

# ST. TERESA'S COLLEGE

(Autonomous) Ernakulam

Park Avenue, Ernakulam, Kochi – 682011, Kerala

*A College with Potential for Excellence*

AFFILIATED TO MAHATMA GANDHI UNIVERSITY, KOTTAYAM



## **SELF STUDY REPORT 2012-17**

FOR THE FOURTH CYCLE OF ASSESSMENT AND ACCREDITATION

SUBMITTED TO  
THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)  
MARCH 2017



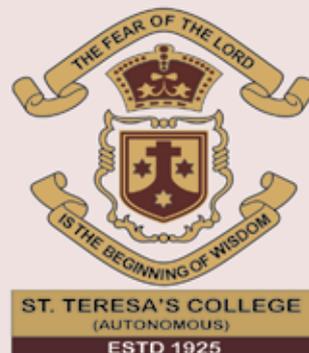
# ST. TERESA'S COLLEGE

(Autonomous) Ernakulam

Park Avenue, Ernakulam, Kochi – 682011, Kerala

*A College with Potential for Excellence*

AFFILIATED TO MAHATMA GANDHI UNIVERSITY, KOTTAYAM



## SELF STUDY REPORT 2012-17

FOR THE FOURTH CYCLE OF ASSESSMENT AND ACCREDITATION

SUBMITTED TO  
THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC)  
MARCH 2017

## PREFACE

It is with immense joy and gratitude to the Almighty that we at St. Teresa's College submit this Self Study Report to the National Assessment and Accreditation Council (NAAC) for the fourth cycle of re-accreditation. This report, which is a collaborative work of a team of dedicated teachers spearheaded by the IQAC and the NAAC Coordinator, and supported by the Director, the Heads of Departments, all the faculty members, non teaching staff and students of the College, highlights the steady growth of the institution during the post accreditation period.

The recommendations of the NAAC peer team following their previous visit to the College were kept in mind while visualising the goals that were set to improve the quality of the institution. This 92 year old premier minority institution has always addressed the needs of the marginalised sections in society and has worked to empower them as responsible and proactive citizens who are committed to the development of the nation. This SSR provides insights into our potential to scale greater heights as we strive to fulfil the vision of our foundress, Servant of God, Mother Teresa of St. Rose of Lima.

I express my sincere thanks to each and every Teresian whose efforts have gone into the shaping of this report.



Dr. Sajimol Augustine M.  
Principal

# Contents

<b>Executive Summary</b>	<b>i</b>
<b>SWOC Analysis of the College</b>	<b>xi</b>
<b>Profile of the Autonomous College</b>	<b>xii</b>
<b>Criteria-wise Inputs</b>	
<b>Criterion I: Curricular Aspects</b>	<b>1</b>
<b>Criterion II: Teaching-Learning and Evaluation</b>	<b>28</b>
<b>Criterion III: Research, Consultancy and Extension</b>	<b>79</b>
<b>Criterion IV: Infrastructure and Learning Resources</b>	<b>121</b>
<b>Criterion V: Student Support and Progression</b>	<b>142</b>
<b>Criterion VI: Governance, Leadership and Management</b>	<b>171</b>
<b>Criterion VII: Innovations and Best Practices</b>	<b>201</b>
<b>Evaluative reports of the Departments</b>	
<b>Department of Bharatanatyam</b>	<b>218</b>
<b>Department of Botany</b>	<b>222</b>
<b>Department of Chemistry</b>	<b>229</b>
<b>Department of Commerce</b>	<b>236</b>
<b>Department of Commerce Self-financing</b>	<b>242</b>
<b>Department of Communicative English</b>	<b>248</b>
<b>Department of Computer Applications</b>	<b>255</b>
<b>Department of Economics</b>	<b>266</b>
<b>Department of English</b>	<b>277</b>
<b>Department of French</b>	<b>286</b>
<b>Department of Hindi</b>	<b>293</b>
<b>Department of History</b>	<b>297</b>

<b>Department of Home Science</b>	<b>302</b>
<b>Department of Malayalam</b>	<b>319</b>
<b>Department of Management Studies</b>	<b>322</b>
<b>Department of Mathematics and Statistics</b>	<b>325</b>
<b>Department of Physical Education</b>	<b>332</b>
<b>Department of Physics</b>	<b>337</b>
<b>Department of Psychology</b>	<b>347</b>
<b>Department of Sociology</b>	<b>350</b>
<b>Department of Women's Studies</b>	<b>358</b>
<b>Department of Zoology</b>	<b>365</b>
<b>Post Accreditation Initiatives</b>	<b>372</b>
<b>Declaration by the Head of the Institution</b>	<b>376</b>
<b>Certificate of Compliance</b>	<b>377</b>
<b>Annexures</b>	
<b>Annexure - I</b>	<b>379</b>
<b>Annexure - II</b>	<b>380</b>
<b>Annexure - III</b>	<b>381</b>
<b>Annexure - IV</b>	<b>382</b>
<b>Annexure - V</b>	<b>383</b>
<b>Annexure - VI</b>	<b>385</b>
<b>Annexure - VII</b>	<b>387</b>

# Executive Summary

St. Teresa's College (Autonomous) Ernakulam, Kerala, a pioneering institution committed to the cause of higher learning of women and their empowerment through excellence in teaching, learning and research, was established on 15th June 1925 by the Carmelite Sisters of St. Teresa under the leadership of the visionary foundress Mother Teresa of St. Rose of Lima - a legend who opened up a new and glorious page for the empowerment of women, and who was declared as Servant of God on 29 January 2016. This 92 year old premier minority institution provides education in line with the mission of the foundress, aimed at the integral formation of intellectually creative, emotionally mature, morally responsible, spiritually enlightened, socially committed and truly liberated young women who will reposition themselves as self-reliant and responsible individuals and become agents of change to transform society.

