SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ST. MARY'S COLLEGE(AUTONOMOUS)

ST. MARYS COLLEGE (AUTONOMOUS), 104, NORTH BEACH ROAD
628001
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

EXECUTIVE SUMMARY

St. Mary's College, (Autonomous) a Catholic Institution of Higher Education for women, was established on 1 July 1948, by the Servite Sisters, the Congregation of Mother of Sorrows, Servants of Mary. The institution has created a seventy years of legacy in quality higher education for women, in the coastal town of Thoothukudi, a semi- urban area, situated in the south eastern bend of Tamil Nadu. The motto of the college is *Fide Vivant* (Live by Faith). The college was affiliated to Madras University from 1948 to 1965-1966, to Madurai Kamaraj University from 1966-1967 to 1989-1990 and to Manonmaniam Sundaranar University from 1990 -1991 till date.

Students from different strata are enrolled, with prior admissions offered to the marginalised section of young women and first generation learners. It has a strength of 3,095 students inclusive of the regular and self-financing stream. The Autonomy status of the institution in the year 2009 has helped to better the standards in the teaching, learning and evaluative processes. The faculty strength of 155 has contributed to a successful academic atmosphere. The 58 non- teaching faculty are a back bone for the institution.

Regular and Non-Formal Courses are offered to meet the demands of employability and local relevance. The Self Supporting Courses is part of the academia of the college since 2002. Much progress has been ensured in all the disciplines it offers. The college offers 20 UG Courses 12 PG Courses, 6 M.Phil and 6 Ph.D Courses. B.Sc Psychology and Visual Communication have been introduced keeping in view the recent trend and need. UGC Sponsored Add-on Courses like Ornamental fish Management, UGC Sponsored course on Human Rights and 36 certificate Career Oriented courses, 2 offered by each department, promote skill development learning. Progressive change has enabled to elevate the position of the institution, in the re-accreditation by NAAC with an 'A' grade in the year 2012 and the granting of Extension of Autonomy in the year 2016.

Vision

To make young women agents of an egalitarian society through liberative education.

Mission

To empower women through regular and non-formal programmes to make them economically independent and socially aware so that they make better homes and contribute to family and social progress.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Crafted with all the learning abilities and dispensation of knowledge, the institution has its strengths, weaknesses, opportunities and challenges which are periodically brought under assessment for retrieval and change.

Strengths

- Integrity and academic repute as one of the best women's college in the region
- Geography that enables to serve and empower the marginalized
- A Management that is flexible and open for change
- Firm and growing infrastructure facilities
- Endowed with efficient workforce at all periods
- Leadership and committed faculty
- Good academic results
- Resourceful community engagement and Outreach activities

Institutional Weakness

Weaknesses

- Lack of diverse faculty and students from other regions
- Less research and consultancy services among faculty
- Less financial resources and back up from funding agencies
- Functioning under a restricted socio-cultural milieu

Institutional Opportunity

Opportunities

- Availability of avenues to extend services and empower the marginalized
- Lay good foundation for further higher education and values
- Bring the first generation learners to the mainstream of education
- Make comprehensive and research oriented study on the locale – being a coastal area
- Able to focus on skill development programmes with the employability need in mind

Institutional Challenge

Challenges

- Difficulty in meeting the cultural challenge of 'just a degree' for the girl child
- Challenging to convince parents to allow their wards to move out for participation
- Catering to 80 percent of students with average and below average learning abilities

- Meeting students' emotional needs along with academic tutoring
- Moving out more to meet the global standards
- Getting placements for students in a restricted environment
- Augmenting funds for various requirements

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

Curriculum Design

Courses and Curriculum have been specifically designed based on global relevance, need based, referential and cognitive functioning. The College systematically adheres to the recommendations stated by the regulatory bodies - the UGC and Manonmaniam Sundaranar University to which it is affiliated. It follows the guidelines and requirements that come under Choice Based Credit System (CBCS) for all its programmes and follows the semester system.

Curriculum Development

The curriculum focuses on four key aspects Value Based, Employability, Innovation and Research. In consonance with the national requirements, higher order skill development programmes are offered through Skill–based elective courses and Career oriented certificate courses. Through Non Major Elective courses an inter-disciplinary study helps students to access added knowledge apart from their discipline. Research becomes a prime component in curriculum through modules of assignments, seminars, projects and research publications. All students have access to value added courses. Yoga for all II year students is made mandatory and NCC as Non Major Elective paper is introduced.

Curriculum Enrichment

The institution reviews and restructures the curriculum every three years through the Board of Studies and Academic Council with members from industry, research bodies, students, alumnae and civil society. Participatory response on curriculum has led to the introduction of 3 UG, 5 PG and 2 MPhil programmes since 2012. About 100 percent of courses have undergone syllabus revisions. Periodical discussion with National and International faculty and subject experts have contributed to significant changes like the Streaming system in the year 2015 and School System in 2016. The institution has organized 9 seminars and workshops for effective development of the curricula. Textbooks of curriculum in various disciplines of acceptable standards and course material have been prepared as study material by faculty.

Curriculum Feedback

The process of revision of curricula is based on recent developments and feedback from the stakeholders, Boards of Studies and Academic Council members. Students, alumnae and parents have registered a positive feedback on the curriculum. The curriculum fulfils the purpose of higher education with sustained quality enhancement measures catering to the needs of the society, economy and environment.

Teaching-learning and Evaluation

Teaching- Learning and Evaluation

Student Enrolment

An Admission committee reviews and ensures transparency in the admission process. Admission is based on university and government norms of open list and reservation policy, with 50 percent of seats earmarked for the management. First generation learners and the marginalised are given priority. Students belonging to different categories enroll as they are assured of a reasonable fee structure, scholarships, financial assistance and no capitation fee.

Catering to Diversity

The college concerns itself in bridging the initial gap and fear of freshers. It organizes orientation programme by experts who help to initiate a smoothened course for study. The streaming process enables to analyse the differential requirements of students, especially in their Part II English. Remedial classes for slow learners and a formidable learning environment for the differently-abled are also created.

Teaching-Learning

The Academic calendar and Evaluation Procedures blue print is issued to the students at the beginning of the course. Adherence to the time schedule stated is ensured to the maximum. Ample time is provided for teaching and is in balance to the evaluation regarding time frame which covers tests and results. Course outlines and course schedules are provided prior to the commencement of the academic session.

All courses taught combine lecture, participatory and ICT enabled learning experiences. The number of experts who come to the institution , is a testimony to the importance given for inputs to students. They are introduced to open educational resources, with access to Inflibnet and vast library resources. The Mentor –Mentee system and Counselling forum offer academic, personal and psycho-socio guidance.

Evaluation Process

The college Prospectus, Handbook and Evaluation Pattern Manual detail the evaluation process operative in the institution. It has an integrated examination platform for the pre-examination, examination and post examination processes through the Examination cell and Controller of Examinations. Faculty are trained in question paper setting and 'Examination Reforms. The evaluation system has two components: Continuous Internal Assessment (CIA) and End Semester Examinations (ESE). Efficacy of the Evaluation system is ensured through Student feedback, periodical Academic Audit and Peer Review.

Research, Innovations and Extension

Research, Consultancy and Extension

Promotion of Research

The institution makes it a prior concern, to enhance its standards in Research Consultancy and Extension. The Research forum addresses issues of research and creates a conducive ambience for research activities. Six departments have been upgraded as Research Centers. Staff and students participate in National/International Level conferences. Seed money and incentives are provided for research work and for organising seminars and conferences. 10 faculty have utilized sabbatical leave for research activities. Research aptitude is induced in students through UG and PG projects incorporated as part of the curriculum. The research forum provides platform for student paper presentations and publications.

Research Expertise and Consultancy

Faculty from each discipline creates multiple thrust areas of research. Expertise on the prioritized research areas is available with the Research Centers and faculty are equipped with required dispensation of knowledge. 39 faculty are doctorate holders and 28 percentage of faculty serve as research guides. About 415 papers have been published in peer reviewed journals, 35 books have been published in various disciplines and 26 percentage of faculty serve as resource persons. Major and Minor projects are undertaken both individually and in collaboration. Faculty with their individual capacity as subject experts have offered consultancy.

Research Facilities

The institution is equipped with good infrastructure research facilities. They are also developed with funds availed through funding agencies like UGC, DST-FIST, TANSCHE and ICHR. 'Marian Quest' an in-house interdisciplinary journal publishes quality research articles. Researchers of national eminence visit the campus and share their expertise. MoUs with organisations and industries have fostered research.

Extension Services

The institution engages students in promoting welfare of the downtrodden through the Community Development Programme – Towards Upliftment and Community Healing (TOUCH), the NSS Units, and the clubs and forums. Adopting an area to focus outreach activities has made students adapt better to the realities of life. It is made mandatory for all the II year UG students to participate in the TOUCH programme. The Community engagement is grounded academically, socially, culturally and ecologically promoting concern and development in the adopted areas.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

Infrastructural Facilities

The institution is spread over 16 acres of land with a green environment and aesthetic edifices. Learning spaces with 79 spacious classrooms - 42 for aided courses and 37 for self supportive courses, facilitates comfortable

learning environment. The college offers its infrastructure facilities to the government and university to conduct government exams, recruitment exams, health programmes, university sports meet and other programmes.

ICT Resources

Effective visual aided learning is provided in 10 smart classrooms and 17 classrooms with LCD facility. Departments are provided with computers, laptops, LCD projectors and internet facilities to promote ICT enabled teaching. Internet-cum computing centre, Lab with 22 systems and a Server with a Wi-Fi enabled campus is available for students. Information Service Facility is catered with a common electronic address system, intercom facility and digital information board.

Library Resources

A Library Hall accommodates 10% of total students. It has a comprehensive collection of approximately 48,676 books on all subjects. 84 current periodicals and journals and four years of back issues are available for back reference. It is equipped with internet, barcode and OPAC – Online Public Access. All PG departments have their own libraries.

Lab Resources

Computer lab with 53 computers and a lab with 17 computers for the department of MHRM is installed. Language lab is established to enhance Spoken English communicative skills. Science departments have separate wings with airy well equipped laboratories. College Archives like museum in the Zoology lab, herbarium in the Botany department and well maintained botanical gardens serve as virtual learning experience.

Sports Facility

The department of physical education has built the caliber of the sports students through the enriched sports facilities available. The institution is equipped with a vast expanse of playground for outdoor games, an indoor stadium, a gymnasium and a sports hostel. Young athletes and players of all sports have the required sports equipment for regular training. An internal physical director and external coaches provide expert training. Healthy nutritious food, and other amenities are provided thus contributing to winning championships.

Student Support and Progression

Student Support and Progression

Student Mentoring

The College has four independent systems- the Student Welfare Committee, Student Advisory Committee, Mentor- Mentee System, and Counselling System that contribute to the student support, welfare and mentoring. The Student Council, Grievance redressal cell, Anti-ragging, and Anti-sexual harassment cell strive to safeguard students' interests and rights. Academic mentoring and an incremental analysis of student progression are catered through the Mentoring system, Parents Teachers Meet and Counselling forum.

Personal Development Schemes

Clubs and Forums are instituted to involve students to enhance their capabilities, unearth potentials and draw them to social concerns. Women's Cell, Human Rights Forum, instill the fervor of empowerment. Spiritual Animation is wrought through the AICUF, FSS, Campus Ministry and Yoga Club. The college provides guidance and coaching classes for NET/SET exams and organizes placement trainings.

Support Services

Significant attention is provided to the deprived, marginalised and the physically challenged students. 43 percentage of students receive financial assistance from state government and the management. Exposure of students to other institutions of higher learning and corporates is ensured through participation in academic and non academic competitions, internships and industrial visits. Students are lauded for their performance in the College Annual Day and Assembly Announcements. Monetary assistance and encouragement are given to the release of Poetry collections of individual students. Health centre care and periodical medical check-up is provided to all students.

Student Activities

The institution has won the University level championship in Sports and Games 27 times out of 28. Additional academic support, flexibility in examinations, special dietary requirements, sports uniform and materials are provided for NCC and Sports students. NCC cadets have made a mark in all India Leadership camps. Fine Arts celebration, Interdepartmental manuscript magazine competition and participation of students enmasse in culturals within the campus instills confidence in them.

Alumnae

The College has an actively functioning Alumnae Association which gathers annually. Alumnae are represented in the Boards of Studies. They contribute as resource persons, offer feedbacks and recommendations and offer financial assistance to conduct seminars and procurement of equipments for their departments.

Governance, Leadership and Management

Governance and Leadership

Institutional Vision and Leadership

The governance of the institution is reflective of an effective leadership. It follows the policy of decentralization with participative management. It involves all segments of workforce from the Apex Body of Management to the lowest in a committed, coordinated and cooperative working environment. The ethical dimension of treating all equally is adhered in the organisational decision making process.

Perspective plans

Plans are enunciated through expertise from experienced advisors who are nominees of various bodies. They are initiated at the beginning of the academic year and executed systematically, through the workforce. The plans are related to the students, faculty and stakeholders regularly through Prospectus, Academic Calendar, Annual Magazine, Seminars, Conferences, Websites and instructions of the Principal through Notice board display in the campus.

Innovative Measures

As part of the innovative measures in upgrading the teaching learning process and decentralizing for effective functioning of the academic system, the college has adopted the School System and Centres for Excellence, from 2016-17.The academic activities through its Schools of Studies facilitates not only an interdisciplinary exchange of expertise within the curriculum but also bifurcation of responsibilities into singular units with common ideologies and components.

Establishing Performing Standards

The Performance appraisal of the institution includes all formal procedures used to evaluate the teaching and non-teaching faculty individually. The Self appraisal serves to assess the faculty's performance for increasing the quality of their performance and career advancement. It is a mandatory, continuous process to secure information necessary for making correct and objective decisions on the institution's total workforce

Financial Management

Resources are mobilized to implement strategies laid for progress. A vital link between external funding agencies, management, and contribution from well-wishers continue to meet the internal improvements essential to achieve the objectives.

Quality Sustenance

The Internal Quality Assurance Cell, consistently works for catalytic improvement and contributes towards the overall excellence of the institution, since its inception in 2004. It arranges for periodic assessment and accreditations and stimulates the academic environment for promotion of quality of teaching-learning and research.

Institutional Values and Best Practices

Institutional Values and Best Practices

Environment Consciousness

The college considers the environmental impacts of most of its actions and makes a concerted effort to function in an environmentally responsible manner. It has created a formal structure for imparting environmental responsibility among students. Environmental studies (EVS) is a mandatory course under Part IV to all under

graduate programs. Biodiversity and Conservation is included as a core course in PG Botany program. Environmental pollution, health hazard issues are dealt with, as units of core courses in both UG and PG Botany and Zoology. Forums like Eco friendly campus, Clean campus and Health and Hygiene function under Centre for Eco-Feminine Excellence. Seminars, meetings and competitions are regularly organized to discuss environmental issues, creating awareness among students.

Environment Sustainability

Green Audit is conducted. Based on the study, the extent of environmental sustainability of the campus is revealed and recommendations are drawn to attain green clean campus. Solid, Liquid and E-waste management is appropriately done. Rain water harvesting system maintains the campus ecology. Non- recycle water bottles, aerated drinks, flex boards are eliminated in the campus.

Inculcation of Human Values

The academia integrates learning with values in the moral/ethics classes. Value Based orientations, workshops and intensive service oriented community engagement programmes address important societal issues for faculty and students. National Festivals are celebrated with patriotic fervour.

Gender Equity

Papers related to Women's Studies in the UG and PG curriculum of Arts is incorporated. The Women's cell and forums discuss and debate women's issues on Rights, Politics, Society, Employment, Environment, Health and Home. Issues related to gender are given priority to regulate the students with ethics to establish a just society. Advocacy concerning women, through outreach activities is undertaken. Gender perspective through capacity building, training and field work is also provided.

