations
- Facilitating interaction with illustrious alumnae
- Coaching for Bank Exams /NET/JRF/SLET /GATE/IAS/ JAM exams
- Publication of papers in reputed Journals/ writing books /contributing articles to newspapers
- Volunteering for Biennale, International Book Fest & International Literary Fest and programmes organized by CII
- Special orientation programmes like Brand Called You and NLP
- Opportunities are provided to take up content writing for the Web and for the Institutions
- Providing Value Added Courses like B.Com With ACCA
- The profile of Slow Learners are prepared after identifying the following factors:

- Learning potential based on the marks of qualifying exam
- Economic backwardness
- Lack of Competency in the English language and in computer skills

The following initiatives are provided for Slow Learners:

- Remedial programme
- Scholar Support Programme (SSP)
- Tutorial sessions & Mentoring
- Simplified Learning Material
- Special Counselling for students who fail
- Guidance in language & examination writing skills
- Training for Bank and PSC recruitment exams
- Providing case studies of illustrious alumnae to motivate them

File Description	Document
Any additional information	[View Document]()
link for additional information	[View Document]()

2.2.2 Student - Full time teacher ratio

Response: 16.57

File Description	Document
Any additional information	[View Document](#)

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.86

2.2.3.1 Number of differently abled students on rolls

Response: 28

File Description	Document
List of students(differently abled)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other document submitted by the Institution to a Government agency giving this information	[View Document](#)
Any 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:

Learning at St. Teresa's is no longer teacher-centred but geared to meet the needs of the students, both advanced and slow learners. Special student centric methods are adopted. We have incorporated specific methods into the formal teaching framework, such as projects, debates, problem solving, presentations, competitions, hands on workshops, discussions, brainstorming sessions, case studies and peer learning.

The faculty uses different methods of Teaching based on the need of the learners and the subject taught. They use conventional methods like lecturing which is Teacher centered and other methods which are interactive, collaborative and ICT enabled. This renders Learner Autonomy.

Interactive method

It is a participatory learning activity adopted by the Institution.. The teacher creates an atmosphere that enables the learner to discover ideas and facts. The teacher talking time is reduced and the students contribute intellectually to learn the concepts.

Project- Based Learning

Project - Based Learning is an integral part of the curricula at U.G. and P.G. Levels. The teacher assigns minor projects that provide opportunities for the learner to discover core ideas.

Computer Assisted Learning

Here the Teacher uses Information and Communication Tools – LCD projectors, software?s, ICT enabled classrooms with Interactive Board, Computerized Language Lab, Computer Labs, Laptops, Internet and Intranet, E-mail, web Learning, Blogs and Forums

Experiential Learning Learning based on experience and observation is used specifically in Science discipline. Here theory informs practice and through practice the learner validates the theory.

Brain Storming

This technique is an effective teaching- learning method. The students could double their creative output by using Brain Storming. It is a Group Creativity designed to generate a large number of ideas for the solution to a problem.

Problem Based Learning

Here the teacher presents a problem for exploration and suggests a line of inquiry for students to investigate and equip them with required skills to plan and carry out investigations.

Collaborative Learning

This method is followed by a teacher, who is prepared to share knowledge and authority with the students. In this form of learning, the learning responsibility is shared among the members of the group. The facilitators spell out the responsibility of each member through discussions with the members of the group.

Cooperative Learning

It is a successful Teaching Strategy used for small teams, each with students of different levels of ability. They use a variety of learning activity to improve their understanding of a subject. This is a mode of learning where the learners help each other to learn. It is a need based interaction providing support for learning at all stages. It creates an atmosphere of achievement.

Some of the other methods adopted are

- **Role plays**
- On-the-job training and internships
- ASAP (Additional Skills Acquisition Programme) by the Government of Kerala where students acquire **vocational skills**
- Field visits to start up villages for practical knowledge in IT.
- **Workshops on printing, dyeing, weaving and hand embroidery**
- Flipped classrooms
- Guiding students to enroll in MOOC courses like NPTEL and SWAYAM
- Case Studies

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 85.71

2.3.2.1 Number of teachers using ICT

Response: 168

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 16.57

2.3.3.1 Number of mentors

Response: 196

File Description	Document
Any additional information	View Document

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

Response:

An academic calendar is prepared for the college at the beginning of each academic year and printed in the Handbook & Calendar given to the students and the teachers. It contains information regarding the date of opening of the academic year, sessional examinations, open house dates, dates of end-semester examinations, closing of the college for holidays, semester breaks and so on. The academic calendar is prepared after the following steps:

- The College Council, the IQAC and the Controller of Examinations   organize a meeting in the month of May to draft an action plan for the following academic year. The Schedules for the BOS, Academic Council and Governing Council meetings are also planned and strictly adhered to. The

academic, co-curricular and extra-curricular activities for each academic year are also planned well in advance.

- Apart from the academic calendar and the teaching plans, each department prepares an action plan at the beginning of each academic year, which is presented at the general body meeting on the opening day of each academic year. The action plan contains the specific plans pertaining to the departmental, interdepartmental, intra departmental and inter collegiate competitions, workshops, seminars, conferences, association activities and faculty development programmes each department proposes to conduct in the year ahead. This action plan is implemented jointly by the faculty members and the office bearers of the student association of each department.

- The General Time table is prepared very meticulously by a team of teachers, which is approved by the Principal and the college council. The Timetable contains the distribution of hours to the various departments and the allotment of classrooms for the same.
- Information regarding the Examination schedule/evaluation blue prints are published on the website and dispalyed on department notice boards and on the common noticeboard for students and teachers. The College Union maintains an official notice board for students to display the schedule for union activities.

in addition, the teachers are given another hand book which serves as a point of guidance for and self appraisal for them. At the beginning of the semester, teachers plan out their lessons, keeping the Academic Calendar as a guide, the details of which are entered in their Handbook. Faculty members prepare a teaching plan for the U.G & P.G. courses. The strategy adopted is to cover 40% of the syllabus before the first sessionals and 40% before the second sessionals. The remaining 20% of the syllabus is to be covered before the Final/End Semster Examinations. The teaching plan is discussed and reviewed before and after the sessional /final assessments by the HODs and the Module Tutors.The Hand Book is subjected to scrutiny by the Heads of the respective departments every month. At the end of the academic year, the handbooks are submitted to the Principal, who evaluates and counter signs them. The goals, plans and outcomes achieved are listed. It becomes an integral part of teaching evaluation .

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	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 31.87

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
57	54	47	50	47

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 10.03

2.4.3.1 Total experience of full-time teachers

Response: 1965

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 20.91

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	12	8	7

File Description	Document
Institutional data in prescribed format	
e-copies of award letters (scanned or soft copy)	
Any additional information	

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 22.22

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
48	43	34	31	26

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	
Any additional information	

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 during the last five years

Response: 41.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
51	96	30	15	15

File Description	Document
List of programs and date of last semester and date of declaration of result	<u>View Document</u>
Any additional information	<u>View Document</u>

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

Response: 0.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	0	0

File Description	Document
Any additional information	<u>View Document</u>

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 11.21

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
75	30	39	0	0

File Description	Document
Any additional information	<u>View Document</u>

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

1. Bar Coding for register numbers was implemented for UG and PG students. The system of false

numbering for examinations was introduced at PG level. Bar codes based on false numbers were generated separately for each course of PG examinations. For UG examinations, bar codes were generated for student register numbers (PNR) as per the previous year.

2. Common question paper pattern for all UG and PG programmes were introduced, ensuring uniformity in assessment.

3. Model question paper, blueprint and the details of components of sessional and final assessments are specified in the syllabi of all programmes, thus making the details of the examination process available for students.

4. A Sessional Assessment and Malpractice Prevention Committee were constituted.

5. The newly introduced Supplementary Examination (SAY-Save An Year) for UG students of Semester V and for PG students of Semester III, who failed or did not appear for an examination in these semesters enable them to save a year.

6. A student who completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, to be eligibile for promotion to the next semester.

7. Revaluation requests for UG programmes are completed within the shortest possible time.

8. For all UG Programmes the External Examiners duly appointed by the Controller of Examinations are expected to revalue 20% of the core and 10% of the common answer scripts of the total numbers valued by additional examiners, ensuring fairness in the evaluation.

9. For all PG Programmes, double valuation is carried out where the first valuation is by the internal examiner and the second by the external examiner.

10. The IT integrated process introduced by the College has facilitated the online payment of students' fees, the online generation of hall tickets and Question Papers as well as the quick processing of the results.

11. The examination reforms implemented have resulted in transparency, reduction of evaluation days, speedy processing, reduced subjectivity, early redressal of exam related grievances, early publication of results and e-enabled internal exams.

Processes integrating IT

- The institution has developed a software, Digna Digital (a College Management System), to ensure transparency in the examination process.
- Online generation of A forms and B forms.
- The notification for online registration for the final examinations is given one month before the date of commencement of examinations.
- Students can apply for the examinations online after remitting the fee in the bank.
- The time table for the examinations is published on the website one month prior to the date of commencement of examinations.
- Hall ticket generation is computerized and they are distributed to the students three days before the exam.

Two Major Student Friendly Reforms introduced are

- **Conducting Re-examinations** for students who have lost their chance to appear for the final examination due to participation in University/ State// National/ International competitions representing the college.

- **Conducting Supplementary Exams** (SAY) for students who have failed / absent for the U.G. V Semester and P.G. III Semester examinations, immediately after the publication of the respective

results which will ensure **Saving A Year** for the students

File Description	Document
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	<u>View Document</u>
Current Manual of examination automation system	<u>View Document</u>
Any additional information	<u>View Document</u>
Annual reports of examination including the present status of automation	<u>View Document</u>

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

St. Teresa's College has chosen Outcome Based Education in the spirit of Future Work Skills 2020, Trends in Global Higher Education (UNESCO 2009) and American Association of Higher Education (AAHE) (**Annexure 1**), and Kerala HEC as

1. **Sense-making and adaptive thinking**: Determine the deeper meaning or significance of what is being expressed, and come up with solutions and responses beyond what is rote or rule based.
2. **Design mindset:** Represent and develop tasks and work processes for desired outcomes
3. **Computational thinking:** Translate vast amounts of data into abstract concepts and to understand data-based reasoning
4. **Self-directed and life-long learning**: Recognize the need for and have the preparation, and ability to engage in independent and life-long learning in the broadest context of socio-technological changes
5. **Effective communication**: Communicate effectively in English on disciplinary activities with the discipline related community and with society at large in English and one Indian Language, so as to be able to critically assess and develop content that uses new media forms, make effective presentations and give and receive clear instructions.
6. **Individual and Team Work**: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary and multicultural settings.
7. **National and World Affairs**: Acquire empathetic social concern and equity centred national development insights
8. **Ethics**: Apply ethical principles and commit to professional ethics and responsibilities through critical knowledge about the limitations of the current development scenario.
9. **Environment and sustainability**: Understand the impact of technology and business practices in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
10. This approach of learning makes the student an active learner, the teacher a good facilitator and together they lay the foundation for lifelong learning. The Director, the Principal and a Team of Teachers attended a National Workshop on OBE and later organized a hands on training for the faculty to identify, design and apply appropriate assessment methods for **PSOs, POs, COs and CSOs** and to analyze the effectiveness of the indirect assessment methods/rubric used to measure **PSOs, POs, COs and CSOs.**

Programme Outcomes, Programme Specific outcomes and Course Outcomes of all Undergraduate and Postgraduate programmes offered by the institution are uploaded separately to the college website. The total Course Assessment methods include **Formative and Summative** Evaluation with Course Outcome weightages . Course outcomes of a Course are mapped to the appropriate student outcome.

The blue print of the method of assessment of the candidates is clearly stated in the syllabus of each programme. The various assessment tools for measuring Course Outcomes include Mid -Semester and End Semester Examinations, Tutorials, Assignments, Project work, Labs, Presentations and Employer/Alumni Feedback which are monitored by the IQAC. These course outcomes are mapped to Graduate attributes and Programme outcomes based on relevance. This evaluation pattern helps Institutions to measure the Programme Outcome. The Programme Educational Objective is measured through Employer satisfaction survey (Yearly), Alumni survey (Yearly), Placement records and Internal External Audit .

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The academic programmes offered by the institution have a clearly stated learning outcome. It is integrated with the institutional goals and objectives.

• The curricula and the programmes are developed keeping in mind academic and vocational excellence. The learning outcome is disseminated through the syllabus which is scientifically designed by the faculty through workshops and hands on training by experts from various fields.

• The curricular and co-curricular activities make the students aware of the course outcome which corresponds to the knowledge base of the topic. The teaching methodologies and assessment strategies focus on competency based education and the programme outcome.

• The Institution has well-structured evaluation procedures ISA (Internal Sessional Assessment) and ESA (End Semester Assessment) to ensure the achievement of the Programme Specific Outcome and the Course Outcome

• All the programmes have specific learning outcomes relating to skills and abilities along with acquiring content knowledge and its applicability.

• Continuous assessment through sessional evaluation, assignments and seminars provides an opportunity for the faculty, students and parents to critically evaluate the learning outcome.

• A coherent assessment of the learning outcome is conducted by the IQAC through internal and external audits of the academic programmes.

• The higher councils of the institution like the Governing Council, the Academic Council, and the BOS evaluate student progression and constantly monitor the programmes to ensure that they are resource intensive.

• The IQAC takes steps to ensure quality and re-design the programmes and the methods in accordance with the feedback that reflects the reason for not achieving the intended outcome.

• Assessing placements of students is another effective method used by the institution to validate the learning outcome.

• Most students who opt for higher education also provide feedback that reflect on their previous learning environment to provide a critical analysis of the learning outcome.This mechanism ensures quality and becomes a commendable practice and a pro-active tool in evaluating the learning outcome.

• The performance of the students in curricular and co-curricular activities also provides a valuable insight to deliberate on the achievement of the learning outcome.

