



# **SELF STUDY REPORT**

**FOR**

**5<sup>th</sup> CYCLE OF ACCREDITATION**

**ST. MARY'S COLLEGE(AUTONOMOUS)**

**ST MARYS COLLEGE (AUTONOMOUS) 104, NORTH BEACH ROAD  
THOOTHUKUDI - 628001 TAMIL NADU  
628001**

**[www.stmaryscollege.edu.in](http://www.stmaryscollege.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**December 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### **Introductory Note on the Institution:**

St. Mary's College (Autonomous), a catholic institution of higher education was established in the year 1948 by the Servite Sisters of the Congregation of Mother of Sorrows Servants of Mary. It has contributed a lot to the development and the well-being of young women in the coastal region. The institution gives priority to the first-generation learners of the marginalised sections of the society in the admission process in order to effect a generational transformation in the region. The institution has a rich historical prominence and reputation in the region. The management and the faculty work towards the empowerment of the women students.

The college was affiliated to the Madras University from 1948-49 to 1965-66, to the Madurai Kamaraj University from 1966-67 to 1989-90 and it has been affiliated to the Manonmaniam Sundaranar University, Tirunelveli from 1990-91 till date. As an autonomous and grants-in-aid institution the institution has progressed ahead in the academic arena attaining notable accolades in every discipline.

St. Mary's College was granted Autonomy in 2009. UGC extended the Autonomous status to the college in 2022 for 5 years. The college was accredited by NAAC with two-star status in 1999 (Cycle I), with 'B++' grade in 2005 (Cycle II), with 'A' grade in 2013 (with CGPA 3.14 - Cycle III) and with 'A+' Grade in the Cycle IV on 1st May 2019 with 3.29 CGPA respectively. In the NIRF 2022, 2023 and 2024 the institution secured prominent place in the 101-150, 151-200 and 201-300 Rank bands respectively. In the ARIIA Ranking 2021, it secured the 'Performer Status.' The college secured 'A+' Grade under the STAR College Scheme of DBT. It received the award as the Best Performing UBA institution in the Southern Region of Tamil Nadu for the Academic Year 2023-24. It received Active Local Chapter Award from NPTEL, IIT, Madras consecutively for eight semesters.

The institution offers 19 UG programmes, 14 PG Programmes and 6 Ph.D Programmes. The institution ensures that every learner is equipped with the skills they need to succeed in their career and life.

### **Vision**

#### **Vision:**

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

### **Holistic Education:**

The core values of the institution and its motto 'Fide Vivant - Live by Faith' are reflected in its academic programmes and cocurricular activities. St.Mary's College through its steadfast efforts has enlivened the vision of its pioneers by imparting value conscious integrated education with an enlightened focus on Knowledge dissemination, acquirement of skills and service to the society to the young women ensuring their continual growth in all spheres of life. The institution through its nurturing and motherly fold has empowered the young

women to face the challenges, proving their mettle as all round personalities.

### **Human Values:**

By imbibing the moral and the ethical values, the spiritual values, the civic values, and the social values the young women have moulded themselves to be academically excellent and socially responsible citizens.

### **Academic Excellence:**

With the introduction of new courses, the learner centred and the digitally endowed pedagogies, the training programmes, and the development of higher order cognitive domains, the institution has groomed a sustainable learning ecology and relates the students from the local environment to the global community.

### **Skill Development:**

To transform the youth into a capacitated workforce, the institution through the curriculum and hands on training programmes prepares the students through competency-based skill framework that provides for multiple progressive pathways in the job market.

### **Innovation:**

The knowledge landscape of the institution through its Startup Ecosystem and the Incubation Centre promotes a culture of creativity, critical thinking skills, problem solving skills, entrepreneurship, Ideation, digital literacy, and the ability to innovate new material in novel and changing fields among the students.

### **Extension Activities:**

The institution strives to bring in transformational change in rural development processes by helping the nation build the architecture of an inclusive India. Through the Community Development Programme, NSS, NCC extension activities are carried out to sensitize the students to the societal and the regional issues.

### **Ecological Consciousness:**

The green initiatives of the institution focus on reducing the ienvironmental impact, fostering a culture of sustainability, and encouraging eco-friendly practices among the students, and the faculty.

### **Mission**

#### **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.

### **Potential for Progression:**

Higher education is a definite imperative for a country's progress. The institution views education as a means of nurturing human capital as an agent of growth for a knowledge society. With the implementation of Autonomy and CBCS, the institution has been designing its own innovative curricula and evaluation system.

The academic activities of all disciplines of the institution are grouped into five Schools of Excellence to design pioneering courses, to revise the curriculum, to augment research, to enable efficient teaching, to facilitate effective outcome-based learning and to empower the student community to face the global demands of the twenty first century. St.Mary's College adheres to the UNESCO's definition of the knowledge process as, "Learning to know, learning to do, learning to live together, and learning to be." The institution expands education as a tool for elevating one's potential for progression, one's social credibility, improving one's lifestyle and thus enriching the family life and the society at large.

### **Spiritual Guidance:**

The institution establishes the profound connection between education and the pursuit of a higher purpose in life. In its 75 years of academic excellence, it has served as a constant source of inspiration and enlightenment to the women of the region. It has proved beyond doubt that education infused with spiritual values can have transformative impact on the society. Through shaping the intellect, the minds and the hearts of generations of young women, the institution has played a vital role in the development of a holistic society.

### **Upholding Indian Artistic Forms and Culture:**

The institution promotes the Indian Knowledge System and prioritises the value of Indian artistic forms and culture on various occasions. It embraces the culture of performing Indian classical and folk-dance forms, with the traditional percussion instrument 'Parai' and Indian Martial Art 'Silambam' in competitions and celebrations.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

#### **Institutional Strengths:**

##### **Academic**

The college has been serving as an elite centre of learning for the students belonging to the marginalised sections of the society.

- The IQAC endeavours to optimise the integration of modern pedagogy of teaching, learning and evaluation.
- IQAC organises the SIP for the I UG & the I PG students as per the UGC guidelines.
- The college conducts Bridge courses in English and other subjects as well for the freshers.
- The curricula of all disciplines are revised and updated periodically.
- Emphasis on value-based education and enhancement of life skills.
- The Eight Centres for Excellence mould the students in co-curricular and extracurricular activities.

##### **Research**

- 117 faculty hold the doctoral degree. There are 38 research guides, and 112 Ph.D. scholars pursue their doctoral research.

- The Departments of Physics, Chemistry, Botany and Zoology have got the DBT-STAR status.
- The Research ambience in the campus is furthered by the library subscribed to a digital library of 6050 (e-journals) and 138862 (e-books) through N-List
- **Infrastructure**
- The Institution has a sprawling clean & green campus spread over 16 acres of land.
- The greenery in the campus is ensured with high diversity of flora and fauna.

The ample infrastructure facilities spearhead curricular, co-curricular and extra-curricular activities.

### **Student Support**

- The Counselling Forum & the Mentor Mentee System ensure the emotional and the psychological well-being of the students.
- The institution procures scholarship for eligible students.
- The students participate in the leadership programmes organised by the Students' Council.
- The advanced learners are encouraged to take up MOOCs and Self-study courses.
- The slow learners are assisted through remedial teaching.
- The overall academic performance of the student is appreciable, and the graduate outcome is good.
- In Sports, the college has retained the overall Championship trophy in team games of Manonmaniam Sundaranar University 29 out of 31 times consecutively
- **Extension Activities**
- Excellent outreach and community development programmes have been awarded by UBA.
- NCC and NSS units instil social awareness, patriotism, and social responsibility among the students.
- The college promotes institutional values and grooms the students as ethically conscious and socially responsible citizens.

### **Institutional Weakness**

#### **Institutional Weaknesses:**

Students have a low pass percentage in competitive examinations.

The institution has not yet established a lasting impact in international collaboration.

Students hesitate to pursue placement opportunities outside the city.

The prospect of consultancy is minimal.

The percentage of research publication could be improved

### **Institutional Opportunity**

**Institutional Opportunities:**

- The college possesses the potential to enhance its NIRF ranking.
- The college can nurture leadership qualities among the first-generation learners through a range of academic, co-curricular, and extracurricular activities.
- Departments can design modules for online certificate courses.
- The institution could promote Inter-disciplinary Research.
- The faculty could submit proposals for E Content Development modules in SWAYAM portal.

**Institutional Challenge****Institutional Challenges:**

To maintain academic excellence through imparting quality education without the grants from the central government for autonomy.

To improve the placement opportunities for the students.

To channelise the perspectives and the efforts of the younger generation in the right direction towards achieving their best

- To get grants for the research proposals from the government agencies.

## **1.3 CRITERIA WISE SUMMARY**

**Curricular Aspects****Criterion I: Curricular Aspects****Curriculum Design and Development:**

The institution designs the curriculum following the guidelines set forth by the UGC through CBCS (2009), LOCF and NEP (2020), NCER and TANSCH (2019) with the valuable inputs from University Nominees, Subject Experts, Industry Experts, Alumnae and Student Representatives. BoS is organised every year and syllabus revision is carried-out once in three years for UG Programme and once in two years for PG Programme.

**Curriculum Enrichment**

The curriculum offers choices in the Non-Major Electives, Elective Courses and Skill-based Courses. The OBE curriculum was implemented in the year 2015. Credit transfer is given for MOOCs completed in the SWAYAM-NPTEL portal.

The institution offers 17 Undergraduate, 13 Postgraduate and 6 Ph.D. programmes including 2 new PG programmes in 2019-20 and 2022-23. COs are mapped with PSO and POs and measured through attainment.

The curricula have 76 courses relevant to the local developmental needs, 91 Courses relevant to the regional developmental needs, 148 courses relevant to the national developmental needs, and 1311 courses relevant to the global developmental needs. The courses on Employability Skills, Entrepreneurial Skills, Research Aptitude, Universal Human Values, Women's Rights, Marine Studies, Environmental Studies, Gender Equity, Coastal History, Professional English, Ethics, Yoga, Meditation and MOOCs provide a multifaceted arena for the students to excel at LRNG levels.

The curricula have 562 new courses, 551 courses focusing on Employability, 79 courses focusing on Entrepreneurship, 469 courses on Skill Development. The institution offers 198 Certificate and Career Oriented Courses, and the students have completed 118 MOOCs from SWAYAM-NPTEL portal. Research projects, and field projects equip the students with the problem-solving skills and methodologies. Internships and value-added courses promote skill development and enhance technical proficiency, and employment opportunities. Participation in the Part V Extension Activities such as CDP, NSS, NCC, Clubs and Forums educate the students to be conscious of the problems in the society and instils in them a humane approach.

## **Feedback**

The curriculum framework is updated periodically on the basis of the feedback of the alumnae, the teachers, the students, the parents, the employers and the stakeholders.

## **Teaching-learning and Evaluation**

### **Criterion II: Teaching, Learning and Evaluation**

#### **Catering to Student Diversity**

The institution employs a variety of strategies to assess the differential learning needs. The Slow learners were motivated by the faculty to improve their learning skills through effective pedagogy, remedial classes, and Simplified study materials.

Advanced learners were encouraged to take the optional self-study courses, MOOCs from SWAYAM NPTEL Portal for which they are given extra credit. 2 students from II MA English have won NPTEL Discipline Star Award. 8 students have emerged as national toppers and 14 students have won Elite Gold certificates.

#### **Teaching-Learning Process**

Methods such as spot studies, library visits, internships, field projects, research projects, CDP, competitions, book reviews, Programmes on Converting Innovation into Startup, and cultural activities foster experiential learning

The institution has licensed software for Language Lab, Computer Lab and the Marian Media Studio. The faculty create E Content and use Google Productive Tools, Microsoft Teams, the licensed LMS, the resources

from NList journals and NDL. 136 e content have been produced by the faculty.

### **Mentor Mentee Schemes**

The effective practice of Mentor- Mentee system has made their impact on the the students and have improved the outcome of the academic programme.

### **Adherence of Academic Calendar**

The institution follows the concept of theme-centred academic years, which augment the educational experience of the learners. IQAC formulated the templates for teaching modules based on the learning outcomes. The faculty prepare the teaching module and formulate the Instructional Design based on RBT.

### **IT Integration in the Examination Procedures**

The institution implemented an efficient EMS that encompasses FAs, CIA and ESE through the ERP from the AY 2017-18. It has registered in NAD, ABC and UMIS. The Hall ticket is randomly generated, and the seating arrangements in the exam halls are facilitated through the ERP. Results are published in ERP.

### **Students' Performance and Learning Outcomes**

Both the CIA and the ESE question papers carry knowledge and application-based questions. The evaluation is done based on the centralized assessment rubrics. The are calculated using the CO, PSO, PO mapping values and grades are released based on the CGPA.

## **Research, Innovations and Extension**

### **Criterion III – Research, Innovations and Extension**

#### **The Research Advisory Committee:**

The Research Advisory Committee is committed to fostering an environment of respect, integrity, and collaboration.

#### **Money**

The institution sanctioned a seed money of Rs. 5,90,243 for the faculty. Faculty have received Rs.1,78,172 as financial support for advanced studies.

20.6 % faculty have research projects. 23.7% faculty are recognised as research guides.

#### **Research Seed**

#### **Guideship & Project**

#### **Research Profile**

- Plagiarism check software Urkund is used.
- The institution has registered in the IRINS and the research profiles of the faculty have been updated in Vidwan & IRINS.
- There are 38 guides and 112 research scholars in the assessment period.



- Faculty have published 18 patents, 452 papers in UGC CARE list, Scopus and Web of Science Journals.
- Faculty have published 185 books/chapters in edited volumes.
- The institution has 52 MoUs and 104 linkages.
- It has conducted 387 extension programmes.
- It has instrumentation lab and incubation centre for research and innovation.
- The institution has registered DNA sequencing in the Gen Bank.

## **Research**

### **Methodology**

- Research Methodology course is included in PG curriculum.

## **Innovation Ecosystem**

## **Indian Knowledge System**

The institution promotes IKS through the curriculum and the various activities of the clubs and forums. 23 seminars have been organised to promote the IKS.

## **IPR**

IIC with Registration ID: IC202015253 is functioning under MoE's Innovation Cell (MIC) to systematically foster the start-up ecosystem. There are 6 Innovation Ambassadors, faculty have published 18 patents. The institution received the three-star status from the MoE.

## **Incubation Unit**

The Incubation unit supports innovations

## **Extension Activities**

- Distribution of Covid 19 relief fund (Rs. 1000) to 75 rural women.
- Participation in Covid -19 War Room Activities
- Workshop on Palm Leaf Craft on 24.10.2019 for 25 rural women
- A Two-week Workshop on Aari Embroidery from 21.06.2022 to 04.07.2022 for 32 women from the adopted villages.
- The Department of English prepared Manual for teaching Spoken English to the Rural Kids which was released by the MP of Thoothukudi on 10.08.2019.
- Beat the Heat Summer Camp for rural children.
- Department of Mathematics installed two Solar Lamps from the UBA Perennial Assistance Fund.

## **Infrastructure and Learning Resources**

### **Criterion IV- Infrastructure and Learning Resources**

#### **Physical Facilities**

The institution has adequate infrastructure facilities to enhance the teaching -learning process. It is located on

16 acres, and has 23260.37 sq. metres of built-up area.

### **Teaching- learning Ambience**

- 8 blocks with a total of 91 classrooms out of which 58 classrooms have Wifi facilities, 21 classrooms with Wifi enabled LCD Projectors and 12 classrooms with Wifi enabled Interactive Boards.
- 4 Seminar Halls with Wifi enabled Interactive Boards, 1 AV Hall with Wifi enabled Interactive Flat Panel and 1 Conference Hall with Wifi enabled Interactive Flat Panel.
- 18 Labs, 3 Instrumentation Rooms, 1 Central Instrumentation Lab
- It has ramps to support the disabled students.

### **ICT Enabled Facilities**

- The entire campus is WIFI-enabled and can be accessed by all the students and the faculty.
- The institution has 316 computers with the student computer ratio of 7.65:1
- The language lab the licensed English Language Lab software “Shine Tech.”
- The departments of Botany and Zoology have e-museums with varied exhibits.

### **Facilities for Cultural and Sports Activities:**

- The institution has an auditorium with 9808.613 sq.ft for conducting seminars, conferences, and academic and cultural events.
- It has a gymnasium 95 sq. metre with Fitness equipment.
- The institution has indoor and outdoor courts. It has won 29 out of 31 times the University Overall Championship.

### **Library as a Learning Resource**

- Library has 49696 books and 67 periodicals
- The Library Hall is equipped with books and digital resources, internet facilities, barcode and OPAC to e-resources under UGC INFLIBNET and NDL.

### **Media Studio**

The Media Studio and the Visitor’s Room have the layout of 200 sq. ft. each. The studio is equipped with the contemporary acoustic embellishment and the Chroma Key Room. It has a Mac Mini M4 PC with Apple M4 chip for recording and Windows 11-based system for editing. The Media Studio has the licensed software - The Pro Apps Bundle.

### **Maintenance and Utilisation of Physical and Academic Support Facilities**

The institution maintains the logbooks of the smart classrooms and laboratories and records the utilisation of the physical, academic and support facilities.

## **Student Support and Progression**

### **Criterion V – Student Support and Progression**

The institution assists the students to reach their higher potential through its curricular and cocurricular activities. It encouraged the students to dream big and realise their dreams through their consistent efforts and take part in the economic development of the nation.

#### **Percentage of students benefitted by Scholarships**

83.97% students received a total of Rs 1 97,12,947 as NSP, Merit and State Government scholarship

#### **Capacity Development & Skill Enhancement Activities:**

Soft skills, Communication Skills and Life Skills: 144

Awareness of Trends and Technology: 130

Grievance Redressal Mechanism

#### **E counselling and Guidance for Competitive Exams**

The Career Guidance and Placement cell conducts many awareness and training programmes both online and offline on Job opportunities, Campus Drive, Walk in-Drive, Career opportunities through National Integrated Rural Movement for Action Network (NIRMAN), Preparation for competitive examinations, skill development programmes for the students to excel in their specific domains. The cell has conducted 35 programmes on competitive examinations and 78 programmes on career opportunities.