Care for Differently-Abled

The differently abled are treated in par with the others in matters of curriculum teaching and approach. A formidable environment conducive for the differently abled is created. The disadvantaged are given a share and participation during all festive occasions and meaningful charitable celebrations.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. MARY'S COLLEGE(AUTONOMOUS)
Address	St. Marys College (Autonomous), 104, North Beach Road
City	Thoothukudi
State	Tamil Nadu
Pin	628001
Website	www.stmaryscollege.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	A.S.J. Lucia Rose	0461-2321606	9600409821	0461-2320947	smctuty@gmail.com
IQAC Coordinator	S. Sudha Rani	0461-2320946	9443025553	-	sudhasmctuty@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day

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

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-07-1948
Date of grant of 'Autonomy' to the College by UGC	01-02-2009

University to which the college is affiliated		
State	**University name**	**Document**
Tamil Nadu	Manonmaniam Sundarnar University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-08-1958	View Document
12B of UGC	01-08-1958	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)?	No
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. Marys College (Autonomous), 104, North Beach Road	Semi-urban	16	20113.68

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,English	36	HSC	English	73	73
UG	BA,English	36	HSC	English	64	56
UG	BA,History	36	HSC	English	64	58
UG	BA,Economics	36	HSC	English	73	66
UG	BSc,Mathematics	36	HSC	English	48	45
UG	BSc,Mathematics	36	HSC	English	55	55
UG	BSc,Mathematics	36	HSC	English	48	42
UG	BSc,Physics	36	HSC	English	55	50
UG	BSc,Computer Science	36	HSC	English	48	48
UG	BSc,Chemist	36	HSC	English	55	50

	ry					
UG	BSc,Botany	36	HSC	English	48	48
UG	BSc,Zoology	36	HSC	English	55	55
UG	BCom,Commerce	36	HSC	English	64	64
UG	BCom,Commerce	36	HSC	English	64	62
UG	BCom,Commerce	36	HSC	English	74	74
UG	BSc,Microbiology	36	HSC	English	48	42
UG	BCom,Commerce Corporate	36	HSC	English	64	64
UG	BBA,Business Administration	36	HSC	English	64	63
UG	BSc,Psychology	36	HSC	English	48	20
UG	BSc,Visual Communication	36	HSC	English	48	6
PG	MA,English	24	BA	English	35	34
PG	MA,History	24	BA	English	30	8
PG	MA,Economics	24	BA	English	30	12
PG	MSc,Mathematics	24	BSc	English	27	27
PG	MSc,Physics	24	BSc	English	25	19
PG	MSc,Computer Science	24	BSc	English	20	8
PG	MSc,Chemistry	24	BSc	English	25	9
PG	MSc,Botany	24	BSc	English	25	10
PG	MSc,Zoolog	24	BSc	English	25	15

	y						
PG	MCom,Commerce	24	BCOM	English	35	34
PG	MSc,Microbiology	24	BSc	English	16	8
PG	MBA,Human Resource Management	24	UG	English	35	35
Doctoral (Ph.D)	PhD or DPhil,English	36	MA	English	4	2
Doctoral (Ph.D)	PhD or DPhil,History	36	MA	English	4	1
Doctoral (Ph.D)	PhD or DPhil,Mathematics	36	MSc	English	4	2
Doctoral (Ph.D)	PhD or DPhil,Botany	36	MSc	English	4	2
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	MSc	English	4	1
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	MCOM	English	4	1
Pre Doctoral (M.Phil)	MPhil,English	12	MA	English	15	15
Pre Doctoral (M.Phil)	MPhil,History	12	MA	English	10	1
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	MSc	English	10	7
Pre Doctoral (M.Phil)	MPhil,Botany	12	MSc	English	10	2
Pre Doctoral (M.Phil)	MPhil,Zoology	12	MSc	English	10	1
Pre Doctoral (M.Phil)	MPhil,Commerce	12	MCOM	English	15	9

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				37				60
Recruited	0	0	0	0	0	37	0	37	0	52	0	52
Yet to Recruit				0				0				8
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				69
Recruited	0	0	0	0	0	0	0	0	0	69	0	69
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				57
Recruited	9	15	0	24
Yet to Recruit				33
Sanctioned by the Management/Society or Other Authorized Bodies				34
Recruited	0	34	0	34
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				16
Recruited	1	7	0	8
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				32
Recruited	1	31	0	32
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	25	0	0	30	0	55
M.Phil.	0	0	0	0	11	0	0	18	0	29
PG	0	0	0	0	1	0	0	4	0	5

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	15	0	15
M.Phil.	0	0	0	0	0	0	0	39	0	39
PG	0	0	0	0	0	0	0	15	0	15

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	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	1	0	1

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	7	38	0	45

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
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	9	0	0	0	9
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	35	0	0	0	35
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	2785	0	0	0	2785
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	427	0	0	0	427
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	94	122	157	135
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	2	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	925	972	1048	1123
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	26	29	31	37
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1046	1125	1236	1295

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	[View Document](#)
Business Administration	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Commerce Corporate	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
History	[View Document](#)
Human Resource Management	[View Document](#)
Mathematics	[View Document](#)
Microbiology	[View Document](#)
Physics	[View Document](#)
Psychology	[View Document](#)
Visual Communication	[View Document](#)
Zoology	[View Document](#)

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
39	35	32	29	27

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	3095	2851	2598	2354

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
904	902	774	666	581

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
3143	3002	2819	2568	2287

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
19	23	26	25	95

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
819	768	721	641	605

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
158	144	138	133	127

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
158	146	139	134	128

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
2958	3011	2486	2500	1960

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
780	739	714	714	714

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 95

Total number of computers in the campus for academic purpose

Response: 251

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

2017-18	2016-17	2015-16	2014-15	2013-14
318.88738	168.79441	159.88124	179.33419	152.38979

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 Mary's College is committed to providing a quality education which is holistic, dynamic and responsive to the needs of students. It offers 44 programmes consisting of 20 UG, 12 PG, 6 M.Phil and 6 PhD programmes in Arts, Science, Commerce and Management studies. The Mission – *"To empower women through regular and non-formal programmes to make them economically independent and socially aware so that they make better homes and contribute to family and social progress"*, has been specifically engendered to benefit the young women of the coastal region of Thoothukudi. The curriculum of the institution represents a conscious and systematic selection of knowledge, skills and values, a selection that shapes the way of teaching, learning and assessment processes.

Learning Objectives :

- To impart value-based holistic education upholding tradition and culture
- To provide quality teaching, learning and research experience
- To develop transferable and entrepreneurial skills to enhance employability
- To maintain excellence in academic and administrative affairs
- To integrate learning with curricular and co-curricular abilities

Initiatives Employed

Curriculum on Local/ Regional Relevance

- Courses on the geography of the region, culture and social position offered
- Provides Entrepreneurial skills / shipping management, employability skills
- Knowledge on the local plant species, bio reserves, marine studies provided
- Policies of the State, Human Rights and Women Empowerment offered
- Courses on communicating and computing skills offered in all disciplines
- Study of scientific and mathematical theories applied to local needs
- Research on the History of Thoothukudi, Coastal History, Economic status and conditions done

Curriculum on National/ Global Relevance

- Recent trends in all disciplines of study offered
- Part V activities NCC, NSS, Sports promote community and national development
- Language competency developing courses offered
- ICT learning and Soft skill training integrated
- Components of courses combine both national and international standards

- Eco-concern oriented in Environmental studies, Literature and Commerce
- Ethical learning provided through personality development and value based courses

Enriching Methods

- Referring national and global syllabi
- Expertise counsel obtained in framing components for all types of learners integrated
- Application oriented segments integrated

Learning Outcome

Will enable students to

- Explain, evaluate, and effectively interpret factual claims and theories
- Organize, analyze and interpret data to produce precise conclusions and recommendations
- Communicate effectively through writing and speech
- Apply critical thinking through independent thought and informed judgment
- Demonstrate increased level of professionalism, ethical and social responsibility
- Apply concepts of sustainability to the analysis of major challenges facing humans and the Earth's resources
- Utilise acquired knowledge in new situations or multi-disciplinary contexts
- Report technical and knowledge findings in both written and oral forms
- Involve in continual learning and professional development
- Accentuate learning for life

The curriculum fulfills norms and purpose laid for Higher Education and need of the hour. The Programme outcome, Programme specific outcome and course outcome have been laid and students are familiarized with the objectives at the beginning of the academic sessions.

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: 100

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

Response: 34

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

Response: 34

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years	[View Document](#)

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

Response: 32.01

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
278	238	228	212	184

File Description	Document
Program/ Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship	[View Document](#)

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: 22.22

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

Response: 182

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

Response: 819

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: 100

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

Response: 39

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	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 curriculum developed orients on the imperative needs of the society. Papers related to women's studies, empowerment, capacity building, nation building have been introduced. As the motto of the college suggests, they "contribute to familial and social progress". Capacity building curriculum and Career oriented certificate courses focus on women empowerment and rights. Certificate course on Women Entrepreneurship and 24 Interdisciplinary Certificate courses are offered to develop competency. Interest in Gender, Environment and Sustainability, Human Values and Professional Ethics is evinced in all aspects of teaching and learning design. Across various disciplines 10 Gender related courses, 20 Environment and sustainability courses, 20 Human values courses, 25 Professional ethics courses are offered.

Courses Related to Gender

- As an autonomous institution the College has introduced papers related to Women's Studies in the UG and PG curriculum of Arts

- Courses on Women Writers, Women and Economic Development and Women Studies are offered by the English, Economics and History departments
- Career oriented certificate courses focusing on women empowerment and rights introduced
- Foundation course on Human Rights creates consciousness on women's rights and responsibilities
- Course related to the region like History of Thoothukudi provide geographical and anthropological awareness

Courses Related to Environment

- Courses like Botany, Zoology, Microbiology orient more on ecological conservation
- Eco-consciousness incorporated in Courses and Student research projects
- Eco-Literature has been introduced for I PG English Literature
- Environmental studies (EVS) introduced as a mandatory course under Part IV to all under graduate programs
- Biodiversity and Conservation is included as a core course in PG Botany program
- Environmental pollution, health hazard issues are dealt with, as units of core courses in both UG and PG Botany and Zoology
- Environmental and Agriculture Microbiology, Environmental Biology included

Courses Related to Professional Ethics

- Capacity building curriculum offered
- Subaltern Literature in English Literature sensitises students to issues of ethical concerns
- Personality development and Soft Skills offered as Skill Based Elective
- English for Professional Competency
- Industrial Counselling, Human Resource Planning and Development
- Psychology for Human Managerial Skills, Employment Relations, Labour legislations Wage and Salary Administration Welfare and Social Security Laws by MHRM
- Business Environment leads to professional ethics

Courses Related to Human Values

- NCC has been included as a Non-Major Elective Course
- Yoga has been integrated in the curriculum for II UG students
- Courses on Value Based Education and Environmental Studies build concerns for humanity
- Literature and Society, Religion and Literature, Essentials of Europe from AD 1789 to 1945 and Cosmetology
- Courses of School of Language and Culture focus mainly on values of human life

The Institution thus integrates cross- cutting issues into its curriculum to make the students as responsible citizens with human values and concerns (**List of Core Courses details appended in additional information**)

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: 24

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 24

File Description	Document
List of 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: 60.32

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
2200	1850	1824	1436	1290

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

1.3.4 Percentage of students undertaking field projects / internships

Response: 18.26

1.3.4.1 Number of students undertaking field projects or internships

Response: 593

File Description	Document
List of programs and number of students undertaking field projects / internships	<u>View Document</u>
Any additional information	<u>View Document</u>

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	<u>View Document</u>
URL for stakeholder feedback report	<u>View Document</u>

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
URL for feedback report	<u>View Document</u>

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: 0.03

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
0	2	0	1	1

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: 1.96

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
1622	1402	1283	1179	1098

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: 92.27

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
713	703	672	650	640

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 process of assessment and programmes offered are continual and the outcome for the student at the completion of the course becomes a holistic one.

Assessment

- Initial assessment based on the qualifying examination
- General estimation through entrance interview by vice-principal/ department heads
- Attainment test for freshers assesses ability for Bridge course and Part II English streaming system
- Individual performance in the bridge course assessed
- 'Talentia' organized to identify talents
- Snap test, student participation and response in class, identifies slow learners and advanced learners
- First internal test provides a tangible assessment of student performance
- Continual personal assessment by mentor, mentoring the progress of mentee
- End semester results serve as clear pointers for student assessment
- A study on the incremental academic growth of different categories of students also complements the assessment process and rectification

Programmes Offered

General

- Orientation on courses and opportunities for development of skills offered
- A value based spiritual animation given on the second and third day of reopening
- Bridge course offered by the department of English for 5 days on LSRW skills
- Training in extra and co-curricular activities given through clubs, forums, NSS, NCC and Games
- Mentoring and guidance given by faculty assigned as mentors
- Method of teaching caters to the different learners' capacity with ICT usage
- Special course content offered with innovative components in teaching Part II English

○ Add-on courses offered to II and III year students enhance skills

Slow Learners

- Remedial classes for slow learners
- Student participation *en masse* in fine arts promoted
- Students with special learning difficulties identified and sent for counselling
- Handouts and materials provided for easy comprehension and study
- Advanced method of teaching, using innovative techniques of ICT usage
- Extra coaching and guidance provided
- Simple methods of learning grammar taught to Stream 'C' students
- Articulation and appropriate pronunciation taught to Stream 'B' and 'C' students

Advanced Learners

- Guided to do referential learning and provided with links and reference books
- Experiential learning like News Reading footage created for Stream 'A' students
- Self study courses along with credits offered in the curriculum
- Motivated to participate in academic and non-academic competitions
- Encouraged to present papers and publish articles
- Undertake coaching for slow learners

Outcome

- Bridge Course bridges the initial gap of adjustment, language and culture barriers
- Comprehending level increased with ICT usage and other teaching methods
- Slow learners become receptive to the continuous speech practice given
- Classroom learning becomes more participatory with development of skills
- Communicating in English, pronunciation and grammar bettered
- Advanced learners earn credits in self study courses
- Slow learners show effective learning and good results
- Papers are presented, creative writing books published
- Individual competencies and talents developed
- Critical acumen of advanced learners sharpen with their analytical study

Expertise training in innovative teaching methods provided to attain the assessment and learning objective.

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

2.2.2 Student - Full time teacher ratio

Response: 20.55

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.15

2.2.3.1 Number of differently abled students on rolls

Response: 5

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:

The college creates a composite culture for students to excel in academics and performing arts. Learning is personalized in a way that addresses their distinct needs, interests and aspirations.

Experiential Learning

- All courses offered provide employability/skill oriented learning
- 36 Certificate Courses offered provide skill based learning
- Major units of courses have components in experiential knowledge
- Practical experiments of Schools of Biological, Physical and Computing Sciences offer comprehension of theories and experience
- Field trips, industrial visits, media centers, archaeological sites, libraries by Schools of Management Studies and Language and Culture create avenues for seeing and knowing
- Apprenticeship endows with experience in corporate management training
- News reading footage and newspaper content done by Stream A students and PG English students
- Botany garden maintained with plants of study and herbal reserve
- Exhibitions organized by departments of Botany, English and Fashion Designing certificate course students
- Annual manuscript magazine competition showcases student creative capability
- Zoology students are trained in aquaculture

- Salesmanship promoted with sales for charity every year
- History archive with philately collection done
- Two books on Tamil poetry by young artists have been published
- French department releases annual creative writing *Des Perles Francophones*

Participative Learning

- Teachers make classroom atmosphere from directive to consultative with student involvement
- Group discussion, role play, dramatization, enriches classroom student participation
- Reading newspaper, quote for the day, fun games, activity based learning promotes LSRW skills
- Articulation of speech sounds, quizzical questioning by students on turn enlivens learning
- Eliciting examples from social media, movies, life situations makes interactive learning
- Advanced learners coach slow learners after class hours
- Widened student participation in academic/ non academic competitions within and outside campus
- Group projects broaden scope of interactive learning
- Taking seminars in classes, power point presentations regular feature in III year UG and PG students
- Students participate in the decision making –given representation in BoS, participative in framing of curriculum and Planning and Evaluation Committee

Problem Solving Methodologies

- About 65% of courses offer problem solving methodologies
- Schools of Computing and Physical sciences and School of Management and Economics offer 98% of problem solving units in courses
- Schools of Language and Culture and Biological Sciences offer 40% of problem solving methodologies in units
- Evaluative patterns formulate Analytical and Critical thinking questions
- Students trained in appreciative enquiry in Tamil and English literatures
- Life sciences, Value Based Education, Ethics prepare students to apply the moral standards to life
- Research Centres and student centered research activities promote the scientific analytic temper
- Projects in recent trends in science, regional concerns exemplifies critical thinking
- PG students undertake research through Minor Projects

The Curriculum, Teaching Learning Methods, ICT tools usage, Laboratories, Interdisciplinary learning offered by the institution have enriched the student's experiential and practical learning. Problem Solving Methodologies in curriculum have increased critical and analytical ability of the students.