## **Criterion I: Curricular Aspects**

The College, affiliated to Mahatma Gandhi University, became autonomous in the year 2014. The post accreditation period therefore involves two phases i.e. the first phase from 2012 to 2014, when the institution was affiliated to Mahatma Gandhi University and the second phase from 2014, when it became autonomous. As an affiliated college it lacked the freedom to design the curriculum. But conscientious efforts were taken to create an academic environment which offered maximum opportunity for students to pursue courses that were interdisciplinary, in the self-financing sector, complying with the rules of the Government of Kerala and the University.

Being a premium institution, the College was privileged to have a majority of the faculty members on the various Boards of Studies of M.G. University, contributing effectively in the area of curriculum design and development. In 2014, when the College became autonomous, the institution initiated the process of curriculum restructuring, determined to revamp the curriculum while retaining all the fundamental stipulations

of the University/Higher Education Council, for ensuring optimum quality. Many innovative programmes were introduced keeping in mind the national goals - Skill India & Start up India. This was a policy initiative taken by the institution to offer courses for which the demand ratio was high and which facilitated employment and entrepreneurship.

The process of curriculum development involved all the Departments, Boards of Studies and the Academic Council. In order to provide proper training to the teachers, workshops were conducted to re-visit the methodology of the teaching-learning process and initiate the faculty to the concept of scientific course designing. Serious efforts were taken by the management to assure quality to the newly designed programmes through feedback from parents, teachers, students, alumnae, industrial experts and academicians.

The College offers 53 programmes in all, in arts, science, commerce and management studies: 23 UG programmes, 17 PG programmes, 3 MPhil programmes, 6 PhD Programmes, 1 UG Diploma and 3 PG Diploma programmes. Of these, 28 programmes are under the regular stream and 25 in the self-financing category, with 22 programmes newly added in the post-accreditation period, of which 16 were added following the grant of autonomy. Under the Choice Based Credit and Semester System the UG programmes offer 20 Open Courses. The UG & PG programmes offer Electives as well. Additionally, the College also offers 3 UG and 3 PG programmes in the distance education mode as a study centre for the affiliating university, and 3 PG programmes under Centre for Continuing Education Kerala (CCEK).

The students have a choice of 28 add-on courses. The College offers 10 add on certificate courses. It is also a Centre for Continuing Education Kerala (CCEK) that offers 2 courses (1 Certificate course and 1 Diploma course). As a registered study centre of IGNOU for offering distance education, there are 5 Courses (2 Certificate courses, 2 Diploma courses and 1 PG Diploma course). Five higher order skill development programmes have been introduced by the College which is a centre for NSDC, SRC Kerala and ASAP. The College also offers 6 enrichment courses.

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

St. Teresa's College adheres to the admission policies of the Government of Kerala and Mahatma Gandhi University with regard to the admission process. From 2012 to 2014 the institution followed the single window system of admission (CAP - Centralized Allotment Process) introduced by the University. From 2015 onwards admissions are

done through the online admission portal of the College. The admission process is completely automated, and well monitored by the admission committee. The College takes care to ensure transparency and equity in the admission of students.

Seat distribution for regular programmes is in accordance with the policy of the government and the affiliating university. The institution ensures access to students from all sections of society and recognizes an obligation to offer appropriate support and facilities to those who are economically challenged, marginalized and differently abled. Accordingly, 15% seats are reserved for Scheduled Caste students and 5% for Scheduled Tribe students, 20% of seats are reserved for the Latin community, a backward Christian community to which the institution belongs. In addition, 20% of the Management seats are reserved for those from the economically weaker and disadvantaged sections of society.

The academic calendar and examination schedule are prepared at the beginning of each academic year. The academic, co-curricular and extra-curricular activities are planned paying attention to the goals of each department. The plans for the year are envisaged and developed in consultation with the Heads of Departments and the Controller of Examinations, and a schedule that outlines all major activities is prepared and incorporated in the College Handbook.

Efforts are taken right from the beginning of the academic year to identify slow learners, and tutorial classes and remedial teaching is provided for weak students. Peer teaching-learning sessions are organized for the benefit of the students. A special effort is taken to identify the advanced learners and opportunities for their further growth are facilitated. The College has a mentoring system in place whereby students who need mentoring or counselling are provided with the support they require. The teachers act as mentors and track their academic and other activities as well as general behaviour and emotional wellbeing. The services of a residential counsellor are available, and professional counselling is offered to those students who need help.

A concentrated effort is taken, and many innovative practices have been adopted, to make teaching and learning more effective. The pedagogy adopted emphasizes evidence based research, which is integrated into the extension activities. As a result, learning has gone beyond the usual chalk and board method and has become more practical, effective, demonstrative and comprehensive. The lecture method is complemented by other methods of experiential learning such as on-the-job training, internships, industrial visits and student projects. Smart classrooms and ICT enabled

teaching enhance the learning process. The College has always believed in the holistic development of its students and provides every opportunity for them to grow and flourish as individuals by perfecting their talents – curricular, co-curricular and extracurricular.

A feedback mechanism for monitoring and evaluating the teaching learning process is in place. The Teacher's Handbook and the Self-Appraisal Report by the teachers are scrutinized by the Heads of Departments. The students' appraisal of teachers and their performance and the regular Open Houses and Parent-Teacher interactions ensure that the needs of students are well taken care of.

All the departments are provided computers and internet access for the use of teachers. The Library has a computer hub which provides access to INFLIBNET, N-List and other digital e-repositories.

Performance in each course of study is evaluated based on continuous internal assessment that is centrally monitored, and a final examination at the end of the semester. The institution has an Examination Manual clearly stating the rules and regulations of the evaluation process, which are strictly followed. An External Superintendent is appointed to ensure transparency in the conduct of examinations, and the Exam Squad and Malpractice Prevention Committee check for malpractices in the evaluation process. At the UG level, 20% of the answer scripts are re-valued. Double valuation for the P.G programmes ensures minimal anomalies in the valuation process.