#### **Placement & Progression to Higher Studies**

2149 students have progressed to higher education and got placement.

#### **Competitive Exams**

50 students have passed the national level competitive exams

#### **Number of Awards:**

Students have received 111 awards for outstanding performance in Sports and cultural competitions.

#### **Students' Council and Students' Participation in Administrative Committees**

The office bearers of the Students' Council are elected by the students directly. Students' Council faculty members conduct the election through the e-voting software developed by the faculty members of the Department of Computer Science. Students' Council conducts the significant programmes of the Institution such as the Graduation Day, Annual Day, Marian Art fest, Independence Day, Republic Day celebrations. Students' Council promotes teamwork and leadership quality among the students.

**No of Competitions organised by the Institution:**

139 competitions, sports, cultural and technical, have been organised by the institution.

**Alumni Contribution and Engagement**

Marian Alumni Trust was registered on 10.05.2022. It conducted the Platinum Jubilee Alumnae Meet on 11.03.2023. Rs.14.36 lakhs have been contributed by the alumnae for the welfare of the alma mater.

**Governance, Leadership and Management****Criterion VI – Governance, Leadership and Management****Institutional Vision and Leadership**

The institution has implemented the features of SDGs of UN and NEP 2020 in its curricula. The Decentralisation and participative management in the institution highlight the democratic set up and ensures the quality of higher education.

**Institutional Perspective Plan****Short Term Plans (Within Two Years)**

- To start Diploma Course on Logistics Management
- To Conduct a Certificate Course for PG students on Indian Knowledge System

**Medium Term Plans (Within 2-5 years)**

- To encourage the faculty to create E Content for SWAYAM Portal.
- To ensure that the institution gets the position in Top 100 ranks in NIRF.

**Long Term Plans (Within Ten Years)**

- To aid the faculty to equip themselves to receive National/International Fellowship for advanced studies.
- To elevate the institution as an institution of national importance.

**E Governance**

The Governing Body of the college approves the budget for updating the website and the features in the ERP.

**Performance Appraisal System**

The management periodically supervises the performance of both the faculty and the supportive staff for enhancing the quality culture of the institution. All the aided faculty undergo promotions under Career

Advancement Scheme as per UGC norms.

### **Faculty Empowerment Strategies**

32.76 % of teachers have undergone FDPs, Professional Development Programmes and Orientation/Refresher Courses.

### **Financial Management**

The institution has received Rs. 68,29,960 grants from the government and the philanthropists. It has given financial aid to 36 teachers to attend conferences and workshops.

### **Internal & External Financial Audit:**

The institution conducts the internal and external financial audits regularly. A certified Chartered Accountant is appointed by the Management for professional auditing.

### **Internal Quality Assurance System:**

IQAC has initiated two best practices for institutionalizing the quality through “Incremental Improvements in Teaching and Learning: Capacity Building Approach” and “Academic and Quality Enhancement: Pursuit of Excellence.”

### **Review of Teaching – Learning Process:**

IQAC conducts Internal and External Academic Audits every year for quality assessment as per the guidelines of UGC for autonomous colleges. It devises the templates for the academic audit and sends the checklist of files to be maintained in the departments.

## **Institutional Values and Best Practices**

### **Criterion VII – Institutional Values and Best Practices**

#### **Promotion of Gender Equity**

The institution follows gender-sensitive curriculum and pedagogy. The Centre for Women Excellence enhances the understanding of societal and legal issues related to women and create awareness about the rights and complaint mechanism.

#### **Management of the Degradable and Non-degradable Waste**

The centralised system for segregating the waste generated and treatment of biodegradable waste in the campus is fulfilled by a composting unit. It enriches the organic fertilizers, improves soil nutrients, water holding capacity and increasing the canopy of the vegetation. The compost is sufficient for the manure of the campus flora. The food waste from canteen, hostel and convent are digested in biogas plant.

#### **Green Initiatives**

The institution encourages the use of environmentally friendly transportation. The campus which is rich in biodiversity, and it is a plastic free zone. Many Awareness campaigns are organised by the Centre for Eco-Feminine Excellence. The green campus area includes 213 trees, 98 shrubs and 6500 sq.ft lawn. The grand total of carbon absorption by the flora in the campus is  $(1 + 2 + 3) = 261.487$  tonnes of carbon per year.

#### **Barrier Free Environment**

The institution follows the policy of inclusion and admits students from all the layers of the population to assure the equal rights and the dignity of every individual. Differently abled students are given priority in the admission.

#### **Inclusive Environment**

The College offers institutional scholarships to ensure equitable opportunities to the under privileged students who have lost their parents, students with single parents, and students who excel in sports. Mid-Day Meal is provided to the needy students.

## **Constitutional Obligations**

St. Mary's College efficiently contributes for building responsible and harmonious society. The responsibilities go beyond academic instruction, encompassing the promotion of constitutional ideals, and social harmony. The teaching and the non-teaching faculty play a critical role in shaping the future of the nation by fostering values enshrined in the Constitution of India.

### **Best Practices:**

The institution follows two best practices, "Revitalising the Rural Economy," and the Efficacy of Ethical and Sustainable Progress" which strengthen the morale and integrity of the young women.

## 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 Thoothukudi - 628001 Tamil Nadu
City	Thoothukudi
State	Tamil Nadu
Pin	628001
Website	<a href="http://www.stmaryscollege.edu.in">www.stmaryscollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jessie Fernando	0461-2321606	9789931874	0461-2320947	smctuty@gmail.com
IQAC / CIQA coordinator	B. Serena Margaret	0461-2320946	9486454537	0461-2320947	iqacsmctuty@gmail.com

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

Type of Institution	
By Gender	For Women
By Shift	Regular



Recognized Minority institution	
If it is a recognized minority institution	Yes <a href="#">Minority Status Certificate-final.pdf</a>
If Yes, Specify minority status	
Religious	Christian Minority Education Institution
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	27-01-2009

University to which the college is affiliated		
State	University name	Document
Tamil Nadu	Manonmaniam Sundaranar University	<a href="#">View Document</a>
Tamil Nadu	Manonmaniam Sundaranar University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-08-1958	<a href="#">View Document</a>
12B of UGC	01-08-1958	<a href="#">View Document</a>

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				

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	St Marys College (Autonomous) 104, North Beach Road Thoothukudi - 628001 Tamil Nadu	Semi-urban	16	23260.37

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Pg And Research Department Of English,English	36	HSC	English	64	64
UG	BA,Pg And Research Department Of History,History	36	HSC	English	64	41
UG	BA,Department Of Economics,Economics	36	HSC	English	64	61
UG	BSc,Department Of Mathematics,Mathematics Batch	36	HSC	English	48	0

	II					
UG	BSc,Department Of Mathematics,Mathematics Batch III	36	HSC	English	48	0
UG	BSc,Department Of Mathematics,Mathematics	36	HSC	English	48	48
UG	BSc,Department Of Physics,Physics	36	HSC	English	48	30
UG	BSc,Department Of Computer Science,Computer Science	36	HSC	English	49	49
UG	BSc,Department Of Chemistry,Chemistry	36	HSC	English	48	38
UG	BSc,Department Of Botany,Botany	36	HSC	English	48	41
UG	BSc,Pg And Research Department Of Zoology,Zoology	36	HSC	English	50	50
UG	BCom,Pg And Research Department Of Commerce,Commerce	36	HSC	English	65	65
UG	BSc,Department Of Microbiology,Microbiology	36	HSC	English	48	28
UG	BA,Department	36	HSC	English	64	12

	ent Of English, English Batch II					
UG	BBA, Department Of Business Administration, Business Administration	36	HSC	English	64	21
UG	BSc, Department Of Psychology, Psychology	36	HSC	English	48	23
UG	BCom, Department Of Commerce, Commerce Batch III	36	HSC	English	64	42
UG	BCom, Department Of Commerce, Corporate Secretaryship	36	HSC	English	64	11
UG	BCom, Department Of Commerce, Commerce Batch II	36	HSC	English	64	48
PG	MA, Pg And Research Department Of English, English	24	UG	English	30	19
PG	MA, Pg And Research Department Of History, History	24	UG	English	30	10
PG	MA, Department Of Economics, Economics	24	UG	English	30	4

PG	MSc,Department Of Mathematics,Mathematics	24	UG	English	25	15
PG	MSc,Department Of Physics,Physics	24	UG	English	25	6
PG	MSc,Department Of Computer Science,Computer Science	24	UG	English	25	5
PG	MSc,Department Of Chemistry,Chemistry	24	UG	English	25	6
PG	MSc,Department Of Botany,Botany	24	UG	English	25	6
PG	MSc,Pg And Research Department Of Zoology,Zoology	24	UG	English	25	12
PG	MCom,Pg And Research Department Of Commerce,Commerce	24	UG	English	33	33
PG	MSc,Department Of Microbiology,Microbiology	24	UG	English	25	9
PG	MA,Department Of English,English Batch II	24	UG	English	30	0
PG	MA,Human Resource Management,Human	24	UG	English	30	27

	Resource Management					
PG	MSc, Department Of Psychology, Psychology	24	UG	English	25	4
Doctoral (Ph.D)	PhD or DPhil, Pg And Research Department Of English, English	36	PG	English	1	1
Doctoral (Ph.D)	PhD or DPhil, Pg And Research Department Of History, History	36	PG	English	1	0
Doctoral (Ph.D)	PhD or DPhil, Department Of Mathematics, Mathematics	36	PG	English	4	2
Doctoral (Ph.D)	PhD or DPhil, Department Of Botany, Botany	36	PG	English	9	1
Doctoral (Ph.D)	PhD or DPhil, Pg And Research Department Of Zoology, Zoology	36	PG	English	9	0
Doctoral (Ph.D)	PhD or DPhil, Pg And Research Department Of Commerce, Commerce	36	PG	English	5	0

## 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				27				70			
Recruited	0	0	0	0	0	27	0	27	1	69	0	70
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				67			
Recruited	0	0	0	0	0	0	0	0	4	59	0	63
Yet to Recruit	0				0				4			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				57
Recruited	6	36	0	42
Yet to Recruit				15
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	4	24	0	28
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	1	1	0	2
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	21	0	3	77	0	101
M.Phil.	0	0	0	0	6	0	1	28	0	35
PG	0	0	0	0	0	0	1	23	0	24
UG	0	0	0	0	0	0	0	0	0	0



Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	672	0	0	0	672
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	156	0	0	0	156
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	4	0	0	0	4
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	98	105	123	142
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	306	377	395	441
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	19	32	20	33
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	423	512	537	615
	Others	0	0	0	0
Total		846	1026	1075	1231

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Botany	<a href="#">View Document</a>
Department Of Business Administration	<a href="#">View Document</a>
Department Of Chemistry	<a href="#">View Document</a>
Department Of Commerce	<a href="#">View Document</a>
Department Of Computer Science	<a href="#">View Document</a>
Department Of Economics	<a href="#">View Document</a>
Department Of English	<a href="#">View Document</a>
Department Of Mathematics	<a href="#">View Document</a>
Department Of Microbiology	<a href="#">View Document</a>
Department Of Physics	<a href="#">View Document</a>
Department Of Psychology	<a href="#">View Document</a>
Human Resource Management	<a href="#">View Document</a>
Pg And Research Department Of Commerce	<a href="#">View Document</a>
Pg And Research Department Of English	<a href="#">View Document</a>
Pg And Research Department Of History	<a href="#">View Document</a>
Pg And Research Department Of Zoology	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The institution imparts value conscious integrated education to the young women of the marginalised sections of the society ensuring their continual growth. It has empowered the young women to face the challenges in the world proving their mettle as all round personalities. Interdisciplinary courses were added in the curriculum framework which provide a transformation from traditional approach of learning only through the respective domains of study to incorporate a holistic approach to education. These courses help the students think critically from multiple dimensions and have an innovative and broader outlook beyond the traditional boundaries. The students through the study of these courses develop a deep insight of their respective domain in association with other the domains which lead to new</p>
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innovations. It also encourages the research aptitude in different perspectives to identify the research problems and find out the ways and means to solve the problem. The courses were designed to attain the learning outcomes in effective ways which envisage the essence of various disciplines and acclaim the new branches of study in the respective domain. Interdisciplinary research projects are carried out to find solution to the real world problems. Interdisciplinary approach instil a thirst for new finding and innovations which revolutionized the world. Interdisciplinary learning aids the students to be more active and learn new ideas with enthusiasm while interdisciplinary teaching encourages and supports critical thinking and analytical skills beyond the boundaries among the students. Common Core Courses for the students of all branches directs them towards the acquisition of necessary transferable skills for the progress of their career. These courses were updated at a regular interval to ensure the academic flexibility of the curriculum. The institution through its Part V curricula focuses on the community development programme through TOUCH, on social service through NSS and NCC and through the curricula for the Ability Enhancement courses highlight the essential features of environment, and value-education and thereby prepares them for a future in which they step forward as the better stewards of the world. The interdisciplinary approach supports different disciplines with new boundaries and the recent trends across the disciplines. Thus cross-cutting issues in various disciplines were taken for studies to inculcate a better and deeper understanding of the subjects.

2. Academic bank of credits (ABC):

The institution has registered in NAD and initiated the implementation process of Academic Bank of Credits. The details needed for ABC registration is received from the students and uploaded. The institution through its Board of Studies, Academic Council and Governing Body have approved the scheme of credit transfer for the MOOCs done through the SWAYAM- NPTEL portal. The faculty members prepare the authentic study material, textbooks, e content, the contents of the museum and lab manuals. Students could access these learning resources at any convenient time. The faculty members are adept in following the apt pedagogies

that befit the well-designed curriculum and the learning capabilities of the learners of the digital era which will enhance their learning experience. The faculty prepare the textbooks with ISBN number and the study material for the respective courses and the students gain a lot from the conceptual and the pedagogical approaches of the teacher. Students submit their assignments online and the advanced learners present their seminar as e content. The online quizzes are conducted through the ERP portal which help the learners check their answers and marks immediately. The Internal marks consolidation is done through the ERP portal which ensures transparency in the assessment process. The External marks are entered in the ERP and the results are published within two weeks.

### 3. Skill development:

The curriculum was framed to develop the necessary and competent skills in the respective domains of study. The institution follows the credit structure in alignment with National Skills Qualifications Framework for the Value Added and Career Advancement courses. The Skill based courses like Epigraphy, Archaeology, Horticulture, English for Proficiency, Study of the English Language, Media Writing, Documentation using LaTeX, Fishery Products, Clinical Laboratory Technology, Computer for Digital era and soft skills, Business Mathematics, Business Statistics, Agricultural Chemistry and water management, Pharmaceutical Chemistry, Practical in Medical laboratory technology, Biostatistics, Instrumentation, Physics for Competitive Examinations, Microprocessors, Web Technology, Entrepreneurial Development, Women and Economic Development, Principles of Marketing, Web Commerce, Social skills development, Inner child healing etc., are incorporated in the syllabus to train the students to develop their skills. Institution provided value-based education to motivate positivity among the students to develop humane conduct, universal human values, righteous conduct, and life skills etc. The students are trained through IIC on Entrepreneurial Skill and Startups. These skill-based courses and programmes inculcate appropriate skills among the students to enrich their academic career. They also stimulate the interest and the passion for their respective domain. These skills helped them reach and reveal new perspectives in their subjects.

	<p>They also support them in the research and project work and make them feel at ease. These courses enhance the ability of the students to excel in their respective domains of study and in the academia. The skill-based courses nourish the students with rich experience of academic pursuits and employment opportunities. Skills are imparted through hosting seminars, workshops, hands on training and training programmes, etc., give them courage to emerge as successful entrepreneurs. These skills form the pre-requisites of the students to get better jobs and excel in all walks of their life.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian Knowledge system was integrated through Part I – Tamil language, Part II – English language, Elective IV – Understanding Heritage and Self Study Course – Understanding Popular Culture, Core – Indian Writing in English, Core – World Literature in Translation, Core – Myth in Literature and Diasporic Literature, Ability Enhancement Course – Yoga and Meditation. These courses reveal the Classical historicity of Tamil Language and rich cultural heritage of Tamil, highlight the English language as the dominant communicative language in the world, enrich the conventional systems, traditions, customs, the cultural heritage, and the beliefs of the people of the society, and embody the richness of mass culture with its distinct habits, beliefs, the history of civilization, and culture. The thoughts and the imagination of Indian poets and authors, myths in literature integrate the thought process of our ancestors and the present generation. The curriculum of the science departments focus on the Bio - diversity and Conservations in the Indian arena, Indian Ecology and Pharmacognosy which imparted the essential knowledge about the endangered rare species and the significant ways and means to preserve those species to maintain the ecological balance. Our Institution incorporated the courses which promote integration of Indian knowledge system and spread the positive vibes among the younger generation to achieve national harmony. Cultural fests like Pongal recollected the reminiscences of traditional games, food, traditions, worship and wearing the ethnic dress at such celebrations paved the way for social harmony amid diversities. World Mother Tongue Day was celebrated 18.2.2022 with the intention of</p>