The institution has an evaluative blue print to assess the student learning outcome. Student learning outcome is also gauged from the following:

1.   Placement

2.   Student progression

3.   Feedback from parents and students

4.   Grievance redressal cell

5.   Tutoring and mentoring

6.   General Body Meetings which discuss the problems of the teaching learning environment.

7.   Evaluation of the semester results and student performance.

8.   Internal and external audits carried out by the IQAC

9 .   Management Audit

Depending on the performance of each department, remedial measures are suggested and the innovative practices of the departments that have high learning outcome are shared, so as to motivate the other departments to achieve academic excellence. Appropriative corrective measures are taken by the management.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.6.3 Average pass percentage of Students

Response: 86.2

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

Response: 862

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

Response: 1000

File Description	Document
List of programs and number of students passed and appeared in the final year examination	<u>View Document</u>
Link for annual report	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.43

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

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)

Response: 0.25

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)

2017-18	2016-17	2015-16	2014-15	2013-14
0.8	0.18	0.02	0.115	0.15

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](#)

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

Response: 4

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise

during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	2	1

File Description	Document
List of teachers and their international fellowship details	[View Document]
e-copies of the award letters of the teachers.	[View Document]
Any additional information	[View Document]

3.1.4 Institution has the following facilities

  1. **Central Instrumentation Centre**
  2. **Animal House/Green House / Museum**
  3. **Central Fabrication facility**
  4. **Media laboratory/Business Lab/Studios**
  5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: A. Any four facilities exist

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 136.86

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
22.16	11.47	25.39	3.4	74.44

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

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 7

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 7

File Description	Document
Names of research centres	[View Document]()
Any additional information	[View Document]()

3.2.3 Percentage of teachers recognised as research guides

Response: 18.52

3.2.3.1 **Number of teachers recognised as research guides**

Response: 30

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 162

File Description	Document
Details of teachers recognized as research guide	[View Document]()
Any additional information	[View Document]()

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 1.67

3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 54

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Any additional information	[View Document](#)
link to funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

The College has a long tradition of promoting entrepreneurship beginning with our foundress, who started the first medical shop at Kochi on May 17th, 1889. She is recognized as the first woman entrepreneur in India for exporting a second hand boiler and gadgets to incubate the first coir industrial unit in Kerala. The confectionary unit she set up in 1925 is still functional. With the official launch of **Teresian Innovation and Business Incubation Centre (TIBIC**) the institution is now the only women's college in the state to have business incubation centres.

B.Voc programme in Food Processing Technology uses their expertise to innovate the confectionary unit and become active entrepreneurs, opening a retailing unit in the campus.

The collaboration of Physics Department with **EMC and CED** since 2015 has resulted in a startup to assemble **LED bulbs, for which** we have received the prestigious **Energy Conservation Award 2018 by the Kerala Government. (https://teresas.ac.in/department-of-physics/ https://teresas.ac.in/i-connect/)**

The Annual Christmas sale, a long-standing tradition, gives visibility and recognition to our alumni entrepreneurs and other women. This has evolved into **Innovation Entrepreneurship Development Club (IEDC)** in 2005. (https://teresas.ac.in/event/inauguration-of-the-teresian-iedc-and-startup-yatra-boot-camp/)

The club has organized many programmes for students and faculty in collaboration with KITCO, IIT Kharagpur, and Tie Kerala etc. In April-May 2016 a social entrepreneurship unit, **STEP (Society of Teresians for Environmental Protection**) was initiated in the campus, which gives students experience in entrepreneurship and reduces the menace of plastic waste in Kerala. STEP engages students in activities

including formulation of business plans, sourcing of funds for projects and managing various dimensions of business such as purchase, production, inventory, accounting, marketing and quality control, designing and reporting. Teams collect textile materials from different parts of the city, manufacture bags with the help of Kudumbasree units and market it. *As part of 'Earn while you learn'* project some students are actively engaged in stitching cloth bags, mobile pouches and pencil cases that they sell through STEP promotional activities. The Indus Entrepreneurs (TiE), Kochi Chapter facilitated activities of STEP by providing a seed fund of Rs.1, 50,000 in May 2016. The Kerala Start up Mission organized a Boot Camp for 200 students and 10 faculty collaborating with **Teresian TIBC (Teresian Innovation and Entrepreneurship Development Cell).** They gained hands on experience in various dimensions of running an entrepreneurial unit. (https://teresas.ac.in/teresian-innovation-and-business-incubation-centre-2/)

The **Innovation and Entrepreneurship Development Centre** set up in June 2018 to promote entrepreneurship among girls and women on a wider scale is supported by Kerala Startup Mission, Govt of Kerala (Rs. 2 lakhs) and Kerala State Industries Development Corporation (Rs. 5 lakhs).The incubation cum TOT (Training of Trainers) center in our institution aims at motivating our target groups. The current incubation centers manufacture environment friendly products in areas of technical expertise and share these designs with interested Kudumbashree/ other women's SHG units.

The Department of French has incubated a **Teresian Travel Desk (TTD)** which manages the ticketing and tour programmes of the students and faculty. (https://teresas.ac.in/department-of-french/)

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 85

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	25	10	12	14

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during the last 5 years	[View Document](#)

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 33

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
13	7	3	8	2

File Description	Document
List of innovation and award details	[View Document](#)
e- copies of award letters	[View Document](#)
Any additional information	[View Document](#)

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 4

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	[View Document](#)
e- sanction order of the Institution for the start ups on campus	[View Document](#)
Contact details of the promoters for information	[View Document](#)

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 1

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

File Description	Document
List of patents and year it was awarded	View Document
Any additional information	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 1.36

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 19

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 14

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

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

Response: 1.37

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

2017-18	2016-17	2015-16	2014-15	2013-14
65	49	24	50	35

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 1.37

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

2017-18	2016-17	2015-16	2014-15	2013-14
65	49	24	50	35

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

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 1.8

File Description	Document
BiblioMetrics of the publications during the last five years	
Any additional information	

3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 5

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

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	
URL of the consultancy policy document	

3.5.2 Revenue generated from consultancy during the last five years

Response: 6.61

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
3.136	0.3055	0.1385	0.01	3.023

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

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 7.5

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.50	0	2.00	3.00	1.00

File Description	Document
List of teacher consultants and revenue generated by them	View Document
Audited statements of account indicating the revenue generated through training	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

The institution endeavours to fulfill the vision of its foundress to offer sustainable livelihoods, enhance the well-being of people through knowledge, innovation and transformative actions. The College organizes and participates in various extension activities with the objective of sensitizing students about various social issues and also contributing to the community and strengthening community participation.

Programmes have been organised by TROP (Teresian Rural Outreach Programme), NSS (National Service Scheme), NCC (National Cadet Corps), YRC (Youth Red Cross), Bhoomithrasena Club (BMC) and Society of Teresians For Environmental Protection(STEP), which have greatly impacted the students' campus experience. The college, in its outreach programmes, always gives priority to the needs of the marginalized people especially women and children from the under privileged sections of society.

The departments organize **TROP activities** which focus mainly on schools, parents of school children, women, and adolescents, migrant workers on topics like communication and soft skills, waste management, e-governance and environment protection. It has made students more sensitive to the needs of society and promoted in them a spirit of social commitment as evidenced from their feedback.

Major Extension activities carried out through NSS, NCC , YRC and TROP during the period 2013-2018 are

- Urjakiran- Energy conservation campaign
- Khadi Promotion
- e-Governance for good governance
- Cleanliness Drive (Swacch Bharat Abhiyan)
- Camp and Demonstration classes in adopted villages
- Promoting Entrepreneurship through STEP and Incubation centre
- Financial inclusion / digital India.
- Promoting the use of eco-friendly products
- Nutrition Awareness camps
- Live laboratory learning
- Blood Donation & Health Check up Camps
- Tree Plantation, Water and Tree Conservation Programme by adopting a Green Protocol
- AIDS Awareness Programme
- Rallies on various social issues
- Celebration of Independence Day, Republic Day, Constitution Day, Women's Day, Yoga Day, etc.
- Safety Road awareness campaigns
- Gender sensitization programmes

In all, 1124 programmes have been conducted for the benefit of society in the last five years with 23,000 beneficiaries.

Some of the innovative ideas which have spearheaded the institution into the lime light are the 'e-jaalakam' project, the 'Bhoomithra Sanchi' project, Urjakiran Project and the classes for Kudumbasree members. The promotion of 'Bhoomithra Sanchi' (cloth bag), a product designed and developed by Bhoomithrasena Club of the college as an alternative to plastic carry bags was popularized among people in rural areas. This has also facilitated economic empowerment through providing employment opportunities to Kudumbasree members.

The project e- jaalakam has won several laurels for the institution during the year 2014-15. It was awarded

GOLD under category **'Outstanding e-Governance Initiative by Academic and Research Institutions'** for the **National award on e-Governance 2014-15** instituted by the Government of India. The project had also received the **Kerala State e- Governance awards 2011-13** and **Chief Minister's special jury award for Innovations in Public Service 2012-13**. An NGO "IT for Change", Bangalore has identified e-Jaalakam project as one of the best practices in Gender and e-Governance as part of their research study done for United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) in the Asia-Pacific Region.

File Description	Document
Any additional information	View Document
link for additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 9

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	3	1	2

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

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 56

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

2017-18	2016-17	2015-16	2014-15	2013-14
14	11	13	8	10

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

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 85.19

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2309	2182	2540	2338	2262

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 15.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	25	27	8	7

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File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 163

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
31	30	34	27	41

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 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: 24

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

2017-18	2016-17	2015-16	2014-15	2013-14
13	5	4	2	0

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 universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

St. Teresa's College, situated in the heart of Kochi, is spread over three campuses – the Administrative/Arts Block, the Central Block and the Science Block. The strategic location of the institution affords easy access to all the amenities that a modern metropolis has to offer, particularly health and transportation services.

The institution has a total land area of 15.64 acres in 4 different locations. Apart from the three campuses in 5.76 acres, 8 acres in the suburbs, around 17 kms away from the main campus, has been set aside for the future expansion of the college, and 1.88 acres of wetland 22 kms away is set aside for multidisciplinary research in fields such as integrated/organic/multiple farming, for sustainable development and environment protection.

The management continuously strives to meet the growing needs of the institution in the twenty first century and works in tandem with the **Planning Committee,** making available adequate physical infrastructure and constantly upgrading facilities in order to provide a good teaching learning environment. The Planning Committee also ensures that the developmental activities consider the extra-curricular requirements of the students, in order to provide a holistic campus life.

The College has excellent infrastructural facilities such as classrooms, laboratories, seminar halls, auditoriums, library, indoor play stations, canteens and hostels to support academic activities in the campus. The College offers 22 UG, 1 Diploma, 17 PG, 3 PG Diploma and 3 M. Phil. rogrammes. The College has 7 Research Centres . There are two fully airconditioned Guest Rooms with all modern facilities.

The College has 113 classrooms with LCD facilities. It has 8 smart classrooms, 4 seminar halls, E-learning Centre , Audi Visual Room with Videoconferencing facility , Multimedia Lab, Language Lab and a Business Centre. The classrooms are well ventilated and provided with glass boards, adequate furniture and projection facilities. There are 283 computing systems in the campus. The college has 9 xerox machines and 59 printers.

The Science Departments have well established laboratories to conduct practicals and experiments as per the curriculum and syllabus. Details of laboratory equipments are given in the following link.

The use of the College building and infrastructure is optimized between 8.30 a.m. and 3.30 p.m. After regular class hours, class rooms and labs are used for add-on courses, zero hour classes and certificate courses.

To enhance the employability of our students the much sought after infrastructure is made available for conducting coaching classes such as UPSC, medical and engineering entrance coaching and as a centre for Distance Education classes under IGNOU and for examinations such as promotion tests for banks, entrance

tests for Medical, Engineering, Management and MSW, UPSC and PSC examinations.

Skill Oriented Courses that promote entrepreneurship have modernized Labs with highly sophisticated equipments . The Community College   has a well equipped Lab which equips the students with ample nursing skills to become a Health Assistant .

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

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

Response:

The college offers ample facilities for sports and games. Expert training is provided in various sports events such as Basketball, Kho-Kho, Yoga, Table Tennis,Tennis , Badminton, Kabaddi, Volleyball, and Aerobics. The college teams have been proving their excellence in various -Inter, Intra –Institutional-, District, University, State, National, International level competitions.   The institution ensures the participation of students in intra and inter-institutional sports competitions.

The Gym Plaza which is an indoor multi purpose sports facility centre in the Science Block is used for Basket Ball , Kho-Kho and Aerobics. The multi purpose Volley Ball Court is also used for playing indoor cricket ."The two large auditoriums in the Arts Block are used to host cultural fests of the college. The Teresian Week" - the Annual Cultural Fest conduct competitions in 52 cultural and literary events, giving opportunities for students to showcase their leadership and organizational skills. Talents display, Arts day, College Annual Day and Department wise Associations activities are also conducted in the college to promote cultural activities. The Arts Club and Fine Arts Club foster the artistic and aesthetic sensibilities of the students The Music Club, Writers Forum, Speakers Forum, Debate Club, Drama Club, Poetry Club and Quiz Club give training to the students and encourage them to participate in District / State / National / International level Competitions. The Department of Physical education has a Multi, Gymstation , Strength Training Equipments , Tread Mill, Elliptical Trainer , Yoga Floor , a Music System, Fitness Centre and a Wellness Centre at the Science Block.

A Diet Clinic set up by the Women's Study Centre in collaboration with British Biological Ltd. assesses the nutrition status, provides individualized diet counselling, conducts adolescent health related awareness programmes, distribution of various nutritional supplements to needy personsand free health checkups

The Department of Home Science has a Whole Body Analyzer and the department addresses obesity issues. Modernized canteens provide nutritious food and refreshments.   There are   cafeterias in the

campus which remain accessible for students and Faculty .

Three Lifts are provided in both the Arts, Central and Science blocks and physically challenged students use the lift facility.

Sl. No	Name of the facility	Area/Size	Remarks
**Sports facilities**		
1	Multipurpose court (Gym plaza)	588.24 sq.m.	Indoor multipurpose sports facil centre (for Basket ball, Kho-Kh and aerobics)
2	Volleyball court (Multipurpose)	408 sq.m.	For playing volleyball and crick
3	Gymnasium and fitness centre	100 sq.m.	Multi gym station, Strength train equipments, treadmill, Eliptica trainer, gym mats, yoga floor, mu system
	Facility for cultural activities		
	Arts Auditorium	523 sq.m.	For all cultural activities
	Platinum Jubilee Auditorium	1076.6 sq.m.	For all cultural activities
	Gym Plaza (Multipurpose)	588.24 sq.m.	Multipurpose court for various activities

File Description	Document
Any additional information	[View Document](#)
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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 117

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 66.32

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
835.33	1453.11	395.65	328.66	346.51

File Description	Document
Audited utilization statements	[View Document](#)
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:

The Golden Jubilee Memorial Library is located in the main campus on three floors with a total area of 1679.25 Sq. m, spacious with a total seating capacity of 550 and with 100004 available books.An extension of the main library is functioning in Science Campus.