### **Criterion III: Research, Consultancy and Extension**

St. Teresa's College has always promoted research as an integral part of the curriculum. This research led and practice driven ethos makes Teresian Teaching-Learning distinctive. The College seeks to ensure that learning is informed by current research and practice in the subject area or discipline. Six departments are Centres for Research under Mahatma Gandhi University and 34 faculty members are research guides. The College is a recognized centre under the University to offer course work for PhD scholars since 2012. All together 16 research scholars were awarded PhD, 26 faculty members are engaged in research leading to PhD and 5 Major and 22 minor projects were completed in the last four years. The College has one International Peer reviewed Journal (TJES), two National Journals, 117 papers in peer reviewed journals (National/International) and 28 books with ISBN numbers published during this period. Several faculty members have received research awards and recognition from reputed professional bodies and agencies.

The College keeps pace with the growing requirements of the research community of the College. The institutional budget makes provision for research and development. The Teresian Research and Consultancy Cell (TRACC) and the R&D Department constituted solely for coordinating the research activities of the College, take the initiative to facilitate necessary infrastructure. During 2012-16, the College has availed funds from various funding agencies and nearly 44% of the fund received is used for research. Five Science Departments were recognized by DST- FIST in 2012. The College has also been recommended for financial support under the DBT Star College Scheme to 5 departments in 2017.

The College has signed MoUs with Newman College, Birmingham UK, Concordia University, New York, The Richmond University, The American International University UK, Rath Institute, IIT E-cell, Kharagpur and Sarvodaya Sangh, Thiruvananthapuram. This has contributed in enhancing the quality and output of teaching-learning, research and development activities of the College. The Gunn Centre for Science Fiction studies was established in the year 2014 to promote creative writing and research in Science Fiction. This centre is affiliated to the State Kansas University USA, to promote interdisciplinary research and creative writing.

Interdisciplinary research is also promoted through departmental collaborations. As a result, 9 teachers from 4 departments have undertaken inter departmental/ interdisciplinary research projects. The institution also encourages collaboration with various governmental, non-governmental, private and public bodies. The College takes efforts to transfer the results of research for the social and economic development of the community in an effective manner.

The College follows the policy of extending the available expertise for the benefit of society and faculty members are encouraged to offer consultancy services to industry, Government and Non Government Organizations, Self Help Groups, Women Entrepreneurs and educational institutions. The various outreach programmes of the College serve to sensitize the faculty and students on Institutional Social Responsibility. More than 500 programmes have been organised by TROP (Teresian Rural Outreach Programme), NSS (National Service Scheme), NCC (National Cadet Corps), YRC (Youth Red Cross) and Bhoomithrasena Club (BMC).

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

St. Teresa's College, a diverse and vibrant institution in Kerala is strategically located in the heart of Kochi, spread over two campuses with the Faculty of Social Sciences

and Humanities in the Arts Block and the Faculty of Sciences and Women's Studies in the Science Block. From 2017, a new block will start functioning in the newly acquired adjacent property, where the construction of a State-of-the-Art building with all modern facilities is under way. The total land area is 15.64 acres, of which 8.37 acres were acquired in the post-accreditation period.

The College has a multi-complex building which accommodates 2 auditoriums with a seating capacity of 2500 and 1000 students respectively, an AC conference hall, 5 seminar halls, Council Room, the Office of the Controller of Examinations. The College is well equipped with 102 classrooms, 27 laboratories, 248 Computers, 41 laptops, 71 projectors, a video conferencing unit, 2 browsing centres and 3 high speed internet connections. The campus is Wi-Fi enabled and all the departments, offices and labs are connected through LAN. Generators are installed for complete power back up. Intercom connects all Departments and Service Areas. An ERP System (Knowledge Pro) has been deployed to integrate all the functional areas of the institution.

The Library offers reprographic, internet and Wi-Fi facilities, encompasses three floors and has a seating capacity of 550. The library is fully automated with KOHA, and author-wise/title-wise search is facilitated through OPAC. The library holdings consist of 85,760 books, 21 international journals and 14 national journals. In addition to N-list, the library also has an e-repository, D-Space. Subscription to N-List of INFLIBNET provides access to more than 6000 journals and 90,000 e-books. A Talking Book section caters to visually challenged students.

There are two indoor stadiums for basket ball, volley ball and shuttle badminton and also a multi-Gymnasium. There is a Botanical Museum with 875 specimens, a Herbarium with 560 specimens, a Botanical garden with a green house and a section for medicinal plants and a well maintained Zoological museum having around 3000 specimens of diverse animals belonging to various phyla. The College has 3 hostels, 2 canteens, 2 coffee counters and a students' lounge. Other facilities include an ATM, and special bank counters for students for remitting fees.

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

St. Teresa's College has a 92 year old inclusive tradition of student support services, consistent with the institutional vision and mission. The College has developed a comprehensive student support system with structural and functional characteristics that provide students the necessary support to emerge as empowered young women. The well-organized student services are complemented by good staff leadership and

broad based institutional commitment. Teresian International functions under the Research & Development Cell to initiate the Twinning, Faculty & Student Exchange Programmes of the College.

There are various provisions for academic guidance through which the students are provided opportunities and ways to connect, learn and grow, such as tutorial classes, and mentoring by the class teachers. The College distributes endowment funds and prizes instituted by the Management, Staff, Alumni, PTA, retired faculty and other well-wishers to students for academic, co-curricular and extra-curricular achievements and scholarships for needy students. The College instituted a 'Navathy Scholarship' in 2015, to celebrate 90 years of service in the apostolate of education, by which 90 students get a 50 % fee concession for the duration of their programme.

The College takes serious efforts to integrate the contributions of all stakeholders while aspiring for academic excellence. The College has an active College Union which functions under the counsel of two Deans and the faculty members in charge of the various Clubs and Cells. The IQAC has a structured online student feedback mechanism. The Grievance Redressal Cell of the College provides the students a fair and impartial mechanism to solve their academic and administrative problems. There is an institutionalized mechanism to help students identify job opportunities, prepare them for interviews, and develop entrepreneurship skills through the Career Guidance and Placement Cells and the Entrepreneurship Development Club.