File Description	Document
Any 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: 99.37

2.3.2.1 Number of teachers using ICT

Response: 157

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: 20.81

2.3.3.1 Number of mentors

Response: 156

File Description	Document
Any additional information	View Document

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

Response:

The Academic Calendar is prepared by the Academic Calendar Committee comprising the Principal, Vice-principals, Deans, IQAC coordinator and Office Superintendent. It contains prime information about the institution, its functionary purpose and mode.

Academic Calendar

- ○ The Academic calendar is devised taking into account the general plan of the university, government policies and common calendar
- ○ Information and guidelines are provided to students to access amenities
- ○ Student responsibilities and rules and regulations are chartered
- ○ A schedule covering academic and non-academic activities for the year is framed
- ○ Scholarship details, Attendance details, Certificate Courses and Evaluation process are stated
- ○ The Academic calendar along with Evaluation Procedures blue print is issued to the students at the beginning of the course
- ○ Adherence to the time schedule stated in the calendar is ensured to the maximum
- ○ Ample time is provided for teaching process and is in balance to the evaluation regarding time frame which covers tests and results as stated in the calendar

Teaching Plans

- A common framework is followed
- Each faculty draws the teaching plan which covers a period of 13 weeks of teaching
- It has the component of type of learners so as to orient teaching methods
- The staff state the portions of unitised syllabus allotted to them
- Procedure of executing the plan with divisions of portions stated
- The teaching content of the curriculum is divided accordingly
- Learning activities like, quiz, seminar, presentations to involve in active learning is integrated with room for revisions
- Plan includes, formal or informal assessment like quiz, internal assessment to achieve learning objective
- Feedback from students and peers on the lesson plan relate to summative evaluation

Preparation and adherence to Academic Calendar and Teaching Plan has systematized the teaching learning process providing a quality outcome.

2.4 Teacher Profile and Quality

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

Response: 99.28

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: 35.02

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
70	52	48	43	35

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: 10.25

2.4.3.1 Total experience of full-time teachers

Response: 1619

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: 32.14

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	13	10	8	11

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

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

Response: 0

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
0	0	0	0	0

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response: 16

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
17	19	15	13	16

File Description	Document
List of programs and date of last semester and date of declaration of result	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0

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	0	0	0

File Description	Document
Any additional information	View Document

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

Response: 33.98

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
1	7	5	19	37

File Description	Document
Any additional information	View Document

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:

As an Autonomous institution, the college has designed its own system of evaluation. Periodical orientation and workshops on examination reforms for staff and orientation for students on the examination system helps to effectively implement the evaluation process.

Examination Procedure

- Faculty and students are furnished with the Evaluation pattern and assessment guidelines
- Examination Committee consisting of the Controller and Assistant Controller of Examinations, a representative from each department, ensure the effective functioning of the Evaluation system
- Revised rules and regulations are placed in Academic Council meeting and implemented on its approval
- Single valuation for UG and double valuation for PG is done under the supervision of the heads and the senior most staff of the respective department as the chairpersons
- Assessment is based on Continuous Internal Assessment and End Semester Examination with equal weightage of 50% each

Evaluation Process

- The college Prospectus, Handbook and Evaluation Pattern Manual detail the evaluation process operative in the institution.

- Parents are oriented at the time of induction of their wards on the evaluation process
- Publication of results is done by the Awards committee comprising the Principal, University nominee, Controller of Examinations, Deans, and Representative from SSC
- Results are uploaded in the College website

Continuous Assessment

- CIA includes two compulsory, centralised tests for each semester for UG and PG for 50 marks
- The test marks will be converted to 40 for UG and 30 for PG
- Quiz, assignment, seminar, library work and attendance are the components
- Passing minimum for UG is 40% and PG and M.Phil is 50% both in CIA and ESE
- Students with genuine reasons alone are given retest in CIA
- No internal examination only ESE for Self Study Courses
- All the I and II year students and I and II year French Students undergo Spoken English viva and Spoken French viva for 10 marks in the even semester

ICT Integrated

- Seating arrangements for ESE computerized
- Updation of software for entry of marks and calculation of pass percentage
- OMR coding of objective questions done in the End Semester Examination from 2014
- Online testing of Part – A objective type questions as part of CIA for UG and PG from the year 2014

Result Publication

- Effective completion of the End Semester Exams made in its stipulated time
- Exam results are published promptly on the 12th day from the last exam
- Immediate provision created for applying for re-evaluation
- Results of re-evaluation and re-totalling published within a week
- Provision of availability of results online from the website created in the year 2015
- Issue of Mark Statement within a month of publication of results

The College ensures transparency in the Evaluation process. The reforms have created a positive impact among students and stakeholders

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

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

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	[View Document](#)
Current Manual of examination automation system	[View Document](#)
Any additional information	[View Document](#)
Annual reports of examination including the present status of automation	[View Document](#)

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:

Description of Course Outcomes

Each Programme has charted programme outcomes, programme specific outcomes and course outcomes for all programmes offered by the institution. The course outcomes enable to plan instruction for teachers, enhance the learning ability of students and facilitate assessment. It generates a holistic education and results in the fulfilment of the general goal and objectives laid by the institution. The components outlaid in the programmes combine Knowledge, Skill and Values.

Synthesize

- Apply the acquired knowledge of fundamental concepts in the field of science
- Provide solutions to various problems
- Practice life skills, communication skills, both written and oral acquired through value added courses
- Comprehend and synthesize advanced knowledge in a specific area of study
- Involve in various co-curricular / extra-curricular activities and be aware of social values and environmental issues
- Relate environment and living through literature, language and cultural studies

Analytical

- Perform analysis to assess, interpret and create innovative ideas through laboratory practical

techniques, procedures and experiments

- Collect and analyze data to address a biological research question
- Identify the various types of business, its latest developments and application of economic theories in managing a business enterprise
- Explore and examine literary, social, cultural, economic and political issues
- Study and infer formulas and theories in applied sciences
- Demonstrate a facility and ability in critical thinking and reasoning

Application /Experimental

- Carry out fieldworks and projects, both independently and in collaboration with others, and to report in a constructive way
- Use the knowledge of computer and ICT skills for communication and knowledge dissemination
- Combine the interdisciplinary knowledge and skills acquired through Generic Elective / Ability or Skill Enhancement courses to solve day-to-day scientific problems
- Apply the knowledge of accounting, costing and computing to arrive at optimal decisions in business
- Utilise the knowledge of applied sciences for technical usage and research
- Carry out field work as a team and report in a constructive way
- Foster values in ways of life and human diversity

Mechanism of Communication

The College provides course outlines and course schedules prior to the commencement of the academic session.

- Initially as the student opts for a career in St. Mary's, she is familiarized with an outline of courses provided in the Prospectus issued
- A Syllabus book covering the courses the student is to undertake is given as soon as the commencement of regular classes
- An orientation to the courses is offered on the first day for new entrants
- Faculty handling each course familiarize the students on the outcomes
- The Academic calendar has the course schedules, the certificate courses and programmes offered
- The Evaluation pattern and procedures manual was given separately, now incorporated in the Academic Calendar

These course outcomes provides the ability to frame curriculum progressively wherein the students can move on from one level to the next, engendering the final outcome of a meaningful higher education.

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 institution continuously monitors, evaluates and reports on the quality of course provided, teaching learning process, and has evolved a system to measure the attainment of the learner. The responsibilities undertaken by the Administrative Bodies and its channel functionaries ensure the regular assessment of the outcomes. The parameters adopted by the institution are based on initial capabilities, competence, skills, etc. keeping in mind the outcomes desired by the course concerned. These parameters vary from discipline to discipline and level to level.

Measuring Attainment

Direct Mechanism

- The results and passing rates evidence learning outcomes
- "Capstone" experiences such as research projects, presentations, theses, dissertations, oral defenses, exhibitions are used
- Other written work, performances, or presentations, are scored in continual assessments
- Portfolios of student work through Mentor Mentee record created
- Scores on the multiple choice and essay tests in the continuous and final examinations assess the learning
- Observations of student behaviour in presentations, group discussions, spoken English viva voce and practicals undertaken systematically measure learning attainment
- Feedback from computer simulated tasks in few courses ascertain the skill

Formal Mechanism

- The Principal, Heads of Department and Faculty monitor the performance of the students by making an analysis after every internal test and external examination
- The performance of students is analyzed in Academic Council meeting in February and Governing Body meetings in July and March
- Boards of Studies assess the learning outcome of the goal embodied in the curriculum
- It analyses if the key areas of subject content have become resources for purpose of meaningful application
- Reasons the sequence of concepts arranged in the five units and the instructional method and learning task
- Analysis the method of evaluation, reference material and question banks that can be generated

Attainment Mechanism

- The intended outcomes of the course or program reflected by students on their values, attitudes and beliefs are proven measures of attainment
- Quality/reputation of graduates in the three year programs into which the alumnae are accepted in society is a positive outcome
- Students progression into Higher Education portals in reputed institutions
- 30%have opted to continue higher education in the institution in the past five years
- Placement rates of graduates into appropriate career positions in the local job market

- Good feedback from institutions and organizations on students placed
- Alumnae perceptions of their career responsibilities and satisfaction are taken into account through feedbacks
- Student ratings of their knowledge and skills and reflections on what they have learnt in the course or program is good
- Student/alumnae satisfaction with their learning, collected through feedbacks, exit interviews

The result analysis and regular feedbacks ensure the evaluation of the attainment of learning outcomes.

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

2.6.3 Average pass percentage of Students

Response: 83.72

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

Response: 905

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

Response: 1081

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

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
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: 1.12

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
1.55391	1.16415	0.86325	1.16467	0.87827

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

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

Response: 0

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	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	[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: B. Three of the 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: 0.29

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
0.2	.09	0	0	0

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

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

Response: 6

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

Response: 6

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: 17.09

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

Response: 27

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

Response: 158

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: 0.47

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

Response: 15

File Description	Document
Supporting document from Funding Agency	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 institution does not have an incubation centre. However, it prioritizes its teaching learning methods with innovations and best practices that enable skillful implementation of knowledge transfer.

Knowledge Integration: Prior Knowledge Learning

The institution has compendia of knowledge reserves in the form of human resources, book and technological reserves. The Bank System is created to evolve the process of knowledge reserves for knowledge integration and transfer.

- **Staff Intellect Bank**- Power point presentations, staff ICT tools usage materials, e- content, text books, materials, publications, papers, videos of resourceful lectures are reserved for references
- **Student Intellect Bank** includes projects, publications, books, apprenticeships, innovations, manuscript magazines
- **Communicative Skill Resources**, Student videos, Magazines / Newspapers, News readings, Language Lab materials and Spoken English Manuals
- **Question Banks** generated to recast learning ability with all components of analytical, critical, evaluative study

Knowledge Application: Learning to New Learning

The institution prioritises research wherein knowledge is applied for new learning. Faculty publications, projects, practicals, experiments provide pathways for knowledge transfer.

- **Research forum** of the college provides a platform to share knowledge with student community
- 'Marian Quest' research journal - an in house interdisciplinary journal has an avid circulation
- The College encourages student participation in seminars and conferences organized in the campus
- Faculty share acquired research inputs in forums within and outside the institution
- **Projects** undertaken by UG and PG students highlight the new knowledge trends to which faculty have been exposed
- Students do analytical study at micro-level, the macro-level research findings of faculty

- **Interdisciplinary Courses** create avenues to transfer of new learning, provided by the Non Major Elective Courses and interdisciplinary certificate courses

Knowledge Use : Learning to Application

All the courses offer application oriented components in its units of study. The Course Outcome is evidence to its application oriented knowledge transfer.

- **Eco-Heritage Bank** with composites of Herbal Products/ Seeds by department of Botany, Archives, Sea-specimens, Aquarium, by Zoology department, vermi-compost processing, Handicrafts by Economics department are application oriented knowledge transfer
- **Exhibitions** organised by the department of Microbiology, Model exhibition by English department, handworks, dolls and dresses made by Fashion designing course students
- Students of II PG English create model newspaper and recording news reading done
- **CELT-** English Language Teaching for school children extended
- **Consultancy** like language consultancies, lab service and other consultancies by faculty offer scope to apply the knowledge acquired
- **Apprenticeship** undertaken by Commerce students, Peer teaching, Seminars promote learning to application
- Skill development courses offered by the departments are major highlights wherein knowledge gets transferred from learning to application

Transfer with Technology

Technology has been sufficiently used to increase the degree with which learners effectively utilize skills and knowledge gained in class practically

- Skills in computer programming, creating web pages, learning through computer
- Teleconferencing of seminars was done by the department of English SSC and Commerce

The Institution thus creates an eco system for innovations and takes initiatives for creation and transfer of knowledge

File Description	Document
Any 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: 138

3.3.2.1 Total 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
26	21	31	29	31

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

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

Response: 66

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
28	17	7	9	5

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: 0

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
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	

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

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: 1.3

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

Response: 35

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

Response: 27

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

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

Response: 2.6

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
96	65	59	73	71

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

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: 2.1

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
101	86	40	39	28

File Description	Document
List books and chapters in edited volumes / books published	<u>View Document</u>
Any additional information	<u>View Document</u>

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:

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

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

Response:

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

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	<u>View Document</u>
Any additional information	<u>View Document</u>
URL of the consultancy policy document	<u>View Document</u>

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

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
0	0	0	0	0

File Description	Document
List of consultants and revenue generated by them	View Document

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

Response: 0.9

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
0.90	0	0	0	0

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:

Adopt to Adapt

       The institution engages students in promoting welfare of the downtrodden through the Community Development Programme – Towards Upliftment and Community Healing (TOUCH), the NSS Units, and the clubs and forums. Adopting an area to focus outreach activities has made students adapt better to the realities of life. In the years 2012-2014, the institution adopted an area and departments worked towards its upliftment. Since 2015, each department has adopted an area each.

The Community Engagement is Grounded . . .

Academically

- Socially relevant curriculum, community based research, learning, projects instil community concerns
- Survey, data collection and study of the region create an impact of relating to the geography
- II year UG students allotted 1 Credit for CDP makes service a commitment
- Value Based Education generates an impact on the value system of students
- Environmental Studies and projects related create eco-consciousness
- ICT training, spoken English, remedial coaching provided in adopted areas impacts literacy awareness
- Students provide training for self employment to raise economic standards

Culturally

- All festivals celebrated with equal fervour in the institution and adopted areas create cultural consciousness
- Interfaith - community dialogue brings transformation as facilitators of harmony
- Training on Life Skills imparted with yoga, counselling, pranic healing and other spiritual animations

Socially

- Programmes of social consciousness provide positive impact in all involved
- Alertness programmes on precarious diseases like AIDS, dengue fever curbs the spread
- Prison ministry helps to acquire cognizance of the conditions of prisoners
- Gender equity awareness created in the community
- Meetings, workshops, rallies organized against sexual harassment and violence against women, regulate students with ethics to establish a just society
- The AICUF wing takes up rights of subalterns especially the marginalized gypsies
- NSS Units' sensitization of social issues along with Tamil Nadu Government community welfare programmes impacts a social transformation

Ecologically

- Eco- club creates awareness on Eco-concerns, pollution, usage of water, electricity and disposal of wastes
- Go green campaign with saplings planted in adopted areas
- Eco-club has planted medicinal plants and prepares herbal products
- Centre for Eco-Feminine Excellence highlights the eco-concern as women
- Seminars, meetings on environmental issues and competitions related to wild life, Youth for environment links creativity for a cause
- All International days related to eco-system are mentioned in the Academic calendar and meaningfully observed by students
- The Eco-club ensures a clean environment prioritising the National Scheme "Swacha Bharat Abhiyan"

Humanitarian

- Students philanthropy in contribution and service at times of natural calamities
- World Food Day observed with contributions made to feed the deprived
- Sales Day organised annually and income generated shared with the needy
- Blood donation, eye camp, periodical visit to the government hospital develop human concern
- Exhibition cum sale of products by the physically challenged and downtrodden encouraged
- Scribes Forum engages student scribes for visually challenged students in the neighbourhood school

Students become progenitors of humanism with their interrelatedness to the downtrodden.