	<p>proclaiming the greatness of the classical language, Tamil through the conduct of a workshop on the three classifications of Tamil, Iyal, Isai and Nadagam. The institution, through the Orientation Programme on “Know Your Constitution,” Lecture Series on “Writers Who Changed the World: Literature At a Glance,” and a national seminar on “Cross Cultural Reading of Indian Literature in Translation” promotes the Indian Knowledge System.</p>
5. Focus on Outcome based education (OBE):	<p>The institution adopts Outcome Based Education curriculum to align with the global educational scenario. The OBE curriculum incorporated Programme Outcomes, Programme Specific Outcomes and Course Outcomes augmented the learning experiences of the students through the attainment of outcomes. The outcome-based education enabled the faculty to play constructive roles such as the tutor, the instructor, and the facilitator in their approach towards the conceptual framework of the curriculum. As the learning outcomes are revealed to the students, at the entry point of their UG/PG Programmes, they have clarity of the course content which enhances the spirit of learning among the students. Every student’s progress was checked through effective assessment mechanisms such as the assignments, the field projects, the projects, and the internal and the external examinations which help the faculty measure the learning outcomes precisely and it assists them in steering their teaching process to achieve the proposed levels of learning outcomes by the end of the academic year. OBE inculcated the essential and academic skills among the students to excel in their career. OBE commended the higher order thinking skills and developed the critical thinking, the analytical skills, and the numerical skills etc of the students. This resulted in new innovative ideas in their specific domains of study and assisted them in the preparation of their project research and work. OBE is imparted through the necessary ability enhancement courses and programmes. OBE helped the learners achieve their goals after the completion of the programme and prepared them to compete with others in the global educational scenario.</p>
6. Distance education/online education:	<p>Students were encouraged to take MOOCs through SWAYAM -NPTEL portal and their credits are transferred. Out of the 96 UG students who passed</p>



the NPTEL Exams in the academic year 2021-22, 44 UG students received 'Elite' Certificate and 18 UG students received 'Elite Silver' Certificates. Out of the 105 PG students who passed the NPTEL Exams in the academic year 2021-22, 55 PG students received 'Elite' certificates and 21 PG students received 'Elite Silver' certificates and 8 students received 'Elite Gold' certificates. Ms. M. Apshan, III BA English Literature won the "Topper of Top 5%" award from SWAYAM-NPTEL for the online course "Short Fiction in Indian Literature." The SPOC received the 'Active SPOC Award' from NPTEL for the year 2021. The institution is recognised as the 'Active Local Chapter by the NPTEL. After the pass, both the UG and the PG students were given additional credits. Thus, online education and blended learning were assisted by the institution to fulfil the ambitions of the students. Online education was adhered for teaching and learning by both the faculty and the students. Digitalisation played a vital role in the academic world and through electronic gadgets. It revolutionised the life of mankind. Google Meet, Google classrooms, Zoom platform and Microsoft Teams were highly utilized by the faculty and students as it was user friendly for the freshers of the digital era. Google Meet was opted, and the faculty scheduled their class time with the integrated Google Calendar according to their timetable. They prepared power-point presentations and cited E-resources, videos and created e content to enhance their academic progression. Google Classrooms were created for every course by the faculty, and they gave e-assignments, study materials and e-quiz to check the individual progression of the students. Online attendance was documented, and due attention was given for both the teaching and the learning process. Online digital platform provided a new perspective in the educational field in the toughest times of the pandemic. High quality video availability enhanced the learning experience of the virtual classroom which motivated the students to be present in the class. Thus, thus the online teaching platforms and the online teaching tools assisted the students to connect, to create and to collaborate the educational activities of the institution. Digital connectivity connected the academic professionals through webinars and provided wide exposure to the students

to ensure their academic progression.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy has been set up since 2021 and it is functioning effectively till date in the campus.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>St. Mary's College (Autonomous) Electoral Literacy Club Academic Year 2021-2022 St. Mary's College (Autonomous), Thoothukudi, Tamil Nadu, proudly initiated the Electoral Literacy Club for the academic year 2021-2022. The club aims to create awareness and promote electoral participation among students, empowering them to become responsible and informed citizens. Office Bearers • Nodal Officer: Ms. A. Patricia Romila Assistant Professor of English St. Mary's College (Autonomous), Thoothukudi, Tamil Nadu, India Ambassadors S. No Name of the Student Register Number Year Department 1 A. Muthu Madumitha 21AUHI24 I Year B.A. History 2 F. Vesta Serapha 20AUEN64 II Year B.A. English 3 B. Antony Steniba 19AUEN04 III Year B.A. English</p> <p>Executive Committee Members The following students from the III Year classes have been nominated as Executive Committee Members: S. No Name of the Student Register Number Department 1 M. Apshan 19AUEN08 B. A. English 2 A. Malarkodi 19AUHI34 B. A. History 3 S. Gayathri 19AUEC11 B. A. Economics 4 C. Christilda 19AUCO17 B. Com 5 A. Dilany 19AUMT10 B. Sc. Mathematics 6 V. Kavya 19AUPH19 B. Sc. Physics 7 P. Chandra 19AUCS09 B. Sc. Computer Science 8 S. Jackulin 19AUCH18 B. Sc. Chemistry 9 P. Madhuniha 19AUBO18 B. Sc. Botany 10 A. Jeevitha 19AUZO16 B. Sc. Zoology</p> <p>St. Mary's College (Autonomous) Electoral Literacy Club Academic Year 2022-2023 St. Mary's College (Autonomous), Thoothukudi, Tamil Nadu, proudly initiated the Electoral Literacy Club for the academic year 2022-2023. The club aims to create awareness and promote electoral participation among students, empowering them to become responsible and informed citizens. Office Bearers • Nodal Officer: Dr. S. M. Roja Poo Assistant Professor of History St. Mary's College (Autonomous), Thoothukudi, Tamil</p>

Nadu, India Ambassadors S. No Name of the Student Register Number Year Department 1 D. Kanniha Devi 22AUHI13 I Year B.A. History 2 A. Muthu Madumitha 21AUHI24 II Year B.A. History 3 F. Vesta Serapha 20AUEN64 III Year B.A. English

Executive Committee Members The following students from the III Year classes have been nominated as Executive Committee Members: S. No Name of the Student Register Number Department 1 S. Blessi 20AUEN10 B. A. English 2 R. Livista 20AUHI22 B. A. History 3 J. Jeba 20AUEC19 B. A. Economics 4 S. Brindha 20AUCO15 B. Com 5 J. Esther Rani 20AUMT11 B. Sc. Mathematics 6 P. M. Preetha 20AUPH25 B. Sc. Physics 7 J. Janani 20AUCS16 B. Sc. Computer Science 8 M. Ragavi 20AUCH33 B. Sc. Chemistry 9 M. Archana 20AUBO06 B. Sc. Botany 10 M. Jeffina 20AUZO12 B. Sc. Zoology

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

Electoral Literacy club meets twice in a semester. The members of Electoral Literacy club organize awareness programmes on the significance of VOTE in democratic set up. They are responsible for instilling the civic sense among the students and to exercise their adult franchise. Electoral Literacy club makes the people to understand how to cast a vote and be aware of electoral rules and regulations. It also educates the youth about the importance of Universal Adult Franchise, the highest power entrusted in the hands of the citizens to evolve fair democracy. Electoral Literacy is essential as it sensitizes the young citizens about their civic responsibilities. They motivate the students and the people to participate in the electoral process. The students can raise their voice to the government policy and schemes through the voting right. Every year January 25th is observed as the National Voters Day and the voters day pledge was taken by the students to follow ethical values to achieve true democracy. The members of the Electoral Literacy club organize Voters Awareness programmes in the rural adopted villages through Community Development programme. They organize meetings, mime show, Skit to enlighten the people about the powerful weapon, the voting right exercised by them. They also emphasized the importance in the new Voters registration after the completion of 18 years of age which is the prime fundamental duty of a citizen. Electoral Photo Identity Card (EPIC) is one

of the important documents issued by the Election commission of India. They educate the ways and means to avoid bogus vote in the election process. Our institution conducts Students Union Council Election in a fair manner. All the students are given the right to vote in the election. The students contest in the election are given the opportunity to canvas all the students to vote for them. After the stipulated time, they are not allowed to canvas the students. The date of the election is announced. Students Union Council faculty members conduct the election through an e- voting software developed by the faculty members of the Department of Computer Science. Students are allowed to cast their democratic right. Votes are counted and the election results is announced by the Principal. After the declaration of the results, the office bearers take the Oath of Office and take charge of the portfolios allotted to them. Thus, our students are well-trained in the art of democracy to exercise their voting right.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

Choir team organised singing competition under the topic “My Vote is My Right-Power of One Vote” on 16th November, 2022 as per guidelines from election commission office, Chennai. Students had to compose their own tune for the song. A Pledge on National voters’ day were taken on 25.1.2023. NSS Volunteers along with other students took pledge at 11.am. To observe 12th National Voters’ Day, Systematic Voters’ Education and Electoral Participation (SVEEP) competitions such as Essay writing, Poster Making, Slogan Writing and Drawing were held online on 12 December 2021. The competitions are based on the themes like EVM and familiarisation of VVPAT. To bring awareness among the public on “My vote is my future; Power of one vote”, Indian Election Commission organized diverse competitions such as Quiz, Slogan Writing, Singing, Video Making and Poster making for all the students on the same theme. The students participated in all the competitions and won e-certificates. On 17th February 2022, Department of Economics conducted Voting awareness programme was held at Maravanmadam by the students. In the programme the importance of casting vote and other aspects of election were discussed. 30 Students were the participants. 65 people were benefitted out of it. On 17-02-2022- Voting awareness programmes was held

at Maravanmadam through Mime Show and Skits. In the programme the importance of casting vote and other aspects of election were discussed. On 17th February 2022, Department of Zoology organized a programme on Election Awareness Campaign on Thai Nagar and Siluvaipatti North and South. On 17th February 2022, Department of Botany organized election awareness programme to create awareness on the importance of voting in Ganapathy Nagar and Jaheer Hussain Colony in Thalamuthu Nagar. To emphasize voting as a constitutional right and remove the negative attitude “My vote doesn’t make a difference” and give awareness on 100 percent voting, a voters’ awareness virtual meeting was organized on 23rd March 2021. The resource person of the session Mr. K. Ganesan, a social worker cum District Secretary of Consumer Protection Council gave an address on “Voting Rights”. An awareness program on Election and the Voters was conducted on 2nd and 3rd of March 2021. The meeting was held in the auditorium. Rev. Fr. Sagesh Santhiya, Parish priest, Jeeva nagar, Thiruchendur was the Chief Guest. He spoke about the importance of voting of rights and how everyone should exercise their right on election day. On 25/01/2020 the department celebrated National voters day in Korampallam Village (Vadakku Kalangarai). Thus organised a rally and created awareness on voting among people. Link <https://youtu.be/zGxk2rpIvyA?si=5qpcifbbqL2l6mmv> <https://youtu.be/zGxk2rpIvyA?si=ivrgDbDTH7PqA00> .

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

Electoral Literacy club also emphasized the importance in the new Voters registration after the completion of 18 years of age which is the prime fundamental duty of a citizen. Electoral Photo Identity Card (EPIC) is one of the important documents issued by the Election commission of India. They educate and enlighten the ways and means of mechanism to register eligible students as voters and to avoid bogus vote in the election process.

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2419	2675	3046	3238	3278
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

##### Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
823	953	1035	1089	934
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
158	162	162	164	164
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

## 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 229**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3 Institution

### 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
284.19	429.70	305.71	375.79	472.41
File Description			Document	
Provide Links for any other relevant document			<a href="#">View Document</a>	
Other Upload Files				
1		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

**Response:**

St.Mary's College follows Outcome-Based Education (OBE), a student-centric educational framework that emphasises the achievement of specific outcomes as the primary goal of the educational process. The institution under its quality mandate designed OBE curricula in alignment with the local, the regional, the national, and the global developmental needs, thereby enhancing the competency of the students.

The institution through its Curriculum Development Council devised the POs, the PSOs and the COs are devised in the respective departments before the Board of Studies. The institution conducted the meetings of the BoS periodically with the suggestions from the subject experts, the faculty, the industry experts, the students and the alumnae to ensure that the curricula cater to the LRNG levels.

St.Mary's College designed the curricula based on the Sustainable Development Goals (SDG), IKS and NEP 2020. The courses focus on emerging trends and technologies in the specific domains of study.

Part I language studies in Tamil, French prioritise the focus on the study of the classical language of India and a foreign language that adds up to the prospects of employability. Part II English courses with the focus on Content and Language Integrated Learning (CLIL), i.e., the teaching of English grammar through specific core domains of study, of which the objectives, expected outcomes and assessment rubrics are modelled on the Common European Framework of Reference (CEFR) and have clear performance indicators with corresponding global scores.

The curricula have 76 courses relevant to the local developmental needs, 91 Courses relevant to the regional developmental needs, 148 courses relevant to the national developmental needs, and 1311 courses relevant to the global developmental needs.

Research projects, field projects across all programmes help the students in identifying societal problems, develop research acumen and equip them with the problem-solving skills and methodologies. Internships and value-added courses promote skill development through hands-on training and enhance technical proficiency, and employment opportunities.

The curriculum framework streamed at local level emphasised the need for New port in Thoothukudi to enhance trade and commerce, at regional level coastal and regional history are highlighted, at National level the preservation of rich heritage and noble ideals of our National entity and at Global level the latest global trends in Science and technology are given thrust.



The courses on Employability Skills, Entrepreneurial Skills, Shipping Management, Research Aptitude, Soft Skills, Universal Human Values, Women's Rights, Marine Studies, Bio Reserves, Bioinformatics, Environmental Studies, Gender Equity, Coastal History, Professional English, Ethics, Yoga, Meditation and MOOCs provide a multifaceted arena for the students to excel at LRNG levels. They enhance the well – crafted blend of traditional foundation and cutting-edge content ensuring adaptability and innovation.

Participation in the Part IV and Part V Extension Activities such as Community Development Programme, NSS, NCC, Clubs and Forums educate students to be conscious of the problems in the society and instils in them a humane approach.

The curriculum framework is updated periodically on the basis of the feedback of the alumnae, the teachers, the students, the parents, the employers and the stakeholders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### **Response:**

St.Mary's College revises the course syllabi periodically with the continual reviews from the faculty, subject experts, industry experts to incorporate the contemporary requirements of the job market. All the programmes offered by the institution have an enlightened focus on student progression to higher studies and placement. The curricula equipped the graduates with the right skills and qualifications as pointed out in NEP 2020 and reconciled the discrepancies between educational programmes and workplace needs. The course structure of all programmes has the components of Core Skill Based Courses, Common Skill Based Courses, Skill Enhancement Courses, Ability Enhancement Courses and Internships.

The institution offers 562 new courses. It offers 551 courses that focus on Employability, 79 courses on Entrepreneurship, and 469 courses on Skill Development. It also offers 198 Certificate Courses and Career Oriented Courses. Students have done 118 courses under the SWAYAM – NPTEL Portal.

#### **Employability**

Courses such as Fiscal Economics, Mathematical Methods, Economics of Shipping, Employability Skills, Women Empowerment in India, Functional English, Professional English, Archives and Museums, Office Management, Logistics Management, Advertising, Marine Botany, Marine Biology, Polymer Chemistry, Nano Science and Technology, Energy and Environmental Chemistry, Information Technology and Business, Human Resource Management, Computerised Accounting Packages – Tally 9.0 ERP, C++ Programming, Web Designing and Multimedia enhance the prospects of employability. The field projects and the research projects and internships which are an integral part of all programmes add to the skills of employability.

## Entrepreneurship

Courses such as Economics of Entrepreneurship, International Business, Media Writing, Tour Operations, Beach Tourism, Mathematical Statistics, Vermi Technology, Mushroom Technology, Maintenance of Electronic Equipment and Photography, Counselling Psychology, Rehabilitation Psychology, Aquaculture Biotechnology, Aquaculture Practice and Farm Management and Business Environment instil the spirit of entrepreneurship among the students. The seminars, the expert talks of the industrial experts and the alumnae who are successful entrepreneurs, the conduct of Sales Day, the sale of Millet based products, the College Bazaar, the activities of the Institution's Innovation Council motivate the students and provide a pathway for them to explore new entrepreneurial ventures.

## Skill Development

Courses such as Banking Practices, Horti Culture, Gardening and Nursery Management, Cell Biology and Genetics, Horticulture and Seed Technology, Pharmaceutical Chemistry, Phytochemistry and Photochemistry, Denova Designs in Chemistry, Banking, Auditing, Business Communication, Career Skills, Computer Applications in Business, Customer Relationship Management, E Accounting, Auditing, Secretarial Practice, Computerised Accounting Packages – Tally 9.0 ERP Practical, Mobile Computing, Object Oriented Software Engineering, Relational Database Management System, Salesmanship, Digital Economy, Writing Skills, Skills for Career Advancement, and English Language Teaching help the students gain knowledge of the skills required for work place environment.

The institution strives hard to prepare the students for a prospective career through the syllabi which is enriched with the practical inputs from the industry experts. With the Industry Academia tie up, the institution is able to procure internships for the students which give them opportunities to work in real world workplace and develop the essential skills and practical knowledge of the work environment.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 34.73

**1.2.1.1 Number of new courses introduced during the last five years:**

Response: 482

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 1388

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

The institution integrates cross-cutting issues into the curricula and exemplifies the Sustainable Development Goals of the United Nations and the NEP 2020 to groom intellectually exceptional, morally upright, culturally rooted, and spiritually conscious individuals who are equipped to tackle the convoluted challenges of the modern world.

All the UG and the PG students have Ethics course, The UG students have Ability Enhancement Courses such as 'Value Education' in the first semester, and 'Environmental Studies' in the second semester 'Women Synergy' in the third semester and 'Yoga and Meditation' in the fourth semester and the Common Skill Based Course 'Computer for the Digital Era and Soft Skills' in the fifth semester. The institution prepares the manuals for these courses. All the students have a choice for taking MOOCs, Internships and Self-study courses and all the UG and PG programmes offer field projects and research projects. Out of the 1799 research and field projects nearly 700 projects focus on cross-cutting issues

validated in SDGs.

The institution offers 405 courses with a specific focus on Professional Ethics, Gender, Human Values, Environment and Sustainability that bespeak its commitment to the value framework which would promote the learners' access to inclusive and equitable quality education, enhancing the quality of education, promoting lifelong learning, bridging the gender gap, improving learning outcomes, and fostering innovation and research.

By integrating the SDGs into the curricula and operations, the institution helps the students develop the knowledge, skills, and attitudes required to contribute to sustainable development in India and globally.

### **Professional Ethics**

Courses such as Constitution of India, Computer for Digital Era and Soft Skills, Dairy Management, Aquarium Fish Keeping, Commercial Aquaculture, Digital Principles, Business Management, Principles of Accountancy, Career Skills, Business Ethics, Business Correspondence, Personality Development, Social skills Development, Self Development Skills, Professional English, Skills for Career Advancement inspire the students to build their aptitude and attitude towards their profession and the ability to cope with the complexities in their career.