St. Teresa's being a premier women's College, the management and faculty ensure the participation of students in all cultural and sports activities which is a part of the overarching mission of the institution in creating empowered young women. The institution has been able to maintain an excellent track record in academics, co-curricular activities, sports and games at the state, national and international levels. Striving for the overall development of the students and fostering art and creativity for lifelong engagement has emerged as one of the best practices of the institution.

### **Criterion VI: Governance, Leadership and Management**

St. Teresa's College has a clear and shared vision and mission statement and its governance and leadership are well defined to achieve academic excellence. The institutional leadership has always been participatory and with the granting of autonomy, there is extensive consultation and sharing of authority between the management and the major stakeholders to promote a culture of participative management.

The College has a perspective plan for institutional development and the academic and administrative activities are carried out in consensus with the stated policies of the institution. At present the institution has a multi-tier system of leadership with the Manager and Provincial at the apex of Governance. The Director who represents the Manager is in charge of decisions related to management at all levels of governance. The Principal, the College Council, the Governing Council, the Academic Council, the IQAC, the Academic Deans and the Deans of Student Affairs participate in creating strategic plans, drafting policies, developing and approving the curriculum and implementing programmes to ensure quality and excellence. Plans are also prepared at the beginning of the academic year by all the departments.

The Management ensures that senior leadership positions of the College and all positions in the various statutory bodies are duly filled and that meetings are conducted at the stipulated intervals. The various statutory bodies, committees, clubs and cells ensure that faculty members and student representatives are provided ample opportunities for grooming their leadership potential. Transparency is maintained in faculty appointment which is based solely on merit and the management ensures quality by refraining from charging capitation fees for staff appointment. The Management is unstinting in its efforts to reinforce a culture of excellence that is the hallmark of this prestigious institution, as a result of which it was granted the status of 'College with Potential for Excellence' and conferred Autonomous Status.

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

There is an effective feedback mechanism for getting feedback from the stakeholders and for monitoring departmental and institutional performance which takes place at various levels. The IQAC takes the lead in gathering feedback: from the students, regarding teacher performance and the curriculum; from parents and alumni regarding quality related institutional processes; from faculty members and non-teaching staff regarding the effectiveness of the governance and leadership of the institution, departments, the office and ministerial staff. The IQAC also gets the monthly updates in the form of reports from all the departments, statutory bodies, committees, clubs and cells and makes an annual evaluation of their performance. The Principal also monitors the various activities through the scrutiny of reports.

The periodical visits to the departments by the Manager, the Director and the Principal, and the conduct of a management audit serve to monitor the effectiveness of the activities and performance, to identify needs, to give impetus for improvement and organizational development, and also to ensure accountability. They also conduct interactive sessions with the stakeholders to evaluate performance, and to identify and address grievances. There is a formal mechanism to identify and address the grievances of students, teachers and non teaching staff.

The College is ever attentive to the professional development of its staff and organizes development programmes for them. Faculty members are encouraged to equip themselves through orientation programmes, refresher courses, etc, and are motivated to pursue research and take up major and minor projects.

A Management Audit is conducted in addition to the annual external Financial Audit to monitor the effective and efficient use of financial resources. The salary disbursed by the government, the grants from the UGC and the fees procured from students are the major financial sources of the College. The St. Teresa's College Welfare Society is also established to cater to the financial needs of this growing institution. The Planning Committee and the Finance Committee meticulously plan and allocate the budget for academic and administrative activities. The Management gives due priority to the infrastructural and other developmental needs of the institution, particularly in the context of autonomy, as evidenced by a doubling of its landed property and the launch of a building project. The Management is strongly supported by the staff, the PTA and the alumnae in its efforts for resource mobilization.

### **Criterion VII: Innovations and Best Practices**

St. Teresa's College was envisioned as an educational institution that would be an inspiration and guiding force to mould, enlighten and empower generations of women. The College has always kept in mind its vision to "empower students to respond proactively" and "work for the integrity of creation." The Departments and various clubs, particularly the Bhoomithrasena Club, are actively committed to the protection of the environment. As a result, several practices that encourage a spirit of environmental friendliness were implemented. The thrust in the post accreditation period was on green initiatives such as practicing organic farming, conservation of water bodies, promoting water literacy, cleaning of the college campus, solid waste management and promoting the use of eco-friendly products. A Green Audit was conducted and the College has framed an Environment Policy for the institution. The College won the Paristhithi Mithra Award instituted by CEERD, St. Stephen's College,

Uzhavoor and the Suchitwa Haritha Award instituted by Mithradham and Rajagiri Outreach in recognition of its innovative green initiatives in 2016.

The implementation of 22 new programmes in the post accreditation period, the restructuring of the syllabi, the introduction of need based courses, the conduct of the ASAP (Additional Skill Acquisition Programme), SSP (Student Support Programme) and WWS (Walk with a Scholar) Programmes, computerised attendance entry, the Examination reforms carried out by the Examination Cell and the steps taken by the IQAC in its efforts to develop a quality system, have all proved effective in improving the academic and administrative performance.

The Academic Audit conducted through the initiative of the IQAC was a rewarding exercise and has resulted in a healthy competition among departments and a mutual sharing of good practices. Some of the innovative ideas which have spearheaded the institution into lime light are the 'e-jaalakam' project, the 'Bhoomithra Sanchi' project and the classes for Kudumbasree members, all of which are programmes organised under the Teresian Rural Outreach Programme (TROP) to provide services beyond conventional limits to rural segments of the community. This has evolved as a best practice of the institution. A TROP project that merits special mention is e-Jaalakam - a Model e-Governance Literacy Project, which was awarded GOLD under category 'Outstanding e-Governance Initiative by Academic and Research Institutions' for the National award on e-Governance 2014-15 instituted by the Government of India.