Library Automation

Library is fully automated with SPAN, SPACEAGE, SOUL, CLASS and   KOHA respectively since 2003. **ILMS Software KOHA (installed – 2013)** provides a very user friendly interface for searching documents in the library and their issue-status. Library facilitates Web – OPACprovide remote access to users.

- *Name of ILMS* software   : KOHA
- Nature of automation(fully or partially)   : Fully

- Version : 3.21.00.010
- Year of automation : 2003
- Library link : 192.168.1.214
- **Features of KOHA**
- It is the first Open source library automation software.
- Koha is built using library standards and protocols such as MARC 21, UNIMARC, z39.50, SRU/SW, SIP2, SIP/NCIP, ensuring interoperability between Koha and other systems and technologies, while supporting existing workflows and tools.
- It is a true enterprise- class ILS with comprehensive functionality including basic and advanced options.
- Multilingual and transferable.
- Koha's OPAC, circulation , management and self-checkout interfaces are all based on standards-compliant World Wide Web technologies – XHTML, CSS and JavaScript – making Koha a platform- with independent solutions.

Name of Learning Resource	Number
Print Books	100004 (One Lakh and Four)
E-books	more than 3 crores
Journals/Periodicals	107
E-Journals	10,000 above
Databases	7

Services:

- The Library follows the Open Access System.
- Liber – the Library Newsletter published monthly gives information about new addition of books and journals, availability of UGC Grants for the departments, subject wise number of books and Library Time schedule.
- Conducting Book Exhibition and orientation Programmes for users.

- Portal Camera and Scanner for visually challenged students.
- Login passwords are provided to users for assessing UGC INFLIBNET-N-LIST resources and E-book accesses through mobile.
- 37 Computers are providing E- resource facilities for users.
- D-space Digital Repository (institutional documents, questionnaire, rare-books, thesis, dissertation etc.) which is available in LAN.
- Reprographic facility.
- Lifts are provided in both Arts and Science blocks for the differently abled students. A ramp facility is available.
- CCTV surveillance ensures security
- Research promotion Activities are organized for Students and Staffs.
- Other than print book loan the users are given e-reader and lap top loan.
- Dynamic Library Club

Infrastructure of the Library (last 5 years)

- Video Conferencing facility, Multi Media Lab

- Renewed bio-metric door security system.
- Installed JAWS and NVDA software to enable use by visually challenged students.
- Installed 4 servers –Koha, D-space, Antivirus, and Moodle/e-book respectively.
- SARA CE Instant Text Reading Machine was installed, which scans and reads any printed material placed on it and also displays magnified text when connected to TV or monitor for Low Vision persons.
- Pearl Portable Instant Hi-Speed Reader with Open book Scanning & Reading Software was installed for visually challenged users.
- Upgraded internet bandwidth from 50 mbps.
- RFID gate and book tags are introduced for anti-book theft.
- Launched LCD display of current events.

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

The College library is the key resource of information for the academic community. It was established along with the College in 1925 and was named the "Mother Veronica Library" in fond memory of Mother Veronica, the Superior General of the Congregation. The present library was built to commemorate the Golden Jubilee of the College in 1975 and was formally inaugurated in1981.

The details of our collection of rare books, manuscripts, special reports and many other knowledge resources are as follows:

1. Rare books

The library has a rich collection of rare books of International, National and Regional importance. We have an exclusive rare book collection of around 213 books that are being published before 1925, and 605 rare books published after 1925.During the last five years the library has inducted 309 more rare books to our rare reserve category.

Rare Book Collection Open Source: http://statelibrary.kerala.gov.in/rarebooks/

2. Archives

Library has a total of 590 archival collections, under different categories.

- Journal Archive
- Newspaper Archive
- Books Archive**3**

3.Special Collections: Library has about 1791 special collections under various heads.

Type of collection	Number
Books on Gandhian Studies	182
Encyclopedias	579
Dictionary collections (subject specific and general)	602
Year Books	155
Hand Books	161
Books on Music	68
Books on Sports Games and Classical Dance	44

Link for special collection

4. Digital Repository Collection

Digital repository (D-Space) includes questionnaire, rare books, thesis & dissertation, CDs, subject based lecture talks, publications of various departments, photos and videos of major events, etc. which are available in LAN – 192.168.1.7

5. CD/DVD Collection

Library has a total of 387 CD/DVD collections. Which includes 83 General, 40 Literary, 38 Spiritual, 75 Thesis, 25 Classical Dance, 53 Computer Applications, 12 Health and Games, 1 Maths, 12 Interview and Conference, 13 Commerce, 26 Films CD/DVDs.

Other Knowledge Resources

1. South Asian Archives (on-line)

The South Asia Archive is a specialist digital platform of culturally and historically significant literary material produced from within and about the Indian subcontinent**.** These include:

1. Journals
2. Reports
3. Books
4. Legislations, Acts, regulations, law books/cases
5. Indian film booklets, 1930–1949

2. National Digital Library

The National Digital library of India is a project under Ministry of Human Resource Development, India. It is arepository that integrates contents from different Indian Institutional Repositories and disseminates them to its members.

https://ndl.iitkgp.ac.in/

3. Green Free Library

https://www.greenfreelibrary.org/

Further details of Other Knowledge Resources are provided in the link below.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.3 Does the institution have the following

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 10.45

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
12.43	14.00	5.20	14.37	6.24

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	<u>View Document</u>
Audited statements of accounts	<u>View Document</u>
Any additional information	<u>View Document</u>

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	<u>View Document</u>

4.2.6 Percentage per day usage of library by teachers and students

Response: 2.32

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

Response: 80

File Description	Document
Any additional information	<u>View Document</u>

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has 283 Computers and 117 projectors. There are 2 browsing centres, 5 high speed internet connections, (**1of 50 MBPS**, 2 of 20 Mbps, 1 of 30Mbps and 1 of 40 Mbps). The College has an NME connection of 30 Mbps. The College has licensed software including Microsoft Office -111 nos, Microsoft

Windows 7 or above – 150 nos, MATLAB – 9 nos, DIETCAL- 1 no, Antivirus for all systems, Knowledge Pro, KOHA, SPSS Coral Draw, Firewall (Sonic Wall). DIGNA software facilitates admission, examination cell, attendance entry, Message Software to update parents regarding student affairs & progression and to disseminate notifications for staff, and 4 LED Display Boards.The campus is Wi-Fi enabled. Majority of the classrooms are ICT enabled and portable LCD projectors are provided for other classrooms. Video conferencing facility is available in the seminar halls of the Arts and Science blocks.

Library is fully automated with SPAN, SPACEAGE, SOUL, CLASS, and KOHA respectively since 2003. ILMS Software KOHA (installed – 2013) provides a very user friendly interface for searching documents in the library and their issue-status. Library facilitates Web – OPAC remote access to users.

IT Facilities Updated (last five years)	Year of Updating
Computers	
20 computers	2016
13 computers	2017
High configuration Computer (LAB-II)	2018
3 computers(Office, Camp, Department)	2018
Higher end Computer System (IQAC)	2018
2 computers Science Block Computer Lab	2018
Laptops	
5 Laptops	2016
3 Laptops	2017
3 Laptops	2018
Servers	
Digna Software implemented	2014
New Server OS purchased	2017
Digna Server (AMC)	2017
Library Koha Server (AMC)	2018
HP ML 10 Server Moodle	2018
UPS & Battery	
10 KVA APC UPS & Battery	2016
New UPS 5 KV (Computer LAB II)	2017
UPS 6 KV replaced (Library)	2018
Printers, Scanners and Photocopier machines	
RISO printer	2016
Printers 5 Nos.	
Bar code printer	
2 High end color printer	2016
Book scanner (Library)	2017
Printer	2017
Printer - CV camp	2018
Photocopy machine – Arts block	2018
Photocopy machine – Science block	2018

Projectors/ LED wall display board	
20 Projectors	2016
LED wall display Board	2016
Projector upgradation (Seminar Hall)	2018
Projectors	2017
15 Teaching Amplifier	2017
2 Projector (Epson)	2018
Internet , WiFi facilities	
College WiFi	2014
College Jio WiFi	2016
Open WiFi – JIO (Arts & Science)	2016
BSNL NET 20 MB	2018
BSNL Landline & NME connectivity (Speed upgradation)	2018
BSNL NET 40 MB	2018
Cable & Network components	
Fire Wall (Sonic wall)	2017
NAAS BOX (Data Base backup)	2016
Fiber Optical Cable for LAN purpose (Arts to Central block)	2017
D – Link Fiber connectivity N/W Switch (Office)	2017
D – Link Fiber connectivity N/W Switch (Central block)	2017
Software & License Details	
Digna Software implemented	2014
Microsoft License – OS and MS Office	2015
SPSS & Coral Draw	2016
Anti Virus renewal Sequra – 250 Nos	2018
Biometric devices & Security systems	
Door lock Punching Machine Security cameras (3) Sound Recorder	2017
CCTV Camera	2017
Biometric Attendance device for teachers	2018
Renewal of Group Text message system	2017

File Description	Document
Any additional information	[View Document](#)
link for additional information	[View Document](#)

4.3.2 Student - Computer ratio

Response: 11.47

File Description	Document
Any additional information	[View Document](#)

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: ?50 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)
Any additional information	[View Document](#)
Link to photographs	[View Document](#)

4.4 Maintenance of Campus Infrastructure

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

Response: 28.22

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)

2017-18	2016-17	2015-16	2014-15	2013-14
182.18	266.45	256.01	200.15	218.50

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document
Any additional information	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:

The management of St. Teresa's College continuously strives to meet the growing needs of the institution in the twenty first century academic world and works in tandem with the Planning Committee, making available adequate physical infrastructure and constantly upgrading facilities in order to provide a good teaching learning environment. The Planning Committee also ensures that the developmental activities consider the extra-curricular requirements of the students, in order to provide a holistic campus life.

There is a Planning Committee (comprising of the Director, Principal, IQAC Coordinator, and Academic Deans of Arts, Science and Commerce) functioning in the college.

- The committee convenes regular meetings across the academic year, to assess the infrastructural facilities and requirements.
- The decisions of the Planning Committee are placed before the Finance Committee for approval.
- The Finance Committee prepares the budget for every academic year, as per the requirements of the departments on priority basis.
- The allocated funds are dispersed to the concerned departments. The College Council is convened periodically to evaluate and suggest the required changes/additions in the infrastructural facilities.
- Unutilized funds are allocated to departments based on the priority of needs in the same academic year

The institution is a much sought after venue for conducting examinations such as promotion tests for banks, entrance tests for Medical, Engineering, Management, MSW, UPSC and PSC examinations. Corporate organizations use the auditorium and premises for interviews and group discussion for their recruitment drives.

The institution opens its doors for extension activities such as remedial classes for economically backward and academically weak children.

Maintenance and Utilization Policy

- The academic programme of the College is from June to March . The maintenance work in the college takes place during the summer vacation for the students in the month of April and May.
- The Heads of Department and other in-charges forward the Maintenance work to be done to the Director who in turn forwards it to the concerned personnel
- The computer systems are maintained by a team of Instrumentation maintenance Assistants. For branded items like HP products , authorized service engineers are outsourced for maintenance works as and when the necessity arises. The Lifts and Biometric attendance Machines are maintained under Annual Maintenance Contracts.
- Anti-virus /Anti Malware software are installed and updated at specific intervals. All systems are connected with UPS, providing uninterrupted power supply to avoid hardware and software problems.
- Faculty and Students Entry in library is permitted only with the ID card which is non-transferable.
- The stock register is maintained in every Department and updated periodically.
- Sports and Games materials are purchased periodically according to the strength of the students. Coaching Camps are conducted for the students during the Zonal/ Intercollegiate Sports Meet.
- The gardens in the campus are maintained periodically by the gardener.
- The Financial Management Head monitors the House- Keeping Staff andthe maintenance of the campus infrastructure .

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File Description	Document
Any additional information	[View Document](#)
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 the last five years

Response: 42.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
695	1193	1182	1379	1265

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 18.66

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

2017-18	2016-17	2015-16	2014-15	2013-14
494	482	539	533	497

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and Meditation**
8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more 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 guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 83.78

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

2017-18	2016-17	2015-16	2014-15	2013-14
2726	2486	2395	1706	2253

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]()

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5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 21.47

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
976	881	500	493	237

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document
Any additional information	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	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
Any additional information	View Document

5.2 Student Progression

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

Response: 18.03

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

2017-18	2016-17	2015-16	2014-15	2013-14
229	241	158	88	60

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

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

Response: 47.08

5.2.2.1 Number of outgoing students progressing to higher education

Response: 403

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: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 20.76

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

2017-18	2016-17	2015-16	2014-15	2013-14
46	25	23	6	21

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

2017-18	2016-17	2015-16	2014-15	2013-14
135	128	114	78	94

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 122

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	17	19	44	27

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at 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:

* The College has an active Student's Union which functions under the Counsel of two Deans and the faculty members in charge of the various clubs and cells. The council helps share students' ideas, interests, and concerns with teachers and the management. The Students 'Union often also helps raise funds for activities within and outside the college, including social events, community projects, and outreach activities.

The College Union comprises the following members:

- Chair Person
- Vice Chair Person
- General Secretary
- University Union Councilors – 2
- Magazine Editor
- Arts Club Secretary
- Nominated Member
- Sports Secretary
- The College student Union is supported by representatives from UG and PG programmes as well as the class prefects. The Parliamentary mode of election was followed in 2013-2014, and in subsequent years, the Presidential mode of election was followed in the campus. From 2017-18 onwards, as part of the green protocol of the campus, digitalized voting system was introduced with the help of an innovative application developed by the students and faculty members of the department of Computer Applications.
- The College Arts festival 'Teresian Week' is a cultural extravaganza that acts as a platform for the students in creative and performing arts competitions https://teresas.ac.in/portfolio-items/teresian-week-2018/, https://teresas.ac.in/teresian-week-2017/
- In the 31 years of the history of Mahatma Gandhi University Youth Festival, the College has won the overall championship 23 times and were runners up 8 times. From 2009, the institution has won the overall championship continuously for eight years, testing its quality with 350 colleges. This has created history in the University Records. https://teresas.ac.in/portfolio-items/youth-festival/
- The Students' Union has contributed much to enhance the sports performance record of the institution and   the post accreditation period has advancef from 33rd position to 7 th.