File Description	Document
Any 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: 25

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
5	6	5	4	5

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: 229

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
69	63	35	42	20

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: 98.3

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
3200	3020	2825	2550	2310

File Description	Document
Average percentage of students participating in extension activities with Government or NGO etc	[View Document](#)
Any additional information	[View Document](#)

3.7 Collaboration

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

Response: 37.6

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
41	39	38	36	34

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

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: 301

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
137	73	40	34	17

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

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: 36

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
5	12	9	5	5

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:

The institution plans and ensures adequate availability of physical infrastructure and makes certain its optimal utilization.

Congenial Ambience

- College spread over 16 acres of land
- Green environment with aesthetic edifices
- Learning spaces with 87 spacious classrooms
- Long corridors with separate wings for departments
- Chapel for promoting composite culture

ICT Facility

- Effective visual aided learning provided in 10 smart classrooms
- 26 classrooms have LCD facility
- Departments provided with computers, laptops, LCD projectors and internet facilities
- Internet-cum computing centre for students available
- Large LCD screen monitor in the auditorium
- A Lab with 21 systems and a Server established with funds from DST- FIST
- A common computer lab in Dolorosa Block and two Computer labs in SSC Block
- Wi-Fi enabled campus
- Eight generators [2-62 KV,2-40 KV, 3-15 KV] to provide uninterrupted power supply

Library Facility

- Library Hall accommodating 10% of total students
- Separate Air Conditional Digital Wing for accessing Electronic Resources
- Equipped with books and digital resources internet, barcode and OPAC – Online Public Access -800 per month
- Accession to e-resources under UGC INFLIBNET(N-LIST facilities), National Digital Library (NDL)
- Enabled with Wi-Fi facility, LED monitor with DVR
- Digital and electronic resources, DVD collections available
- Photocopier cum scanner and printer facilities available
- Bio-metric/Digital gate register to record entry and exit of users
- PG departments with own libraries

Information Service Facility

- Common electronic address system and intercom facility
- Digital information board

Lab Facility

- Computer lab with 53 computers, 6 printers, 5 air-conditioners, 2 UPS (4KV) and a 40 KV generator for uninterrupted power supply
- Language lab with 30 systems and 40 headsets
- Computer lab with 17 computers for the department of MHRM
- Physics laboratory with three separate wings for electronic, non-electronic and computer oriented practicals
- Chemistry department with three spacious and cross ventilated laboratories
- Botany laboratory equipped for inter-related and inter-discipline practicals
- Microbiology lab with modern equipment
- Zoology laboratory equipped with sophisticated instruments

Lecture Hall Facility

- Multipurpose three spacious auditoriums for conducting seminars, conferences
- Seven lecture halls for utility of student centered meetings and gathering
- Well equipped modern conference hall

College Archives

- Zoology Museum exhibits a collection of rare species
- Herbarium in the Botany department
- Well maintained Botanical gardens serve as virtual learning experience
- History department has an archive of manuscripts and philately collection

Other facilities

- Counselling centre
- Health centre
- Ramp facility for disabled students
- Instrumentation Centre
- Student service facility centre
- CCTVs to monitor discipline
- 19 solar panels as alternate source of energy
- Guest house for visiting faculty/guests
- Hostel within the campus
- Purified drinking water supply
- Adequate rest rooms
- Good canteen facility
- Vehicle parking sheds

These physical facilities available meet the requirements of students in the teaching learning process.

File Description	Document
Any 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 institution has adequate facilities for sports, games both indoor/ outdoor, a gymnasium, yoga and cultural activities

Sports Facilities

Playground

- Has an area of 2400 sq.m
- Established in 1953
- Used for Football, Hockey, Javelin, Discuss throw
- Organise sports meet
- Utility rate of 40%

Inlaid Track

- 100 m track 975 sq.m
- 200 m track 1450 sq.m
- Laid in 1985
- Used for Athletic practice and Hurdles
- Utility rate of 75%

Snows Gymnasium

- Has an area of 95 sq.m
- Laid in 2012
- Used as Fitness centre and weightlifting
- Utility rate of 62%

Clay Court

- Volley Ball-162 sq.m
- Ball Badminton -288 sq.m
- Kabbadi-96 sq.m
- Kho-kho -432 sq.m
- Laid in 2013
- Used for Kabbadi, Kho-kho, Ball Badminton, Volley Ball
- Utility rate 72%

Cement Court

- Has an area of 82 sq.m
- Laid in 2013
- Used for Basket Ball
- Utility rate 68%

Indoor Stadium

- Has an area of 858 sq.m
- Laid in 2013
- Used for Basket Ball, Shuttle, Badminton, Table Tennis
- Used for Yoga training and orientations
- Accommodates 2,000 students
- Utility rate 68%

Sports Hostel

- Has an area of 761.92 sq.m
- Laid in 2018
- Used for accommodation of sports students
- Recently constructed

Indoor Auditorium

- Has an area of 588 sq.m
- Laid in 1962
- Used to stage cultural and Fine Arts competitions
- Used for association meetings, seminars, conferences and workshops
- Used as examination hall
- Accommodates 1,500 students
- Utility rate 86%

Open Auditorium

- Has an area of 1465 sq.m
- Laid in 1974
- Used to stage Annual College Day celebrations/ Graduation Day
- Used for National festival and Fine Arts celebrations
- Used for orientations and counseling *enmasse*
- Accommodates 3,000 students
- Utility rate 70%

Conference Hall

- Has an area of 329 sq.m
- Laid in 2012
- Used for conferences, seminars, workshops

- Accommodates 250
- Utility rate 80%

Fatima Hall

- Has an area of 190 sq.m
- Laid in 1992
- Used for Folk art training/ cultural
- Used for faculty and student meetings
- Accommodates 500
- Utility rate 84%

Music Hall

- Has an area of 117 sq.m
- Laid in 1973
- Used for college orchestra and band practice
- Utility rate 30%

Star Hall

- Has an area of 268.41 sq.m
- Laid in 2018
- Used for meetings and programmes
- Accommodates 350
- Utility rate 40%

The facilities available contribute to develop students' creative and physical abilities.

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

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 35.79

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 34

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document

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

Response: 52.36

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
253	40	55	70	130

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Library, the gate way to knowledge has ample collection of around 48,676 Books, and 84 Periodicals-Journals and Magazines to enrich and empower knowledge to the user community. The technology transformation took place in the year 2011 as 'Techno- Phase 1' while incorporating Automation Software (NULAGAM) into the library. Surveillance cameras are fixed for security purpose.

- Library is fully automated since 2012, using Integrated Library Management System (ILMS)
- In-House Software "NULAGAM Software" with version 2011 was used for the years 2013-2016
- MODERNLIB Software version 2017 used till date
- SMC library registered with UGC-INFLIBNET for availing N-LIST resources from 2011 onwards (even before it was made mandatory)
- SMC users were one among top 10 colleges on utility of N-LIST E-Resources during 2013 (28.06.2013) and 2018(01.11.2018)

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

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

Response:

Library Enrichment

- **Rare Book** : The Private Diary of Ananda Rangapillai, D.Ubash to Joseph F.Dupleix : A Record of Matters Political, Historical, Social and Personal from 1736 to 1761
- Faculty book publications, Research Copies, Student Projects, Jubilee reports, College Annual Magazine, Marian Quest Research Journal, Students manuscript magazines prepared annually are maintained
- Few old books have been preserved as the treasure of the Library the knowledge center.

Name of the Book	Publisher	Author	Copies	Year Publish
Catholic Biographies Vol-III	Catholic Truth Society London	-	1	1892
Catholic Biographies Vol-VIII	Catholic Truth Society London	-	1	1893
The World Co-operation Movement	Hutchinson's University Library London	Margeret Digby	1	1908
The Victorian Age in literature	Oxford University Press London	Chesterton G K	2	1913
Les Pallavas	Pondichery Rue des Capucins Bibliotheque	Jonnean Dubracil	1	1916
Forxes Labor in Soviet Russia	Prachi Prakashan Calcutta	David J. Dallin & Boris	1	1917
Forxes Labor in Soviet Russia	Prachi Prakashan Calcutta	David J. Dallin & Boris	1	1917
An Analytical History of Europe Part I	St.Aloysius' College, Mangalore	C.J.Varkey	1	1923
The Americana Vol-1 to 30	The Encyclopedia Americana Chicago	A.H.McDannald	1	1924
The Kings English	Oxford at the Clarendon Press,London	Fowler (H W)	2	1925
Christ the Ideal of the Monk	Sands & Co	Columb Marmion	1	1926
Short History of Ceylon	Macmillan And Co., LTD London	Codrington	1	1926
Short History of Ceylon	Macmillan And Co., LTD	Codrington	1	1926

	London			
The Works of Plato	The Modern Library, Newyork	Irwin Edman	1	1928
The World we Live in	Oxford University Press	Fasper H.Stembridge	1	1929
Platform Evatory	George Allen & Unwin LTD London	Rigg (John)	1	1929
Polytheism And Fetishism	Sands & Co	Briault M.	1	1931
The Public Life of Lord Jesus Christ	P.J.Kenesy & Sons	Archbishop Goodier S.J`	1	1931
Bible History	Benziger Brothers	Rev.George Johnson	1	1931
Un Saint pour chaque jour du mois	Maison De La Bonne Presse	Juin	1	1932
Key to stars	Blackie & Son Limited ,London	Rayer Derriet Woolley	1	1934
Catholic Builders of the Nation	Catholic Book Company, Newyork	Constantine E.McGuire	1	1935
Christian Origins	Xavier University Cinacinnati, Ohio	Patrick Madgett (S.J)	1	1942
The Biography of a Cathedral	Longmans Green and Co	Robert Gordon Anderson	1	1944
A Sketch Map Of Britain & Europe	George G.Harrap Company LTD London	Richard of Moris	1	1946
Ramanujachari's Handbook of Logic	P.Varadachary & Co	Rev.Fr.Deviah	1	1946
Cosmology	B.Herder Book & Co	Paul J.Glenn	1	1947
Introduction to Saint Thomas Aquinas	The Modern Library, Newyork	Anton C. Pegis	1	1948
A Treasury of Russian literature	The Bodley Head, London	Gnovney Bernard guilfert	1	1948
Year of Decisions	A Signet Book Company	Harry S.Truman	1	1955
Philosophy of the State as Educator	The Bruce Publishing Company	Thomas Dubay S.M	1	1959
Post-Reformation Spirituality	Burns & Oates	Louis Cognet	1	1959
Protestantism	Burns & Oates	Geroge H.Tavard	1	1959
Understanding Human Behavior Volumes-1 to 24	Purnell Reference Books	-	1	1974

File Description	Document
Any 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: 4.31

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
2.71244	2.60297	2.55380	5.68681	7.99675

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

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

Response: Yes

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

4.2.6 Percentage per day usage of library by teachers and students

Response: 9.22

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

Response: 314

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The college has adequate IT facilities in the campus to promote ICT enabled teaching and learning. Computerisation of data and information is a continual process.The Institution gives significant emphasis to make its functionary process digitalised.

ICT Facilities

- Number of computers for academic purpose backed by online UPS facilities for student usage is 251 and administrative purpose is 79
- Availability of 6 computer labs viz., Valan Computer Lab, Dolorosa Computer Lab, DST-FIST Lab, Computer Lab in the Department of Physics, two Computer Labs in the Self Supporting Block, Computers in the Internet Centre and Library
- Uninterrupted power supply provided to computers by 8 generators in the campus

Nature of Updation

- Campus enabled with BSNL and Jio-net Wi-Fi services
- The institution provides wi-fi internet for students in the basis of 1 GB data per user per day by Jio
- The institution has availed BSNL offer of NMEICT- National Mission on Education through Information and Communication and Technology VPN Network through fibre communication
- It provides a high speed of 40 to 50 MBPS for quick access of internet and intranet connections with Band width ratio 1:1
- Updation by NETZ Solution for Internal Fibre Communication

Date of Updation

- BSNL Connection – 06.01.2018
- Wings Broad Band – 24.10.2017
- SathyaTechnosoft (for website) –07.07.2017
- NETZ Solution – 10 .01. 2018

Enterprise Resource Planning (ERP)

The college ERP application integrates all the modules and functionalities of college system on a single system

- The college website provides updated information on various aspects/activities undertaken by the institution
- Evaluation Outcome and Basic Information Data (BID) is provided by the Controller of Examination Office
- Automated services with special security features in the conduct of examinations, evaluation process, online issue of hall tickets and online publication of results done
- Student Data Automation (SDA) with all details related to students, progress and performance since 2016
- Library is equipped with internet, barcode and OPAC (Online Public Access)
- The Library has been registered to access e-resources under UGC INFLIBNET

The institution updates and upgrades its IT facilities with periodical maintenance.

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

4.3.2 Student - Computer ratio

Response: 12.94

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: 35 MBPS - 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: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[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: 26.65

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
80.54525	53.56471	44.05145	52.33733	29.77981

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response:

Maintenance Policy of the Institution

St. Mary's College has an extensive area of buildings utilised to deliver its teaching and research programmes. A consistent approach to the maintenance of all facilities of the college is done.

Objectives

- Ensure that facilities are adequately maintained
- Is in accordance with statutory compliance
- Makes certain the effective functioning throughout its service life
- Take appropriate decisions in selecting maintenance strategies
- Ascertain that a sound basis exists for the allocation of maintenance funds
- Ensures that equipments, ICT tools, Lab facilities are always in ready and usable condition
- See if the college can respond or rectify immediately to any default in equipment service and building
- Make sure that facilities are always calibrated to provide quality usage

Planning and Functioning

- Plan and schedule maintenance in line with the requirement of the institution
- Need to ensure that it does not disturb the regular functioning of the college
- Categorize maintenance into routine, priority and emergency
- Optimize usage of manpower in maintenance
- Facility inspection and monitoring be periodically done by administrators
- Training be given to the personnel to effectively handle equipments and instruct with recent trends
- Any default or malfunctioning to be reported to the concerned staff or technician
- Secretary immediately takes appropriate measures to set the maintenance issues and problem

Facilities Protection

- See to the facility security
- Ensure if there is Computer Security and information is secure
- Make certain if the Fire Protection System is always ready
- Generators and dangerous threat equipments are safely placed
- Wells are covered and corridors have raised barring structures

Environmental Concerns

- See if the facilities maintained is away from health hazards
- If it is detrimental to environment concerns of the college
- Disposal of e-waste and dumping of waste is to be carefully done
- Ensure if it is in compliance with pollution control

Maintenance Features

Daily

- Daily cleaning of classrooms, library and office

- Daily lab maintenance of chemicals, instruments and ICT tools
- Proper arrangement of books and periodicals in libraries
- Cleaning toilets twice a day with disinfectant and ensure round the clock supply of water
- Daily cleaning of field, track, indoor stadium and gymnasium
- Watering plants and trees and cleaning the garden

Periodical

- Repair/Replace broken furniture
- Check working condition of fans and lights
- Safety protection of chemicals, instruments and furniture ensured
- Safety and protection of books/ equipments sports equipments
- Checking generators and UPS on the level of diesel and water
- Prune and manure plants and trees

Annual

- Annual checking to identify missing books in library
- Repair/Replace broken furniture, sports equipments in the gymnasium
- Annual Maintenance Contracts(AMC) and virus protection
- Repair/Replace worn-out parts in technical equipments and ICT tools

Maximum utilization of the resources and facilities is possible if Marians conscientiously strive to maintain them efficiently.