Another best practice - Teresian Research and Consultancy Enterprise - evolved out of a need to give impetus to the research and consultancy initiatives of the faculty and students of the institution. To this end, the Teresian Research and Consultancy Cell (TRACC) formed in 2012 has fostered a sharing of multiple methodologies and promoted interdisciplinary research. The Research and Development Department (R&D) was set up to initiate high quality research for the promotion of innovative thinking. As a result, consultancies and linkages have increased, several collaborative ventures are in the offing and a patent, which is the result of interdisciplinary research has been filed and published.

# SWOC Analysis of the College

<b>STRENGTHS</b>	
<ul style="list-style-type: none"> <li>• A pioneer institution for women's education in Kerala and the only women's college in the city of Cochin</li> <li>• International renown on account of its established reputation, augmented by iconic alumnae across the globe</li> <li>• Strategic location and easy accessibility</li> <li>• Supportive management with a progressive vision</li> <li>• Transparency in staff recruitment based purely on merit</li> <li>• Faculty with international experience and qualifications</li> <li>• Six Research Departments and Centre for PhD course work with 123 scholars and 34 research guides</li> <li>• Collaborations with four international universities</li> </ul>	<ul style="list-style-type: none"> <li>• Productive extension activities acknowledged at regional, state, national and international levels</li> <li>• Dynamic student community with high potential for self-empowerment</li> <li>• Highly committed and responsible PTA</li> <li>• 22 newly implemented programmes catering to current requirements of students</li> <li>• Excellent student support system</li> <li>• Plethora of opportunities in curricular/ co-curricular activities and sports</li> <li>• Excellent infrastructure with well equipped laboratories and fully automated Library with a collection of nearly one lakh books and journals</li> <li>• Timely conduct of examinations and publication of results</li> </ul>
<b>WEAKNESSES</b>	
<ul style="list-style-type: none"> <li>• Consultancy and industry linkage needs to be strengthened</li> <li>• Arts and science blocks are in two different campuses</li> <li>• Financial constraints affect infrastructure development</li> <li>• Applied Research has to be strengthened</li> <li>• Lack of national and international students and faculty</li> </ul>	
<b>OPPORTUNITIES</b>	
<ul style="list-style-type: none"> <li>• Potential to become a Deemed Women's University</li> <li>• Could become an excellent centre for interdisciplinary and community oriented research</li> <li>• Community Radio, which will provide many opportunities to the students and the faculty</li> <li>• Can develop centres for Performing Arts and Indian Heritage and Language Studies</li> <li>• Prospects for establishing St. Teresa's Chair for promoting peace</li> <li>• Institutionalization of internships</li> <li>• Foreign Universities have shown interest in collaborative ventures</li> <li>• Ample scope for providing consultancy services</li> <li>• Industry oriented courses can be designed to ensure employability</li> </ul>	
<b>CHALLENGES</b>	
<ul style="list-style-type: none"> <li>• Resource mobilisation from agencies apart from Government and UGC</li> <li>• Attracting foreign students and students from other states</li> <li>• Ensuring quality in the self-financing sector</li> <li>• Exploring avenues for internationalisation</li> </ul>	

## 1. Profile of the Autonomous College

### 1. Name and Address of the College:

**Name:** ST. TERESA'S COLLEGE, ERNAKULAM

**Address:** Park Avenue, Ernakulam. Pin: 682011

**City:** Kochi **State:** Kerala

**Website:** www.teresas.ac.in

### 2. For communication :

Designation	Name	Contact Details
Principal	Dr. Sajimol Augustine M.	Off: 0484 - 2351870 Fax: 0484 - 2352525 Res: 0484 - 2390363 Mob: 09446700821 Email: principal@teresas.ac.in
Steering Committee Coordinator	Dr. Latha Nair R.	Mob: 09388689299 Email: drlathanairr@gmail.com
IQAC Coordinator	Dr. Beena Job	Res: 0484 - 2411715 Mob: 09895196249 Email: beenamanojsunny@gmail.com

### 3. Status of the Autonomous College by management.

- i. Government :
- ii. Private :
- iii. Constituent College of the University :

### 4. Name of University to which the College is Affiliated :

Mahatma Gandhi University, Kottayam

5. a. Date of establishment, prior to the grant of 'Autonomy' : 15 - 06 - 1925

b. Date of grant of 'Autonomy' to the College by UGC : 13 - 06 - 2014

### 6. Type of Institution:

- a By Gender
  - i. For Men
  - ii. For Women ✓
  - iii. Co-education

- b. By Shift
- i. Regular
  - ii. Day ✓
  - iii. Evening
- c. Source of funding
- i. Government
  - ii Grant-in-aid ✓
  - iii. Self-financing ✓
  - iii. Any other (Please specify)

**7. It is a recognized minority institution?**

Yes. Religious: Christian Minority - **Annexure I**

**8. a. Details of UGC recognition:**

Under Section	Date, Month & Year	Remarks (If any)
i. 2 (f)	30 - 11 - 1956	<b>Annexure II</b>
ii. 12 (B)	30 - 11 - 1956	<b>Annexure III</b>

- b. **Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.)** Not Applicable

**9 Has the college been recognized**

- a. **By UGC as a College with Potential for Excellence (CPE)?**

Yes. 18.3.2010 - First Phase 05.02.2014 – Second Phase

- b. **For its contributions/performance by any other governmental agency?**

No.