The major activities of the College Union are as follows:

•   Coordinating curricular, co-curricular and extra-curricular activities of the student community within and outside the campus

•   Celebrating major festivals and National/ International Days of Importance

•   Conducting Medical Camps, Extending Charitable and Community Services

Management Advisory Committee

A consultative administrative body with the Chairperson of the Student Union as one of the nominated members

IQAC Student Wing

Two student representatives are nominated from each class as IQAC representatives. Regular meetings are held   under the guidance of the staff Advisors and the IQAC coordinator to ensure the student participation in all the policy matters   suggestions. They coordinate   feedback from their classes on the various student support programmes   and play a decisive role in all the awareness programmes , extension activities, in shaping gender audit , safety audit and raising funds for the Navathy Scholarship programme . (LINK)

Library Advisory Committee

The Chairperson and General Secretary of the Student Union are members of the committee (Link)

The Student Editor is responsible for the publication of the College Magazine (Link)

The 32 clubs and cells organize relevant programmes to train and equip students to fulfil the vision and mission of the college Clubs, Cells, Forums and Associations These are managed by student secretaries under the supervision of teachers

File Description	Document
Any additional information	View Document
Link for Aditional Information	View Document

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 50.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
55	52	50	40	54

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	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 non financial means during the last five years

Response:

The College has an active Alumnae Association 'ASTA' (Association of St. Teresa's Alumnae). The

mission of the Association is to foster strong bonds with the Institute. The association is registered under the Travancore-Cochin Literary, Scientific and Charitable Societies Act, 1955 on June 21, 2017 with registration number EKM/TC/406/2017. AstA operates through the website which offers an overview of its activities and on-line registration by former students. The activities and contributions of the association are the following:

Role in Academic Activities:

Alumnae serve as members of the Boards of Studies, the IQAC and the Advisory Committee. They serve as resource persons for seminars and value education classes and play a key role in grooming students for various competitions and placement. They give feedback on curriculum and facilities available on the campus and contribute to the improvement of infrastructural facilities. The association has Instituted scholarships for needy students which is distributed at the beginning of the academic year. Value education, moral instruction and remedial classes for students are taken by alumni volunteers. The association helps in raising funds for the various activities and projects of the College, the latest being the launch of the new building project. Alumnae shared the responsibility of raising **30 crores** along with PTA , Faculty and Students' in Union constructing the Central Block in 2017.

Alumnae Meetings:

There is an annual get-together of the alumnae organized in July-August every year. Departmental alumnae gatherings are also conducted. The members are consistently present for all major events in the college, rendering their whole hearted support and co-operation. AstA hasChapters at Delhi , Chennai , Bangalore and Mumbai. Sixty One meetings have been conducted.

Women Empowerment Initiatives:

An Annual Christmas Sale exclusively for women is organized and the income generated is utilized for social welfare activities. The event encourages women entrepreneurship and thereby contribute to women empowerment. ASTA also has instituted awards to honour alumni achievers who have excelled in their career.

Social Responsibility Initiatives:

ASTA has always been in the forefront in dispensing its social responsibilities. The electric buggy car to be used by the elderly and physically weak passengers was contributed to the south railway station, Ernakulam three years ago by the collective effort of more than 400 members. Improving the facility of the indoor sports complex also saw active efforts by its members. From the onset of the natural disaster caused by the rain in July and August in Kerala, ASTA and its members were actively involved in collecting and distributing relief supplies to the affected in Wayanad and Kuttanad. When the College became a relief camp after the floods inundated more than half of Kerala, ASTA and its members played a major role in the collection and distribution of relief supplies to the affected. Through its activities, ASTA also attempts to reach out to its members who have been isolated from society due to fate or other circumstances and help them rediscover positivity and purpose.

File Description	Document
Link for Additional Information	[View Document](#)

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

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: ? 15 Lakhs

File Description	Document
Any additional information	[View Document](#)
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 61

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	13	12	18	11

File Description	Document
Report of the event	[View Document](#)
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document](#)
Any 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:

St. Teresa's College run by the CSST Congregation has a system of governance that is secular in nature by a supportive and proactive Management, where authority and responsibility are assigned, delegated and shared in a climate of mutual respect. The institution has followed the stated policy of its quest for excellence in its vision and mission statements, which is deployed through decentralised and participatory governance. Its traditions and value orientation uphold an inclusive culture and broad vision and facilitates interdependence and collaboration between the Management & Staff. It focuses on women empowerment and preferential option for the poor and the marginalized in its endeavour to ensure the holistic development of students. The system of governance:

• The Board of Management comprises of the Governing Body (the policy making body), Advisory Committee and Local Managing Committee with the Head of the CSST Educational Agency as the President. The Director of the College represents the Manager.

• The Governing Council, Academic Council, Boards of Studies, Finance Committee, IQAC and UGC Cell play an important role in framing policies and executing them.

• The College Council comprising of the Principal, Controller of Examinations, Heads of all departments and nominated members discuss all programmes and issues and take major administrative decisions.

• The leadership of the institution interacts with and involves all major stakeholders through meetings with the Student Council, Staff Association, PTA, Alumnae Association and Advisory Committee.

Prospective Plans:

St. Teresa's has always endeavoured to **reinforce a culture of excellence** commensurate with internationally leading institutions, and to **identify needs** and **champion organizational development** in consensus with the mission statement. The management and main stakeholders have developed strategies with a **vision for the future** of opening new gateways to transform the institution (established in 1925, awarded "College with Potential for Excellence" in 2010 and granted Autonomous status in 2014) into an excellent Women's University of renown. To this end,

- Advisory Board meetings are convened to augment institutional growth
- Meetings are held with the College Council, Governing Council and Faculty to identify and streamline organizational development
- IQAC strives to promote innovative/inter-disciplinary/multi-disciplinary programmes and courses in a phased manner.
- Teresian Research and Consultancy Cell (TRACC) assists in taking up collaborative research

programmes/activities with approved Government-aided research institutions
- The Centre for Research and Development and Teresian International innovate and execute educational strategies pertinent to the present needs and long-term requirements of the institution and society

Participation of Teachers in Decision Making Bodies:

The management endeavours to transform the faculty into individuals committed to develop the institution in accordance with a clear vision of the future direction of higher education, both nationally and internationally. Faculty members are:

- groomed to take leadership positions
- sent for leadership training programmes
- encouraged to lake lead roles as Principal, Controller of Examinations, IQAC Coordinator, Members of the Governing Council, Academic Council, Boards of Studies and function as Course Coordinators, Camp Officers, Coordinators of UGC Cell, Research Consultants and coordinate activities of various Clubs, Cells and Committees.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.1.2 The institution practices decentralization and participative management

Response:

Case Study: Campus Development Project

The management ensures decentralized administration and plays a lead role in institutionalizing the best practices of the departments. A classic evidence of the practice of decentralization and participative management of the College is manifested in the **Campus Development Project** launched in 2015 envisaging the **infrastructural requirements** for commencing **new academic programmes** and **upgrading facilities** following the **grant of Autonomy.**

The institution constituted an Advisory Board on 24 July 2015 to initiate organizational development. Six subcommittees with four faculty members each were constituted to work out strategic plans to involve all stakeholders including the Retired Staff and Well-wishers.

Teachers and Non-Teaching Staff – The subcommittee members sought the involvement of the staff association to take an initiative. A general body meeting of the staff was held and staff members agreed to donate one month's salary.

Retired Staff– A meeting of St. Teresa's Association of Retired Staff (STARS) was held, where the Director and Principal apprised them of the Project.

Parents – The PTA was instrumental in devising several innovative strategies to mobilize funds and ensure a constant momentum for the Project – a logo designing competition, a Benefactors' Meet and constitution of the PTA welfare fund. They held 22 meetings and carefully implemented plans for the collection of ideas, contacts and funds from parents.

Students – The subcommittee members sought the help of the Student Council. Raffles and Fund raising events were organized by the students.

Alumni - The subcommittee members reached out to alumni and they contributed generously by way of interest free loans from committee members and contributions. Across the year, AstA sold college mementos, T- shirts and mugs at all venues where old students met and added the proceeds to the project account.

Well-wishers - A Teresian Benefactors' Meet was convened on 9th April 2016 which resulted in the formation of an Advisory Committee with members from political and corporate sectors who met on 4th February 2017. Their suggestions, ideas and far reaching influence and contacts contributed greatly to the success of the Project.

Evidence of success–

* 37 cents of land was bought and a Central Block was built, which was inaugurated on 13 October 2017 with the participation of representatives from all stakeholders. ICT enabled classrooms, two laboratories and three Departments. The New Educational Block has ICT enabled Teaching Learning facilities and a Central Laboratory

Apart from this, the participation of all stakeholders has enabled the achievement of the following:

* Lift, solar panel, recording and conferencing facility, media centre
* An Indoor Sports Training Facility Centre with a multipurpose hall and an extension to the Women's Hostel
* A reprographic centre in the Library and a Video Conference unit in the Seminar Hall
* Full-fledged Internet connectivity
* The Library was automated and the computer systems/software were updated.
* An IBM Server with the KOHA Open Source Integrated Library System (ILS) software

All these testify to the participative management of all stake holders in taking an idea and making it a reality.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Activity: **Introduction of New Programmes**

The Strategic Development plan sets out a framework of priorities for the Institution, its divisions and Departments. The autonomous status in 2014 enhanced the commitment of the institution to offer the students an excellent academic experience by redesigning the curriculum consistent with the vision and mission of the college. The College has initiated a new generation of programmes and courses which prepare the students to develop personal and transferrable skills to succeed in a global workplace. During the first year of autonomy (2014-15), the college adopted the curriculum of the affiliating university. In 2015, the syllabi of all the existing programmes were restructured and since then **16 new programmes have been designed and implemented in emerging areas**. The emphasis was on vocational training and communication to enable them to enter the mainstream of economic development as equal partners with adequate knowledge and skills for leadership, employment and entrepreneurship.

Facilitating the process:

•New programmes were introduced and the curriculum was designed in several stages in accordance with the guidelines of the UGC and the affiliating University.

•The IQAC organized a two day National Workshop on "Curriculum and Syllabus Restructuring" to introduce the faculty to scientific course designing.

•St. Teresa's College has chosen its Programme Outcomes in the spirit of Future Work Skills 2020, Trends in Global Higher Education (UNESCO 2009) and American Association of Higher Education (AAHE) and Kerala HEC as follows: sense-making and adaptive thinking, design mindset, computational thinking, self-directed and life-long learning, effective communication, individual and team work, national and world affairs, ethics, and environment and sustainability.

•Consequentially, the IQAC drafted a preamble, compiled a list of Graduate Attributes and designed a course template, all of which were then provided to the faculty members, to facilitate the process of curriculum designing and to ensure quality and uniformity. Visits to autonomous institutions of repute, consultation with experts in the field of curriculum design and a scrutiny of the curricula of other universities and autonomous institutions further facilitated a need assessment of the students leading to curriculum revision.

• Feedback is garnered from students, parents during open houses, alumni, and from the first-hand experience of teachers within and outside the college in order to gauge the limitations of the already existing syllabi.

After the scrutiny by the respective Boards of Studies the newly designed syllabus is placed for review before the Academic Council. Their recommendations and suggestions are incorporated. Thereafter, it is placed before the Governing Council for ratification and is then submitted to the affiliating university for approval, before its implementation.

Evidence of success

In the post accreditation period the college has implemented 21 new programmes, of which 16 were designed after becoming autonomous **(6 UG, 5 PG and 3 MPhil programmes as well as 1 Diploma and 1 PG Diploma Programmes)** thus fulfilling the recommendations of the third Cycle Accreditation. The strategic plan formulated by the College envisages that we evolve as the **First Women's University in Kerala by 2025**.

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

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Describe the Organogram of the Institution

The College has an internal organizational structure that has evolved over 94 years. The system of governance is as follows:

•The Board of Management comprises of the Governing Body (the policy making body for the Institution) with the Head of the CSST Educational Agency as the President, an Advisory Committee and a Local Managing Committee.

•The Statutory bodies of the College are the Governing Council, the Academic Council and the Board of Studies. These bodies along with the Planning Committee, Finance Committee and IQAC play an important role in framing policies and executing them.

•The Governing Council functions as the Executive Body of the College to take decisions and plan strategies which are appropriate for the development of the institution.

•The Director of the College is the representative of the Manager and provides guidance and support to the Principal in all administrative, academic and financial matters.

•The Principal as the Head of the Institution is the leader who is responsible for various administrative services of the institution.

•The Academic Council constituted according to the guidelines of the UGC is responsible for scrutinizing the proposals of the Boards of Studies with regard to the programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.

•The Board of Studies evaluates the syllabi to ensure quality, approves the panel of question paper setters and examiners and the resolutions are presented to the Academic Council.

•The Core Council comprising of the Director, Principal, IQAC Coordinator, Academic Deans, COE and Office Representative meet for quick decisions and resolution of matters in the day to day running of the institution.

•The College Council comprising of all Heads of Departments and some nominated members discusses all the major programmes and issues in the College and supports the Principal in the administration of the institution.

•The Academic Deans oversee the sharing of responsibilities among the staff members for academic and nonacademic matters respectively.

•The HODs coordinate the activities of respective departments.

•The Student Council elected by the student body is guided by two faculty members nominated by the Principal as Students' Deans.

•The Academic wing of the college lays emphasis on Extension and Outreach Programmes. Teresian Rural Outreach Programme (TROP), Society of Teresians for Environment Protection (STEP), BhooMithraSena Club (BMC), I Connect and Teresian Innovation and Business Incubation Centre (TIBIC) are platforms for students and faculty to reach out to the community.

•The Curricular aspects are handled by Exam Cell, Library, Teresian International Wing and Research Cell.

•Co-curricular activities include Arts, Sports and Literary Clubs along with NSS and NCC.

•Student welfare is ensured through Student Support Cell, Equal Opportunity Centre, Placement Cell, and Council for Value Education, Discipline Cell and Grievance Cell. PTA and Alumnae Association also contribute to student welfare.

•The College office comprising of Administrative and Support Staff coordinates the administrative activities under the Office Superintendent in consultation with the Principal.

File Description	Document
Any additional information	[View Document](#)
Link for 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.Planning and Development

    2.Administration

    3.Finance and Accounts

    4.Student Admission and Support

    5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP Document	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Activity – **Introducing higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation**.