### **Gender**

Courses such as Women's Synergy, Women's Writings, Women Empowerment in India, Women Entrepreneurship, Psychology of Women, Population Economics, Inner Child Healing, Cosmetic Microbiology, Health Psychology, Psychology of Women, Socio-Religious Reform Movements in India, Women and Economic Development highlight the contribution made by the women writers, women scientists for societal development and women empowerment, foster a deeper understanding of gender dynamics, and provide actionable recommendations to address identified gaps and enhance gender equality initiatives.

### **Human Values**

Courses such as Value Education, Ethics, Yoga and Meditation, Psychology for Life, Human Rights, Psychology of Life Management, Biological Basis of Behaviour, Psychology for Happy Living promote human values.

### **Environment and Sustainability**

Courses such as Environmental Studies, Environmental Science, Agricultural Chemistry and Water Management, Genetics, Developmental Biology and Physiology, Horticulture and Plant Breeding, Plant Resources Utilization, Organic Farming, Herbal Healthcare Products, Animal Biology, Chemistry for Biological Sciences, Plant Diversity, Fishery Products, Angiosperm Taxonomy and Plant Physiology, Vermi Technology, Sericulture, Economics of Waste Management, Energy Economics enhance the learners' understanding of the environment and the need to conserve it.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 210

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 100

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 33

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 33

File Description	Document
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 74.97

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
828	846	1026	1075	1231

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1310	1363	1285	1338	1381

##### File Description

##### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

##### Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

**Response:** 88.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
712	807	886	910	743

**2.1.2.2 Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
904	940	887	923	953

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

St. Mary's College caters to the needs of diversified students and focuses attention on both the slow and



the advanced learners. The institution recognises and addresses the varied levels of student learning not just as a pedagogical priority but also as a moral imperative. It employs a variety of strategies to assess the differential learning needs and implement targeted interventions for both the slow learners and the advanced learners. Differentiated instruction is a cornerstone for bridging the learning gap among students. By assessing students' learning levels through formative assessments and diagnostic tools, the institution identifies students who require additional support.

Through the Bridge Course, Communicative English Units, Assignments, Marketing Expos, Activities of the clubs and forums, projects and internships, the institutions moulds the students to achieve academic excellence. The Slow learners were identified at the beginning of the academic year, and they were motivated by the faculty to improve their learning skills through effective pedagogy, remedial classes, and timely assessment of their gradual progress. It organises special programmes for the advanced learners and creates an inclusive environment that enhances overall educational outcomes.

Simplified Study Material plays a critical role in enhancing student motivation and engagement. When educational content is tailored to their specific learning needs, students are more likely to remain engaged and motivated. Flow Charts, Mind Maps, Question Banks For slow learners, personalised support through Hands-on-Training Programmes, and achievable goals foster a sense of competence and confidence, which are crucial for sustained academic effort.

Advanced learners were encouraged to take the optional self-study courses both at UG and PG levels which promoted self-learning skills among them. Advanced learners benefit from the enriched learning opportunities that challenge their intellectual capacities such as the MOOCs from SWAYAM NPTEL Portal. They compete with their peer group across the nation and emerge as national toppers. The students who pass the MOOCs are given extra credits for their unique achievement. Two students from II MA English have won NPTEL Discipline Star Award. Eight students have emerged as national toppers in eleven courses. Fourteen students have won Elite Gold certificates. 153 UG students have completed 19 NPTEL courses and 47 have won Elite Silver certificates. 528 PG students have completed 94 NPTEL courses and 65 have won Elite Silver certificates. 5685 UG students have completed 159 Self-study courses, and 776 PG students have completed 58 Self-study courses.

St. Mary's College trained 100 advanced learners about the nuances of English communication skills through the "National Communication Skills challenge 2019" of ICT academy in association with STEP – *The Hindu* group. The challenge helped every participant in developing their communication enhancement strategies through personalised reports through STEP Plus self-diagnostic test.

The advanced learners engage in E content Development for the presentation of their seminars. They present papers in seminars. They volunteer for Peer-to-peer teaching, a form of collaborative learning, which enhances the learning of them as well as their fellow students. They conduct entrepreneurial training programmes for the rural women in the adopted villages in the CDP.

<b>File Description</b>	<b>Document</b>
Upload Any additional information	<a href="#">View Document</a>
Provide link for additional information	<a href="#">View Document</a>

### 2.2.2

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

**Response:** 15.31

<b>File Description</b>	<b>Document</b>
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

St.Mary's College enhances the learning experiences of the students through the apt pedagogies and the academic infrastructure to promote the higher order thinking skills of the students as set forth in the OBE curriculum. It integrates experiential learning strategies, spot studies, industrial visits, field projects, and ICT tools to enliven the learning experience of the students. The institution adapts a blend of Experiential Learning, Participative Learning, and Problem-solving methodologies to groom the students to acquire disciplinary knowledge, soft skills, analytical and critical thinking skills, and leadership qualities.

#### **Experiential Learning Methodology:**

The institution offers hands-on training programmes, conducts workshops to help the learners get the

practical experience by applying theoretical knowledge in real world situations. Methods such as spot studies, library visits, internships, field trips, field projects, research projects, community development programmes, cocurricular and extracurricular activities, competitions, programmes on entrepreneurship and innovation, book reviews, and cultural activities foster experiential learning. Visits to Dairy Farms, Spot study of historical spots in Tamil Nadu, conduct of competitions on Bioinformatics Tools and Techniques, Preparation of Organic Weedicides, Organic Farming, In-House Training Programme Micro techniques, Hands on Training - 16s rRNA based characterisation of microbes enhanced the experiential learning capabilities of the students.

### **Participative Learning Methodology:**

The institution encourages the students to conduct surveys on socio-economic status of the people in the adopted villages. The departments conduct inter-collegiate literary and cultural competitions, programmes on Converting Innovation into Startup and How to Plan for Start-up, on Legal & Ethical Steps, Smart Work and Strategic Thinking, Breeding and Culture of Ornamental Fishes, Marketing Demo, and Greener Practices, which initiate active student engagement and collaboration, promote the critical thinking skills, and innovation. Assignments, Seminars, E Content Development by the students, reading clubs, group discussions, debates, group projects, peer teaching, role-playing, seminars, paper presentations, digital classrooms, workshops, manuscript magazine competitions, cultural fests, mind mapping, and newsletters enrich participative learning experiences of the students.

### **Problem-Solving Methodologies:**

The institution promotes critical thinking skills, creativity, and research aptitude

by encouraging students to identify, analyse, and generate solution for real-world problems. Programmes on Problem solving and Ideation, Intra Institutional Idea Competition, Patent Filing Process in India, Participation in Grama Sabha meetings in the adopted villages through CDP, Exposure and Field Visit for Problem Identification, Digital Transformation for Sustainable Economic Development, Programmes on Environmental Sustainability and the conduct of free medical camps at the adopted villages brainstorm inquiry-based learning and help the students generate ideas on problem solving methodologies.

### **Use of ICT:**

The institution has licensed software for Language Lab, Computer Lab and the Marian Media Studio. The faculty create E Content, and present the virtual tours to assist the students' learning through visual presentations of the important concepts. They also use Google Productive Tools, Google Classrooms, Microsoft Teams, the paid LMS, Text To Speech feature in smart phones, the resources from NList journals and NDL.160 faculty use 679 Google classrooms, 136 e content have been produced by the faculty. There are 316 computers for 2423 students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

St. Mary's College enhances the core values of ethical and moral standards of life through the curriculum, the experiential learning pedagogy and the extracurricular activities. It believes in imparting the value conscious integrated education and the means to combat the stress and complexities that the students undergo in their academic pursuits. The curriculum incorporated the civic responsibilities along with the educational values. The mentors meet the mentees once in a week to discuss their progress in academics, and their participation in Part IV & Part V activities.

St. Mary's College fosters an honest, honourable, and fair environment for all the students. It lays its stress on "character formation with academic excellence." It motivates the students to "always aim high" and cultivate core values which should be the governing principle of their lives. The students of St. Mary's College imbibe the qualities of human values and become socially conscious, intellectually competent, culturally relevant, morally upright, and emotionally balanced young women.

St. Mary's College gives importance to Guidance and Counselling as part of its educational mission in the contemporary era. Counselling is the aspect of the educational programme and a predominant student support system which is concerned with helping the students to get accustomed to their present situation and to plan the future in terms of the academic initiatives, their interest, abilities, and social needs. The organised Counselling practice "Counselling for Inner Healing," the conduct of ethics classes for the non-Catholic students and the conduct of Christian doctrine classes for the Catholic students and the effective practice of Mentor- Mentee system have made their impact on the growth and development of the students and have improved the outcome of the academic programme.

IQAC designed the format for Mentees' Record with the details of student enrolment, bio data, Part I, NME courses, participation in Part IV & Part V activities, Participation in Clubs and Forums from centres for excellence, participation in seminars, workshops, paper presentation sessions, NPTEL courses, participation and prizes won in competitions and their role as office bearers in associations and students' council. The mentors meet the mentees and record their progress and remarks about their meeting sessions with the mentees in the Mentees' Record.

The mentor mentee sessions helped the students overcome the mental stress

and the fear and focus on the academics. The students who need specialised counselling for overcoming learning disabilities, peer pressure, low self-esteem, and grief counselling are referred to the counsellor of the institution.

The institution instils social responsibility and civic sensibility among the future generation and encourage them to find out the ways and the means to combat the difficulties they face in their day-to-day life especially during the pandemic times. The institution through the Mentor-mentee system helps the students attain self-awareness and realisation, to become a motivated, and goal-oriented person, to develop their personal skills in various environments, to equip them to meet future problems, getting help from their own selves in order to groom themselves in a better way.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

**Response:**

#### **Academic Calendar**

The Academic Calendar of St. Mary's College is prepared by the committee led by the Principal and the Deans. The Academic calendar gives precise information about the College Motto, Vision, Mission, objectives, guidelines, Evaluation pattern, schedule of CIA etc which helps the students grasp the necessary information and ensures the smooth functioning of the institution. It also provides details about the campus facilities like hostel, library, photocopying centre, canteen etc which help the students access and make best use of the amenities.

The institution follows the concept of theme-centred academic years, which augment the educational experience of the learners by organising the activities of the respective academic years around the central themes. The practice equips the faculty and the students to adapt to the adherence of Universal Human Values in the curricular, co-curricular and extra-curricular activities. The institution followed 2018-2019 as the Year of Harmony, 2019-20 as the Year of Honesty, 2020-2021 as the Year of Hope, 2021-2022 as the Year of Faith, and 2022-2023 as the Year of Gratitude. The activities of the eight centres for excellence are planned and executed on the basis of the respective themes on each of the academic years.

Each of the academic year is divided into two semesters, consisting of 15 weeks, six working days per week and with a total of 180 working days. This charter ensures a balanced distribution of academic, cocurricular activities and the CIA and ESE schedule at the apt time frame, providing the students a comprehensive academic experience. It is carefully designed before the start of each academic year and

is provided to the faculty members and the students at the beginning of each academic year. This practice assists the faculty to plan and execute their academic activities effectively.

### Teaching Modules:

IQAC formulated the templates for teaching modules based on the learning outcomes. The faculty prepare the teaching module for each course based on the learning outcomes and adhere to their teaching plan every semester. As per the teaching plan, the faculty change the classroom atmosphere from that of a directive to consultative mode with utmost student involvement. Teaching is learner-centred and involves participative methodologies like group discussion, role play, and dramatization, news content, quote for the day, character evolution games, and activity-based learning promotes LSRW skills. Eliciting examples from social media, movies, Ted talks, and life situations steers ahead interactive learning.

The faculty formulated lesson plans based on RBT for the respective courses of study. The Micro-Planning of the Instructional Design encompasses, Topics for learning through Evocation, Topic Introduction, General Objective, First Phase-Specific Outcome 1, Specific Outcome 2, Formative Assessment 1 (through questions/analogy/new ideas), Second Phase Specific Outcome 1, Specific Outcome 2, Formative Assessment 2, Discussion, Mind Map, and Summary. Taxonomy of objectives, Key words, Key Diagrams, Picture book sample, PPTs and video samples engage the students and validate the essence of the OBE and help them achieve the projected course outcomes and programme outcomes.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year**

**wise during the last five years**

**Response:** 99

**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
164	166	163	167	166

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2**

**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years**

**Response:** 51.09

**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

**Response:** 117

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.3

**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)**

**Response:** 9.86

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 1558

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.4.4

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 205.49

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 337



File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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 last date of declaration of results during the last five years**

**Response: 15**

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
12	8	28	15	12

File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.2

**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 last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
866	968	1066	1126	1031

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.5.3**

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

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

**Response:**

St. Mary's College (Autonomous) implemented an efficient Examination Management System that encompasses Formative Assessments, Continuous Internal Assessment (CIA) and End Semester Examinations (ESE) through the ERP from the 2017-2018.

The institution follows OBE for its Teaching, Learning and Evaluation processes. It necessitates reforms in the examination procedures and processes after obtaining the valuable feedback from the faculty, the academic peers and the students. It has registered in NAD, ABC and UMIS. During the pandemic time, the CIA exams were conducted online, and the ESE answer scripts were uploaded by the

students from the students' dashboard of the ERP.

### **Examination Procedures & IT Integration:**

- The institution through a video on 'the ways of using the students' dashboard in the ERP' instructs the students and clarifies their doubts.
- Choice of Non-Major Elective Courses are done by the students through ERP.
- The institution follows the K level question papers based on Revised Bloom's Taxonomy.
- The faculty upload the questions for the online quizzes in the faculty dashboard, the options are shuffled differently for each of the students and the students answer the questions in their dashboards within the stipulated time. The marks are visible as soon as they submit their online quizzes.
- Registration for exams and Exam fees payment for the ESE are done through the EMS.
- Examination Timetable is notified on the website. The Hall ticket is randomly generated, issuance of hall tickets, and the seating arrangements in the exam halls are facilitated through the ERP system.
- The office of the Controller of Examinations is fully automated and is under CCTV surveillance.

### **Continuous Internal Assessment System:**

- CIA comprises of three internal tests, an Online Quiz, and Formative Assessments with the components of assignments along with Seminar/Viva voce sessions.
- Deserving students are allowed to take retests.
- Part I French and Part II English courses have the components of Spoken French and Spoken English Viva Voce sessions in the even semester.
- The faculty enter the marks in the ERP and the consolidated mark statements are automatically generated.

### **ESE System**

- ESE is conducted over three hours and is scored out of 100 marks. The minimum passing marks for both ESE and CIA are set at 40% for undergraduate and 50% for postgraduate students.
- The evaluation of project reports submitted by undergraduate, postgraduate, and M. Phil students is also included, graded out of 100 marks.
- Semester Practical examinations are conducted, and candidates are required to maintain a minimum of 80% attendance per semester.
- While undergraduate courses undergo single evaluation, postgraduate and M. Phil courses undergo double evaluation.
- Results are published within 11 days from the conclusion of the last exam in the EMS in ERP and are notified on the website.
- Students receive individual semester-wise statement of marks and a consolidated statement of marks with 9 security features.
- Letter grades ranging from O, D+, D, A+, A, B, to C are assigned.
- Students have the option to apply for revaluation and re-totalling within 10 days and 7 days respectively from the date of publication of results.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### Response:

St.Mary's College follows the OBE Curriculum based on the Sustainable Developmental Goals and the NEP 2020 guidelines. The Programme Outcomes, the Programme Specific Outcomes and the Course Outcomes and the course structure grid are devised based on the LOCF by UGC and TANSCHÉ.

The programme outcomes ensure that the graduates

- Acquire the in-depth knowledge in the field of sciences, social sciences, literature, and humanities and evolve as ethically and socially responsible citizens.
- Infer a comprehensive knowledge by combining theory with the practical application for an exceptional professional foundation.
- Equip themselves to appear for competitive examinations, to progress towards higher education, research programmes and transform the acquired knowledge and skills into employable opportunities.
- Develop critical and analytical thinking skills.
- Build interpersonal skills to work collaboratively in the rapidly changing professional frontiers.

The assessment of learning outcomes is a valuable tool for improving the quality of education and the institutional accountability. The lesson plans are prepared taking into account the course outcomes and the apt pedagogy to achieve them. The COs are mapped with the PSOs and the POs, and the mean value clearly states that the COs strongly align with the POs and the PSOs.

The institution adopts various indices for measuring the attainment of COs, PSOs & POs. The well-designed curriculum is inclusive of the distinct graduate attributes. Both the CIA and the ESE question papers carry knowledge based and application/creativity-based questions that test the higher order thinking skills of the students. The evaluation is done based on the centralized assessment rubrics. The marks attained by the students in the CIA & ESE are calculated using the CO, PSO, PO mapping values

and grades are released based on the CGPA. The synthesis of the assessment rubrics, and the pass percentage are the key components in the analysis of the level of attainment of COs, PSOs and the POs.

### CO Assessment Rubrics:

Course Outcome is evaluated based on the performance of students in Continuous internal assessments and the semester examination of a course. CIA contributes 50% and SE contributes 50% to the total attainment of a CO.

The institution has set the threshold value for CO attainment as 50% for UG and 60% for PG both in CIA and ESE. The CO attainment level is evaluated with the following assessment rubrics.

Rubrics for CO Attainment - CIA and ESE				
CO Attainment Level - 3-Point Scaling				
Programme	Threshold	K1	K2 to K5	Attainment Level
UG	50% of Marks	>=50% of the students in a class reach the threshold (K1)	>=60% of the students in a class reach the threshold (K2 to K5)	3
		>=40% of the students in a class reach the threshold	>=50% of the students in a class reach the threshold	2
		Otherwise	Otherwise	1
PG	60% of Marks			

### Evaluation of PO Attainment:

The PO attainment is calculated by using the predefined CO/PO matrix and the value of the Final CO attainment for the subject.

The PO attainment = Avg. of COs of a PO/3 x Final CO attainment for the subject.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 2.6.2

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 100

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

**Response:** 823

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.97

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

**Response:**

St.Mary's College updates the research facilities in accordance with the policies of the institution. The Research Advisory Committee of the institution is dedicated to fostering a culture of academic excellence, integrity, and ethical conduct in all its research activities and consultancy. The Ethical Framework of the committee serves as a protocol for the actions and behaviours of all individuals involved in research at the institution, including the faculty, the students, and the collaborators. It is formulated to ensure that the research conducted at St. Mary's College upholds the highest standards of honesty, responsibility, and respect for human dignity. The college adheres to the regulations of UGC and Centre for Research, Manonmaniam Sundaranar University and ensures that there is no misconduct in research.