File Description	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: 37.24

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
860	974	1100	1126	1090

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](#)

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: 2.61

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
181	87	48	56	20

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: 25.55

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
826	348	982	720	680

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

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

Response: 23.65

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
826	684	667	614	557

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: 9.7

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
77	71	85	72	60

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

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

Response: 44.69

5.2.2.1 Number of outgoing students progressing to higher education

Response: 404

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	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: 14

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
0	8	0	0	2

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
4	16	5	6	10

File Description	Document
Upload supporting data for the same	<u>View Document</u>
Number of students qualifying in state/ national/ international level examinations during the last five years	<u>View Document</u>
Any additional information	<u>View Document</u>

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: 0

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
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	<u>View Document</u>

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

Response:

Student Council is constituted to give an equal representation and participation for students in all academic and non- academic activities of the institution. A committee of staff members are chosen as the Students' Council Advisors every year. The Student Council is delegated with responsibilities that warrant efficiency in organising activities along with Student Council Staff Advisors. The College has elected office bearers to all associations, clubs, forums, bodies and organizations.

Elected Representation

- Students Council is formed at the beginning of every academic year regularly

- Competent candidates with leadership qualities and consistent academic record are nominated from III year UG Course, to contest in the election
- They are approved by the interview panel comprising the Principal and Staff Council Advisors
- Canvas for student election is permitted maintaining decorum
- Students cast their e-votes through the electronic system of voting
- Transparency and immediate results mark the efficiency of the system
- Elected students are positioned according to the number of votes they receive

Component Structure

- Student President
- Student Secretary
- Student Vice-President
- Student Coordinator
- Student Convenors
- Student President -SSC
- Student Vice-President- SSC
- Student Coordinator - SSC
- Student Convenors - SSC
- Representatives of Disciplines
- Representatives of Clubs and Forums

Delegation of Duties

- Delegated responsibilities in the Investiture Ceremony
- Assigned duties to assist the vice principals in ensuring discipline
- Work to uphold the Marian values and virtues
- Manage events and activities hosted in the college
- Be torchbearers of Marian ethics to the stakeholders
- Maintain campus harmony and integrity

Responsibilities Rendered

- Act as a liaison between the college students and the management
- Represent the students in meetings/ functions inside and outside the college
- Play an active role in all the activities of the college
- Take part in organizing effectively programmes organized in the campus
- Students-in-charge of various activities and forums execute duties entrusted with commitment
- Each class has a representative and an assistant who monitor the discipline of the class
- Place observations on behalf of students in the Board of Studies and Statutory Bodies
- As part of the grievance redressal committee represent students grievance
- Obtain Feedback and evaluation of the student-members in curriculum, teaching and learning
- Maintain an amicable relationship with the student community, teaching and non-teaching fraternity
- Council members work towards progress of the institution and involve actively in community development
- Humanitarian social services extended to the needy by the council's initiative

Leadership Training

- Groomed with organizational capacities and event managing under the guidance of the staff council advisors
- Training programmes on leadership skills have been organized for students
- Council members execute the training received in their functioning
- Students participate in leadership training outside campus at regional and national level
- Certificate of appreciation and awards presented to student council members

The Student Council members as empowered women contribute in maintaining the repute of the institution.

File Description	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: 21

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
20	23	22	20	20

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:

St. Mary's holds the proud privilege of having alumnae who live the Marian mission of contributing to

familial and social progress. It has an actively functioning Alumnae Association. It comes under the Servite registration of institution and functions as part of the institution's structure. A chapter in Chennai has been created. The Alumnae gather to revive their bond with their Alma Mater.

Initiation and Association

- Outgoing students are initiated into the association in a formal Initiation Ceremony
- The Principal as the President of the Alumnae Association briefs the responsibilities, each outgoing student needs to uphold as Marians
- The Alumnae meet annually in the folds of their Alma Mater
- An alumnae data bank is in the process of being created
- Marian Pearls group id, website link and facebook account created
- Share nostalgic memories during Alumnae Meet
- Never fail to cherish the values inculcated

Component Structure

- Office bearers elected in the Alumnae Business Meet
- Principal President
- Nominated member - Vice President
- Nominated member - Secretary
- Nominated member -   Joint Secretary
- Nominated member - Treasurer
- Nominated members - Two Internal Coordinators
- Nominated members - Two External Coordinators

Alumnae Contribution

- Notable position of Alumnae as government officers, industrialists, administrators, academicians has elevated the repute of the institution
- Alumnae represented in the Board of Studies contribute to the framing of the curriculum
- Feedbacks from Alumnae and recommendations are accounted as valuable suggestions and executed
- Motivate the students with the legacy of their institution and the values learnt
- Have resourcefully shared their expertise in the Computer Science, Mathematics, English, Microbiology, Botany departments
- Have involved in extension services with tie-up with the institution
- Have organized orientation and guidance for student welfare
- Involves student participation in leadership activities organized by the Rotary Club and other organisations
- Financial assistance provided in the conduct of Seminars and procurement of equipment for the departments by the alumnae
- Contribute money generously to award prizes for academic /non-academic winners during Annual College Day Celebrations
- Contribution of alumna as retired staff towards construction of buildings
- Endowment prizes have been created by alumnae
- Prominent alumnae are invited as Resource Persons/ Chief Guests for the Seminars, Conferences/ Meetings organized

- Volunteer services as examiners during End Semester Paper Valuation
- Share platform as dedicated and committed faculty for their alma mater
- Alumnae association was appreciated and acknowledged for the pride and love they harboured for their institution and for positive feedback during NAAC accreditation and Autonomous Extension visits
- Alumnae as parents have a binding relationship with the institutional growth and provide contributions and feedback
- Have had an active participation in the Jubilee celebrations of the institution

The alumnae support the institution in all possible ways and the management is proud of their accomplishments.

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: <2 Lakhs

File Description	Document
Alumni association audited statements	[View Document]()

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

Response: 7

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
2	1	2	1	1

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	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:

Vision and Mission

The governance of the institution focuses on **Equality, Freedom, Empowerment** and **Progress** - the key principles of the vision and mission. These prime values are integrated in all its system of functioning.

Vision

*To make young women agents of an **egalitarian** society through **liberative** education*

Mission

*To **empower** women through regular and non-formal programmes to make them economically **independent** and socially aware so that they make better homes and contribute to family and social **progress**.*

Nature of Governance

- The governance of the institution is participatory involving the Apex Body of Management to the lowest in a committed and coordinated working environment
- The Society Governing Body of Servite Sisters comprises the Superior General, Provincial, Secretary, Principal, Procurators, Superior of the convent, Self Supporting Course Director and Hostel Director
- The Society Governing Body is a planning and policy making body which meets periodically to plan policies relating to admissions, academic programmes, recruitment of staff and infrastructural developments
- The Committee reviews and evaluates the academic progress, administrative processes and all matters related to the College
- The Superior General appoints the Secretary, Principal and Deputy Principal to lead the college
- The leadership involves in ensuring the organization's management system development, implementation and continuous improvement through the statutory bodies of the College – the Governing Body, the Academic Council, the Boards of Studies, the Finance Committee and administrative sections that include Controller of Examinations, Vice – principals, Deans, the IQAC, Heads of the Departments, Directors and Office Superintendent
- The Principal as the head of the Institution coordinates and monitors the academic and administrative functions of the college

Perspective Plans

- Perspective plans are formulated keeping in view the mission periodically
- Plans enunciated through expertise from experienced advisors as nominees of the various bodies
- Plans initiated at the beginning of the academic year and during the transitional phases of development executed systematically, through the human resources
- Plans communicated to students, faculty and stakeholders through Prospectus, Academic Calendar, Annual Magazine, Website and instructions of Principal through Notice-board display in the campus
- Notified to parents and alumnae during PTA meeting and alumnae gathering
- Feedback from students, staff and stakeholders contribute to effective planning process

Participation of Teachers

- Experienced body of teachers participate actively in the decision making policies
- Administration takes into account the suggestions, views of teachers in an open forum of teachers in the Annual General Body meeting
- Teachers feedback are obtained and utilized to effect appropriate changes
- Heads of departments, Directors of Centres and Deans act as representatives of faculty and place their suggestions in the decision making bodies

Reflective of an effective leadership

Marians imbibe values that make them emotionally balanced and spiritually integrated from the effective leadership they are groomed with. They channelize their inner power and potential towards social transformation and community building and work for socio-economic and political emancipation. They thus carry the message of empowerment and dignity to the society fulfilling the vision and mission.

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:

The administration endows empowerment, shares responsibility and delegates authority bringing the management and workforce closer.

Decentralised and Participatory

- A proper two-way channel of communication, from upward and downward mobility created
- Recognition of human dignity, with all staff equally treated irrespective of designation
- Autonomy given to express views and grievances
- Secretary consults the Management and Principal in administrative affairs
- Teaching and non- teaching faculty address matters related to administrative processes to the

Secretary and academic affairs to the Principal

o An interconnected network of functioning evolved with the Principal along with the Controller of Examinations, Deans, IQAC Coordinator, Coordinators and Directors leading to effective, transparent and progressive functioning

o Governing Body delegates all academic and operational decisions based on policy to the Academic Council headed by the Principal

o Academic Council formulates common working procedures and entrusts the implementation with the Heads of the Departments

o Heads of the Departments manage department activities with the aegis of faculty

o Student Council - the representative body for students acts with the guidance of Staff Council Advisors and Vice-Principals

o Elected office bearers instituted for all associations, clubs and forums

o Staff placed in-charge of various activities, clubs and forums coordinate with students in organizing co-curricular and extra-curricular activities

o A representative with an assistant in each class monitor discipline

o Other units of the college like Extension Activities, Sports, Fine Arts and Library have operational autonomy under the guidance of Coordinators

o Students, teaching and non-teaching faculty, parents and alumnae have elected nominees

o Representation of faculty, students, alumna and stakeholder in the BOS, Academic Council, Governing Body paves a way for valuable feedback during review meets of the regulatory body

Case Study – Introduction of the School System and Centres of Excellence

The School System and Centres for Excellence has been established since 2016-17.

o Disciplines grouped into four schools-School of Management and Economics, School of Physical and Computing Sciences, School of Languages and Culture, School of Life Sciences function under Deans with participation of department heads

o All Academic activities undertaken through Schools facilitate an interdisciplinary exchange of expertise within the curriculum

o Bifurcation of responsibilities into singular units with common ideologies and components made feasible

o Schools augment research, design pioneering courses, facilitate effective teaching and learning with integrated functioning among departments

o Facilitates movement of students with their choice of interdisciplinary courses

o Credit transfer across disciplines strengthens the choice based credit system (CBCS)

o Institution has deployed 'Centres' with division of academic and non- academic forums for more effective functioning

o Centres for Human Excellence, Job Excellence, Entrepreneurship and Skill Excellence, Women Excellence, Digital Excellence, Cultural Excellence, Service Excellence and Eco-Feminine Excellence enable categorical, decentralized effective individual participation

o Centres ably assisted by Directors and designate members of faculty, create a sense of working entity helping to nurture holistic growth

This is part of the innovative measures in upgrading the teaching learning process and decentralizing for effective functioning of the academic system.

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:

Perspective, strategic plans are enunciated at the beginning of the academic year. Each discipline, cells and committees submit the plan for the year to the Principal. Action taken and future plans are assessed and drawn at the end of the academic year. The Academic Calendar chalks out the general strategic plan.

Perspective Plan:

Implement goals to complement Women Empowerment

The perspective plan of the institution envisions hope for continual women empowerment. Establishment of the Women's Centre enlarges the scope to meet challenges and facilitate their advancement. The faculty, administrators and students are sensitised to recognise women's equity and diversity to establish womanhood.

Strategic Academic Plan

- Papers related to Women's Studies in the UG and PG curriculum of Arts introduced
- Papers -Women Writers, Women and Economic Development and Women Studies offered by the English, Economics and History departments
- Career oriented certificate courses and value added courses on capacity building focus on women entrepreneurship, empowerment and rights
- Foundation course on Human Rights, includes Women Rights to give awareness to students on women's rights and responsibilities
- Gender perspective through capacity building, leadership, soft skill training and field work provided
- Specific researches related to gender with 66 papers published in refereed journals and 9 books published
- Knowledge reserves on women pooled in the General Library on Women's Studies and Ph.D. theses available in the Departments of History, English and Economics

Socio-Cultural Plans

- Women's cell and forums discuss and debate women's issues on Rights, Politics, Society, Employment, Environment, Health and Home
- Folk arts promoted and traditional values instilled as an alternative culture against today's modern culture
- The AICUF wing takes up issues related to subaltern women organising national, state and regional

level programmes

- Knowledge/skill resources generated on women empowerment through Inter-department Linkages, Consultancy from organizations and from expertise from other colleges/universities
- Attitudinal changes brought about through linkages with Autonomous Women's Studies, Women's Research Organisations, NGOs and other organizations
- Institution undertook advocacy concerning women, through outreach activities
- Literacy programme, self employment training programme for the neighbourhood, legal help for abused women, counselling and awareness through seminars and workshops on women issues through Women's Centre for Human Excellence , CDP, NSS and other forums created
- About 44 Meetings, Workshops and Rallies organized against sexual harassment and violence against women
- Regular training on Life Skills imparted with yoga, counselling, pranic healing and other spiritual animations given to strengthen the inner self
- Counselling Cell and Career Development cell provided psychosocial empowerment
- Issues related to women given priority to regulate students with ethics to establish a just society

Plans for Sustainability

The academia of the institution is in the process of assimilating gender consciousness into all its systems of knowledge within an interdisciplinary framework. Women Studies as a discipline is planned so as to integrate feminist perspectives in curriculum, as a sustainable measure.

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:

The organizational structure of the institution is inclusive of all the human resources that activate the functioning of the institution.

Institutional Organogram

The education pillar St. Mary's College is governed by Superior General and Provincial as overall head and the Secretary and Principal as functioning heads. They are supported by the two wings of teaching and non-teaching faculty in their respective fields. The whole structure of St. Mary's rests on the student community, parents, alumnae and stakeholders.

Overview Organogram

The Administrative governance is secular, democratic and participatory. It follows a Circle policy which is multi-centered and multi- oriented with the college vision as the pivot.

The leadership involves in ensuring the organization's management system development, implementation and continuous improvement through the Statutory and Non-Statutory Bodies of the College – the Governing Body, the Academic Council, the Boards of Studies, the Finance Committee, Planning and Evaluation Committee, College Council and administrative sections that include Controller of Examinations, Vice–principals, Deans, the IQAC Coordinator, Research Coordinator, Heads of the Departments, Directors of Centres and Office Superintendent.

Functional Structure

- The Principal as the head of the Institution coordinates and monitors the academic and administrative functions of the college. She administers effective changes in policies and practices to promote the integrated development of the college along with the Secretary
- The General Body of the Teaching/ Non-Teaching faculty contribute to successful governance
- Decentralization of power through the functioning of various Deans of Schools and Directors of Centers under the guidance of the Principal
- Staff Council contributes to academic oriented decision making
- Autonomy given to departments to frame academic development programmes
- The Admission, Appointment and Finance Committees function in conjunction with representatives from faculty maintaining transparency
- The Principal, Secretary, Vice-Principals, Deans, Controller of Examinations, IQAC Co-ordinator and Heads of Departments conduct 'A' order meetings to discuss the activities of the college

Recruitment

- Teaching and non-teaching staff recruited without any donation and capitation fee
- Recruitment is in compliance with the norms fixed by the Government and UGC
- It satisfies policies of filling vacancies on the basis of category

Service Policy/ Procedures and Promotion

- On recruitment staff work on a probationary period of 1 year
- On satisfying the requirements of proper professional satisfaction they are made permanent
- Staff with service of working below 13 years are Assistant Professors
- They have to fulfill the requirement of attending Refresher and Orientation Courses
- On fulfillment of the service period and requirements they are graded as Associate

Grievance Redressal Mechanism

- Grievance Redressal Committee comprises of Principal, Deputy Principal, lay Vice-Principals, two counselors and student president
- Grievance of any type related to immediate authority
- Student grievances reported to the grievance redressal cell
- Matters of serious import addressed to the Principal

- Faculty, teaching and non-teaching address administrative grievances to the Secretary
- Academic related grievances addressed to the Principal

The participatory and committed involvement of each member contribute to effective functioning of the organization.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for Additional Information	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: Any 4 of the above

File Description	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:

The Governing Body, the Academic Council, the Board of Studies and the Finance Committee meet

periodically and deliberations of the meetings result in decisions promoting quality education.