St. Teresa's College is committed to empowering women by providing non-conventional, skill based job oriented programmes in the areas of women development with emphasis on vocational training and employability During the X11 plan period, UGC launched a scheme on skill development based higher education as part of college/university education, leading to Bachelor of Vocation (B Voc) Degree under National Skills Qualifications Framework (NSQF). In tune with the UGC regulations, the vision and mission of the college, the College successfuly l implementation of B Voc   and Community College programmes. This can be evidenced from minutes of the meetings of the College Council, BOS, Academic Council and Governing Body of the College

Programme planning was initiated in the College Council. Department meetings were held in this regard and various proposals were forwarded to the College Council. Two B Voc programmes in Food Processing Technology and Software Development and a Diploma Programme in Health Care Assistance under Community College (with Home Science as the nodal Department) were chosen from among the proposals

received from various departments. Proposals for the programmes were submitted to the UGC, forwarded through M.G. University. An outline of the syllabus was presented in the interface meeting on18th May 2015.Three programmes which are career oriented and skill enhancing viz. B Voc Food Processing Technology, B Voc Software Development and a Diploma in Health Care Assistance were sanctioned on 29.07.2015 and 11.06.2015 respectively.

The BOS of the respective nodal departments decided to work on the syllabus in line with the guidelines given by NSDC. Discussions on the modus operandi of the Vocational Programmes were drafted and MoU entered into with related industry partners. The syllabi prepared were officially approved in the Academic Council and Governing Body of the College.

The Board of Management (BOM) decided to commence the Programme with the sanctioned strength of 50 students for each Programme on October 5th 2015. A grant-in aid for the programmes by UGC was extended as per order no F.No.5-1/2018 (NSQF) dated 8th August 2018 and the programmes have successfully entered the fourth year of functioning.

The following programmes were introduced in the post-accreditation period:

- PG programmes in Bharatanatyam, Travel and Tourism Management with focus on entrepreneurship
- UG and PG programmes in Apparel and Fashion Designing, P.G Diploma in Fashion Design & Apparel Merchandising, that harness creativity and entrepreneurship
- M.Com. Finance, B. Com Taxation, B.Com Capital Market, Management Studies in International Business, BCA Cloud Computing & Information Security Management and P.G. Diploma in Management in Business Analytics and B.Com with ACCA in 2018 in partnership with ISDC for Advanced Learners which is Accredited by UK Skill Federation
- PG programmes in Zoology, Chemistry and Mathematics, M.Sc. Clinical Nutrition and Dietetics, B.Sc. Psychology, Diploma in Health Care Assistance and P.G. Diploma in Clinical Nutrition & Dietetics

File Description	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

Response:

The institution has a tradition of offering support to its major stake holders and ensures that workshops and

training programmes are conducted periodically to equip the teaching and non-teaching staff professionally. Encouragement is provided for their academic advancement and care is taken to ensure their wellness and enable them to optimize their true potential.

The following are the welfare schemes available for the teaching and non –teaching staff:

•Group Insurance Scheme

•Interest Free Loans are made available on request to Teaching & Non- Teaching

•Financial support is provided for construction of houses and to meet medical expenses

•Preference is given to children of teaching and non-teaching staff for admission to various courses

•Support is provided to children of non-teaching staff who are economically challenged

•Jobs on compassionate grounds are given to family members of the non-teaching staff

•Free annual medical checkup is conducted

•Management Faculty are designated as Assistant Professors and follows the UGC norms as their Promotion Criteria

•Incentives for research publication by Management staff

•Awareness programmes for Non-Teaching Staff

•Free wi-fi facility on campus and email addresses using the domain name of the institution are provided to the staff members

•Summer camps are organised for children of staff members during summer vacation

•The Teaching and Non-Teaching Staff Associations organize annual staff picnics, occasional tours and common celebration of festivals

•Staff are provided Hostel accommodation,

•Canteen facility is provided

The following measures are taken by the management to attract and retain faculty:

•Attractive remuneration packages are given to management staff

•Autonomy is given in academic matters

•Computers, Laboratories, and amenities including a research room and separate area for staff in the library are provided to facilitate research

•Freedom to attend/organize national & international workshops/conferences

•Encouragement to regular faculty to avail FDP/UGC Research Fellowships

 •Fully computerized Media Lab is provided for the faculty to enhance the use of Digitized Platforms of Teaching Learning

•Leave sanction to attend Summer School Programmes in International Universities

•Provision of seed money to attend Workshops/Seminars/Conferences

•Leave sanction to engage in extension and community work

•Support and encouragement to take up membership/leadership roles in other civic bodies/social organisations, etc

•Hobbies/talents/interests of staff members are encouraged and platforms are provided to harness these for the growth of the institution.

•Orientation for Teaching & non Teaching at the beginning of the Academic Year along with Motivational lectures

•Periodical Technical training is provided to familiarize the staff with the Management Software System which is developed by the College

•Canteen facilities at subsidized rates

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: 12.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
66	16	12	7	8

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	
Any additional information	

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

Response: 35.8

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

2017-18	2016-17	2015-16	2014-15	2013-14
44	54	39	25	17

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	
Reports of Academic Staff College or similar centers	
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	
Any additional information	

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 39.8

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
59	63	54	67	70

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The Director and the Principal conduct a performance audit of all the departments, the Administrative Office and the Office of the Controller of Examinations annually. **The Management Audit** visit facilitates an open interaction with the Heads of the Departments and the faculty and the Non- Teaching staff, where the weaknesses, opportunities and challenges of each Department/Office are specifically addressed. A feedback is provided and the best practices identified are shared in order to institutionalize them.

The IQAC and the Audit Committee of the College conduct an **Academic & Administrative Audit** of the institution to review the performance of all the departments and the administrative sections , based on the seven criteria. The final audit report is given to the Principal and to the respective departments in order to take necessary actions for improving their grey areas.

The institution conducts a Performance Appraisal of the teaching and Non-Teaching staff regularly which enhances teacher quality and performance. Each member of the faculty is given a Teacher's Handbook at the beginning of the year in which all the details pertaining to teaching such as lesson plans, tests, assignments, projects, mentoring, tutoring, remedial classes, leave taken, etc. are noted. This is checked periodically by the HOD. The Handbook also has a self- appraisal form which is filled in by the respective teacher at the end of the year. Similarly, the Non -Teaching staff are provided a Handbook which outlines their duties and has a self - Appraisal form which is filled in at the end of the year. The Heads of the Department/Office enter their remarks and submit the handbooks to the Principal. The Director and the Principal evaluate them and provide encouragement, suggestions for improvement and corrective measures confidentially.

Appraisal is taken for teachers due for promotion to a higher grade by a Screening Committee constituted for the same with two University nominees, based on their PBAS Proforma. The occasion is utilized to evaluate the overall performance of the teachers concerned and suggestions for improvement are given.Yet another Performance Appraisal is afforded by the student feedback / Student Appraisal of Teachers in the

online mode. Whereas in earlier years feedback analyses in the form of numerical values converted to percentage was shared by the Principal with individual teachers, currently the performance indicator is divulged to individual teachers in the respective Teachers' portal interface, which remains there till the next appraisal, serving as a constant reminder, and spurring them on to improvement .

File Description	Document
Any additional information	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:

Prior to 2015-16, the system of internal audit was centralized to a nodal person, the Manager of the institution. However, taking into consideration the need for a more systematic and regular monitoring system, a core committee was formed by the management to monitor the financial aspects of the College in a regular manner. This committee has been functioning in an efficient manner, conducting regular internal audits to maintain a healthy financial system in the College. **The external audit is conducted by the Deputy Director of Collegiate Education and by the Accountants General of India for the funds received from the Governmental sources.**

Financial audits are conducted regularly and separately for the following accounts:

1.   PERSONAL DEPOSIT ACCOUNT (PD Account)

Periodic internal audit is conducted according to the provisions laid down in KSR P.D. Special Rules by the office superintendent and custodians and invited external auditors. Recommendations are incorporated before the external audit which is mandatorily done at the end of the financial year or before the end of the tenure of the existing Principal.

2.   AUTONOMY GRANT (2014-15)

A separate Internal Audit team monitors the utilization of finances. A finance officer has been appointed by MG University to monitor the allocation and utilisation of the Autonomy Fund.

3.   CPE FUND

The members of the Planning Board and Purchase Committee monitor the effective utilisation of funds and the Accounts department serves as the Internal Auditor.

4.   DBT STAR COLLEGE

The Star College Scheme Committee comprising of teachers from various Life Science Departments and the finance officer of the college are the internal auditors to validate and authenticate the expenditure process.

5.   B. Voc and Community College Audit

The funds are monitored by the internal finance team comprising of the Principal, Finance Officer and Nodal Officer. The Utilisation Statement prepared by the Office Assistant is verified by the Internal Finance team before external auditing.

6.   XII PLAN GENERAL DEVELOPMENT GRANT

The building committee which includes the Principal, University nominee, Registered Engineer from the local body, registered chartered accountant and two representatives from faculty monitors the utilization of the fund for the sanctioned buildings.

7. DST –FIST

The utilization of the allocated fund released through the PFMS system of Central Plan Scheme Monitoring System (CPSMS) is managed by the committee for the DST –FIST fund.

For government funds, audits are conducted as per their norms. The utilisation certificates verified and audited by the authorised Charted Accountant are duly submitted. Audit clarifications/objections if any are resolved immediately and anomalies cleared with utmost care and by promptly producing all required documents, bills, etc. There is a transparent and proper utilization of all allocated funds by the college as indicated by the Audit Reports received in the last five years which have no major objections.

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) (INR in Lakhs)

Response: 1475.01

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

2017-18	2016-17	2015-16	2014-15	2013-14
541.29	516.41	268.30	136.54	12.47

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Any additional information	View Document
Annual statements of accounts	View Document

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

Response:

The institution has a mechanism to ensure adequate budgetary provisions for academic and administrative activities and to monitor the effective and efficient use of financial resources. The College has a well-defined organization set up, headed by the Principal who has financial and administrative powers and controls the academics. Before the financial year begins, the Director, Principal and Heads of Departments prepare the college budget which is scrutinized and approved by the Management and Governing Council. With effective planning and forecasting by the concerned stakeholders, the institution is able to utilize the allocated funds in an optimal manner. The Planning Committee, comprising all the HODs assesses the needs of the various departments of the College and puts forward a proposal to the Finance Committee. The Finance Committee evaluates the requirements of the departments for the allocation of funds. The funds received are allocated by the Finance Committee in consensus with the Planning Committee and monitored by designated faculty. All the purchases are approved by the Purchase Committee. Accounts are maintained by the Head Accountant and the Principal is accountable for all the financial transactions. The institution maintains a reserve corpus fund which is used as matching grants for developmental purposes.

Government Funds

The institution is vigilant in mobilizing funds from Government schemes, and has received Central Government funds such as the **UGC XII Plan, CPE fund, DST/FIST, Autonomy fund, DBT Star College fund, funds for B.Voc and Community College**. RUSA funds have been sanctioned and the fund is yet to be received. Under New Initiatives in Higher Education, Sate Government funds were granted for conduct of the following innovative Programmes for students – **ASAP** (Additional Skill Acquisition Programme) to develop skills both academic and non- academic among a selected group of students., **WWS (**Walk with the Scholar) Fund for internal and external mentoring of bright students, **SSP (**Student Support Programme) Fund for internal and external mentoring of weak students, **E- Jalakam**- Fund to take e-governance to the masses. **BhoomithraSena Club (BMC)**- Fund for green initiatives of the college, cleaning and maintenance of adopted villages, etc.

Non-Government Funds

The institutional leadership and various stakeholders take initiatives to mobilize various resources as and when required for the effective functioning of the College. The major sources of mobilization include the PTA, Alumnae Association and Associations of retired teaching and non- teaching staff. Funds have also

been mobilized through well-wishers from the larger community, such as the **MP and MLA fund** for setting up solar panel in the Arts block, **Corporate Social Responsibility Funds** of Cochin Shipyard for setting up of functional work centre of **STEP (Society of Teresians for Environmental Protection**), the conduct of Hindi seminars and purchase of multimedia projectors, **Funds raised by departments/Associations** for conducting various activities of the Departments, Clubs and Cells. **Individuals and Philanthropers** including the Alumni and PTA sustain the St. Teresa's College Welfare Society fund and various Scholarships.

File Description	Document
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

Response:

1. The creation of a progressive and outcome based curriculum though scientific course designing across all the programmes offered by the college.

The autonomous status granted in 2014 brought in liberty to design curriculum consistent with the vision and mission of the college. The IQAC organized a one day programme to familiarize the teachers with the process of structuring the syllabi and equip them to meet the challenges of designing syllabi. **A two day National Workshop on "Curriculum and Syllabus Restructuring"** to introduce the faculty to scientific course designing. This preliminary preparation gave the faculty members of the various departments a shared understanding of the rudiments of syllabus structuring and a common institutional vision with regard to curriculum design.

St. Teresa's College has chosen its Programme Outcomes in the spirit of Future Work Skills 2020, Trends in Global Higher Education (UNESCO 2009) and American Association of Higher Education (AAHE) and Kerala HEC as follows: sense-making and adaptive thinking, design mindset, computational thinking, self-directed and life-long learning, effective communication, individual and team work, national and world affairs, ethics, and environment and sustainability.

Consequentially, the IQAC drafted a preamble, compiled a list of Graduate Attributes, Learning Competencies and designed a course template, all of which were then provided to the faculty members, to facilitate the process of curriculum designing and ensure quality and uniformity.