#### **Institutional Efforts for Promotion of Research**

**The Research Advisory Committee:** The Research Advisory Committee is committed to fostering an environment of respect, integrity, and collaboration, where research is conducted with the utmost ethical responsibility. By adhering to this ethical framework, researchers will contribute not only to the advancement of knowledge but also to the betterment of society and the global community.

**FDPs and Seminars on Writing Research Proposals:** The Research Advisory Committee organises seminars and workshops on writing the research proposals and encourage the faculty and the research scholars to get grants from the funding agencies. They also conduct seminars on writing research papers in the Scopus and Web of Science Indexed journals.

**Research Seed Money:** The institution sanctioned a seed money of Rs. 5,90,243 for the faculty whose project proposals have been accepted by the Research Advisory Committee. Faculty have received Rs.1,78,172 as financial support for advanced studies.

**Guideship & Project:** 20.6 % faculty have research projects. 23.7% faculty are recognised as research guides.

#### **Research Profile**

- Plagiarism check software Urkund is used.
- Digital research databases such as INFLIBNET and N-List are used. The faculty, the research scholars and the PG students are given individual usernames and passwords.
- The institution has registered in the IRINS and the research profiles of the faculty have been updated in Vidwan & IRINS.



- There are 38 guides and 112 research scholars in the assessment period.
- The faculty have published 18 Patents.
- Faculty have published 452 papers in UGC CARE listed journals, Scopus and Web of Science Indexed Journals.
- Faculty have published 185 books/chapters in edited volumes.
- The institution has 52 MoUs and 104 linkages with other elite institutions.
- It has conducted 387 extension and outreach programmes.
- The institution appreciates the faculty and the research scholars who have published papers by giving awards.
- The institution has won performer status in ARIIA Ranking for its innovative practices.
- It has instrumentation lab and incubation centre for strengthening research and innovation.
- The institution has registered DNA sequence in the Gen Bank

### Research Methodology

- Research Methodology course is included in PG curriculum

### Infrastructure for Research

- The institution has more than 200 high quality equipment for research.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

### 3.1.2

#### The institution provides seed money to its teachers for research

Response: 0

#### 3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.00	0.00	0.00	0.00	0.00

File Description	Document
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.1.3

**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 1.31

**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 3

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government**

**and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 5.66

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.2

**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.14

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

Response: 31

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.2.3

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 24.05

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

**Response:** 38

<b>File Description</b>	<b>Document</b>
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

**Response:**

The institution promotes Indian Knowledge system through the curriculum and the various activities of the clubs and forums. 23 seminars have been organised to promote the IKS. The institution has followed the guidelines of UGC and celebrated the International Year of Millets 2023 in AY 2022-23 by organising seminars and food expos.

The Indian Knowledge System (IKS) offers a profound understanding of biodiversity and sustainable resource management, deeply rooted in traditional practices. The exhibits of species from the Gulf of Mannar in the Zoology museum highlight traditional conservation practices like seasonal fishing bans and the reverence for marine species in folklore and rituals, reflecting a symbiotic relationship between nature and culture.

IQAC organised a “Mass Book Reading Session on Thirukkural” on 09.09.2022 in the campus to highlight the essence of the Indian Knowledge System as a part of the teachers’ day celebrations and for an entry into the India Book of Records. All the UG and the PG students (2001), the faculty (162), and the supportive staff (56) read four chapters and recited one chapter from Thirukkural holding the national flag in their hands. The India Book of Records certified the record as it befitted the protocol for creating new record.

IIC with Registration ID: IC202015253 is functioning under MoE’s Innovation Cell (MIC) to systematically foster the culture of innovation and start-up ecosystem in the institution. There are 6 Innovation Ambassadors who have completed the Foundational and the advanced training programmes and they motivate the students on design thinking and start-up ventures. Students have ventured into start-ups. The faculty have published 18 patents.

The Centre for Excellence facility, the Incubation unit and Marian Research Park support innovations and transfer of knowledge to augment research, entrepreneurship, community orientation etc and promote the career of students and faculty. IIC and the other Departments conducted various sessions on Entrepreneurship, IPR, Startup Programme, Ideation, Design Thinking, Emotional Intelligence, etc which motivated the students to come out with flying colours. The institution received the three star status from the MoE for promoting innovation and start-ups.

Department of Botany created a database on “Treasures in Hare Island” a part of Gulf of Mannar, a healthy ecosystem of coral reefs, seaweeds and sea grasses comprises of Chlorophyta, Phaeophyta and Rhodophyta, Sericulture training was given, mulberry sericulture unit was inaugurated and mulberry cultivation was started in the campus. Botany and Zoology E-Museums showcased comprehensive online resources for non-flowering and flowering plants and the diversity of animal life, from invertebrates to chordates respectively. Marian Digital Flora brings all native and naturalized plant species available that act as an e-catalogue of angiospermic plants to create awareness for the future generation and society. Botany E-Herbarium a online database provides detailed information about each plant species, including its common name, systematic location, and taxonomic description.

#### **Outcomes:**

The focus on Indian Knowledge System, the activities of the IIC and the IPR Cell these innovative measures kindled the spirit of research and scientific aptitude among the students.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Link for Any other additional information	<a href="#">View Document</a>

### **3.4 Research Publications and Awards**

#### **3.4.1**

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1.Inclusion of research ethics in the research methodology course work**
- 2.Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3.Plagiarism check through software**
- 4.Research Advisory Committee**

**Response:** B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 2.95

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 112

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.4.3

**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

**Response:** 0.88

**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 201

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	<a href="#">View Document</a>
Links to the paper published in journals listed in UGC CARE list	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.4**

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

**Response:** 0.28

**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 63

File Description	Document
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.5**

**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

**Response:** 8.01

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.4.6**

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

**Response:** 13.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.5 Consultancy**

**3.5.1**

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 2.25

**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
1.09	0.75	0.35	0.015	0.041



File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

#### **Case Study 1: Reach the Unreached: Covid-19 Relief Activities**

- Distribution of health mix to little children.
- Sponsored Nila Vembu Kasayam, herbal drink that prevents infection to the people in adopted villages.
- Distribution of Covid 19 relief fund (Rs. 1000) to 75 rural women.
- Distribution of face mask, sanitisers, rice, wheat, vegetables, and grocery items to handloom weavers, gipsies, marginalised families.
- Participation in Covid -19 War Room Activities of the District Collectorate-Vaccination campaign, survey, and grief relief activities in the district.

**Outcomes:** The institution rejuvenated the lives of covid affected rural people through its extension activities during the pandemic. The district collector congratulated the efforts of the institution through a certificate of appreciation.

### **Case Study 2: Women for Women: Power to Empower**

- Workshop on Palm Leaf Craft on 24.10.2019 for 25 women from Anthoniyarpuram village.
- Tailoring Training on 12.12.2019 for 25 women from Servaikaranmadam village.
- Workshop on Homemade products on 04.09.2021 for 75 women from Servaikaranmadam village.
- Hands on Training Programme on 'Preparation of Organic House hold products' on 24.09.2021 for 50 women from Anthoniyarpuram village.
- An Entrepreneurial Training programme on 'Benefits of Home Facials' on 03.03.2022 for 35 women from Pazhayakayal village.
- A Two-week Workshop on Aari Embroidery from 21.06.2022 to 04.07.2022 for 32 women from Tharuvaikulam, Pazhayakayal, Maravanmadam, Korampallam villages.
- Workshop on "Career Opportunities in Pastries" on 25.12.2022 for 35 women from Pazhayakayal village.
- Hands on Training Programme on Making Jute Products from 20.12.2020 -28.01.2021 for 35 women from Korampallam village.
- : The initiative transformed the lives of rural women as entrepreneurs thereby revitalising the rural economy. The institution won the national award in poster presentation contest highlighting the initiative.

### **Case Study 3: Education to Rural Kids and Teens**

- Awareness Progrmme on Postal Banking on 29.09.2018 for 75 villagers in Pazhayakayal village.
- The PG and Research Department of English prepared Manual for teaching Spoken English to the Rural Kids which was released by the Honourable Dr. Kanimozhi Karunanidi, Member of Parliament of Thoothukudi constituency on 10.08.2019.
- A training programme on "Efficient Learning of Linguistic Skills and Mathematical Fundamentals to 25 Rural children of Vadakku Kalangari Village of Korampallam Panchayat for from 08.03.2022 -10.03.2022.
- A Workshop on Imparting Skills in Mathematics in Government Hr.Sec. School, Tharuvaikulam on 09.03.2022
- Conduct of Spoken English classes for 25 rural kids in the Therespuram village on 03.09.2022.
- A training programme on digital literacy for rural children in Siluvaipatti village on 31.03.2022.
- Beat the Heat Summer Camp for rural children at Tharuvaikulam village.
- The students took efforts to teach the rural kids and teens on the important topics which helped them develop their skills resulting in generational transformation in the villages.

### **Case Study 4: Installation of Solar Panel in the Adopted Villages**

- Department of Mathematics organised the Marine Solar Street Lamp Scheme sponsored by the UBA Perennial Assistance Fund and have installed two Solar Lamps in Kalangarai, and Korampallam in July, 2021.

**Outcomes:** The institution created an awareness on the need for environmental sustainability among the rural people

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years**

**Response:** 55

**3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
10	15	09	10	11

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.7 Collaboration

### 3.7.1

**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**

**Response:** 74

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

The institution has adequate infrastructure facilities to enhance the teaching -learning process. It is located on 16 acres, and has 23260.37 sq. metres of built-up area. The faculty and the students have an easy access to the state of art facilities.

#### **a) Teaching- learning Ambience**

- 8 blocks with a total of 91 classrooms out of which 58 classrooms have Wifi facilities, 21 classrooms with Wifi enabled LCD Projectors and 12 classrooms with Wifi enabled Interactive Boards.
- 4 Seminar Halls with Wifi enabled Interactive Boards, 1 AV Hall with Wifi enabled Interactive Flat Panel and 1 Conference Hall with Wifi enabled Interactive Flat Panel.
- 18 Labs, 3 Instrumentation Rooms, 1 Central Instrumentation Lab
- There are 511 varieties of equipment in the laboratories.
- The institution has a spacious hostel with a lot of amenities within the campus.
- It has ramps to support the disabled students.

#### **b) ICT Enabled Facilities**

- The academic ambience is conducive and enriches the entire teaching-learning process.
- The entire campus is WIFI-enabled and can be accessed by all the students and the faculty.
- The Library Hall is equipped with books and digital resources, internet facilities, barcode and OPAC – Online Public Access Accession to e-resources under UGC INFLIBNET (N-LIST facilities), National Digital Library (NDL), Wi-Fi facility.
- All the departments have latest upgraded computers, laptops, scanners, printers, and photocopiers.
- All the events celebrated by the institution and by the departments, clubs and forums are notified in the college website and in the Digital information board.
- The internet centre has systems for browsing and it has facilities for taking print outs and photocopies.
- The institution has 316 computers with the student computer ratio of 7.65:1
- It has two movable wifi- enabled projectors for access to the classes that don't have the projector.

- The language lab the licensed English Language Lab software “Shine Tech” and the institution has a paid LMS Microsoft Teams.
- The departments of Botany and Zoology have e-museums with varied exhibits.

**c) Facilities for Cultural and Sports Activities:**

**Gymnasium & Auditorium:**

- The institution has an auditorium with 9808.613 sq.ft for conducting seminars, conferences, and academic and cultural events.
- It has a gymnasium with Fitness equipment like Power Station, Flexible Floor Exercise Mat, Horizontal Bar, Parallel Bars, Pommel Horse, Roman Rings, Vaulting Horse.

**Facilities for Sports:**

S. No	Purpose	Court area in mts
1.	Volley ball	18 X 9
2.	Ball Badminton	24 X 12
3.	Kabaddi	12 X 8
4.	Kho-Kho	27 X 16
5.	Track (200 mts)	120 X 80
6.	Long Jump Pit	40 X 1.30
		5 X 3
7.	Shot Put Area	2.135
		40*
8.	Discus& Hammer Throw Area	2.5
		40*
9.	Javelin Throw Area	30 X 4
		28'
10.	High Jump & Pole Vault Area	40
		1.22
11.	Basket ball& Badminton	29 X 16
12.	Table Tennis	9 X 5
13.	Weight Lifting&Chess	9.70 X 10.10

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

**Response:** 30.09

**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
14.15	140.47	134.12	89.38	183.86

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

#### 4.2.1

**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**

**Response:**

- Name of the LIMS Software - MODERNLIB
- Nature of automation (Full or Partial) - Fully automated

- Version - 2017
- Year of Automation - 2017

The central library of this esteemed institution runs with a mission-‘*To facilitate the contemporary needs of the library user with information resources in the digital era*’. Library is well equipped with modern facilities and resources in the form of Books, Journals, Magazines and Dailies both in print version as well as in the form of digital resources.

Library the gate way to knowledge has ample collection of around 49696 books and 67 periodicals to enrich and empower knowledge to the user community. To speed up the transactions the library runs on the MODERNLIB – an automation software for LMS (Library Management System). Library is fully automated with the version 2017. The LMS is facilitated with the facilities such as data entry of the books, periodicals and non-book materials. Issue return – speedy transaction is carried out using the barcode on the books. MODERNLIB helps the library technical session to pull out various reports. The software is enabled with orbit gate register which scans the barcode on the ID card of the users; in-turn a statistics data of the user is obtained.

Benchmark of the library is the reaching the unreached Google generation through webinar/seminar, workshops, library week celebration, quiz competition or even reaching them through social media such as library blog.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 0.94

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
5.59	3.45	2.57	2.93	3.05



File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection**

**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**

**Response:**

The institution has an IT policy and allocates budget for updating IT facilities. It updates the Wi-Fi facility at the beginning of the academic year as per the need. The institution has procured computers and projectors for technological updation. The institution has 316 computers for student usage. There are 316 computers for the usage of 2419 students resulting at the ratio of 7.65:1. The college is equipped with smart classrooms, interactive board, LCD projector, Interactive Flat Panels and Wi-Fi facility. The laboratories, auditorium and seminar halls have internet connectivity. English Language Lab has licensed software which enhances the communication skills of the students. The ERP system improves the operational efficiency and institutional outcomes by automating the campus administration.

The internet speed in the campus is 50 Mbps which provides internet connection for more than 270 nodes. The objective type questions for End Semester Examination for undergraduate and postgraduate students are conducted through Optical Mark Recognition. Online quiz test for Continuous Internal Assessment is conducted through ERP. Safety and security are the prime concern of the institution, the whole campus is under CCTV surveillance.

Department of Computer Science, St. Mary's College (Autonomous), Thoothukudi developed an application software (E-Vote) to conduct Students Council Office Bearers election digitally. From the academic year 2012-2013 this digitized voting method is in use. For the academic year 2019-2020 the E-Vote application is developed using DOTNET technology. It is user friendly and error free. Each and every candidate is given a unique id. This application helps in conducting the election process hassle free. It is faster and administrators are able to declare the results without any delay.

IQAC enhanced the academic visibility of the research done by the faculty through timely update in the IRINS and VIDWAN databases. It facilitated the faculty to upgrade their digital teaching experiences through the usage of various online platforms and promoted the creation of E content. All the webinars are recorded in the online portal. The Econtent videos are taken in Marian Media Studio. E content videos are uploaded in College website and youtube channel. IQAC has taken a greater initiative in storing data in unique Server for IQAC.

Monitor: 64. 6 cm Lenovo LCD Monitor

Lenovo LI2215 (Li2215s)

Input Voltage: 100 -240 B ac, 50 Hz/60Hz

Intel : Model : 7Y45 – CT01WW

Serial Number: J301V1MR

The Centre for Digital Excellence helps in enriching the public perception of the college through various social media such as Facebook, Twitter, Instagram, LinkedIn etc. The Centre enhances the Official website of the college by updating the academic details. The institution strengthens the comprehensive knowledge of students and Career advancement of the faculty members through MOOCs, a contemporary way to learn innovative skills and deliver quality educational experiences.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 7.29

**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

**Response:** 332

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3.3

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

#### **Marian Media Studio for E-Content Development - Facilities:**

The institution has to its credit a state-of-the-art Marian Media Studio which is specifically designed for e-content development and multimedia production to cater to the learning needs of the 'digital natives,' the students of the digital era, through the dedicated efforts of the 'digital immigrants,' the teachers. With the advanced infrastructure and the cutting-edge technology, the Media Studio provides an apt platform for content creation, editing, and dissemination so as to leave an inspirational impact on the students.

The Media Studio and the Visitor's Room have the layout of 200 sq. ft. each. The studio is equipped with the contemporary acoustic embellishment and the Chroma Key Room, that necessitate the high-quality audio and video recording. These facilities support a wide range of activities, including lecture capturing, media production, and digital storytelling.

- The mixing equipment at the Media Studio is designed to support high-quality audio production and editing for various multimedia projects.
  - A professional-grade audio interface that ensures superior sound quality.
  - Supports multiple input/output options for recording and playback.
  - Delivers accurate and detailed audio for precise mixing.
  - Ensures balanced sound output ideal for professional audio editing.
  - A condenser mic designed for studio-quality recordings.
  - Reduces unwanted noise caused by plosive sounds during recording.
  - Provides stability for the microphone during recording sessions.
  
- The Media Studio is equipped with the advanced hardware designed to handle professional editing and recording requirements. Key highlights include:

**Editing PC:** Windows 11-based system with i5 12400 MSI motherboard, 32GB RAM, 4GB graphics card, and high-speed storage (500GB SSD + 2TB HDD).

**Recording PC:** Mac Mini M4, Apple M4 chip with 10-core CPU, 10-core GPU, 16-core Neural Engine 16GB unified memory with 256GB SSD storage and Gigabit Ethernet.