**10. Location of the campus and area**

Location : Urban

Campus area in sq. mts. or acres : 7.27 acres

Built up area in sq. mts : 19097.43 m<sup>2</sup>

**11. Does the College have the following facilities on the campus (Tick the available facility)? In case the College has an agreement with other agencies**

**in using such facilities provide information on the facilities covered under the agreement.**

- Auditorium/seminar complex ✓
- Sports facilities
  - ⊕ play ground ✓
  - ⊕ swimming pool
  - ⊕ gymnasium ✓
- Hostel
  - ⊕ Boys' hostels
  - ⊕ Girls' hostels ✓
- Residential facilities
  - ⊕ for teaching staff ✓
  - ⊕ for non teaching staff
- Cafeteria ✓
- Health centre -
  - ⊕ First aid facility ✓
  - ⊕ Inpatient facility
  - ⊕ Outpatient facility
  - ⊕ Ambulance facility
  - ⊕ Emergency care facility

**Health Centre Staff -**

- |                  |           |             |
|------------------|-----------|-------------|
| Qualified doctor | Full time | Part-time ✓ |
| Qualified Nurse  | Full time | Part-time ✓ |
- Other facilities
    - ⊕ Bank
    - ⊕ ATM ✓
    - ⊕ post office
    - ⊕ book shops ✓
  - Transport facilities
    - ⊕ for students ✓
    - ⊕ for staff
  - Power house
  - Waste management facility ✓

**12. Details of programmes offered by the institution (2016-17):**

Programme Level	Serial No.	Name of the Programme/ Course	Duration (Years)	Entry Qualification	Medium of Instruction	Sanctioned Student Intake	No. of Students Admitted
UG	1	B.A. Economics	3	Plus Two	English	70	69
	2	B.A. English	3	Plus Two	English	66	59
	3	B.A. History	3	Plus Two	English	50	50
	4	B.A. Sociology	3	Plus Two	English	70	70
	5	B.Com	3	Plus Two	English	70	68
	6	B.Sc. Botany	3	Plus Two	English	45	40
	7	B.Sc. Chemistry	3	Plus Two	English	45	42
	8	B.Sc. Home Science	3	Plus Two	English	50	33
	9	B.Sc. Mathematics (2 Batches)	3	Plus Two	English	140	115
	10	B.Sc. Physics	3	Plus Two	English	45	38
	11	B.Sc. Zoology	3	Plus Two	English	45	42
	12	B.A. Bharatanatyam	3	Plus Two	English	50	9
	13	B.A. Communicative English	3	Plus Two	English	38	36
	14	B.A. French	3	Plus Two	French	50	27
	15	B.Com Taxation (2 Batches)	3	Plus Two	English	100	98
	16	B Com Capital Market	3	Plus Two	English	50	47
	17	B.Sc. Apparel & Fashion Design	3	Plus Two	English	34	31
	18	B.Sc. Computer Applications with Mathematics & Statistics (Triple Main)	3	Plus Two	English	38	29
	19	Bachelor of Management Studies in International Business	3	Plus Two	English	30	28
	20	B. Sc. Psychology	3	Plus Two	English	50	19
	21	BCA in Cloud Technology & Information Security Management	3	Plus Two	English	30	16
	22	B.Voc. Food Processing Technology	3	Plus Two	English	50	32
	23	B.Voc. Software Development	3	Plus Two	English	50	29

PG	24	M.A. English	3	Degree	English	18	18
	25	M.A. Economics	3	Degree	English	18	12
	26	M.A. Sociology	3	Degree	English	24	12
	27	M.Sc. Botany	3	Degree	English	14	14
	28	M.Sc. Physics	3	Degree	English	14	13
	29	M.Sc. Chemistry	3	Degree	English	14	15*
	30	M.Sc. Child Development & Behaviour Science	3	Degree	English	12	7
	31	M.Sc. Resource Management & Interior Designing	3	Degree	English	10	7
	32	M.Sc. Food Science & Nutrition	3	Degree	English	14	11
	33	M.A. Bharatanatyam	2	Degree	English	10	7
	34	M.A. History	2	Degree	English	15	5
	35	M.Com. (Finance)	2	Degree	English	25	25
	36	M.Sc. Zoology	2	Degree	English	12	11
	37	MTTM Travel and Tourism Management	2	Degree	English	15	4
	38	M.Sc. Mathematics	2	Degree	English	15	15
	39	M.Sc. Fashion Designing	2	Degree	English	15	5
40	M.Sc. Clinical Nutrition and Dietetics	2	Degree	English	15	9	
M.Phil.	41	Botany	1	M.Sc.	English	10	3
	42	English	1	M.A.	English	10	9
	43	Physics	1	M.Sc.	English	10	4
Ph.D.	44	Botany	3-5	M.Sc.	English	-	13
	45	Economics	3-5	M.A.	English	-	5
	46	English	3-5	M.A.	English	-	22
	47	Home Science	3-5	M.Sc.	English	-	22
	48	Physics	3-5	M.Sc.	English	-	7
	49	Sociology	3-5	M.A.	English	-	18
ANY OTHER	50	Diploma in Health Care Assistance	1	Plus Two	English	50	13
	51	P.G. Diploma in Clinical Nutrition & Dietetics	1.5	Degree	English	20	10
	52	P.G Diploma in Fashion Designing	1.5	Degree	English	20	18
	53	P.G. Diploma in Management in Business Analytics	2	Degree	English	30	9

\*Lakshadweep

**13. Does the institution offer self-financed Programmes?**

Yes ✓      No

**If yes, how many?    25**



- b. Inter/Multidisciplinary Approach      3  
 c. Any other (specify)                              30

**19. Unit Cost of Education**

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

- (a) including the salary component      Rs. 37,160/-  
 (b) excluding the salary component      Rs. 6,471/-

**20. Does the College have a department of Teacher Education offering NCTE recognized degree programmes in Education?**

Yes       No

**21. Does the College have a teaching department of Physical Education offering NCTE recognized degree programmes in Physical Education?**

Yes       No

**22. Whether the College is offering professional programme?**

Yes       No

**If yes, please enclose approval/recognition details issued by the statutory body governing the programme.**

**23. Has the College been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.**

Yes       No

**24. Number of teaching and non-teaching positions in the College**

Positions	Teaching faculty						Non-teaching Staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government										
Recruited	0	0	0	26	1	58	9	18	1	
Yet to recruit										
Sanctioned by the Management/ society or other authorized bodies										
Recruited	0	0	0	0	0	7	3	29	3	
Yet to recruit										