The Boards of Studies: Date : 27.02.2015

- Analysed and updated the syllabi and made relevant changes taking into account the growing needs of learners and emerging trends
- Department of English presented its proposal of streaming students for Part II English

The Academic Council: Date: 24.03.2015

- Took into consideration the suggestions of the Board of Studies and approved the streaming system
- Called for an evaluation pattern which would help improve the holistic judgement of the learners

The Governing Body :   Date :09.04.2015

- Recommended streaming of the students into 'A,' 'B' and 'C' streams
- Approved a different syllabi and evaluation patterns to ensure that the slow, average and advanced learners excel in English

Implementation of the Recommendation - Streaming – General English

Purpose

The aim of Part II English course is to evoke interest and competency in the English language learners with different capabilities. As the concept of "general education for all" is too narrow in its scope, the department of English follows the Streaming pattern.

Method

- Students divided into 'A', 'B' and 'C' streams based on their performance in the English Attainment Test at the time of joining course
- Seven courses with a wholesome syllabus framed
- Stream 'C' students, learners of low entry level proficiency, take up courses from I to IV
- Stream 'B' students take up courses from III to VI
- Stream 'A' students take up courses from IV to VII, during their two years of Part II English programme

Advantage

- Streaming helps in training students according to individual levels of competencies
- The different syllabi relate the text to the students' own knowledge, interests or views thus providing a stimulus for speaking and writing skills
- Slow learners taught to master basic grammar and communication skills
- Average learners benefit from basic and advanced language skills
- Advanced learners acquire skills and creative challenges that furthers their language proficiency

Assessment

- Assessed on the basis of an evaluation pattern that befits the syllabi and the needs of the particular stream of students
- Internal tests, quizzes, assignments, listening comprehension tests given
- Stream 'A' students given assignments such as news reading for visual media, picture composition, role plays, and JAM (Just A Minute) testing creativity in language usage

Outcome

- Slow learners understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type
- Average learners could understand sentences and frequently used expressions related to areas of most immediate relevance
- Advanced learners interact fluently with better understanding of the language and literature
- Improvement in the pass percentage of students increasing from 92.32 to 95.09%

Streaming of Part II English has ensured significant enrichment and promotion of English language competency among learners with distinctive levels of competency.

File Description	Document
Any 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 management has sketched number of welfare measures for teaching and non-teaching faculty. It executes them through different modes and channels.

Staff Enrichment Forum

- Organises periodical gatherings to promote a congenial fellowship with its members
- Faculty honoured on conferment of doctoral degrees and awards
- Sharing of research experience by faculty done
- Retiring staff are felicitated and honoured
- Staff completing 25 years of service, honoured in college day celebration

Health Concerns

- Provided medical leave on health grounds
- Health policies encouraged and implemented
- Establishment of Gym Corner for faculty
- Food Court and Staff Health room facilitated
- Pranic Healing classes and Yoga training provided

- Periodical Orientations on physical and psychological well being given
- Staff trip arranged to create a healthy compatible atmosphere

Knowledge Concerns

- Courses on ICT training, Tally, Spoken English given
- Faculty encouraged to participate in seminars and conferences providing seed money
- Incentives provided for research work
- Facility to pursue research by availing Faculty Improvement Programmes given
- Free use of infrastructure for personal research activity
- Acquisition of knowledge acumen by attending Orientation and Refresher courses
- Encouraged to undertake research projects from different funding agencies
- Participation in paper presentations in countries abroad through advancement of financial assistance

Financial/ Leave Concerns

- Loans and Festival advances given
- Facilities like LIC, ACPF and Gratuity provided according to Central Government rules
- Financial support provided for attending workshops, seminars, conferences at National, International levels
- Availability of various types of leave facilities for the welfare of employees such as earned leave, on duty leave, maternity leave, medical leave and casual leave provided

Other

- Gifts and loans provided for marriage for non-teaching faculty
- Freeships for children of non-teaching faculty
- Destitute and marginalised women given priority in appointment of non-teaching/ maintenance staff

The welfare measures enrich the human resources and inter-relatedness among the teaching and non-teaching faculty.

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: 8.78

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
7	14	8	13	18

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: 12.6

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
8	19	17	10	9

File Description	Document
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: 69.33

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
83	130	112	71	88

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File Description	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 institution engages in two types of assessment – self appraisal done by the individual faculty and performance appraisal by the principal.

Establishing performing standards

- The Performance appraisal of the institution includes all formal procedures used to evaluate the teaching and non-teaching faculty individually
- It is a mandatory, continuous process to secure information necessary for making correct and objective decisions on the institution's total workforce
- Performance appraisal of the teachers is conducted annually
- Progress and achievements of teachers are appraised by the management to decide over the career advancement of the teachers
- Performance of teachers is evaluated by a formal feedback from students

Indicators for measuring the actual performance

Individual Self-Appraisal

The institution secures the self appraisal on the format provided by the Joint Directorate office. Increase in scale of pay and grade serves as a prime incentive and motivation for upgrading the faculty's quality of performance in their respective positions.

- Contains details of research activities carried out by the faculty
- Innovations and contributions made in teaching
- Involvement in extension activities
- Participation in corporate life and contribution to it
- Performance Appraisal form of Non-Teaching Faculty consists of joining details, leave taken, satisfactory service provided

Principal's Performance Appraisal

- Personal interview and appraisal held with the faculty to share appraisal reports
- Helps to identify staff who perform their assigned tasks well, those who do not and the reasons for such performance

○ The institution head provides feedback to each faculty about their performance level

Decision Making and Results

- ○ The Principal decides and sends the approval, sanctioning the scale of pay and grade of the faculty
- ○ Appreciation, encouragement and caution given according to performance
- ○ Helps faculty to identify their strengths and shortcomings
- ○ Teaching faculty have to satisfy the requirements of completing courses and term of experience for next grade
- ○ Non-teaching faculty have to satisfy the requirements to get the selection grade above ten years, twenty years for special grade and increments above thirty

The appraisal system enables to create a bench mark allocating standards in performance in profession. It ensures accountability and commitment to duty.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

St. Mary's College conducts internal and external financial audits regularly.

- ○ The Tuticorin St. Mary's Educational Society, with PAN: AAATT 2765 R is a society registered under the provisions of the Tamil Nadu Societies Registration Act, 1975 and the society is registered and granted approval u/s.12AA of the Income Tax Act, 1961.
- ○ This Educational Society St. Mary's College (Autonomous) is being aided by both Tamil Nadu State Government as well as by the University Grants Commission
- ○ The institution has appointed one Chartered Accountant (C.A.) as external auditor, responsible for concurrent audit
- ○ External auditor completes statutory audit of parent society at the end of financial year
- ○ The Society also runs Hostel for college students, Controller of Exams unit, SSC and Certificate courses unit which are self-supporting andare subject to annual audit by the firm of Chartered Accountants
- ○ The Society maintains separate books of accounts for all the units/ activities all the books of accounts are subject to annual audit by the firm of Independent Chartered Accountants and financial statements are also certified by the Audit firm and Audit Reports issued every year.
- ○ Salary grant for the Teaching and Non -Teaching staff are released by the State Government
- ○ The claim bills for the salary grant to the teaching and non-teaching staff are duly verified by the Regional Joint Director of College, Tirunelveli. Therefore the salary grant received by the college are pre-audited
- ○ The tuition fees for the UG Students are waived as per the orders of the State Government of Tamil

Nadu. Tuition fee for the PG students and Special fee for both the UG and PG students are collected as per the Government norms. The fee accounts are duly audited by the Internal Auditor

○ The UGC accounts are audited and certified by the Chartered Accountant. UGC grants are being released only after the accounts are audited and utilization certificates are submitted for the grant already received

○ The audited financial statements comprising the salary, fee collection, Scholarship and UGC accounts are submitted every year to the Regional Joint Director of Collegiate Education

○ Therefore all the finance accounts are pre-audited by the concerned Government departments and Chartered Accountant.

○ The Scholarship for the students are released by the concerned departments after case by case securitization. Therefore they are also pre-audited.

○ The Accounts have been audited and Audit report issued till 31.03.2018

○ Based on the Audit financial statements of all the units, the society also files the Return of Income for every Assessment year relevant to the respective financial years.

○ The Return of Income has been filed till the Assessment year 2018/19 relevant to the Financial year 2017/18.

○ No objections were raised by the statutory auditor

The institution thus regularly auditsall its Financial Accounts and also salaries and fees annually.

File Description	Document
Any 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: 94.99

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
50.82415	23.05248	3.08066	3.76742	14.26985

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:

Mobilisation and Utilisation of Financial Resources

The institution is known for its credibility and integrity in its functioning since its inception in 1948. Resources play a major role in implementing strategies laid for progress. The strategy laid by the institution makes a vital link between external funding challenges and the continued internal improvements essential to achieve the objectives.

Placing Strategy

Department Requirements

- Heads of the departments need to plan their departmental requirements for the year
- They will have to submit the budget proposal to the Principal/Secretary
- It will include amenities or maintenance that needs to be done
- Minor departmental expenses will be met by faculty contribution
- Department accounts need to be maintained by staff-in-charge
- Expenses of higher denomination will have to be stated to the secretary

Placing in Finance Committee

- The financial committee will include and draw the annual budget
- Requirements are to be placed in the committee by the Principal
- Deans will have to present the requirements of their schools in the committee
- Budget outlay for administration purpose will be drawn
- The Secretary is in charge of discharging funds for utilisation
- Procurator will state the financial status

Placing in House Council

- Will formulate strategic plan of expenditure to be met
- It will lay out the preamble and plan for the year
- The budget will then be presented in the Management Council
- Matters of priority and reach of dispensation need to be discussed
- Sanctioning will be done by the Superior General/Provincial/ Council the final authority

Mobilisation of Funds

- Receive funds from the management
- Fund mobilised from students' fees
- Obtain Grants from governmental organizations like UGC/ DST-FIST
- Faculty need to apply for Research Projects and receive funds for research
- Staff contribution for the institution, student welfare fund given
- Endowments made on behalf of faculty
- Alumnae and well-wishers contribution to meet event/ conference expenses

- Mobilize funds through consultancy

Utilisation Requirements

- Resources need to be properly utilized for the allotted purpose
- Urgent requirements need to be met for the welfare of student community and the institution
- Funds received should move only through proper channels of administration
- Amount collected for the purpose need to be spent for the purpose only
- Using funds at the appropriate time will avert major expenses

Optimal Utilisation

- Fund utilized for maintenance and building infrastructure
- Procurement of lab facilities and learning tools
- Payment of fees and helping the underprivileged students
- Endowment funds used for academic purpose
- Long term investment is kept in view
- Enhancing greenery, water facility and campus utility
- Student/Staff contribution at times of natural disaster and for charity are utilized rightly

The institution believes in accountability to the self as accountability to God. The growth of the institution will be a testimony for the proper utilization of resources.

File Description	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:

The IQAC strives to sustain and enhance quality measures upgraded by the institution since its inception in the year 2004. It arranges for periodic assessment and accreditations. It encourages self-evaluation, accountability and undertakes quality-related research studies, consultancy and training programmes. It consistently works for catalytic improvement and consciously contributes towards the overall excellence of the institution.

Best Practice – I

Journey of Empowered Marians (JEM Programme)

Goal: To make the knowledge and skill component a composite whole for the outgoing students

The Context: Students acquire knowledge, values and co-curricular and extra-curricular skills in the course of study. However, not all take up challenges and show enterprise in facing them with confidence. It was studied through the counselling forum of the impending fear of outgoing students in opting a career, choosing jobs or going into family life. To energise therefore with positivity and self-belief, the programme Journey of Empowered Marians was initiated.

The Practice :To dispel the fear the 6 day JEM programme – a crash mapping of skills and orientations is provided to all outgoing students. Experts from various fields provide inputs. Interview practical training, Emotional Intelligence, How to relieve stress, Aerobics, Yoga exercises, Art of Living, Dancing, Secrets to success are some of the themes dealt with.

Evidence of Success : Positive feedback from students has ensured the success of the programme. Students' enthusiasm in participation and joy evinced bears testimony to the success. Claims for more such activity have been stated. The experience in confidence building have been initiated and ignited through the programme. Students will definitely reap the benefits of such training in their journey through life.

Problems Encountered: Need for more time and efficient management of the batch of students had been challenging.

Best Practice – II

Yoga and Meditation in Curriculum

Goal : To make the knowledge and experience of the traditional skill- yoga, for individual growth reach all students who join the institution.

The Context : Yoga was part of a club reaching a minority of the students. Realising the need for it to be taught for all, yoga has been incorporated in the curriculum.

The Practice: The course has been introduced in the fourth semester for all students as Foundation Course. A curriculum has been framed with knowledge based and practicum study. A yoga trainee and staff-in-charge handle the classes. Students feel the practice helpful. Regular sessions of simple yogic exercises are maintained every Friday.

Evidence of Success: Interest, results and positive feedback have served as the key measures for the evidence of the success. The experience will certainly ensure productive results for the students in future in their lives.

Problems Encountered: An effective handling of the practical learning classes needed. Time constraint and stipulated class schedules impedes the process.

These two practices that would contribute to the emotional well-being and pre-requisites of the times were felt essential for the student community.

File Description	Document
Any 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:

The responsibilities undertaken by the Administrative Bodies and its channel functionaries ensure a regular assessment of the qualitative teaching and learning process.

Institutional Reviews

- An upward mobility of assessment begins from students to the Statutory and Non-Statutory Bodies
- Self Evaluation is done bi-annually in the meetings convened by departments
- Online Feedback obtained on Curriculum, Teaching and Learning process from students
- The Minutes of Academic Council and Boards of Studies are monitored
- Progression and evaluation of each department Criteria –wise obtained and assessed
- The Internal and External Academic Audit assesses the Teaching and Learning processes
- Academic Audit conducted once a year reviews the process
- The IQAC appraises the effective functioning through feedbacks of students and faculty

Reforms Facilitated No. 1

Academic Audit : 10th April 2015

Academic Audit was conducted on 10th April 2015. The feedback of experts on each discipline was reviewed and rectified by departments. The Audit was beneficial as the institution was going for extension of autonomy.

Recommendations

Significant recommendations were:

- Conduct short term training to promote ICT enabled training
- Augment research publications and projects
- Process Streaming system for Part II English
- Organise more Remedial programmes
- Inclusion of one UG and one PG student in Boards of Studies
- The need to establish Centre for Women's Studies Centre

The recommendations of the Academic Audit External Experts were duly implemented.

Action Taken on Teaching Learning

- ICT enabled teaching learning was effectively enhanced, research promoted
- Proposal sent to establish Centre for Women's Studies
- Representation of students in Boards of Studies.
- Remedial programmes augmented for slow learners
- Stream system introduced for Part II English for learners with distinctive levels of competency

  - Syllabi with varied exponential tasks framed

Reforms Facilitated No.2

Feedback Mechanism

The Feedback assessment paved way to better the quality enhancement process especially in the teaching learning process. Feedback was obtained from Stakeholders, Staff, Students and Alumnae.