### **Audio and Video Equipment**

The Media House ensures professional-grade audio and video production through the following resources:

- **Audio:**

- Studio monitor speakers
- Behringer C1 microphone with pop filters
- Mic stands
- Sound cards
- Audio isolation.

- **Video:** Canon EOS R50 camera with RF-S18-45mm lens, offering 4K 30p and Full HD 120p recording, accompanied by tripods, video capture cards, and lighting solutions.

### **Editing and Production Software:**

The Media House is equipped with industry-standard software for multimedia creation and editing, including:

- **Graphics and Video Editing:**

Adobe Photoshop

Premier Pro

Adobe Bridge

- **Audio Production:**

Logic Pro X

Mainstage.

- **Media Management:**

Pixellu

The Media Studio has access to the licensed software - The Pro Apps Bundle, which is a collection of five industry-leading apps from Apple that deliver powerful creative tools for video editors and musicians.

## E-Content Development:

The Media Studio is integral to the institution's commitment to creating high-quality e-content. The combination of professional-grade hardware, software, and expertise of the faculty ensures that the Media Studio evolves as a top-notch IT infrastructure that leads the institution towards its future progress.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 22.11

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
55.17	115.44	56.05	72.40	113.92

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

**Response:**

The institution maintains the logbooks of the smart classrooms and laboratories and records the utilisation of the physical, academic and support facilities. The usage of library is recorded through OPAC and maintenance of books are inspected periodically. Every department is provided with LCD projector, so that digital learning and teaching could take place regularly. Students were given E assignments to be familiarised with the ICT and to have an easy access to the recent techniques in the digital era. Students got the chance to access and do the e quiz for all the three consecutive continuous internal assessment.

All the classrooms are spacious with good ventilation, sufficient and comfort furniture and ICT which provided an apt academic ambience for both the teachers and the students. The management supported all the departments by giving seed money for hosting International, National and Regional seminars and workshops to enhance the academic exposure of the students to the real-world issues. These measures helped the students update themselves on the recent trends in their respective domains of study and to widen their horizons of knowledge.

The institution supports them to inculcate the passion for new innovations in their respective domains of study. Computer lab, Mat lab, Language lab and DST lab are well maintained with air-conditioning systems and latest software. Experiential learning in the laboratories promoted the passion for the subject, the self-learning, and the research aptitude of the students.

Laboratories are well equipped with all the equipment, chemicals, software etc. Botany garden, and the virtual laboratory serve as the repository of variety of plants, herbs, medicinal plants etc. Specimens in the laboratories were well preserved and updated to cater the needs of the students. The conceptual framework of curriculum gave priority to experiential learning through laboratories.

After every field visit, students collect the specimens of plants and animals and preserve the specimen on their own in the laboratories. Sports block is well-maintained and checking the efficiency of fitness equipment, sports tools, and courts is done regularly to suit the needs of the students. Students are encouraged to participate in the sports competitions at various level to excel in the sports field which helped them build their sports network and develop their skills. The management gave financial assistance to the sports students to achieve higher goals in sports and academic arena. Library has been allotted financial support to buy recent books and update technology. It enriched the academic excellence of the students and helped them succeed in the competitive examinations. The impaired lab equipment and furniture have been repaired, or they were replaced. The institution consistently supports the optimally utilization of all the facilities by all the students in the campus. These facilities and good maintenance of them assist the students to update and excel in all walks of life.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

**Response:** 83.97

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2312	2479	2665	2508	2343

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

The Career Guidance and Placement Cell meets periodically to cater to the needs of the students in the present competitive world. It encouraged the students to dream big and achieve greater heights and take part in the economic development of the nation. In order to achieve this, the cell motivated the



students to apply for State and Central Government Examinations that are being conducted all around the year. It listed out the 73 examinations and emphasised that the students take efforts so that they could pass these examinations. The students are also given a short draft about the papers in the UPSC and TNPSC competitive examinations. The cell guided the final year students on resume building and scrutinised the resumes before the Mock interview every year.

The cell conducts many awareness and training programmes both online and offline on Job opportunities, Campus Drive, Walk in-Drive, Career opportunities through National Integrated Rural Movement for Action Network (NIRMAN), Preparation for competitive examinations, skill development programmes for the students to excel in their specific domains. It enhances their spectrum of the specific sectors of their discipline. The cell has conducted 35 programmes on competitive examinations and 78 programmes on career opportunities. Some of the prominent programmes conducted by the cell are seminar on Career Opportunities in Information Technology, Training programme of NIRMAN, Job Opportunities in Banking Sector, Training Session on Sails Marketing Career for Women and Career advance to Younger Self and Power which build the confidence of the students and help them secure jobs. The cell has collaborated with District Employment office Thoothukudi, NIRMAN and Rotary club to manage the responsibility of securing Job for the students. 50 students have cleared competition exams like UGC-NTA-NET, CSIR – NET, UGC-NTA-NET & JRF, Tamil Nadu Uniformed Services, Recruitment Board (TNUSRB) Cost and Management Accountant (CMA), Recruitment of Probationary Officers in State Bank of India, IBPS – PO, Chartered Accountant, Food Corporation of India - Category 3, IBPS, JAM, Recruitment of Office Assistant in RRB, and CRP RRBs- XIII: Recruitment of Officers Scale I. WESPO recruitment drive/test was conducted in our college finally 85 students were shortlisted for the interview in Vivekananda Institute of Management Studies (VIMS), Coimbatore.

The institution has appointed full-time counsellor Ms. Rohini to provide counselling for the physical and mental wellbeing of the students. The Institution motivated the students to shape their professional career and provided a platform to enhance career counselling through certificate courses. All the certificate courses are career-oriented such as Desktop Publishing, Tally ERP 9, Chartered Public Auditor Level I. Skill development courses, such as Spoken English and guidance for competitive examinations such as Quantitative Aptitude and Reasoning, TNPSC, Proficiency Competence (NET / SET Exam) are conducted for the sustainable future of the students. All the students are given the choice to select the courses, and they choose the courses based on their skill and talent are trained to choose the profession of their choice.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.1.3

**Following capacity development and skills enhancement activities are organised for improving students' capability**

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **5.1.4**

**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 44.46

**5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
440	451	481	392	385

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the**

**graduated students during the last five years**

**(eg: NET/SLET/ Civil Services/State government examinations etc.)**

**Response:** 0.46

**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
04	05	07	03	03

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

**Response:** 69

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	10	06	19	20

File Description	Document
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

Every year the institution chooses the faculty in-charge, the staff advisors of the Students' Council. The office bearers of the Students' Council are elected by the students directly. The students who contest in the election are given the opportunity to canvas all the students to vote for them for a stipulated time. They enliven the election campaign and mobilise public opinion in favour of them by giving many promises to attract the students. Students' Council faculty members conduct the election through the e-voting software developed by the faculty members of the Department of Computer Science. Students are allowed to exercise their democratic right by casting their vote. Votes are counted and the election results are announced by the principal.

The winners of the election assumed office in the initiation ceremony. Students' President, Secretary, and Vice President take oath of office in front of the students. Portfolios are allocated for the winners of the election. They took charge of organising all the important functions of the college. They represent the needs of the students to the principal and took all the necessary steps to redress their grievances. Students were trained in the art of governance of self-government and how to mobilise the public opinion to win the election. Thus, the students were given the choice to elect their candidate exercising their rights of democracy which in turn transforms them to be the ideal citizens of our nation. Students are given representation in the non-statutory bodies such as the IQAC and the Planning and Evaluation Committee and they are part of the Institutional Development Plan.

Students' Council conducts the significant programmes of the Institution such as the Graduation Day, Annual Day, Marian Art fest, Talentia, Initiation and valedictory ceremony, Platino Fiesta – Intercollegiate competition, Independence Day, Republic Day celebrations. Students' Council promotes team work and leadership quality among the students. It also develops problem solving skills, critical thinking and leadership skills. It motivates the students to exhibit their unique talents and skills without any fear and hesitation through Talentia, Annual day and Marian Art Fest. It proves to be an apt platform for the expression of their aesthetic, artistic skills and serves as an outlet for their emotions and feelings in the adolescent stage. It fosters communal and social harmony through the celebrations of

Independence Day and Republic Day to strengthen the national spirit among the students. It imparts constitutional values and rights through National Voters Day and the students take pledge to exercise their Voting rights and avoid bogus votes to evolve fair and true democracy. Platino Fiesta – Intercollegiate competition is conducted and 24 colleges, with 800 students from other HEIs participated. It raised the experiential learning prospects with multiple perspectives. It organised Graduation Day which marked the culmination of academic efforts and the beginning of the new journey of the graduated students. Thus, the Students’ Council plays a key role in the affairs of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 5.3.3

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

**Response:** A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 12.44

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
11.43851	1.00000	0.00	0.00	0.00

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.4.2

**Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

**Response:**

Marian Alumni Trust was registered on 10.05.2022. Alumni association comprises of the President, the Vice President, the Secretary, the Joint Secretary, the Treasurer, Internal and External Coordinators. Every year Alumni association meet is held at Thoothukudi and Chennai. Alumnae play a pivotal role as resource persons in the seminars and association meetings. Alumnae representation as a member of Board of Studies strengthens the curriculum design and development. They suggest the measures to be followed by the department to enhance its academic advancement. These suggestions are followed by the department in the curriculum framework. Alumnae representation in IQAC assures quality enhancement of the institution.

The Chennai chapter alumnae Meet was a lively one Mrs. Ganga Gowri entertained the gathering

by conducting games and singing songs. Senior alumnae Rev. Sister Jessie OSM from the History Department and Mrs. Rani Rajiah from the Botany Department were present. Mrs. Bharathy of English Department and Mrs. Elizabeth of Commerce Department were elected as the Coordinators for the Chennai Chapter 2019-2020. The members assured to increase the strength of the alumnae meet in the forthcoming years

The 72nd Alumnae Meet, the Grand alumna gathering was organised as a part of the Platinum Jubilee celebrations on 11th March 2023. Nearly 800 alumnae participated in the meeting. The principal and the president of the Marian Alumnae Trust, Rev. Sr. Dr. Lucia Rose welcomed the gathering Rev. Sr. Dr. Decla Mary Superior General Servite Generalate presided over the event. The former administrators were invited and honoured with the memento. The chief guest in her address noted that the institution has always strived to mould young women as strong women and as “Women of Strength.” She marked that St. Mary’s progresses year by year holding dear its mission of empowering women through education. A few of the eminent alumnae shared a note of congratulation, exalting the institution for the progress made. Felicitation was offered by former teaching and non-teaching faculties. They acknowledged and appreciated the institution’s evolution from a very humble beginning to its lofty stature today. A variety of Cultural performances were exhibited by the students of the college to entertain the alumnae. Games were conducted for the alumnae and prizes were distributed. They fondly recalled their cherished memories and tales of achievement from their time at the college. It was truly a joyful and unforgettable event as they came together to reconnect, reflect, and celebrate the nostalgia of days travelled through the Marian gateway. The Facebook Group and the WhatsApp groups of the Alumnae were helpful for effective and speedy communication between the alumnae and the coordinators. Alumnae feedback was received regarding the institutional policies, curriculum development, infrastructural facilities, latest techniques in teaching and learning etc., were analysed periodically and necessary action was taken by the management.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

#### **Response:**

The vision and mission of the college aims at making young women agents of an egalitarian society through liberative education and to empower them through regular and non-formal courses to make them economically independent and socially aware so that they make better homes and contribute to family and social progress.

The institution has implemented the features of SDGs of UN and NEP 2020 in its curricula. The Decentralisation and participative management in the institution highlight the democratic set up, and ensures the quality of higher education. Functional decentralisation facilitates interdisciplinary exchange of expertise within the curriculum and also bifurcation of responsibilities into singular units to augment research, design pioneering courses, enable efficient teaching, facilitate effective learning, and promote smooth functioning among the departments. Faculty members are part of the decision-making statutory bodies such as General Body, Board of Studies, Academic council, and Governing Body. Innovative ideas and valuable suggestions are always recognised and utilised by the management.

#### **Roadmap for the HEI**

##### **Short Term Plans (Within Two Years)**

- To start Diploma Course on Logistics Management
- To start Diploma Course on Cosmetology
- To start Diploma Course on Data Science
- To Conduct a Certificate Course for PG students on Indian Knowledge System
- To add more interdisciplinary courses to the curriculum.
- To incorporate Yoga and Meditation course in the online mode.
- To encourage a greater number of students to take up internships in the industries.
- To create automatised and customised quizzes from the question banks through ERP.
- To calculate of COs and POs through customised EMS developed by the Dept. of Computer Science.
- To encourage the faculty obtain 5 patents.
- To encourage the faculty to publish more than 100 research articles in UGC CARE , Scopus and Web of Science Journals.
- Effective usage of state-of-art hardware, software and latest acoustics in the media house for e-content Development.
- To increase the opportunities for placement.

### Medium Term Plans (Within 2-5 years)

- To encourage the faculty to create E Content for SWAYAM Portal.
- To evolve an effective ecosystem for innovations.
- To focus on the scientific facts of Indian Knowledge System and apply for funded projects.
- To widen the activities of the Incubation centre.
- To raise the prospects of consultancy through the professional efficiency of the faculty.
  - To encourage the faculty to obtain 15 patents.
- To ensure that the institution gets the position in Top 100 ranks in NIRF.

### Long Term Plans (Within Ten Years)

- To aid the faculty to equip themselves to receive National/International Fellowship for advanced studies.
- To ensure that the faculty equip themselves to assume the position of reviewers and editors in UGC CARE, and Scopus indexed journals.
- To start chapters of Alumnae Association in cities from other nations and ensure their involvement in the development of the institution.
- To elevate the institution as an institution of national importance.
- To commercialise the published patents from the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

#### Response:

The institution has a strategic plan to build a good professional Career for the students by equipping them to meet the challenges of the job market. It facilitates the strategic plan through the curriculum design, the student support initiatives and progression activities and enhances the career prospects of the students. Through the efforts of the institution many students underwent internships in companies and they are able to develop the essential employability skills to cater to the needs of the work place.

The institution makes the young women competent and skillful to be part of the global sphere of education and employment. It also helps them in bringing out the inner power and the potential of the young women in its motherly fold and channelise them towards effecting social transformation. It also helps in involving the students in community-oriented activities thereby enabling them to contribute to national development. Students enthusiastically participate and build professional network to excel in their respective domains of study. This creates a greater opportunity for the students to get placed in the reputed companies at ease.

Through the DBT Star College Scheme, the Science departments conducted various programmes that initiated an outlook on exploring and handling interdisciplinary projects which is the order of the day. The institution works towards the progress of the society through its Community Development Programme and the Unnat Bharath Abiyan scheme. In the NIRF Ranking 2022, the institution has secured a prominent place in the 101-150 Rank band. In the ARIIA Ranking 2021, the institution secured the 'Performer Status' in the non-technical category. The college received Active Local Chapter Award from NPTEL, IIT, Madras. All this showcases the institutional strategies for quality enhancement.

### **Administrative Set up**

The institutional administrative leadership involves three basic rudiments— Attitude, Animation and Administration. The administrative members hold transparency in all their dealings and uphold accountability. Roles of each administrator is defined distinctly in the college policy. Decentralization of responsibilities and important work in the institution is discussed before implementation. The decision making is pertained to student centrality. The Principal, ex-officio director and hostel director are responsible for the hostel administration.

### **Appointment, Service Rule and Procedures**

The appointment of the teaching and non-teaching staff in the institution is finalised in the College Governing Body. The interview board for the selection of the staff consists of the secretary, principal, vice-principal, SSC director, the head of the department and the external members as specified in the University notification. The institution follows procedures that are prescribed for the appointment of Regular and management faculty by the Government and the UGC.

The institutional perspective plan is effectively deployed every year and responsibilities of the administrative bodies are carried out in effective manner with fair justice.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### **6.2.2**

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1.Administration including complaint management**
- 2.Finance and Accounts**
- 3.Student Admission and Support**
- 4.Examinations**

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **6.3 Faculty Empowerment Strategies**

### **6.3.1**

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

#### **Performance Appraisal System**

The management periodically supervises the performance of both the faculty and the supportive staff for enhancing the quality culture of the institution. The management collects the feedback from the students through ERP and offline mode about the performance of the teachers in the classroom. Based on the feedback received, the management takes necessary steps to redress the grievance immediately. All the aided faculty undergo promotions under Career Advancement Scheme as per UGC norms. Based on the recommendations of Screening and Evaluation committee, the performance of the faculty is evaluated and the promotion is given as per the Academic Performance Indicator score.

#### **Welfare Measures**

The faculty and the non-teaching staff are given leave and maternity leave as per the state government norms. They are provided with the health insurance schemes and are given support during their medical treatment as per the state government norms. The Employee Provident Fund (EPF) and the Employee State Insurance Corporation (ESIC) provided social security and safety for the employees. Both the faculty and the non-teaching staff receive the pension benefits as per the state government norms. If the non-teaching faculty expire during their service, their heir gets the job based on compassionate ground as per the state government norms. All the regular faculty and supportive staff come under the coverage of National Health Insurance Scheme. The management staff will get the gratuity income after the retirement. Psychology Department and Counselling Forum conduct programmes for the entire teaching faculty and supportive staff to to relieve their stress which is the need of the hour.

### **Career Development/ Progression**

The management encourages and motivates the research aptitude of the faculty by honouring them for their research publications in Web of Science, Scopus and UGC Care list Journals. The management permits the faculty to attend Refresher Courses and Orientation Programmes conducted by the Human Resource Development Centre as per the guidelines of UGC for their career progression. The management allows the faculty to attend seminars, workshops, and present research articles in abroad for a wider exposure and enhancement of their professional career. Faculty Enrichment Forum felicitates the faculty on their completion of Doctoral Degree, the IQAC conducts Faculty Development Programmes for the faculty to enhance their perception of the learners of the digital age, to assist them in equipping themselves to adapt to the modern pedagogy and frequently use the ICT Tools, to assist them in creating e content, to broaden their vistas on the prospects of innovation and start-ups, to motivate them to file patents, to support their research endeavours and thereby raise the standards of the teaching learning process. IQAC organises Professional Progression Programmes for the non-teaching staff to enhance their clerical skills and nurture a positive work culture.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### **6.3.2**

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

**Response:** 1.6

**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**

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	00	04	07

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.3.3

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 32.47

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
44	72	62	60	25

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

**Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

**Response:**

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 the external funding challenges and the continued internal improvements essential to achieve the objectives.