Listing the graduate attributes and enumerating the competencies for each module of the courses taught was the first step towards qualitative improvement in the process of curriculum designing. The faculty members were also directed to provide a blueprint of the final assessment of every course to guarantee that all modules are taught, thereby furthering integrity. The curriculum was reviewed and revised a second

time in 2017-18 based on **Outcome Based Education**

2.Streamlining and Monitoring the extension and Outreach Programmes of all the departments of the College

St. Teresa's College has always believed in a system of education that not only imparts sound academic values but also nurtures a humanistic world view which inspires the students to become socially responsible citizens who utilize their knowledge and skills for the empowerment of the underprivileged sections of society.Hence IQAC has taken steps to integrate extension activies in to the curriculum and hence extension is not a stand alone component but intertwined with the curriculum. **The Teresian Rural Outreach Programme (TROP**) is a good example of the institutionalising by the IQAC, of what was once the best practice of a few departments.E-jaalakam was the only project from Kerala to win a prize during the national conference. Besides, the project had also received the **Kerala State e- Governance awards 2011-13** and **Chief Minister's special jury award for Innovations in Public Service 2012-13.** The departments have activities based on themes like language development, e-governance, environment friendly practices, , adolescent counselling**, i-connect, the energy conservation project and Venda –Say No to Drugs .** The I-connect project has won **State Award for Energy Conservation in 2018 and Bhoomitra Sena Club won first Prize for Environment Protection''**

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

Response:

1. **Peer Review as part of an Academic and Administrative Audit**

In order to ensure academic accountability, to define effectiveness of the teaching-learning process and to devise methodology to confirm maximum output from faculty members as well as students, the IQAC conducted an Academic Audit in 2016-17, whereby the quality of the learning process could be assured.

i.   The Internal Audit : The audit committee collected the self-evaluative reports of departments and also the reports of the peer teams that facilitated departments to evaluate their "education quality processes". The review has enabled a mutual sharing of best practices of departments and has helped "raise the bar" for individual departments. It has inspired the faculty members to make continuous improvement of teaching and learning a priority.

ii.The external audit had   evaluators – peers from other institutions to facilitate objectivity. Evaluative Reports of all departments, Peer Team Reports, reports of External Evaluators and Grade Sheets were examined, consolidated and compiled by the audit panel, and an Executive Summary was prepared, highlighting the strengths and areas/suggestions for improvement.

Reforms facilitated:

•The IQAC in association with the Department of English initiated the launch of the Collaborative Learning Programme for Academic Advancement of Students on 20 December 2017.The Programme aims at enabling the students to take full responsibility by working together, building knowledge together, evolving together and improving together. The IQAC therefore introduced a Zero Hour to provide a time slot of the Programme to take wing.

2. Review of Teaching learning facilities:

The IQAC also spearheaded the conduct of a review of the teaching-learning environment and facilities of the college. The IQAC Coordinator and Joint Secretaries, along with an External Expert visited all the departments and examined the classrooms, labs, facilities, etc. In an attempt to strengthen the teaching-learning process, the IQAC sought innovative ideas from students, teachers, employers, alumnae and the administrative and statutory bodies of the institution and took a random feedback from them to evaluate the effectiveness of the teaching-learning environent and available facilities and identify areas that need to be improved.

Reforms facilitated:

Techno – Pedagogy and Learning Management System: As per the recommendations of the Third Cycle of NAAC Peer Team committee, the IQAC has taken effective steps to enhance the potential of ICT enabled teaching & learning. Training programmes were organized for teaching Faculty to maximize the use of Learning Management System which is in place. 80 percent of the classrooms have ICT facility. Faculty has a positive attitude to develop e-content and has completed MOOC and other courses on the Swayam and NPTEL platform. A workshop on "Techno-Pedagogy and Learning Management system" was organized to give Hands on Training to Design of Lessons, lesson Scripts and ICT integrated Lesson development. Teachers are now adept in developing Course Module using Moodle, organizing resources, activities, Assesment, Grading and Track Learning. Some Departments have conducted Internal Examinations using MOODLE. A state of the Art Multi Media Lab is functional to enhance the potential of ICT enabled teaching and learning**.**

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 15.8

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	23	13	12	12

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	[View Document]()
Any additional information	[View Document]()
IQAC link	[View Document]()

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document]()
Details of Quality assurance initiatives of the institution	[View Document]()
Any additional information	[View Document]()
Annual reports of Institution	[View Document]()

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

The recommendations of the peer team following the third cycle of accreditation and their citing the need to "sustain the reputation" of the College as a challenge, have enabled a redefining of the metrics of excellence in higher education. Accordingly, appropriate measures and strategies were adopted to achieve autonomous status and to gradually evolve as a **Women's University**.

1. One of the recommendations was to "introduce more programmes" including "vocational" programmes and "facilitate the introduction of new PG courses". The autonomous status granted in 2014 brought in its wake the liberty to design curriculum by starting new generation courses which equip students to acquire employability skills. During the last NAAC visit, the college offered 25 programmes. In the post accreditation period, the total number of programmes have risen from 25 to 46. Twenty one new programmes - 3 M.Phil Programmes, 10 PG programmes and 8 UG programmes - including higher order skill development programmes as outlined by NSDC and other Agencies were implemented in the post accreditation period, which includes two B.Voc programmes and a Community College.To sum up, as of 2018-19, the college offers a total of 46 programmes - (3 MPhil. 20 PG and 23 UG).

2. The IQAC has taken effective steps to enhance the potential of ICT enabled teaching & learning. Training programmes were organized for teaching Faculty to maximize the use of Learning Management System which is in place . 80 percent of the classrooms have ICT facility. Faculty has a positive attitude to develop e-content and has completed MOOC and other courses on the Swayam and NPTEL platform.

3. The peer team pointed out that international collaboration offered a great opportunity. The R&D Department was constituted to coordinate the research activities and to facilitate infrastructure development. Teresian International under R&D was set up to facilitate collaborations with Foreign Universities, initiate Student & Faculty Exchange Programmes and sign MOUs. The Institution has 17 functional MOUs.

4. Several practices that encourage a spirit of environmental friendliness were implemented; the College has framed an Environment Policy for the institution and there have been Organic Farming Initiatives. In April, 2016 a Social entrepreneurship unit called **STEP (Society of Teresians for Environmental Protection)** was established. As part of' Earn while you learn' project some students are engaged in stitching cloth bags, mobile pouches and pencil cases that they sell through promotional activities. The Indus Entrepreneurs, Kochi Chapter facilitated activities of STEP by providing a seed fund of Rs.150,000 in May 2016.

5. An Innovation and Entrepreneurship Development Centre was started in the campus in June 2018 to promote entrepreneurship among girls and women on a wider scale. This is being supported by Kerala Startup Mission, Govt of Kerala (Rs 2 lakhs) and Kerala State Industries Development Corporation(Rs 5 lakhs). We have incubated 4 centers.

6. Other major projects are 'e-jaalakam', 'BhoomithraSanchi', Urjakiran, IConnect, Say No to Drugs

7. An amount of 3, 407.42 lakhs was spent on infrastructural development. and a multi-media lab worth 40

lakhs was set up.

File Description	Document
Any additional information	[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 Number of gender equity promotion programs organized by the institution during the last five years

Response: 41

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	4	5	6	11

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)
Any additional information	[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

With the security of women and girls being a matter of concern, surveillance cameras with the latest technology are placed in the campus which has made it easier to create a safe and secure environment in college premises.

Every Department maintains a 'movement register' to record the movement of students which are duly signed and monitored by their respective class teachers.

The presence of security staff is ensured 24 hours in the arts, science and central block so as to restrict entry of inappropriate people. Digitalized ID card is made mandatory for staff and students. Attendance of students is recorded every hour and entered in the online attendance portal immediately. Late comers are easily identified, absence is monitored and communicated to parents. Classes related to gender, women's rights and women empowerment are taken for students by departmental associations, NSS, and the Women's Cell. Awareness programs on cyber-crime and self-defense are given to teachers and students by police officials. In collaboration with WISCOMP, an initiative that foregrounds women's empowerment and gender sensitivity, a workshop on Gender Equity and Inclusion in Higher Education

was conducted along with gender audit and safety audit.

E-jaalakam launched by the Department of Economics is a project to increase awareness about e-governance services among public in general and girls/women in particular. It focuses on enabling students to access e-governance services targeted for safety of women.

The college Counseling Cell has two units: one in the Arts block and the other in the Science block. Once a week, full time professionally qualified counselors, Ms. Reshmi (Arts) & Ms. Asha Sunil (Science), are available to counsel those who seek help. Every year there is an orientation class and group counselling for the students. Each department has a teacher in charge to coordinate the counseling sessions of the students. Common Rooms are provided for the students in Block A and the Block D in Arts Block and Gym Plaza in the Science Block. In Block A, a common area known as Mirror Room gives space for the students to socialize. In Block D, there is a space for students to hold meetings, study, or simply relax. Located close to the common room is a pleasant cafeteria. With comfortable seating and ample desk area, it is a warm and welcoming place; a perfect blend of fun and function or simply a place to have a meal with a friend. The Gym Plaza in the Science block also serves as a common area for students to relax or hold meetings. These common areas help ensure that students are fully involved in college life, have their say, and get socialized. The college has sufficient rest rooms in all the Blocks. The College Sick Room is equipped to provide health care service to all students at any time during college hours. It is equipped with a bed, first-aid kit and medicines for primary treatment.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 5.97

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 11846

7.1.3.2 Total annual power requirement (in KWH)

Response: 198548

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)
Any additional information	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 23.9

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 11617.308

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 48606.396

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)
Any additional information	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

A 'green audit' was conducted by the college in 2014 which included a detailed report of waste generated, methods of management and suggestions for improvement. Subsequently, the **Teresian Green Protocol** was framed and the principles of scientific waste management, namely the '3 R's: Reduce, Reuse, and Recycle' were adopted.

Teresian Green Protocol emphasizes prevention/reduction of waste at its source. A number of unique initiatives have been implemented to promote reduction of plastic waste on campus which earned special felicitation from **The Department of Environment and Climate Change, Suchitwa Mission and Haritha Keralam Mission - Government of Kerala.** Replacement of single use disposable cups in college coffee counters with reusable steel glasses, promotion of cloth college bags instead of non-biodegradable rexine bags, popularization of trendy Bhoomitram Sanchis in lieu of plastic carry bags, avoidance of flex boards, plastic files and use of digital display boards during Seminars/Conferences, banning of plastic covering on student projects, encouragement of steel food containers, promotion of green protocol through messages in the campus display board are some of the plastic waste reduction initiatives.

To promote the principles of 'reuse' and 'recycle', used clothes are collected from students and recycled into cloth bags. In association with **Kochi Biennale 2016, Bhoomitra Sena Club collected 5230 used pens from the students of the college to be upcycled into beautiful works of art. Bhoomitra Sena Club won the first prize for Environment Protection at** Institution Level instituted by World Malayalee Council .

Waste baskets have been provided in all class rooms and staff rooms to collect dry waste which is collected by the cleaning staff on a daily basis. Different coloured bins are provided in the campus and hostel to segregate bio-degradable and non-bio degradable waste. Bio-degradable waste is converted into biogas through 2 biogas plants: one in the arts and one in the science block. This renewable source of energy is used to prepare food in the hostel. Non-biodegradable waste which includes bottles, cans, plastics, broken glass ware, tins etc. are handed over periodically to scrap dealers for recycling. Damaged furniture and paper waste are handed over to Municipal waste collection centers. Incinerators installed in both arts and science block are used for disposal of sanitary pads.

Used water collected from the hostel is sent to a water purification system installed in the science block where it is recycled and used in the hostel toilets. Rest of the liquid waste is drained off into concealed soak pits.

Electronic waste in the campus is disposed of through an initiative of the NSS, NCC and various clubs and cells of the college. As a part of this initiative, the Bhoomitra Sena Club collected e-waste from all the departments and handed it over to **'Clean Kerala Company Limited', a Government of Kerala venture, with the involvement of the Cochin Corporation, in February 2014.** The NSS unit of the college has a tie up with the Plan@earth organization for segregating and disposing plastic, CFL, battery and e-waste.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

In an initiative to preserve water, the college has facilitated collection and storage of rainwater for re-use on-site instead of allowing it to be wasted. The rainwater harvesting system within the campus consists of a tank in the Arts Block with a capacity of about 30,000 litres. The rainwater from roofs and terraces are re-directed to a tank in the arts block with a capacity of about 30,000 litres. This water is used to meet the water requirements of the college toilets and to irrigate the vegetable garden that is located directly on the tank. The garden hosts a variety of day-to-day vegetables such as ladies finger, brinjal, spinach, green chillies, etc. which are cultivated in grow bags kept above the concrete roof of the rain water harvesting tank. This facility existing in the heart of Kochi city where space is a massive constraint is a testimony to the fact that nothing is impossible. Genuine concern for the environment can make the impossible possible. There is also a rainwater collection point in the science block. Water from roofs and terraces are re-directed into a well in the premises. This water is then used for meeting the water requirements in the post graduate hostel toilets and to water the vegetable garden.

Tarred compounds in the campus were replaced with inter-locking tiles with gaps in between the tiles which facilitates percolation of rain water to recharge ground water table. This has reduced the surface run-

off of rain water which would otherwise have ended up in the Vembanad back waters.

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

7.1.7 Green Practices
* **Students, staff using**
a) **Bicycles**
b) **Public Transport**
c) **Pedestrian friendly roads**
* **Plastic-free campus**
* **Paperless office**
* **Green landscaping with trees and plants**

Response:

Several green initiatives are taken up such as practicing organic farming, conservation of water bodies, promoting water literacy, cleaning the college campus, solid waste management and promoting the use of eco-friendly products. Special focus was on two critical issues namely solid waste management and energy conservation. Public transport being a viable and sustainable alternative to reduce carbon emissions, **69**% of students and staff depend on public transport system and 23% are pedestrians. While 2% use bicycles to commute, only 6% of students and staff use private vehicles as a mode of transport. **Feedback was collected by the IQAC and Bhoomitra Sena Club to identify the percentage of major stakeholders using Public Transport. As a part of Green Practice, 29th of each month is observed as Public Transport Day.**

The Department of Fashion Design has initiated 'Wear Khadi, Be Indian' programme to encourage students and faculty to wear Khadi once a week as a part of contributing to Green Practice.

The College has framed an **Environment Policy** by adopting the **Green Protocol of the Department of Higher Education, Government of Kerala.** Bhoomitra Sena Club, working with the support of Directorate of Environment and Climate Change - Government of Kerala is the highlight of the institution, often adjudged as one of the best performing nature clubs in Central Kerala by The Department of Environment and Climate Change. **The college social entrepreneurship unit called STEP (Society of Teresians for Environment Protection)** promotes the manufacture and use of eco-friendly cloth bags in lieu of plastic carry bags, rexine college bags and rexine pencil pouches. It also promotes upcycling of textile and tailoring/upholstery waste. Single use disposable cups at coffee counters were replaced with

steel glasses, eco-friendly college bags made of textiles are popularized among students in lieu of rexine, plastic covering/bindings on projects are discouraged and efforts are made to host green seminars and conferences. Plastic banners are prohibited on campus, and cloth bags and paper files are presented to invited speakers and delegates.

Students are also groomed to function as ambassadors of plastic reduction activities and they are master faculty to Suchitwa Mission, Government of Kerala on eco- friendly alternatives to plastic carry bags.