Staff Feedback

The Staff gave their Feedback on the Curriculum Design, Campus/ Office facility,Teaching/ Learning Environment, Evaluation Pattern, Research Culture, Extension Activities, Management / Inter-relationships, Strength of the Institution, Weakness of the Institution, Challenges of the Institution.

Students Feedback

The Students rated their observations online on the Course content, Learning value, Application oriented, Evaluation Process, Faculty Support, Campus facilities, Inculcation of values, Sports activities, Extra-curricular activities and Outreach programmes. The Students rated their observations online on the following for Staff of their discipline: Subject knowledge, Regularity in taking class, Communication skills, Just in evaluation, Relating subject to life, Dedication and sincerity, Showing concern, Promoting talents, Providing guidance and Overall performance.

Stakeholders/ Alumnae Feedback

The Alumnae stated their opinion on the Course Studied, College Ambience and Faculty Bond. Stakeholders gave an overall brief about the academic repute, curriculum and suggestions.

Action Taken

Feedbacks were analysed and brought to the notice of the administration and the recommendations for rectification.

File Description	Document
Any additional information	View Document

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

Response: 24.6

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
17	29	35	23	19

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 3 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

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 IQAC has developed several quality assurance mechanisms. It follows its calendar for meetings, quality agenda and maintains its proceedings. Post accreditation quality initiatives are as follows:

Quality Measures

- Placed proposals for implementing recommendations of NAAC visit in 2012
- Disseminates information on various quality parameters of higher education to the performing bodies of the institution
- Plans and supports effective implementation for Total Quality management, Curricula development, Teaching-Learning and evaluation, Research, Consultancy and Extension activities

Assessment

- Under the aegis of the Administrative Bodies and its channel functionaries the IQAC ensures a regular assessment of the qualitative teaching and learning process
- An upward mobility of assessment beginning from students, departments to the Statutory and Non-Statutory Bodies is done
- The Minutes of Academic Council and Boards of Studies monitored and periodical reports scrutinized
- Progression and evaluation of each department Criteria –wise obtained and assessed
- Incremental analysis of student progression conducted
- Enforces external Academic and Administrative Auditing
- Analyses feedback received from stakeholders and action taken

Documentation

- Has been organizing and preparing data for all peer team visits since 2012
- Collects, maintains and analyses documents and document evidences
- Prepares AQAR and submits it to NAAC regularly
- Has documented student activities, extension activities, research activities from 2012 update
- Preparing Annual Log and News Letter

Augmenting Research

- Continuously works for development of Quality Research Culture
- 6 departments have been upgraded as Research departments
- Number of doctorate holders have increased to 70
- Number of Research guides have increased to 27
- Research publications have increased progressively with 661 papers and 35 books
- Number of projects applied and received - 15
- Number of Seminars / Industry Academia Innovative practices organised since 2013 is 138

Digitalising / ICT Tool

- Automation done in Evaluation process, Student Data, Library
- Internet and wi-fi facility extended
- Developing e-content resources and training given
- Training in ICT tools usage and smart classrooms established

Reforms

- Reforms in Evaluation introduced
- Restructuring and revision of curriculum done
- Self Study papers introduced
- Significant importance given to skill development
- 36 Career oriented certificate programmes introduced
- School system and Centres of Excellence established
- Outreach activities strengthened with CDP adopting villages

Facilitating Students

- Student participation in activities increased with winning laurels
- Student representation in decision making policies involved
- Campus culture on fine-arts, and other activities encouraged
- Increase in student involvement in research
- Field visits, study tour, experiential learning and training promoted
- Effective functioning of Mentor Mentee system and Counselling
- Campus amenities for student welfare, health and hygiene implemented
- Sports facilities amplified with increased support
- Classroom facilities augmented

Stakeholder

- Ensures alumnae participation and contributions
- Had a total of nearly 335 number of experts and trainers as resource persons
- Parents support, feedback obtained and orientation given in PTA Meet
- Linkage activities promoted through

The IQAC fulfils the objectives of the NAAC's requirement to enhance and sustain quality.

File Description	Document
Any 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: 51

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
10	14	15	7	5

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:

Orienting towards women empowerment is the definitive vision of the college. Consequently gender equity is the sensitising issue promoted with great concern in most of its activities. It believes in the empowerment of women within.

 Inbuilt Value of Safety and Security

- Courses on Women's Studies in the UG and PG curriculum of Arts, capacity building curriculum, career oriented certificate courses focus on women empowerment and rights
- The Foundation course on Human Rights, including women's rights develops sense of women's power of the self to safeguard her interests and rights as woman
- Building of leadership qualities, learning of martial arts, discipline of yoga, ethical values ensure her safety
- Women's cell and forums voice women's issues, rights, politics, safety and social security creating a wall of fire around her

Securing an Environment of Safety

- High walled - compound surrounding campus
- Round the clock service of security personnel
- Strict monitoring of entry and exits of students and outsiders
- ID cards and attendance strictures vigilant of student security
- CCTV cameras all around the campus
- Access to police safety and security any time
- Well lighted campus at night
- Hostel security for students created and monitored
- Contact with parent and ward contributes to safety
- Road safety and traffic regulated in the college road by college staff and RSP students
- Proper exits and entrants, ventilated classrooms with properly walled safe corridors
- Safety ensured in laboratories
- Fire safety measures are secure
- Ambulance and medical service at hand

Counselling

The counseling forum is the forte of St. Mary's in boosting student morale. It develops the students' positive attitude, interpersonal and intrapersonal relationship, help attain self-awareness and realization and become a motivated and goal oriented person. The Counselling Forum is active with two full time professional counsellors and one part time counsellor – a pranic healer and trainer.

- **Orientation :** Offers orientation on psychological needs and approach to student life and issues of youth at the beginning of every year
- **Entry and Exit Counselling :** Tries to ensure students' expectation and concerns at the time of admission to college and student satisfaction and preparation to face life at the time of leaving the institution
- **Group Counselling :** Counsellors meet students department wise and motivate them to contact them in need and bring about attitudinal changes to face life's situations better
- **Individual Counselling:** Given to all the first and third year students helping them to uncover their own insight and understanding of their problems
- **Personal Counselling:** Offers space and freedom to explore the students own thoughts and provides therapy if needed
- **Sports Counselling** : Counsellors engage in counselling sports students to resolve problems surmounting them, overcome mental barriers, increase confidence and improve motivation

Common Room

- Available for faculty for resting purpose
- Hostel students have the provision of common lounge

Being a women's college the environment is safe and secure for the women students.

File Description	Document
Any additional information	View Document

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

Response: 0

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

Response: 0.218

7.1.3.2 Total annual power requirement (in KWH)

Response: 139510

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: 0.01

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

Response: 0.22

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 3336

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:

The college considers the environmental impacts of most of its actions and makes a concerted effort to function in an environmentally responsible manner. It has created a formal structure for imparting environmental responsibility among all in the campus. As such, it manages the solid, liquid and e-waste prudently creating an eco-friendly campus.

Solid Waste Management

- De-cluttering and appropriate eco-friendly methods are adopted through vermin-composting
- Conversion of biodegradable waste such as food waste from hostel, convent and canteen, dried leaves from the garden into manure done by vermin-composting
- Produced compost used as fertilizer for the campus garden
- Other wastages cleared regularly by the Corporation
- Soiled sanitary napkins incinerated with the incinerators installed near rest rooms
- Recycling and repurposing of construction materials done in filling

Liquid Waste Management

- Waste water used for garden through drain pipes and outlets
- Liquid wastes from labs drained through proper drainage system

E-waste Management

- E-waste disposed during purchase of new systems through cost-conscious and eco-friendly strategy of buyback policy
- Minimum of E-waste used as learning tools
- Hard disks and RAM replaced in systems with components malfunctioning
- There is general switch from CRT (cathode ray tube) monitors to LCD (liquid crystal display) flat panel display monitors an initiative that meets Kyoto protocol standards
- Energy star rating computers used

Other Methods

- There is no consumer food waste by preparing food in accordance with demand in canteen and reusing leftover in a healthy manner
- To minimize the impacts of paper use online submission of assignments is encouraged
- The college provides basic recycling service throughout the campus by keeping separate bins for biodegradable and non-biodegradable wastes

Environmental impact is considered as one of the major responsibilities of the institution. The Centre for Eco-feminine excellence strives to impart eco-consciousness among students.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater Harvesting

The institution is Eco-conscious and expresses its commitment to sustainability practices. Rain water harvesting system maintains the campus ecology.

- Rain harvesting for water conservation minimizes dependence on the civic water supply
- Rainwater collected on the terrace channelized to the sedimentation pit
- Chambers constructed and connected to the well
- Nine rain water harvesting systems, two in the hostel, one near the chapel, two near the Chemistry wing, two near the Open Air Auditorium, one near the PG block and one near the Arockiya block installed in different suitable locations in the college campus
- These systems collect rain water from the roof of buildings and surrounding area with the collected water made to percolate in the ground/ well
- Consequently, the ground water level in the campus gets recharged benefitting the environment
- As the campus is located within1 km radius from the seashore, the alkaline and hard ground water is bettered in quality
- Outlet from reverse osmosis water purifier connected to irrigation pipes
- Preciousness of water resource realized and used for garden irrigation purposes
- Wherever possible ground water (well) is utilized

Rainwater harvesting system in campus sustains conservation of natural resource.

File Description	Document
Any 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:

Campus Eco-culture and awareness are created and maintained in the institution. Green practices are followed in every venture undertaken in the campus. Greenery and healthy ambience is sustained.

Staff/Student Transport

- 25% belong to the vicinity, so walk to the college
- 15% come by cycles, the eco friendly vehicle
- 25% come by public transport
- 10% use two wheelers smoke free
- 10% come by four wheelers
- 15% come in shared common vehicles

Carbon neutrality

- No water logging during rainy season resulting in negligible generation and emission of GHG
- Non practice of burning of fallen leaves, debris and other wastes inside campus
- *Azadirachta indica* (Neem) appropriate for effective sequestration of CO2 numerous

Plastic Free

- Restricted the usage of plastic bags inside the campus
- Eliminated non recycle water bottles, aerated drinks, flex boards inside the College campus
- Usage of ink pens, paper files, paper banners and paper towels entertained

Plantation

- The institution has 290 trees with 69 species
- Pollution sensitive plant species bio-indicators of air pollution are abundant and remain healthy showing that there are no symptoms of air pollution stress
- For promoting preservation and restoration of vegetation cover within the College campus, tree saplings are planted every year by the management and the number of trees, shrubs and herbs are found gradually increased
- Every year outgoing student's present plant species including tree saplings and ornamental species which help restoration
- Hydrogen sulphide released from Chemistry Department does not have negative impact because of plantations
- Lawns and flowering gardens maintained

Paperless Office

- The institution is in the process of automaton its functioning system
- e-communication, automaton of controller of examination office, student data, and offices have brought about minimising usage of paper

Other Green Practices

- Environmental studies (EVS) incorporated as a mandatory course under part IV to all undergraduate programs
- Biodiversity and Conservation included as a core course in PG Botany programme
- Environmental pollution, health hazard issues are dealt with, as units of core courses in both UG and PG Botany and Zoology

- ○ Herbarium submission has been reduced in number as 2 for Botany practical exam
- ○ Campus culture and Environmental awareness created by the Eco Club

These are the initiatives taken by the College to make the campus eco-friendly.

File Description	Document
Any 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: 4.01

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
14.77193	3.691	2.27005	7.0983	11.95956

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: B. At least 6 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

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

Response: 38

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
4	7	13	7	7

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

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

Response: 36

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
5	6	9	10	6

File Description	Document
Report of the event	[View Document](#)
Any additional information	[View Document](#)

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	[View Document](#)
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	[View Document](#)

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](#)

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: 81

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
15	8	23	17	18

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:

Nationalism and patriotic fervour is imbued in the minds of the youth by celebrating every red-lettered day of the nation. As a mark of respect and homage the birth and death anniversaries of great Indian personalities are remembered.

National Festivals Celebrated

- Independence Day and Republic Day observed with NCC parade, salutations to the nation and honouring Freedom fighters
- 70th Independence Day celebrated with fervour with 200 greeting cards made and despatched to soldiers at Border Security Force
- Recalling the achievements of great leaders on their birthdays and death anniversaries done
- Meaningful celebrations as donating blood and awareness created as commemoration
- January 30th observed as Martyr's Day paying homage to the Father of the Nation
- Department of Mathematics celebrated Ramanujam's birthday on 15th February 2013 by organising a National Seminar
- Subramania Bharathiar, the nationally acclaimed Tamil poet's birthday and death anniversary observed by the Department of Tamil and NSS Units with All India Democratic Society of Women
- Dr.A.P.J. Abdul Kalam's death anniversary observed in the college
- Dr.Radhakrishnan's birthday celebrated every year on a grand scale, honouring the teachers and their service to the humanity

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

Response:

The institution is known for its credibility and integrity in its functioning since its inception. It maintains complete transparency in its financial, academic, administrative and auxiliary functions.

Financial Transparency

- Accounts maintained accurately for accountability
- Departmental expenses are met by faculty and maintained by staff-in-charge and accounted in the department meetings
- Coordinators of various committees maintain systematic accounts of expenditure incurred during the event/seminars/workshop and submit the same to the Principal
- Student representatives present their accounts to staff council advisors
- Autonomous grant accounts are maintained in the dean's office
- Administrative accounts maintained by the bursar
- Budget and audit presented in the Management Council, Finance Committee, Governing Body and Planning and Evaluation Committees
- The institution conducts internal and external audit every year
- Auditing is done by the authorized auditor and the UC sent to UGC every year

Academic Transparency

- Academic ventures consulted in department meetings
- Principal discusses matters with the heads of the departments periodically
- Regular notification and intimations placed for faculty
- Students aware of all academic programmes through notifications

- Academic calendar, notice boards, facilitate academic transparency
- Academic changes discussed in Boards of Studies and notified in Academic Council

Administrative and Auxiliary function

- All functioning of the institution done in an integrated network of human resources
- Secretary discusses execution of administrative affairs with the administrative staff
- Principal discusses pertinent matters and places it in the General Body Meeting
- Vice-principal discusses matters related to students with their representatives
- Any occurrences in the campus are brought to immediate notification to authorities
- Hostel warden ensures accountability and takes care of hostel students

Integrity of the workforce creates a formidable atmosphere of transparency in the entire functioning of the institution

7.2 Best Practices

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

Response:

The institution has two distinct best practices that cater to the student well-being both in and off campus. They strengthen the morale and integrity of the young women in a world of challenges.

Best Practice - I

Title of the practice: Counselling for Inner Healing

Objectives of the Practice:

The Counselling Forum is active with two full time professional counsellors and one part time counsellor. Teachers must not only impart knowledge, but also steer them to orient their focus towards desired goals.

- To empower the young women
- To develop progressive and positive attitude
- To enhance leadership qualities
- To eliminate impediments towards goal achievement
- To relieve from psychological disorders such as anxiety, hopelessness, depression and irritability
- To create the sense of mental wellbeing

Context of the Practice:

Thoothukudi is a semi-urban town. About 60% of the students come from marginalised section of the society consisting of fisher folk, labourers, masons and consequently uneducated background. The rapidly changing society, its demands and inadequacy to adapt perturb students creating psychological problems. Family conflicts, suspicious parents, sexual abuse, love affairs, phobias, failures, instability of the mind,

learning difficulties, stress of performance, interpersonal relationships are some of the major issues to be addressed to help the students lead a balanced life. Realising the imperative need of the institutional responsibility to go beyond the 'classroom ceiling' for a holistic growth, the college has strengthened the counselling forum.

The Practice:

All the students of the college benefit by the practice of periodical counselling. The College has two full time professional counsellors and one part time counsellor. Counselling is given to students requiring special attention and are referred to counsellors by staff, or head of the institution. Their purview of counselling involves:

- **Orientation Programmes** offered both for the teaching and non- teaching faculty and students. Orientation on Mind and Yoga, Self-motivation, Women Today, Health and stress management are organised. Mental Health Awareness week organised to promote the well-being of the physic and mind.