**25. Qualifications of the teaching staff**

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent teachers</b>							
D.Sc./D.Litt.	0	0	0	0	0	0	0
Ph.D.	0	0	0	18	1	23	42
M.Phil.	0	0	0	8	0	10	18
PG	0	0	0	0	0	25	25
<b>Temporary teachers</b>							
Ph.D.	0	0	0	0	0	7	7
M.Phil.	0	0	0	0	0	15	15
PG	0	0	0	0	4	77	81
<b>Part-time teachers</b>							
Ph.D.	0	0	1	0	0	0	1
M.Phil.	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0

**26. Number of Visiting Faculty/ Guest Faculty engaged by the College: 111**

**27. Students enrolled in the College during the current academic year, with the following details:**

Students	UG	PG	M.Phil.	Ph.D.	Diploma	PG Diplom
From the state where the College is located	2551	339	16	87	7	32
From other states of India	16	15	NIL	NIL	NIL	4
Foreign students	NIL	NIL	NIL	NIL	NIL	NIL
Total	2567	354	16	87	7	36

**28. Dropout rate in UG and PG (average for the last two batches)**

UG 5.3% , PG 4%

**29. Number of working days during the last academic year: 180**

**30. Number of teaching days during the last academic year: 165**

**31. Is the College registered as a study centre for offering distance education programmes for any University? Yes  No**

**If yes, provide the**

**a. Name of the University: Mahatma Gandhi University, Kottayam**

**b. Is it recognized by the Distance Education Council?**

Yes  No

**c. Indicate the number of programmes offered: 6 programmes (3 UG, 3 PG)**

**32. Provide Teacher-student ratio for each of the programmes/courses offered**

No.	Name of the Programme / Course	Sanctioned Student Intake	Teacher - Student Ratio
1	B.A. Economics	70	1 : 42
2	B.A. English	66	1 : 40
3	B.A. History	50	1 : 30
4	B.A. Sociology	70	1 : 38
5	B.Com	70	1 : 35
6	B.Sc. Botany	45	1 : 27
7	B.Sc. Chemistry	45	1 : 27
8	B.Sc. Home Science	50	1 : 30
9	B.Sc. Mathematics (2 Batches)	140	1 : 42
10	B.Sc. Physics	45	1 : 23
11	B.Sc. Zoology	45	1 : 23
12	B.A. Bharatanatyam	50	1 : 42
13	B.A. Communicative English	38	1 : 25
14	B.A. French	50	1 : 33
15	B.Com Taxation (2 Batches)	100	1 : 40
16	B Com Capital Market	50	1 : 33
17	B.Sc. Apparel & Fashion Design	34	1 : 17
18	B.Sc. Computer Applications with Mathematics & Statistics (Triple Main)	38	1 : 23
19	Bachelor of Management Studies in International Business	30	1 : 20
20	B. Sc. Psychology	50	1 : 20
21	B.C.A. Cloud Computing & Information Security Management	30	1 : 15
22	B.Voc. Food Processing	50	1 : 38
23	B.Voc. Software Development	50	1 : 40
24	M.A. English	18	1 : 9
25	M.A. Economics	18	1 : 9
26	M.A. Sociology	24	1 : 10
27	M.Sc. Botany	14	1 : 7
28	M.Sc. Physics	14	1 : 7
29	M.Sc. Chemistry	14	1 : 7
30	M.Sc. Child Development & Behavior Science	12	1 : 6
31	M.Sc. Resource Management & Interior Designing	10	1 : 5
32	M.Sc. Food Science & Nutrition	14	1 : 7
33	M.A. Bharatanatyam	10	1 : 7
34	M.A. History	15	1 : 15
35	M.Com. (Finance)	25	1 : 13
36	M.Sc. Zoology	12	1 : 6
37	MTTM Travel and Tourism Management	15	1 : 15
38	M.Sc. Mathematics	15	1 : 8
39	M.Sc. Fashion Designing	15	1 : 8
40	M.Sc. Clinical Nutrition and Dietetics	15	1 : 8

**33. Is the College applying for?**

Accreditation : Cycle 1  Cycle 2  Cycle 3  Cycle 4

Re-Assessment:

**34. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**

Sl. No.	Cycle	Grade	CGPA	Date of Accreditation
1	1 <sup>st</sup> Cycle	5 star	-	09 / 10 / 1999
2	2 <sup>nd</sup> Cycle	A	-	21 / 05 / 2006
3	3 <sup>rd</sup> Cycle	A	3.40	20 / 04 / 2012

Annexures IV, V, VI & VII

**35. a. Date of establishment of Internal Quality Assurance Cell (IQAC):**

30/06/2004

**b. Dates of submission of Annual Quality Assurance Reports (AQARs).**

i	AQAR	2012-13	26/08/2013
ii	AQAR	2013-14	30/09/2014
iii	AQAR	2014-15	30/09/2015
iv	AQAR	2015-16	28/10/2016

## 2. Criteria-wise Inputs

# Criterion 1

## Curricular Aspects

### 1.1 Curriculum Design and Development

St. Teresa's College is affiliated to Mahatma Gandhi University, Kottayam. Even before the grant of autonomy, efforts were made to complement the curriculum through seminars, assignments, projects and co-curricular activities, rendering it more enriching, updated and socially relevant. Besides, through the presence of a good number of our faculty on the Boards of Studies of the affiliating university, the College could ensure a markedly significant contribution towards curriculum design. The autonomous status granted in 2014 has brought in its wake the liberty to design curriculum, consistent with the vision and mission of the College and to develop programmes that equip students to acquire the skills required of them by employers and the society at large.