#### **Department Requirements**

- Heads of the departments plan their departmental requirements for the year
- They submit the budget proposal to the Principal/Secretary
- It includes amenities or maintenance that needs to be done
- Minor departmental expenses are met by faculty contribution
- Expenses of higher denomination is stated to the Secretary
- Coordinators of various committees have to maintain accounts of expenditure incurred during the event/seminars/workshop and submit the same to the Principal

- Coordinators are accountable to the Principal who in turn is accountable to the Management Committee  
Placing in Finance Committee

- The financial committee will include and draw the annual budget
- Requirements are placed in the committee by the principal
- Deans present the requirements of their schools in the committee
- Budget outlay for administration purpose is drawn
- The secretary is in charge of discharging funds for utilisation
- Procurator states the financial status
- Major decisions on financial resources and expenses are placed in the Management council

### **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 should be spent for the purpose only
- Using funds at the appropriate time will avert excess of expenses
- 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

### **Mobilisation of Funds**

- Receive funds from the management
- Obtain Grants from governmental organizations like UGC/ DST-FIST



- Faculty need to apply for Research Projects and receive funds for research
- Faculty contribution for the institution, student welfare fund
- Endowments made on behalf of faculty
- Alumnae and well-wishers' contribution to meet event/ conference expenses
- Mobilize funds through consultancy

### Placing in House Council

- Formulate strategic plan of expenditure to be met
- Lay out the preamble and plan for the year
- The budget is presented in the Management Council
- Matters of priority and reach of dispensation is discussed
- Sanctioning is done by the Superior General/Provincial/ Council
- Accounts are maintained accurately for accountability

The institution conducts internal and external financial audits with an aid of Chartered Accountant every year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.4.2

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

**Response:** 67.84

**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.00	13.99	0	53.85

  

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 6.4.3

#### **Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

#### **Response:**

The Institution drafted policy for conducting financial audits regularly. The following policy exhibits ensure transparency and accountability.

#### **Internal and External Audit**

- The institution conducts internal and external financial audits every year.
- The directions of the auditors are considered for itemising the expenditures.
- A certified Chartered Accountant is appointed by the Management for professional auditing.
- Accounts of the college are maintained and regularly monitored by the administrative staff.
- Auditing is done by the authorized auditor and the Utilisation Certificate has to be sent to UGC every year

Within the governance framework of the institution, the finance committee holds a pivotal role, charged with the oversight of financial matters and the assurance of fiscal integrity. The Finance Committee is a statutory body as per the regulations provided by the UGC towards autonomy for

institutions. It presents the financial implications and the audit report to the Governing Body. It serves as a financial advisory body and ensures that the assets of the management are properly maintained. Finance Committee meets twice a year regularly to discuss the institution's requirements and the budget allocation, resource mobilization and utilization of funds. The committee monitors and oversees the financial resources. The resources are mobilised, and funds are properly utilised for the developmental needs of the institution. Finance Committee examines and scrutinises the annual budget of the Institution and sets forth recommendations on financial matters.

The Tuticorin St. Mary's Educational Society, with PAN: AAATT 2765 R is a society registered under Tamil Nadu Societies Registration Act, 1975 and granted approval u/s.12AA of the Income Tax Act, 1961. This Educational Society St. Mary's College (Autonomous) is being aided by Tamil Nadu State Government and University Grants Commission. The institution has appointed a Chartered Accountant as an internal auditor, responsible for concurrent audit who completes the statutory audit of parent society at the end of the financial year regularly. Salary grant for the Teaching and Non-Teaching staff are duly verified by the Regional Joint Director of Collegiate Education, Tirunelveli. Therefore, the salary grant received by the college is pre-audited. 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, Tirunelveli who conducts the external audit. The Financial Accounts have been audited and Audit report is issued till 31st March of every year. Based on the Audited financial statements of all the units, the society also filed the Return of Income for the respective financial year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500**

## **words**

### **Response:**

The Internal Quality Assurance Cell has initiated two best practices for institutionalizing the quality through “Incremental Improvements in Teaching and Learning: Capacity Building Approach” and “Academic and Quality Enhancement: Pursuit of Excellence.”

#### **Best Practice 1**

IQAC took the initiative to register the institution in the SWAYAM NPTEL Portal in February 2020 with the LC ID 3688. The institution is adjudged as the Active Local Chapter consecutively for eight semesters by the NPTEL since 2020. IQAC encourages the students to take MOOCs through SWAYAM -NPTEL portal. It is mandatory for the PG students to take at least one course and it is optional for the UG students. After the course completion, the extra credits are transferred to the students. Our students secured ‘Elite,’ ‘Elite Silver,’ Elite Gold,’ ‘National Topper Award’ and the prestigious ‘NPTEL Discipline Star Award.’

Google Meet, Google classrooms, Zoom platform and Microsoft Teams were highly utilised by the faculty and the students as they were user friendly for the freshers of the digital era. Google Classrooms were created for every course by the faculty, and they gave e-assignments, study materials and e-quiz to check the individual progression of the students. The online teaching platforms and the online teaching tools assisted the students to connect, to create and to collaborate the educational activities of the institution. E content videos of various domains by the faculty are available in the College website, IQAC and college YouTube channel.

IQAC organises Students’ Induction Programme every year at the beginning of the academic year for the I UG and I PG students to help them get acclimatised. Professional Progression Programmes are hosted by IQAC for the faculty to enhance their academic career.

#### **Best Practice 2**

IQAC participates in Institutional Ranking such as NIRF, ARIIA and India Today a practice aimed at ensuring continuous improvement and recognizing the importance of high academic standards. IQAC has collected and stored the students’ project of both UG and PG from all the discipline. IQAC created a database in IQAC unique server and stored the research projects. The Econtent videos of the faculty members and expert talks given by the resource persons are uploaded in St. Mary’s College, Thoothukudi YouTube page and IQAC, St. Mary’s College, Thoothukudi YouTube page.

IQAC has taken the major initiative in creating the IRINS page for the institution and the uploading of Vidwan profile. The faculty members of the department update their profile in VIDWAN portal. IQAC has updated the reports and activities of the institution in the UGC Activity Monitoring Portal such as Swachhta Pakhwada, and International year of millets as per the UGC guidelines. IQAC evaluated the quality of the Institution through internal and external Academic and Administrative Audit for ensuring the improvement in academic standards. New template for teaching plan is drafted by IQAC on the basis of Bloom’s taxonomy. Through IQAC initiatives the collaborative activity of the college has

gradually increased. The feedback from the stakeholders is curated by IQAC. Necessary steps are taken based on the recommendation of the feedback.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 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**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

#### **Response:**

The institution reviews the quality of teaching learning process through IQAC. The learning outcomes are assessed by “Enhancing Institutional Quality through Audit” and “Elevating the Academic Standards.”

#### **Example I**

IQAC conducts Internal and External academic audits every year for quality assessment as per the guidelines of UGC for autonomous colleges. The IQAC team devises the templates for the academic audit and sends the checklist of files to be maintained in the departments. It evaluated the presentations based on Curricular Aspects, Teaching Learning Process, Research Innovations and Extension, Student Support and Progression, Best Practices, SWOC Analysis and the Future Plans, visited the departments, assessed the documentation based on files checklist under Department Profile, Staff Profile and Student Profile, and recommended a few suggestions and changes in the presentation and documentation ahead of the forthcoming External Academic Audit by the Peer Team

The IQAC Coordinator, the Coordinator of the STAR College Scheme, IIC Coordinator, the coordinator of Community Development Programme, the coordinator of Centres for Excellence (Clubs & Forums) the heads of the departments, the librarian, the physical director and the counsellor presented the report of the academic, the sports and the co curricular activities carried out in the academic year. The external peer team visited the departments, assessed the documentation, and recommended a few suggestions for the enhanced performance of the institution in the academic arena.

#### **Example II**

IQAC follows the UGC guidelines and notifications and conducts programmes and reviews the teaching, learning processes accordingly. IQAC initiated the inclusion of MOOCs in the course structure of the PG Programmes and added the possibilities of credit transfer. The institution recognises and

addresses the varied levels of student learning not just as a pedagogical priority but also as a moral imperative. It creates an inclusive environment that enhances overall educational outcomes. The learners benefit from the enriched learning opportunities that challenge their intellectual capacities to compete with their peer group across the nation through MOOCs from SWAYAM NPTEL Portal. The students who pass the MOOCs are given extra credits for their unique achievement. Two students from II MA English Literature have won NPTEL Discipline Star Award. Eight students have emerged as National Toppers in eleven courses. Fourteen students have won Elite Gold certificates. 153 UG students have completed 19 NPTEL courses and 47 have won Elite Silver certificates. 528 PG students have completed 94 NPTEL courses and 65 have won Elite Silver certificates. 5685 UG students have completed 159 Self-study courses, and 776 PG students have completed 58 Self-study courses.

IQAC organised programmes for Outcome Based Education and it provided information on the changed focus of Curricular Design, Simplified Pathways to OBE and Evaluation Based on Outcomes. The teaching faculty are given exercises on CO design, Mapping of CO with PSO and Question paper setting based on the revised Blooms Taxonomy. The teachers prepared their teaching plan based on Bloom's taxonomy. The question papers are framed on OBE pattern with K levels. Thus IQAC implemented Teaching-learning reforms and enriched the quality of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

**Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

#### **Response:**

The college promotes gender equity through curricular and co-curricular activities and takes a holistic approach in sensitizing the students and community on gender equality.

#### **Gender Audit**

St. Mary's College, the first college in Thoothukudi began its illustrious journey in the year 1948 with 21 students in St. Aloysius school campus. For the past 75 years, the college has done yeoman service to the society by transforming the lives of the young women belonging to the marginalised sections of the society. IQAC of St. Mary's College conducted a Gender Audit to assess and enhance gender equality within the institution.

#### **Sensitization in Curriculum**

The institution follows gender-sensitive curriculum and pedagogy. Courses such as "Women's Writing," "Psychology of Women," "Women Studies," "Women in Politics and Governance," "Women and Economic Development," "Women Empowerment in India" and "Women and the Economy" analyse the role of women in gender equity, sensitize the gender issues and focus on recent legislations in support of women. "Women's Synergy" course is offered to the second Undergraduate students as an ability enhancement course.

#### **Co-curricular Activities**

The Centre for Women Excellence comprises of Anti Sexual Harassment Cell, Anti Ragging Cell, Human Rights Forum and Women's Cell. These cells enhance the understanding of societal and legal issues related to women and create awareness about the rights and complaint mechanism through online and offline mode. The cells promote a culture of respect and gender equity through guest lectures, seminars, workshops, awareness programmes and other welfare activities. The young women are educated to develop assertiveness, optimism and emotional maturity to deal with their day-to-day problems. Centre for Eco-feminine Excellence encompasses Eco Friendly Campus Club, Clean Campus Club, Green Campus Club and Health & Hygiene Club and reiterates the role of women in safeguarding the balance of ecosystem. The institution hosted 49 programmes to ensure gender equity.

#### **Facilities for women in the campus**



Mrs. R. Rohini, full-time counsellor uses a range of therapeutic approaches tailored to each student's needs, promoting resilience, self-awareness, and positive mental health. Guidance and Counselling Forum provides a platform for the students to shape their personal and professional career. Safety and security are the prime concern of the institution. Full time security vigilance and CCTV camera surveillance play a crucial role in monitoring the security. Gate Entry Register is maintained at entry and exit outlets. Fire Extinguishers are installed to meet the emergencies. Anti-Ragging Cell and Anti Sexual Harassment Cell offer a safer zone for the students, and they can submit their complaints through online and offline mode. Grievance and Redressal Committee conducts periodic meetings to redress the grievance of the students. Hostel provides a safer living environment and enhances the focus on academic ambience. The college ensures the proper sanitation and hygiene. Periodic health checkups are organised to monitor the health of the students and the employees. More number of rest rooms, sanitary vending machines and incinerator cater to their needs. Canteen provides nutritious and healthy food.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

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

**Response:**

The centralised system of solid-waste management in the institution involves timely and periodic lifting of the disposed of wastes by the Municipal Corporation. The centralised system for segregating the waste generated and treatment of biodegradable waste in the campus is fulfilled by a composting unit. The fallen leaves/ twigs/ paper waste and other debris are collected and composted by composting/ Vermicomposting / Verm wash. Vermicompost pit was created, and the students maintained the pit which enriches the organic fertilizers, improves soil nutrients, water holding capacity and increasing the canopy of the vegetation. The composted manures neutralise the PH of soil which adds living micro-organisms to soil and reduces erosion. Bio compost pit was formed to enhance the level of nutrients to the soil. The vermicomposting of fallen leaves is a successful method of recycling. The compost obtained from the college is sufficient for the manure of the campus flora. Green landscape with trees and plants enhances carbon neutrality. The food waste from canteen, hostel and convent are digested in biogas plant (KVIC model).

SMC campus has RO plant capacity of 3 numbers of 250 LPH and 3 numbers of 500 LPH Raw water is processed by RO membranes, and the treated drinking water is used by the students for drinking purposes. The RO reject from the process is sent to the gardening area and for Flushing of Toilets. 15 Bore wells in different sites within the campus exhibit variability in electrical conductivity, pH, alkalinity, hardness, calcium, and magnesium, chlorides, sulphate and phosphate level. The level of iron, manganese, nitrate and fluoride in bore well water is within the acceptable limit. Four Open wells are meant for collecting and storing rainwater instead of allowing it to run off. Six UG sumps and Overhead storage tanks are provided in every building and blocks throughout the campus.

The E-wastes from Computer laboratories, Physics Lab, Chemistry Lab, and Administrative Offices are put to optimal use. All such equipment which cannot be reused or recycled is disposed through the authorized vendor, Postulate Infotech, Thoothukudi. E-communication, sending documents through mail to IQAC and soft copy of the study materials minimalized the usage of paper.

The hazardous wastes from Chemistry Department are collected and drained through proper drainage system. Microorganisms used in Microbiology, Botany and Zoology departments are killed using pressure cooker/ autoclave before their disposal. The institution restricted the usage of plastic bags, plastic bottles, flex boards, use and throw containers, and plastic bags used for packing foods to ensure plastic free campus. Sanitary napkins were incinerated. The carcinogenic chemicals used for practical in laboratories are detoxified and disposed. The used chemicals from the laboratories are collected, detoxified using dilution and neutralization before disposal.

Introduction of smart boards by replacing chalk, hazardous ingredients calcium carbonate and

calcium sulphate ensures the health and hygiene of the students and the teachers. EVS course is included as a mandatory course under part IV and Biodiversity and Conservation course creates awareness on the importance of degradable and biodegradable resources.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4

##### Water conservation facilities available in the Institution:

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

**Response:** A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.5

##### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

The institution encourages the use of environmentally friendly transportation, such as bicycles, public transit, and carpooling. It provides parking facility in close proximity to the gates to prevent vehicle mobilization into the campus. Vehicles are prohibited on campus throughout the working hours. The faculty and the students commute by foot contributing reduction in fuel usage and minimizing pollution. As most of the students are from rural area, they prefer public transportation.

The institution emphasises the use of eco-friendly transportation of bicycles, battery powered vehicles and public transportation. It has an aesthetic ambience for pedestrian friendly walk space covered with a different species of trees and shrubs. The pedestrian enjoys the walk by observing peacock dancing in the campus which is rich in biodiversity.

The campus is a plastic free zone. Placards with slogans like “Say no to plastic” and “Keep our campus clean and plastic free” are placed in different locations in the campus. Many Awareness campaigns like Beat Plastic Pollution are organised by the Centre for Eco-Feminine Excellence and NSS units. The students along with the Thoothukudi municipality sanitary workers cleaned the college. They separated bio decomposable and recyclable wastes. Sanitary officer explained the need for separating the waste and the harmful effects of plastics. Plastic waste that consists of pens, plastic files, polystyrene covers are handed over to Thoothukudi municipality.

The agrarian practices of campus flora and garden do not involve hazardous chemicals as insect and pest repellents. Plants are protected from insects and pests by using natural insect and pest repellents. Thus, the campus is a sustainable green campus. Every year outgoing students’ present plant species including tree saplings and ornamental species.

The green campus area includes 213 trees, 98 shrubs and 6500 sq.ft lawn. The total area of the lawn is 6,500 sq.ft. The carbon absorption capacity of a 10-sq.ft. area of lawn is 1 kg CO<sub>2</sub>. Hence, 6,500 sq.ft. of lawn absorbs 650 kg per day. At this rate, the carbon absorption per year (650x365) = 2,37,250kg or 237.25 tonnes of carbon per year. The grand total of carbon absorption by the flora in the campus is (1+ 2+ 3)= 261.487 tonnes of carbon per year.

Lawn is an incredible oxygen-making machine. 2500 sq.ft. area will supply enough oxygen to a family of 4 members per day. Quantitatively speaking, this area of grass produces 550x4 2,200 litres of oxygen per day. The total area of lawn in the campus is 6,500 sq.ft. It can produce [(2200/2500)x6500] 5,720 litres of oxygen per day. So, for a year the lawn can produce 5720x365= 2,087,800 litres or 2087.8 tonnes of oxygen per year. 2118.6124 tonnes of oxygen evolution by the vegetation pockets make the campus as the “Green lungs.”

The plant species in St. Mary’s campus are pollution tolerant in the order of *Azadirachta indica*, *Mangifera indica*, *Acalypha indica*, *Ixora parviflora*, *Cassia alata*, *Polyalthia longifolia*, *Morinda tinctoria*, *Manilkara zapota*, *Murraya koenigii*, *Bauhinia purpurea*, *Ricinus communis*, *Calotropis procera*, *Cynodon dactylon* and *Annona squamosa*.