Students engage in volunteer work to reduce plastic littering and promotion of plastic reduction and other green habits among households. Steps were taken to save energy by replacing incandescent bulbs with low energy bulbs, rewiring of buildings, having separate meters for individual buildings to improve monitoring and to provide accurate information to campus users. As a measure to reduce the use of paper in administrative work, admission procedures, payment of exam fees, question banks, internal mark entry, attendance entry and publication of results are done online. The campus, despite being situated in the heart of the city, has utilized to its maximum extent the available spaces for nurturing plants in both the Arts and Science blocks.

File Description	Document
Any additional information	[View Document]
Link for Additional Information	[View Document]

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 1.75

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
64.88	17.27	7.74	2.88	1.84

File Description	Document
Green audit report	[View Document]
Details of expenditure on green initiatives and waste management during the last five years	[View Document]
Any additional information	[View Document]

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

    1. **Physical facilities**
    2. **Provision for lift**
    3. **Ramp / Rails**
    4. **Braille Software/facilities**
    5. **Rest Rooms**
    6. **Scribes for examination**
    7. **Special skill development for differently abled students**
    8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

File Description	Document
Resources available in the institution for Divyangjan	[View Document]()
Any additional information	[View Document]()
link to photos and videos of facilities for Divyangjan	[View Document]()

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 111

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
29	24	20	19	19

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	
Any additional information	

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 82

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
26	26	10	13	7

File Description	Document
Report of the event	
Any additional information	

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 119

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
35	27	27	13	17

File Description	Document
List of activities conducted for promotion of universal values	[View Document](#)
Any additional information	[View Document](#)

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

All National days are observed in the institution in a variety of ways. Independence Day and Republic day are celebrated every year in the college in an official manner including flag-hoisting and sweet distribution. Quizzes and patriotic song competitions are also conducted in association with these events.

On Gandhi Jayanti, Teresian NSS volunteers keep alive the spirit of the Father of our Nation through their 'Shremadhan' which includes cleaning the city roads and paying homage to the great soul through vocal and floral tributes.

Onam and Christmas are celebrated every year in the campus by organizing cultural events, spending time with inmates of Orphanages and providing lunch to them. On the occasion, an Onam/Christmas message is delivered to students and teachers by an apt person every year. Quiz, onappatu, *Athappookalam, Malayalimanka and* carol competitions are also organized by the college union and various departments on the occasion. The alumnae association of the college, **ASTA,** also celebrates these days by spending time with inmates of orphanages, homes for destitute children etc. The Drama Club organized an inter-department drama competition based on the theme: "Christmas- Yesterday and Tomorrow" in 2014. A script depicting the spirit of Christmas was written by Smt. Maria Chakunny and enacted by the lecturers for Christmas celebrations of the staff association during 2014.

Diwali is celebrated every year. The college is decorated with lights and a number of stalls are put up. A variety of cultural programs including classical dance forms and a special dance performed along with the Swedish students who visited the campus are organized.

In 2017 an energetic Nasik Dhol performance was organized . Another exciting addition to the event was the Dandiya performance in which our students danced along with the Swedish students

Vayanadinacharanam (Reading Day) is organized every year during June, with lectures by eminent

personalities, painting exhibitions, book exhibitions, reading review competitions, and film exhibitions. Students contribute books to the library during the day.

Teacher's Day- the birthday of Dr. S. Radhakrishnan, a great teacher and the second President of India, is celebrated by the college union every year by giving gifts to the teachers and by honoring the retired teachers.

The Department of Mathematics commemorates the National Statistics Day- the birth and death anniversary of **C. C. Mahanolobiz**, a great statistician, by organizing Inter-collegiate Power Point Presentation/Quiz competitions every year.

The Department of Physics organized a programme in memory of **Dr. A. P. J. Abdul Kalam**, the Missile Man of India, on his birthday on 26 July, 2017.

The faculty members and students of Department of History visited and felicitated the freedom fighter, **Vyloppilly Balakrishna Menon** at his residence on 25th August 2016. The Department also conducted an Interactive session **with Dr. Subba Rao, a Gandhian and the founder of National Youth Project on 30th January, 2018-Martyr's Day**. The department of Hindi organizes **Sadbhavana Parv**, a week-long celebration to commemorate Independence Day.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institution has a mechanism to ensure adequate transparency for academic and administrative activities and to monitor the effective and efficient use of financial resources. The Planning Committee functions at different levels.

•**The Planning Committee,** comprising all the HODs, assesses the needs of the various departments of the College and puts forward a proposal to the Finance Committee.

•**The Finance Committee** evaluates the requirements of the departments and prepares a budget for the allocation of funds. This is submitted to the **Governing Council** for approval and subsequently implemented by the Director.

•The funds received from the UGC (XII Plan, CPE, DST/FIST, STAR-DBT) are allocated by the **Finance Committee** in consensus with the Planning Committee and monitored by the Coordinator of the UGC Cell. The disbursement of the Autonomy Grant is monitored by two designated faculty from the Finance Committee. All the purchases are to be approved by the **Purchase Committee.** The accounts are maintained by the Head Accountant and the Principal is accountable for all the financial transactions.

•A Management Audit is conducted in addition to the annual external Financial Audit conducted by the Indian Audit and Accounts Department to monitor the effective and efficient use of financial resources.

•The St. Teresa's College Welfare Society was also established to cater to the financial needs of this growing institution.

•Internal and External Administrative Audits are conducted regularly for effective financial management within the institution.

•The financial resources and the utilized amount for the Capital & Operational expenditure for the previous three years are published on the college website http://teresas.ac.in/wp-content/uploads/2017/12/NIRF-Financial-resources.pdf

•Admissions, payment of fees, publication of results, applications for exams, and notifications of all academic and administrative activities are done through the college website.

•Entry of internal marks, entry of attendance, generation of internal mark sheets (Form A & B), teacher's feedback forms are made available through the online portal of the institution.

•The IQAC takes the initiative for the conduct of the Academic Audit, including the Library Audit and the Audit of the Examination Cell.

•The IQAC monitors and periodically evaluates the activities of the Examination Cell to ensure the continuous and comprehensive evaluation of students and the timely conduct of examinations.

•The IQAC has a structured feedback mechanism in place to facilitate a review of the administrative and academic departments on various aspects such as:

- Student, Parent and Alumnae General Feedback of the institution
- Student Feedback for Teacher Evaluation
- Course Feedback and Programme Feedback by students
- Faculty Evaluation of the Director, Principal, Heads of Departments, Office, IQAC and Examination Cell
- Feedback from Office Staff, Examination Cell Staff and Ministerial Staff.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

St. Teresa's College was envisioned as an institution that would mould, enlighten, and empower generations of women and provide holistic education that would enable them to actively participate in community life. In line with this vision, the **Teresian Rural Outreach Programme (TROP)** was envisaged and initiated in 2009 to connect girls to society around them and encourage them to provide services beyond conventional limits to rural community. Overtime it has served:

- To create a culture that infuses extension as a core ingredient of true education - It underwent evolution and institutionalization over the nine years since inception and was has now been

> integrated into the curriculum with one credit being assigned to TROP activities
> • To foster inter – connectedness, civic consciousness, kinship and eco – justice among students

Implementation strategy-Under the umbrella of TROP, all departments of the College take up a theme, adopt an area in and around Cochin including coastal areas and conduct activities there appropriate to their area of specialization. TROP is implemented in a structured manner with a clear organogram based on a federated structure. Within each department one faculty member is chosen in a democratic manner at the beginning of an academic year to guide activities for that year. That faculty then works with a core team of volunteering student leaders to draft action projects for that year. The teams of each departments avail the guidance and assistance of two/ three core faculty members who co-ordinate these activities at the college level.

The teams of each department visit their chosen area, hold focus group discussions with local bodies, civic groups, SHGs, NGOs and other stakeholders/ conduct base line surveys, identify local needs and devise suitable action projects. All students in the department are then given opportunities to participate in projects of their department or other social projects of the college. Funds for carrying out such projects are furnished by the college. **TROP,** having come to be recognized as a best practice of the institution for several years now, the **Academic Council has taken a momentous decision to institutionalize the program through granting of one extra credit to students on successful completion of the programme and submission of a report**. This year TROP is being given a more outcome based thrust in the form of **Unnat Bharath Abhiyan** where each department will be directing and intensifying their respective activities perfected overtime for promoting development in five selected villages of Cheranallur, Kunnukara, Njarakkal, Mulavukad and Kuzhuppully.

Activities to date -Since its inception in 2009, TROP has been a platform for providing hands on experience to students in uplifting local community and bringing about social change. It also provides learning experiences and opportunities for growth to students, helping them discover their inner strengths, developing innate worth and encouraging them to contribute to the needy, less privileged sections of society. The programme during the post accreditation period focused on varied activities such as women empowerment, skill development, environmental awareness including waste and water management, personality development, social security, e-commerce applications, computer literacy, kitchen gardening, simple mathematics, e-governance training, proficiency in English and Communication skills, learning disabilities, developing scientific aptitude of students, awareness on cancer, nutrition, health, sanitation and hygiene, lifestyle disorders, self-employment schemes, and psychological issues of teenagers. A common pre-dominant element running through these diverse projects is the focus on needs of women, children, the disabled and the environment.

Window of Opportunity for Innovation to Promote Social Good - A unique and outstanding feature of TROP has been the wide window of opportunity that it has thrown open to students to develop and bring out innovative ideas for social good. Thus some of the unique projects visualised over the years include **e-Jaalakam** an innovative e- Governance literacy project, **Venda -** a project against drug abuse, **Stain the Stigma** - a project for addressing issues related to menstruation, **i –connect-** energy conservation project, etc.

E-Jaalakam aimed at enhancing the capacity of the public to access various online services of the Government, by creating awareness about e-Governance services among public in general and girls/women in particular for promoting citizen's participation in governance. The project was executed with technical support from Kerala State IT Mission, State e-Governance Mission Team, Kerala and Information Kerala

Mission. It was implemented partly in association with IT@School Project of Government of Kerala and NSS unit of Mahatma Gandhi University. Currently the e-Jaalakam team is supporting The Corporation of Cochin in promoting citizen engagement with e-Governance in various wards of the city. The project has developed training tools such as an e- Jaalakam power point presentation which highlights around 50 e-Governance services, provides URLs of these websites and briefs the services under them, the e-Jaalakam Pamphlet which provides URL to around 100 e- governance services, Vivaranidhi (English & Malayalam versions), a citizen's handbook on e-Governance which aids the public in their efforts to access various e-Governance services, e- Mithram - the student's hand book on e- Governance, e- Mithram training module and an interactive webpage, www.ejaalakam.com.

Project Venda - Fourth Wave Foundation collaborates with the Department of English on a 3 year intervention program that has mapped out the impact of an issue based awareness and educational intervention though schools to tackle the social issue of Drug and Substance abuse in teenagers and young adults in the District of Ernakulam .

Realising the social responsibility to be proactive in the efforts towards the emerging challenges and pressing issues in the energy related areas, Department of Physics of St. Teresa's College has formed a venture christened as **I CONNECT- Initiatives for Conservation of Nature and Energy Coordinated by Teresians in 2017**. This aims to create awareness among students and community about energy conservation and efficient usage of energy and to plan, implement and coordinate the energy conservation activities of the college.

Swachh Bharath Summer Internship project that students implemented was much more than an internship as it laid a firm foundation for building up a sustainable solid waste management system in Cheranallur Panchayat in Ernakulam district through preparing a baseline survey of existing waste management practices there, mapping of waste hotspots in **all 17 wards** in the Panchayat, promotional campaign of reduction and segregation of waste at source, drafting of follow-on action etc. **The report of SBSI received a letter of appreciation from the honourable governor of Kerala Justice Sadashivam and** laid a strong foundation stone for the solid waste management plan visualised under the Sansad Adarsh Gram Yojana (SAGY) in Cheranallur.

Evidence of Success - The Teresian Rural Outreach Programme carried out 62 extension activities with the involvement of all the departments. TROP has taken students outside classrooms providing them with a different learning experience. It has made them more sensitive to the needs of society and promoted a spirit of social commitment as evidenced from their feedback. The strong social orientation imparted to students was strongly revealed during the recent floods that ravaged Kerala when nearly two hundred students and fifty faculty members volunteered during their ten day Onam break to manage the relief camp that was opened up in the college to house around 1600 victims dislocated from their houses from neighbouring villages. In addition they successfully managed a collection and distribution centre for mobilising relief materials which were distributed to many deserving neighbouring local bodies and other relief camps in a transparent and need based manner. Around 700 students subsequently supported the District administration to conduct the flood impact survey of nearly 5000 houses in the SAGY Panchayats of Cheranallur and Kunnukara in Ernakulam District.

Samaj Shilpis- TROP honed up social leadership skills and transformed many girls into "Samaaj Shilpis" where they emerged as master trainers for various civic groups including faculty members of various other educational institutions. For instance e- Jaalakam members – mostly undergraduate students -are master trainers to computer professionals, residents associations in Cochin Corporation, groups of local elected

representatives, NSS faculty members and National Social Service teams of various colleges in Mahatma Gandhi University, NSS Technical Cell, Kerala and faculty members of IT@School Project (A Govt of Kerala project) in Ernakulam District . i- Connect team members impart training to various women's Self Help Groups in manufacturing low cost LED bulbs.

Awards and recognitions- e- Jaalakam won several laurels for the institution. It was awarded GOLD under category 'Outstanding e-Governance Initiative by Academic and Research Institutions' in the National award on e-Governance 2014-15 instituted by the Government of India which was received during the 18th National Conference on e-Governance held in Gujarat on 30-31st January 2015. E-Jaalakam was the only project from Kerala to win a prize during the national conference. Besides, the project also received the Kerala State e- Governance awards 2011-13 and Chief Minister's special jury award for Innovations in Public Service 2012-13. An NGO "IT for Change", Bangalore has identified e-Jaalakam project as one of the best practices in Gender and e-Governance as part of their research study done for United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) in Asia-Pacific Region.

Problems Encountered and Resources Required- Being women, our students sometimes encounter challenges and experience certain constraints and limitations with regard to the extent of their engagement with extension activities. One of the greatest problems encountered is lack of sufficient time to conduct TROP activities because of their academic responsibilities. While students are able to generate awareness and interest, sustainability is a threat in some cases unless the programme is linked to relevant government schemes or local NGOs.