- **Entry Counselling** given for Freshers on course, institution and self- awareness. An introduction on counselling is also given to gain the confidence of freshers. It enables them to come out of their fear and inhibitions. Topics like School vs College, Friendship, Infatuation and love, problems of youth and solutions, Language problem - medium of instruction, Self-confidence and self-control, Values of life and character building are dealt

- **Exit Counselling** given to outgoing UG and PG students on life orientation, human values and ethics. Class wise visit and discussion for about an hour or more on topics likeCareer guidance, Interpersonal relationship, Financial well-being, Job opportunity, Marriage counselling, Work place related problem, Suicidal tendency-how to overcome, Self-confidence and self-control, Emotional imbalance,Violence against women –Family, work place and study centres and Personality Development.

- **Group Counselling-**Students are met in groups, discipline wise and counsellors help them to better the way they think and understand their problems and sort it out on their own. Motivation to achieve greater success in academics like, Goal setting, Born to shine, Health and Stress management and interview tips are given

- **Personal Counselling** given as one to one, to resolve personal issues and conflicts. It is given to all I and III year students. The counsellors help the counselee to uncover her own insight, understand her problem and provide with mechanisms to resolve problems on her own. If needed therapies are adopted with sittings differing according to issues

- **Sports Counselling** offered to sports students to boost their morale, mental stability, sportive attitude, self-confidence, tolerance and team spirit. The special talks on 'Health and Achievement, Failures and Success, Food and Nutrition, Mind Setting, Diet Management, Goal Setting and Health Issues, helps the sports students to overcome mental barriers, supporting their psychic needs, increasing confidence and motivation.

- **Counsellors-Parents Meet** specially oriented for parents on how to handle their wards. Parental counselling is given to the needed Issues dealing with single parenting, step father/mother treatment, sexual abuse, addictive behaviour and so on. During Parents Teachers Association Meet, meeting the parents voluntarily come to meet the counsellors to discuss their child's problems and progress. Sometimes, if needed, parents are called by the counsellors.

Percentage of students who seek counselling for different causes:

- Career counselling- 25%
- Family issues – 21%
- Financial issues - 20%
- Friendship issues - 20%
- Sports issue – 12%
- Lack of skills - 10%
- Father's drunkenness-10%
- Lack of love at home -8%
- Family loss-8%
- Problems with relationships/ friends -11%
- Health issues -5%
- Sexual harassment-3%
- Soft addiction – 5%
- Negative thoughts- 5%
- Phobia – 10%

Therapies adopted are conscious breathing, hourly movement, hand grip, thymus thump, EFT, Gestalt Therapy,V.K.D,(phobias and traumas) swish therapy, letting go experience, behavioural motivation and pranic healing.

Limitations and Constraints:

- Students do not disclose or confide due to their cultural and societal upbringing
- Restraint of approach because of peer stress and image consciousness
- Duration of time needed to spend for each student
- Fear of missing course classes by the students
- Lack of support and cooperation from parents

Evidence of Success:

The feedback from students who have recovered from problems is evidence to the success of the Best Practice

- Have expressed gratitude to counsellors
- Confessed feeling light, energized and having clarity of thought
- Have focus of attention in study and remarkable progress in academics
- Professed they were able to face reality with courage and confidence
- Issues detrimental to the individual students' normal behavioural patterns were found to be marginally decreasing
- Showed positive signs of interpersonal relationships

Feedback from parents and teachers served as authentic proof of change in behaviour at home and in classroom.

Problems encountered and resources required:

Fear and hesitation to approach the counsellors is a key factor. Time constraint is another issue that intervenes for effective functioning of Counselling Forum. Students are unable to meet the counsellors at

the time of more crucial needs amidst their academic schedule. On the need for continual provisions for psychological counselling and the faulty attitude of considering counselling as stigma, parents hesitate to send their wards.

Best Practice II

Title of the Practice:

Adopt to Adapt- Community Development Programme (CDP) TOUCH

St. Mary's college orients its mission in educating youngsters to contribute to social progress. It believes in instilling the worth of every human being in each, so as to fulfill the purpose of living. The curriculum-extension interface has educational values, Motto of the programme is *Serve While You Learn*. This aspect of education, emphasizes neighbourhood services integrated with curricula. The extension activities help students to serve reflect and learn.

Objectives

- To construct a mutual link with the students and society
- To generate conscious collective living
- To instill human and social concern
- To bring transformation for social betterment
- To adopt and adapt for good living

The Context

The younger generation, though 80% of them categorically belong to the underprivileged today lives in a make-believe world of 'my space' and 'within walls'. There is little awareness or rather an attitude of indifference towards the social circumstances, the economic divide between haves and have-nots and marginalization. It is essential to make them realize the hardcore reality of life and harbor concern for the other which can only sustain life. Outreaching to society therefore, through an extension programme framed exclusively for the benefit of both the giver and receiver is made part of the learning process at St. Mary's.

The Practice

CDP- TOUCH, Towards Upliftment and Community Healing is a programme made mandatory for all II year UG students earning them 'one credit'. Nearly 1000 second year undergraduate students from 15 departments are involved in the activities. Each student is expected to complete 40 hours of community work. The department divides students into teams of 10-12 members with a team leader for more effective functioning. The CDP Director formulates plans to be executed in adopted areas. The institution formerly adopted one neighbouring backward area– Silverpuram, wherein students involved in awareness activities and undertook welfare measures for progress. From 2014, each department adopted the following villages Thalamuthunagar, Arockiapuram, Pandarampatti, Iyyarvilai, Kovilpillaivilai, Anthoniarpuram, Mangalagiri, KeelaAlangarathattu, InigoNagar, ThaiNagar(Tsunami Area), Therespuram, Puthurpandiapuram, Vellapatti and focused their outreach services.

- Socio-economic surveys undertaken to assess the standards of the community

- About 80 awareness programmes organized on social related issues
- Organising nearly 26 Eye/Skin/Medical camps provided healthcare concerns
- 30 hands on training programme on vermicomposting, detecting food adulteration, herbal products preparation given
- Adult literacy, computer literacy programme, communication skills for school children, health and hygiene awareness addressed
- Nearly 60 Gender equity programmes and culturals organised
- Promoting Self Help Groups and aiding them to organize sales of products
- Introducing and enabling inmates to avail government welfare schemes
- Facilitating the villagers to start small scale enterprises
- Contributing to meet the essential needs of the underprivileged in the area
- Communal integration through celebrations of festivals
- Undertaking prison ministry and awareness for rehabilitation created
- Planting of saplings and awareness in ecological concerns promoted
- Relief camp at calamity affected areas were undertaken
- Enthusiastic response of students in involving in CDP
- Regularity in periodical conduct of welfare activities
- Sensitisation to issues of the marginalised has created a humanitarian impact

Evidence of Success

The CDP has led to the transformation of the college community as well as of the neighborhood. Involvement of staff and students in the service of the rural and the semi-urban poor has enabled to create an impact in the quality of life and living, empowering the self and society.

Academics with such linkage to the society has been certainly a fruitful exercise. Students realize their responsibility towards social upliftment. It has forged them into pragmatic social workers. The people of the backward areas respond to awareness. As the extension activities are done on a weekend, approach to inmates of the neighbourhood is possible. Appreciation of service by the people and NGOs of the activities of the college has created credibility of the CDP programme.   .

It has emerged as a participatory, holistic and inclusive practice that leads to a positive and concrete development both to the student community and social community. Students are able to restore the health and hygiene of the self and natural environment. Measures to reduce poverty through imparting knowledge for self -employment and availability of government schemes have given positive response.

Problems Encountered

Problems encountered are overcome with the willingness to extend activities of social concern. However, the common constraints of time and distance are crucial. The time allotted by student visits is restricted. Sometimes a slag in continual follow up measures occurs. Implementation of long term welfare schemes becomes hampered.

<div align="center">'TOUCH' touches 'Self' and 'Society'.</div>

File Description	Document
Any 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:

Distinctiveness of the institution

Empowering First Generation Learners

St. Mary's was founded by the Servite Sisters, Congregation of Mother of Sorrows, Servants of Mary in the year 1948. Since its establishment it has embarked on its distinct journey of empowering young women of the coastal region, Thoothukudi. Prioritising education for first generation learners is the distinctiveness of the institution. About 70% of students come from families which are marginalised with parents who are daily wage earners, fisher-folk, working in farms and salt pans. St. Mary's envisions to uplift the women from this lower strata to a status that would alleviate their deprived social condition. All education practices are oriented towards fulfilling this vision—*To make young women agents of an egalitarian society through liberative education. The core values of the institution and its motto 'Fide Vivant* - Live by Faith' rests on the belief system of human values and ethics.

Enlighten → Emancipate → Empower

Educational /Economic Empowerment

Thoothukudi ranks second in the Human Development Index in Tamil Nadu. The institution firmly believes in developing human resources to augment economic productivity. Through an education that increases the potentiality of the learners the disadvantaged young women secure placement, self-employment and access financial and moral gains, thereby promoting the individual and social economic status.

The curriculum offers experiential learning and skill development courses that develops and enhances the capabilities of the students. The teaching learning process is framed accordingly. Acquisition of knowledge of the discipline coupled with skill developed through certificate courses along with research enquiry equips them with educational empowerment. Capacity building curriculum and Career oriented certificate courses focus on women empowerment and rights. Certificate course on Women Entrepreneurship and 36 Interdisciplinary Certificate courses are offered to develop competency and employability skills.

Ethical Empowerment

The college trains youngsters to live meaningfully and harmoniously in a multi-religious and pluralistic cultural society. Faith formation is an aspect, which develops the spirit of mutual respect and active dialogue, leading to mutual enrichment in faith.

Spiritual animation and inculcation of values through value based education is made part of the curriculum. Regular prayer, interfaith dialogue, yoga, meditation, pranic healing are avenues to strengthen the inner being with devotion and dedication and governance of emotions leading to ethical empowerment. Ethics-the virtue of right living is subtly instilled through the Moral and Ethics classes, forums like the Campus Ministry, Friends of Servite Sisters(FSS), AICUF and Yoga and Meditation club.

Skill/Talent Empowerment

Cultural enrichment is attained through participation in extra-curricular, Inter-collegiate and Intra –disciplinary Competitions. College organizes 'Talentia' to tap the latent potentialities of the freshers. Annual Cultural Fest with students' participation *enmasse* creates opportunities for the artistically talented youth to channelize their energy through performance. Sports students are given special coaching with players and athletes winning university overall championship 26 times out of 27.

A holistic education is ensured through involving students in academic, curricular and co-curricular activities. Students participate in internship programmes, paper presentations, extra-curricular activities and competitions winning credits for the institution. A collective student participation in rallies, awareness programmes has helped in building team spirit and confidence. Impetus is given to culture and arts. The College Musical Band, the Marian Orchestra and Traditional Folk Art Troupe imprint a significant stamp in the cultural aura.

Value based education is given along with language skills provided by the certificate courses in Spoken English and promotion of communicating skills through Language Development programme. Spiritual life and holistic growth is ensured to a larger extent within the campus both in the learning and living environment - the hostel. The Student Counselling forum leads the students in a regular one to one counselling along with Life Skill Training Programme and a holistic mass counselling. These activities have increased the morale of students. The Mentor- Mentee system too concerns with the students' academic and individual growth.

Socio-Cultural Empowerment

Interest in Gender, Environment and Sustainability, Human Values and Professional Ethics is evinced in all aspects of teaching and learning design. Across various disciplines 10 Gender related courses, 20 Environment and sustainability courses, 20 Human values courses, 25 Professional ethics courses are offered.

The NSS Units, Community Development Programme, service organisations and forums in the college, develop a sense of social and civic responsibility among students sensitising them to issues and the struggles of the marginalised. The NCC wing has contributed largely to the cause of nation building by instilling patriotic fervor. Cadets have participated in National Level Leadership programmes and trainings. More awareness and orientation is provided on matters of social concern through clubs and forums the RSP, Eco-club, Human Rights, Women's cell, Red Ribbon Club and others. The members of the Scribes forum especially help the visually challenged neighbouring school children in writing their exams.

Celebration of festivals promotes values of oneness and social cohesion. Centres for Excellence consisting of various clubs promote different activities centred around skill, culture, spiritualism, feminism and eco-feminism empower learners with socio-cultural consciousness. Observance of days of

environmental significance like World Sparrow Day, World Forest Day, Wild life week reiterate their duty as future consumers to create sustainable environment. The Community Development Programme is a 'Lab to Land' exercise to extend social empowerment to the women of the neighbourhood.

The college fulfils the requirements of its vision by making young girls and more distinctively the first generation learners to become physically strong, intellectually competent, morally upright, emotionally balanced and spiritually integrated, empowering them to face the challenging issues of the society.

St. Mary's has always prioritized culture and tradition of the region. Ideals of Women Empowerment have been held aloft. The inner and external growth needed for progress is wrought with the spirit of integration and commitment. The empowered Marian will carry the flame to the very fringes of this semi- urban coastal area Thoothukudi.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

Additional Information

The institution has undergone periodical assessments to analyse its strength and weaknesses and subjected itself to improvements and changes consistently. Regular conduct of various Statutory and Non-Statutory Bodies' Meetings have helped a lot in implementing progressive measures both academically and non-academically.

The institution has an increasing demand for admission in the region. This substantiates the quality and value education imparted here. It is a safe premise of higher learning with an inclusive attitude of embracing students and faculty of all religion, caste and creed.

Spiritual animation is provided through inter-faith dialogue. The institution has pioneered by introducing Yoga in the curriculum for all II year UG students, with regular yoga practice and pranic-healing training. The Counselling forum with two permanent and two part time counsellors is a forte that enables to meet the psychological needs of the young women. Every move of the institution keeps at the core the tradition and its values.

The institution beams with a plethora of activities every day. The departments hold two association meetings for its students per semester, apart from its workshops or seminars. It races in sending their students for all competitions off campus bringing in laurels for the institution. Fine Arts- a cultural fest, Annual Manuscript Magazine Competition, Annual Sports Meet, Annual College Day, Teacher's Day, all National Festivals, all International Days of significance, Annual Alumnae Day, Farewell/ Hostel Day, uphold an active temper and positive energy driven vibration in the campus.

Health concerns of students are regularly met with, by a periodical checkup by a medical practitioner. Camps, orientations, on issues on health have been provided. Students have been oriented on sexual education, problems and abuses. Blood donation camps have been arranged with students as donors. Visit to government hospitals as part of outreach is a healthy practice.

A green environment highly eco-conscious is the trend in the campus. Students are bio-centric with their eager participation in 'Go Green'- planting saplings, 'Go Clean'- creating clean environment and making it 'Plastic Free Campus'.

Concluding Remarks :

Conclusive Explication

St. Mary's College (Autonomous) has crossed several milestones, has accomplished its goals and the process continues. It strives to converge its core values with the standards fixed by NAAC. Promising progress has been made and efforts are ongoing. It has fulfilled the previous recommendations of NAAC in its third cycle of reaccreditation, to a large extent.   The College has advanced its infrastructure, revised curriculum, brought about reforms in teaching evaluation process and strives to achieve more. A network of committed administrative staff, teaching and non-teaching faculty and student body, collectively function to realise the

goals and objectives of the institution. St. Mary's has always opened its academic vista for flexibility, adapting and adopting changes for betterment. It maintains a genial relationship with its stakeholders and welcomes feedback to enhance its standards. It strives harder to bring the institution and the students who enter its portals to reach greater heights. The institution has tried its utmost to fulfill the NAAC requirements in the seven criteria principles fixed for quality higher education.

A critical inquiry is often set before and after every activity. The institution condescendingly agrees that it has at times inadvertently not been able to meet very high standards. However, with all humility, but surety it places, that St. Mary's is always on the flow of ceaseless energy, never stagnant to make a mark in qualifying young women for a quality living.

St. Mary's in its Fourth Cycle of Re-accreditation by NAAC, has earnestly worked to put in truth all efforts of the institution. The exercise was an enriching experience. Never ending is the process of learning. St. Mary's will learn, re-learn and unlearn, uncompromising its strictures to establish its quality!