File Description	Document
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.6

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

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

**Response:** A. All of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.7

***The Institution has Differently-abled (Divyangjan) friendly, barrier free environment***

***Write description covering the various components of barrier free environment in your institution in***

*maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

### **Response:**

The institution follows the policy of inclusion and admits students from all the layers of the population to assure the equal rights and the dignity of every individual. Differently abled students are given priority in the admission as per the UGC guidelines. Students with disability are supported by the faculty through the remedial classes and the simplified learning materials to encourage their learning spirit. District Differently Abled Welfare Department, Thoothukudi provides scholarship for the physically challenged students.

Scribes Forum is formed to help the students appear for the internal and external examination with comfort and ease. It renders valuable service to the visually challenged school students to write their examinations. The details of the examination and the required number of scribes are conveyed to the coordinator of the Scribes Forum by the Headmaster of Caldwell Higher Secondary School, Thoothukudi. The students are allowed to serve as scribes and a register duly signed by the Principal is maintained. Screen Reader Software is provided for the visually challenged students.

Ramps in the campus assist the differently abled students to move freely and accessible washrooms for the disabled create a congenial atmosphere. Differently-abled students are seated close to the teacher for better visibility and audibility. Audio study materials are provided to the visually challenged students to support their learning. The institution provided a comfort zone to maintain their independence and dignity in the campus. Vocational training is given for the disabled students to ensure self-employment.

Mrs. R. Rohini, full-time counsellor uses a range of therapeutic approaches tailored to each student's needs, promoting resilience, self-awareness, and positive mental health. Counselling Forum provides wellness counselling for the well-being of the physically challenged students. Students with multifarious problems like inferiority complex, lack of self confidence, lack of concentration were identified and directed to the counsellors. The counsellors help the students to overcome their difficulty through proper counselling. The college also provides psychological counseling to help the differently abled students cope with the peer group, the academics, and the participation in the activities of the institution.

Every individual student was given equal opportunities and chance to acquire education and participate in sports. An Autistic student from the institution Ms. V. Muthumeena had won first prize in the 17th National Para Games for Cerebral Palsy 800 mts, Discus Throw, Long jump and Shot Put. Barrier free environment in the campus provides the rights of equality to all the students without any

discrimination based on religion, caste, race, creed, etc. Admission to the students, and the appointment of teaching and non - teaching faculty are carried out as per the updated UGC norms. The Institutional Policies of the management was based on the right of equality.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

**Response:**

#### **Socioeconomic Inclusivity**

St. Mary's College ensures inclusivity at enrolment by admitting students from all backgrounds, abilities, and identities by providing equal access to the educational opportunities. By fostering an inclusive enrolment process, the institution fulfils its ethical responsibilities and creates the environment where diversity thrives and enriches the learning experience for everyone.

The College helps in uplifting the academic journey of the first-generation learners. It is committed to foster an inclusive and supportive academic environment. It offers institutional scholarships to ensure equitable opportunities to the under privileged students who have lost their parents, students with single parents, and students who excel in sports. Mid-Day Meal is provided to the needy students.

#### **Linguistic Inclusivity**

The college made a Mass Record for maximum participants reading *Thirukkural* with holding a National flag on 09.09.2022. The session highlighted the importance of *Thirukkural*, the all-inclusive ethical guide of the universe and its aphoristic insights into daily life. On February 18th, World Language Day - *Muthamil Payilarangam* was celebrated. Department of Tamil organised an International Webinar on Comparative Study with European Philosophy and Indian Philosophy.

The institution provides a platform to the students to showcase their communication skills through manuscript magazine competition every year. English Language Lab helps the students build confidence and enhance their communication skills.

Part I French is given as an option for the students. The Department of French organised a session on 'Higher Studies Opportunities in Abroad, Significance of Foreign Language and Comprehend the Cultural Differences – India and France.' International Francophone Day is celebrated.

## Communal Inclusivity

The institution inspires students to imbibe the culture of praise and worship and make it part of their daily routine. Marian choir sings during the Mass, sings patriotic songs on national days. Their incredible singing adds impetus to the holistic moments during the Marian art fest, Sports day and Graduation Day. Pongal Day is celebrated every year as a festival of harvest to enhance social and communal harmony. Traditional Games like *Uri adithal*, Hop Race, Rangoli, Hide and Seek, *Kaai Maraithal* are conducted for the students, the teaching faculty and the non-teaching staff. The students performed traditional dances like Karagam, Oyilatam, Parai, Silambatham, and Kummi. Every year, Christmas is celebrated, and gifts are shared with the less fortunate children of the neighbouring schools and adopted villages of CDP.

## Cultural Inclusivity

Talentia and Marian Art Fest, cultural programmes are organised every year to showcase the talents of the students. Dance – Western and Classical, Elocution – English and Tamil, Mono-acting, Mime, Skit, Tableau, Choral Singing, and Instrumental are conducted. All the students are given the opportunities to exhibit the talents without any discrimination.

## Regional Inclusivity

The students from villages, towns and coastal regions are given due importance in admission which promotes regional inclusivity. The curriculum is designed to meet the regional needs of the society and it includes regional writer's contribution, regional history of Tamil Nadu, and regional heritage sites as the thrust areas to pursue research projects. Onam, the national festival of Kerala is celebrated.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.9

***Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens***

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

#### Response:

The Electoral Literacy Club of St. Mary's College enhances the understanding of the people on how to cast a vote and be aware of the electoral rules and regulations which is the prime constitutional



duty. It also educates the youth about the importance of Universal Adult Franchise, the highest power entrusted in the hands of the citizens to evolve fair democracy. Electoral Literacy is essential as it sensitises the young citizens about their civic responsibilities. Every year January 25th is observed as the National Voters Day and the voters day pledge was taken by the students to stress the importance of achieving true democracy. The members of the Electoral Literacy club organise Voters Awareness programmes in the adopted villages through Community Development programme. Electoral Photo Identity Card (EPIC) is one of the important documents issued by the Election commission of India. They educate the ways and means to avoid bogus vote in the election process.

The institution conducts Students' Council Election in a fair manner. All the students are given the right to vote in the election. The students who contest in the election are given the opportunity to canvas all the students to vote for them for a stipulated time. Students' Council faculty members conduct the election through the e-voting software developed by the faculty members of the Department of Computer Science. Students are allowed to exercise their democratic right by casting their vote. Votes are counted and the election results are announced by the Principal.

In commemoration of the Indian Constitution Day - 26th November, awareness was initiated by the AICUF on the significance of the Indian constitution. The students undertook the pledge to uphold and respect the Indian constitution. The celebration reinstated the responsibility of every citizen to realize the importance of the Indian Constitution. Anti Ragging Cell inculcated the significance of Indian Constitution and the various aspects regarding the Constitutional remedies for women. Human Rights Forum observes Human Rights Day on every 10th December for ensuring the values for being responsible citizens as reflected in the constitution of India.

St. Mary's College efficiently contributes for building responsible and harmonious society by rendering service during election. Their responsibilities go beyond academic instruction, encompassing the promotion of constitutional ideals, and social harmony. The teaching and the non-teaching faculty play a critical role in shaping the future of the nation by fostering values enshrined in the Constitution of India. Forty-one teaching faculties and fourteen non-teaching faculties performed their duty as responsible officers in 2020 Election.

The pledge was taken by the NSS programme officers, NSS volunteers with other students on National Unity Day, a pledge was taken by all the students and the faculty members of our college to commemorate the Martyr's day and a pledge on prevention of slavery against labourers was taken by the NSS volunteers along with the programme officers.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 7.1.10

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice I**

**Title of the Practice: “Revitalising the Rural Economy”- Community Development Programme (CDP)**

St. Mary's College is dedicated to educating young individuals with a focus on fostering their contribution to societal advancement. The curriculum extension platform embodies educational principles, encapsulated by the motto "Serve While You Learn."

## Objectives

- To build a mutual link between the students and the rural society.
- To generate the spirit of conscious collective living.
- To educate youngsters to contribute to the progress of the nation's rural population.
- To aim at the betterment of rural economy through conscious efforts to uplift the lives of the rural women.

## The Context

As envisaged in the Unnat Bharat Abhiyan Scheme, the institution strives to bring in transformational change in rural development processes by helping the nation build the architecture of an inclusive India.

## The Practice:

The institution is dedicated to enhancing the social and economic standing of rural regions, aiming to uplift their communities through empowering the rural women. The institution is one of the best performing institutions under UBA Scheme.

This initiative moulds the students into community volunteers in the adopted villages of Korampallam, Maravanmadam, Palayakayal, Servaikaranmadam and Tharuvaikulam. The college offers different hands-on training programmes for the rural women to meet their basic financial needs. 2656 women have received entrepreneurial training certificates from the institution.

- Sponsored Nila Vembu Kasayam, the herbal drink that prevents infections, to the people from the adopted villages
- Distribution of Covid 19 relief fund to 75 families (Rs. 1000)
- Distribution of sanitisers, face mask, rice, wheat, vegetables, and grocery items to gipsies, weavers and underprivileged women.
- Distribution of nutritional health mix to the children
- Conduct of Covid Vaccination Survey, Election Awareness Campaign
- Conduct of Awareness Programmes on "Women's Health and Menstrual Hygiene," "Hazards of Plastic Usage" and "Government Schemes for Women and Girl Children" etc.
- Conduct of "Free Mega Medical Camp."
- Entrepreneurship Development programmes on the "Preparation of Organic Growth Promoters for Plants from Kitchen Wastes," "Natural Fertilizer-Vermicomposting," "Mushroom Cultivation" etc.
- Installation of Solar Lamps in the adopted villages.
- Orientation sessions for the kids on "Spoken English," "Digital Literacy," "Digital Presentation of Dissection in Invertebrates and Chordates" and "Imparting Skills in Mathematics"

## **Evidence of Success**

- A project entitled “ “Prospecting of Fishery Resources into Value Added Products” was sanctioned by UBA for Rs. 1,00,000.
- The UBA Coordinator received Rs. 75,000 from Rajiv Gandhi National Institute of National Development.
- The principal received Rs.50,000 from UBA for Assistance for Awareness, GPDP Study.
- The institution received Rs. 1,75,000 as perennial fund from UBA.

Through empowering the rural women, the institution has played a tremendous role in revitalising the rural economy.

## **Problems Encountered and Resources Required**

In the midst of Covid 19 students’ participation is restricted. Sometimes continual follow up measures could not be undertaken immediately due to the restriction routine of the pandemic.

## **Best Practice II**

### **Title of the Practice: Efficacy of Ethical and Sustainable Progress**

St. Mary’s College fosters an honest, honourable, and fair environment for all the students. It lays its stress not just on academic excellence but on “character formation with academic excellence.” The students of St. Mary’s College imbibe the qualities of human values and become socially conscious, intellectually competent, culturally relevant, morally upright, and emotionally balanced young women.

### **Objectives**

- To give importance to Guidance and Counselling as part of its educational mission.
- To make an impact on the lives of the students.
- To help the students overcome the mental stress and the fear and focus on the academics.
- To provide timely counselling in tough times.
- To render helping hands to the public.

### **The Context**

The institution instils social responsibility and civic sensibility among the future generation and encourage them to find out the ways and the means to combat the difficulties they face in their day-to-day life. Human values are inculcated as a part of the curriculum, The institution encourages counselling, conduct of Ethics and Christian Doctrine classes and Mentor-mentee system to help the students attain self-awareness and realisation, to become a motivated, and goal-oriented person.

### **The Practice**

The institution took all earnest efforts to groom the students as wholesome personalities. It moulds the students through the Ethics classes, the mentor mentee meetings and the counselling sessions to face the challenges of life with integrity and confidence. The mentors communicated with their mentees during

the pandemic time and ensured that they are stress free. The faculty and the management indulged in Tele Counselling service and Covid War Room activities in collaboration with the district administration and gave moral support to the people. The great service of the institution was acknowledged with a certificate of appreciation.

- Conduct of Ethics classes for the non-Catholic students and Christian Doctrine Classes for the Catholic students
- Regular meetings of the Mentor and the Mentees
- Counselling for the Inner Healing
- Provision of Tele Counselling 24x7

### **Evidence of Success**

The institution conducts Ethics and Christian Doctrine classes which helped in the spiritual formation of the students. The Mentor-mentee system fosters personal and academic growth, enhances career readiness, and contributes towards a supportive and inclusive campus community. The college Counselling Forum provides Entry counselling, Exit counselling, Individual counselling, Personal counselling, Parental counselling, Counselling on Reference, Sports counselling and Tele-Counselling. Various therapies were adopted as per the need of the students.

### **Problems Encountered and Resources Required**

Due to the pandemic restrictions, mentors could not meet the mentees in person and they talked to the mentees over phones and discussed their progress. Government restrictions during pandemic times hindered to serve the society and parents did not allow the students to serve out of fear and stress.

## **7.3 Institutional Distinctiveness**

### **7.3.1**

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

**Response:**

#### **Empowering the First-Generation Learners**

St. Mary's College was founded by the Servite Sisters, Congregation of Mother of Sorrows, Servants of Mary in the year 1948. Since its inception, it has embarked on its distinct journey of empowering young women of the coastal region, Thoothukudi. Prioritising education for the first-generation learners is the distinctiveness of the institution. Majority of the students are first generation learners from the marginalised families of the region. St. Mary's envisions to uplift the women from the lower strata of society to an elevated status through their committed efforts and attainment of programme outcomes and graduate attributes. All educational practices are oriented towards fulfilling the vision of the institution "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' is reflected in its academic programmes and cocurricular activities.

### **Holistic Educational Practices**

The institution adheres to the guidelines of the Statutory Regulatory Bodies and frames the curricula of the academic programmes with its vision for whole person education. It has moulded and enriched the life of the first-generation learners through the curricula with its specific focus on Sustainable Developmental Goals, Indian Knowledge System, the apt pedagogy for the millennial learners, the experiential learning methods, the field and the research projects, the development of e-content, the Students' Induction Programmes, the cocurricular and the extracurricular activities, the Community Development Programme, the ethics classes, the mentor-mentee system and the counselling support. The institution has instilled confidence among the students in such a way that they were able to compete with their peer group nation-wide and emerge as toppers in the MOOCs from the SWAYAM NPTEL portal. The OBE curricula offer Core Courses, Core Skill-based Courses, Elective Courses, Ability Enhancement Courses, and Skill Enhancement courses that develop and enhance the capabilities of the students. Sports students are given special coaching, and they won Manonmaniam Sundaranar University Overall Championship 29 times out of 31. The Career Oriented Certificate courses have increased the potentiality of the learners and help the socially and the economically disadvantaged young women secure placement, self-employment, start entrepreneurial ventures and build a successful career, thereby promoting their socio- economic status. Thanks to efforts of the institution towards women empowerment, Thoothukudi ranks third in the Human Development Index in Tamil Nadu.

### **Promoting Universal Human Values**

St.Mary's College follows the concept of theme-centred academic years, which augment the educational experience of the learners by organising the activities of the respective academic years around the central themes. The practice equips the faculty and the students to adapt to the adherence of Universal Human Values in the curricular, co-curricular and extra-curricular activities. The institution followed 2018-2019 as the Year of Harmony, 2019-20 as the Year of Honesty, 2020-2021 as the Year of Hope, 2021-2022 as the Year of Faith, and 2022-2023 as the Year of Gratitude. The activities of the eight centres for excellence are planned and executed on the basis of the respective themes on each of the academic years.

The institution assisted the students in inculcating the ethos and culture of the college community. The celebration of Women's Day created a momentum for the students and assisted them in grasping the essence of equality and inclusivity embedded in the Indian Constitution. Through the orientation sessions on health and hygiene, psychological wellbeing and counselling, the institution nourished the physical and the mental health of the students. Through the orientation sessions on Women Rights and Laws Protecting Women it enhanced the confidence of the students that the legal system of India ensures safety for women. The students were able to grasp the essence of universal human values such as respect, unity amidst religious, linguistic and cultural diversities, justice, gratitude, honesty and integrity. It also gave insights on environmental sustainability and conservation. The students gained knowledge on the correct usage of social media and the ways to protect themselves from cybercrime.

### **Upholding the Values, the Aesthetic Art Forms and Culture of India**

The institution through its conscious efforts enlivens the Indian Values, the Indian Aesthetic Art

Forms and Culture and spreads the necessity of cherishing them among the modern youth populace under its care. The activities of the Centre for Cultural Excellence are aimed at channelising the youth towards appreciating Indian Aesthetic Art Forms and take pride in Indian culture. The performance of the College Musical Band, the Choir the Marian Orchestra and the Traditional Folk Art Troupe at the celebrations initiate a cultural fervour among the students. The institution conducts 'Annual Cultural Fests – Fine Arts Competitions' which have more than thirty competitions to tap the artistic talents of the students and to work together as a team to win the competitions. The celebrations of the festivals of India spread the spirit of unity in diversity and appreciating the culture of others. The staging of English and Tamil dramas, the classical and the folk-dance forms of India during the college day celebrations elevate the performance of the students to the level of the professionals. The 'JEM' Programme – 'Journey of the Empowered Marian' which is conducted for the outgoing students is a platform for developing the musical, the dance, the cookery, the yoga and the fashion designing skills. During the celebration of Commemorative Days such as the Independence Day, Republic Day, Teachers' Day, Human Rights Day, Constitution Day, Mother Language Day, the institution promotes the patriotic spirit, respect for the elders, the respect to the Indian constitution, and highlight the linguistic diversity of our country among the students and instils in them a reverence for the Indian values.

### Future Prospects

With the knowledge and the values, they acquired from the alma mater, the young women have moulded themselves to be the architects of their own development. The Marians are equipped with the enlightened values of the institution for a future in which they step forward as the better stewards of the world. They capably and knowledgeably progress in their onward march towards success.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

St. Mary's College enhances the core values of ethical and moral standards of the life of the students through the curriculum, the experiential learning pedagogy and the extracurricular activities. It believes in imparting the value conscious integrated education and the means to combat the stress and complexities that the students undergo in their academic pursuits. The curriculum incorporated the civic responsibilities along with the educational values. Both the students and the faculty took efforts to relieve the stress and storm during the pandemic time and work towards the welfare of the society.

### **Concluding Remarks :**

For the past 76 years, St. Mary's College has been imparting inclusive education to the young women and has established itself as the knowledge hub in South India. It continues to be the beacon of light, illuminating the path and nurturing the souls of the young women who are entrusted under her care.