Teresian Entrepreneurship

St. Teresa's College has a long tradition of promoting entrepreneurship among students and alumni through its **Annual Christmas sale** which gives visibility and recognition to alumni entrepreneurs as well as other female run enterprises. The sale which started **twenty five years** has now grown in popularity and currently more than 200 women entrepreneurs are given an opportunity to network and showcase their products. This promotional culture widened to encourage students in the campus through formation of an **Entrepreneurship Development Club in 2005.** The main objective of the club was to give exposure to various aspects of entrepreneurship to students during their course of study. Over the years, the club has organized many such programmes in collaboration with KITCO, IIT Kharagpur, Tie Kerala, etc. Such activities crossed a new milestone in April-**May 2016 when a social entrepreneurship unit called STEP** -Society of Teresians for Environmental Protection- was initiated in the campus. The genesis of STEP reflects the **basic principle of ideation that viable business ideas emerge in response to social needs.** This enterprise was set up in response to a pressing need highlighted by an academic research project by the Department of Economics in 2014-16. Solid waste audits in four Panchayats in Kerala, conducted as a part of the project, revealed a worrying increase in plastic waste accounting for around 10% of total solid waste even in rural areas as against previous official reported rates of 4-5 % in urban areas. A large segment of such waste was carry bags which due to its voluminous and dirtied nature were generally not recyclable.   This resulted in formation of a social enterprise to reduce plastic/ rexine waste. The enterprise was **registered under the Travancore Cochin Literary Scientific & Charitable Societies Registration Act, 1955** (Act XII of 1955) with state objectives of

- Promoting social entrepreneurship among students
- Carrying on activities for protection and conservation of environment
- Promoting usage of biodegradable products

- Providing livelihood to Kudumbasree (Self Help Groups of women)

Seed fund for the unit was provided by TIE Kerala in the form of an interest free loan. The entrepreneurship unit **took up commercial production of 1. Bhoomitram Sanchis** – attractive, compact alternatives to plastic carry bags in trendy shapes such as ball, strawberry, Purse, carrot. The outer cover of these Bhoomitram Sanchis are made from upcycled tailoring/ upholstery waste and **2. Prakrithi bags** -Stylish college bags made of textiles to replace rexine which is generally non-recyclable The diverse pool of talents in the college was synergised in the unit with students and faculty of fashion technology course, commerce, economics, management studies and Communicative English , taking up key roles. Such hands on experience in varied dimensions of running a business enterprise, besides introducing girls to the wide world of business, also imparted practical training in their respective academic disciplines with students of fashion technology course designing trendy bags, those of economics stream handling purchase of raw material, collection of tailoring/ upholstery waste materials, commerce taking up accounts and inventory management, management studies taking care of sales and marketing, communicative English taking up publicity and documentation etc. This offered a wider learning experience than mere classroom learning. Overtime the unit went in for **product diversification adding pencil pouches, conference tags, lunch bags, multi vegetable bags and cloth sanitary pads, diapers.** While the motivation behind designing of lunch bags and multipurpose vegetable bags was customer demand for eco-friendly products, textile pencil pouches were visualised to upcycle smaller tailoring and upholstery waste which remained a challenge. 3000 attractive pencil pouches were manufactured by students as a part of '**Earn While You Learn'** project of STEP and tested on a pilot basis in various Schools in Parur Municipality as well as Ernakulam during March – June 2018. This **market testing** revealed a great potential for encouraging up cycling of textile tailoring generated in each locality by local SHGs. Hence the college has, under guidance of Haritha Keralam Mission, Govt of Kerala, currently developed a **full-fledged training centre to encourage micro enterprises in various local bodies** for manufacture and promotion of similar ecofriendly products. Over the past three years around 300 students and 10 faculty gained hands on experience in varied nuances of running an entrepreneurial unit. Such experience imparted confidence to start a **business incubation centre in campus in 2018** to **promote entrepreneurship among girls and women on a wider scale extending to other areas of expertise such as food processing, content writing, tourism services**. The **Teresian Innovation and Business Development Centre (TIBIC), set up with support from Kerala Startup Mission, Govt of Kerala and Kerala State Industries Development Corporation is probably the only such Govt supported initiative in a non -engineering women's college in Kerala.**

Success-Indicators- Recognitions

- **TIBIC was chosen to host one of the eight boot camps as part of the Startup India Yatra in Kerala State** jointly organized by Kerala Start up Mission, Startup India and Invest India on November 15 2018. St. Teresa's college was the only women's college in Kerala and the only non-technical institute selected to host the boot camp.
- STEP received special felicitation from dept of Enviornment and Climate Change govt of Kerala for its efforts in efforts in grrening a campus and promoting eco- friendly products .

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The distinctive feature of the institution is its vision to impart a life-oriented education that empowers women through a humanizing and liberative process, to be agents of transformation and development at different levels of life. They are empowered to respond actively to concerns and conflicts inherent in today's world. Our thrust is in the creation of a civilization of love as envisaged and promoted by our Foundress, Mother Teresa of St. Rose of Lima.

To work towards the integrity of creation through being conscious of and alert to the state of devastation and destruction of creation and serious perils that humankind is plunged into. We promote programmes/movements that foster inter-connectedness, kinship and eco-justice.

The central theme that underlines our uniqueness is that we strive for women empowerment; it can be witnessed in every aspect of the college. The leadership that is encouraged, to the culture of love that is envisioned and inculcated, the curriculum design, vocational and career oriented programmes organised, the sense of eco- justice.

1. **Title of the Practice: Fostering Art and Creativity for Lifelong Engagement**
2. **Objectives of the Practice**

St. Teresa's College strives for the overall development of the students and due care is given

- to enable students to explore their talents, interests and creativity and enhance the possibility of personal success through academic as well as artistic ventures
- to encourage co-curricular activities to foster the artistic talents of the students
- to give free training and provide platforms to showcase artistic and literary talents
- to provide a training ground in negotiating differences, in inclusiveness and commitment and to hone their leadership and organisational skills

1. **The Context**

The implicit aim of Teresian education is the holistic development of young women. The college has always believed that the classroom teaching-learning environment is strengthened by co-curricular activities like debates, poetry writing and creative pursuits like music and dance. In broad terms, the skills and competencies discovered and developed by engaging in extra-curricular engagements instil confidence, creative thinking and a sense of self-esteem, foster learning, teach teamwork, discipline and offer opportunities for leadership roles. Through the constant support of the management and staff the college

strives for the inculcation of creativity and team spirit in the students in tandem with personal achievement, to prepare them for life as mature, responsible, and capable young women.

1. **The Practice**

- The Arts Club of St. Teresa's College conducts programmes that enable students to showcase their talents and to sensitize them towards the aesthetics of varied art forms.
- **The Teresian Week** – One of the major highlights of the college is the Teresian Week, a week-long cultural extravaganza consisting of several literary and cultural competitions to foster a healthy sense of competition among the students and provide a platform for their talents to be recognized and appreciated. It is immensely looked forward to by the students and receives wide media coverage . The students feel a sense of empowerment by actively taking part in the events and forming a bond with their peers and the institution. Alumni and former union members come back to their alma mater to witness these events.
- **The Music Club** consists of members interested in vocal and instrumental music, both western and eastern. They are trained by professionals in the field from among the faculty members.**The Teresian Western Choi**r has won many regional ,national and International accloades.
- **The Poets Club** and the creative Writing Club regularly conduct interdepartmental competitions to encourage the imaginative and artistic talents of the students.
- **The Fine Arts Club** endeavours to train the students with technical skills and enable them to participate in university youth festival and various inter collegiate competitions.
- **The Debate Club** is a platform where the students can share their freedom of speech and expression in an open forum, engage in rhetoric on a variety of issues at the local, regional, national, and international level, discuss relevant topics and ideas, engage in activities beneficial to their personal and professional development, and expand learning in order to become more active and productive citizens.

1. **Evidence of Success**

The awards garnered by the students at various competitions at the College, University, State and National levels are testimony to the expertise developed in various fields. The college finds great satisfaction in this being an indicator of the confidence, aesthetic sensibility and intellectual accomplishment of its students. Many students also pursue entrepreneurial activities after their course, taking the opportunities and creativity harnessed during their student days one step further. A good number of students have taken up careers in the field of dance, music and the literary arena. In the 31 years of the history of Mahatma Gandhi University Youth Festival, the College **has won the overall championship 23 times and were runners up 8 times. From 2009, the institution has won the overall championship continuously for eight years, testing its quality with 350 colleges. This has created history in the University Records**.

Leadership: Consistent efforts are taken to enhance confidence of faculty and students to take decisions and enabling them to take action towards making policies. The institution provides opportunities to explore their leadership capabilities and enter their future work spaces with confidence. The distinctiveness of our institution is that there is an increase in the percentage of our alumni in leadership roles.

Inclusive Culture: We have an equitable, secular and inclusive campus. We inculcate the five **C's that is Courtesy, Courage, Compassion, Creativity and Commitment** aiming for the formation of a complete human person with a sense of responsibility to the society and to the nation.

Social Responsibility Initiatives.

The Students' Union   and the Alumni have   always been in the forefront in dispensing its social responsibilities be it the donation of The electric buggy car to the south railway station, Ernakulam or the mprovement of   the Indoor Sports Complex. They played a major role in the recent flood relief operations . Thus the institution effectively performs its due role in moulding the students as socially productive , intellectually creative , emotionally matured and morally responsible .

File Description	Document
Any additional information	View Document
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5. CONCLUSION

Additional Information :

Autonomy granted in the post accreditation period has witnessesd the College adopting appropriate measures to fulfill the recommendations of the Peer Team in the Third cycle of Accreditation.

The Management has implemented the policy of Rotation of Leadership in the Departments to ensure equal opportunity in sharing responsibility.

Outcome Based Education is initiated to enhance quality in teaching and learning environment. Consistent efforts were taken to enhance ICT enabled teaching and learning. A Multimedia Lab has been set up to facilitate MOODLE , MOOC and other digitized Learning Platforms.

E- Learning centre, Language Lab and Business Lab increase the potential of ICT enabled Teaching and Learning.

The R & D and Teresian International has optimized the process of Internationalization and this has resulted in Indo Swedish Exchange Programme, **Collaboration with University of WISCONSIN and Dr. Amelia Rauser Fulbright -Nehru Academic and Professional Excellence Scholar, Professor of Art and History, Franklin & Marshall College , Lancaster PA , USA and Ms KimYoung-JinSeoul from South Korea is here to pursue research.**

A Residential Civil Service Grooming Programme (CSGP) **is offered for the aspirants of UPSC examination.**

Equal Opportunity Centre is set up to provide maximum support to students who are differently abled.

The **SC/ ST Cell** and the **Office of Disability Services** function under the Centre ensure equity.

A Junior Scientist Programme is offered to School Students to inculcate a Scientific Temperament.

The college has, under the guidance of Haritha Keralam Mission, Government of Kerala, currently developed a full- fledged training centre to encourage micro enterprises in various local bodies for manufacture and promotion of similar eco- friendly products. Over the past three years around 300 students and 10 faculty gained hands on experience in varied nuances of running an entrepreneurial unit. Such experience imparted confidence to start a business Incubation Centre in campus in 2018 to promote entrepreneurship among girls and women on a wider scale extending to other areas of expertise such as food processing, content writing, tourism services. A new Project **called PK3 has been initiated by the Bhoomithra Sena Club to reduce Plastic waste.**

Concluding Remarks :

St. Teresa's College is the state's flagship institution that consistently earns high ranking for academics and recognition for empowering generations of young women. The historic role of the College is in providing quality and need based Higher Education of Women. The Vision of our foundress is reflected in the missionary

zeal of the management who believes that service to education is the greatest service to mankind.

The success story of the institution is carved by the same missionary zeal of the faculty who are competent, dedicated and motivated to take on any additional responsibility for the sake of their students and the institution that they serve. We aspire to emerge as the First Women's University in Kerala to make significant contributions to society - locally, nationally, and internationally.

We would push the boundaries of knowledge, transform the academic experience, and create solutions through innovative teaching, learning and research. Generations of Teresians have served the community around the globe and stand united by more than 95 years of tradition and commitment in creating a better world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.4	Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years 2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} Remark : As per provided e-copies of award letter by HEI. We made the changes by not considered thank you mail.
3.3.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years 3.3.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification: {{TABLE3}} Answer After DVV Verification : {{TABLE4}}
3.3.3	Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years 3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years Answer before DVV Verification: {{TABLE5}}

Table for 2.4.4.1 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	4	12	8	7

Table for 2.4.4.1 Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	12	8	7

Table for 3.3.2.1 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39	35	21	14	18

Table for 3.3.2.1 Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
24	25	10	12	14

Table for 3.3.3.1 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
22	9	4	10	13

	Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13	7	3	8	2

3.6.2	Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	3	7	2	3

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	3	1	2

3.6.3	Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
94	67	90	61	41

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	11	13	8	10

3.6.4	Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2310	2182	2540	2338	2262

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2309	2182	2540	2338	2262

Remark : Provided report not reflect the exact calculation of students participating in extension activities for the year 2017-18.

3.7.1	Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
15	25	27	8	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	25	27	8	7

3.7.3	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)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	5	2	2	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
13	5	4	2	0

4.1.4	Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
847.76	1467.11	400.85	343.03	352.75

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
835.33	1453.11	395.65	328.66	346.51

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
695	1195	1182	1379	1265

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
695	1193	1182	1379	1265

5.2.3	Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
46	23	23	6	20

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
46	25	23	6	21

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

	Answer before DVV Verification:				
	2017-18	2016-17	2015-16	2014-15	2013-14

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	32	39	73	33

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	17	19	44	27

5.3.3	Average number of sports and cultural activities / competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
61	60	63	50	59

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
55	52	50	40	54

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:

2017-18	2016-17	2015-16	2014-15	2013-14
81	18	13	7	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
66	16	12	7	8

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
44	54	39	26	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
44	54	39	25	17

6.5.3	Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
19	23	13	12	12

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
19	23	13	12	12

7.1.1	Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
20	5	12	14	14

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

15	4	5	6	11

7.1.8	Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
66.63	17.87	7.87	3.32	2.02

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
64.88	17.27	7.74	2.88	1.84

Remark : As per budget extract of expenditure on green initiatives and waste management in audited statement duly signed by CA.

7.1.17	Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
35	27	27	13	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
35	27	27	13	17

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

1000	980	917	805	697

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
856	873	1277	648	609

2.1	Number of eligible applications received for admissions to all the programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13539	13637	13015	19168	18001

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13569	13637	13015	19260	18001

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1112.23	1671.34	695.3	563.4	585.3

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1112.23	1771.34	695.3	563.4	585.3