#### 1.1.1 How are the institutional vision / mission reflected in the academic programmes of the College?

The motto of St. Teresa's College, "The fear of the Lord is the beginning of Wisdom" (Proverbs 9:10), encapsulates the beliefs and ideals of the Teresian family and flows seamlessly into its vision statement as envisaged by the foundress, Servant of God, Mother Teresa of St. Rose of Lima, who opened up a new and glorious page for the empowerment of women. This minority institution has always opened its doors to beneficiaries, irrespective of caste, creed and community and works tirelessly towards the building of a better world.

The academic programmes which the institution offers are well in tune with the institution's goals and objectives as outlined in the vision and mission statements. There is also a judicious selection of curricular and co-curricular activities, which are designed to foster the all-round development of the students. Given below are some of the ways in which the academic programmes reflect the mission of the institution:

- In order to provide quality education which is life, vocation and career oriented, the College has introduced the following programmes in the post-accreditation period:
  - ◆ PG programmes in Bharatanatyam, History, Travel and Tourism Management that foster a sense of history and culture
  - ◆ UG and PG programmes in Apparel and Fashion Design and

PG Diploma in Fashion Designing, that harness creativity and entrepreneurship

- ◆ M.Com. Finance, B. Com Taxation, B.Com Capital Market, Management Studies in International Business, BCA Cloud Computing & Information Security Management and P.G. Diploma in Management in Business Analytics, that develop leadership and technical skills to meet the current demands of society and the changing economy
- ◆ PG programmes in Zoology, Chemistry, Mathematics, Clinical Nutrition and Dietetics, B.Sc. Psychology, Diploma in Health Care Assistance, P.G. Diploma in Clinical Nutrition & Dietetics, B.Voc in Food Processing and B.Voc in Software Development are some of the other relevant programmes introduced to equip students with necessary skills and practice
- In order to promote a climate for academic excellence with openness to learning, research and development of professional skills and to foster the empowerment of women:
  - ◆ The College has started a Research and Development Department.
  - ◆ The College offers 6 PhD programmes and 3 new MPhil programmes.
  - ◆ The Teresian Research and Consultancy Cell (TRACC) was started to promote a research culture, facilitate interdisciplinary and interdepartmental participation in research activities, and provide a common platform for the research scholars, faculty and research guides of the institution to come together to achieve excellence in research and to evolve as a thought leadership centre.
- In order to contribute to the transformation of society through an openness to life, becoming socially conscious and responsible, working towards the integrity of creation and fostering inter-connectedness, kinship and eco-justice, the students are offered several platforms:
  - ◆ The NSS unit of the College contributes immensely in this regard with a plethora of activities, reaching out to varied sections of society and those in need.
  - ◆ The activities of the vibrant NCC unit of the College are aimed at creating a human resource of organized, trained and motivated youth to provide leadership in all walks of life including the Armed Forces and to be available for the service of the nation. The NCC unit has been instrumental in developing qualities of character, courage, discipline,

leadership, spirit of adventure and sportsmanship and the ideals of selfless service among its members.

- ◆ The Teresian Rural Outreach Programme (TROP) has the dual aim of uplifting the underprivileged in the community, and at the same time inculcating in students the values of service, commitment to the community and society, thereby conscientising them on the needs and demands of the country at large.
- ◆ The Bhoomitra Sena Club aims at grooming socially responsible and environmentally conscious young women who value the bounties of nature and strive to preserve them.
- ◆ The active presence and vibrant ministry of Jesus Youth guarantees activities and outreach programmes such as the 'Mercy Meal Programme' that promote a sense of brotherhood, fellowship, caring and sharing, and help inculcate Gospel values in the campus youth.
- In order to promote peace and harmony through intercultural and inter-religious dialogue and to promote a College community/society/nation where spiritual, moral and genuine values are lived and witnessed, an orientation programme for newly inducted students, weekly value education classes, a life guidance course for outgoing students and an annual retreat are conducted.
- In order to synergize women and those prevented from exercising their rights, through enlightening them regarding their basic human rights and helping them to achieve the same, various departmental associations, several clubs and the Women's Cell in particular, organise talks and seminars. Classes related to the theme of gender, rights of women and women empowerment are taken for students across the College by all the class teachers during the value education classes.
- In order to facilitate leadership among the students enabling them to be genuinely other centered, proactively enthusiastic, and spiritually and socially motivated towards personal, group and social liberation, the College offers several forums such as the intramural competitions during Teresian Week, the activities of the Student Council, various clubs and cells, departmental fests/fairs, intercollegiate competitions, the University Youth festivals, etc.

### 1.1.2 Describe the mechanism used in the design and development of the curriculum? Give details on the process. (Need Assessment, Feedback, etc)

During the first year of autonomy (2014-15), the College adopted the curriculum of the affiliating university. Thereafter, putting to good use the academic freedom granted by autonomy, the existing programmes were restructured for implementation from the second year (2015-16) onwards. In addition, 22 new programmes were designed and implemented under the autonomous scheme.

#### Facilitating the process:

- The IQAC was directed to initiate and coordinate the process of restructuring the syllabus and creating a progressive curriculum.
- To ensure that the faculty members were equipped to meet the challenges of autonomy, the IQAC gave the necessary orientation and organised a one day programme to familiarize the teachers with the process of restructuring the syllabi and to equip them to meet the challenges of curriculum design. A two day National Workshop on "Curriculum and Syllabus Restructuring" was conducted by Dr. Rajan Gurukkal (Chairman, Education Commission, Kerala) and Prof. N. J. Rao (Indian Institute of Science, Bangalore) to introduce the faculty to scientific course designing. This preliminary preparation gave the faculty members of the various departments a shared understanding of the rudiments of syllabus structuring and a common institutional vision with regard to curriculum design.
- Convinced that the design of curriculum for any programme should keep in mind the educational purposes (Programme Outcomes / Graduate Attributes) the programme seeks to attain, the educational experiences to be provided for their attainment and the measures to be taken to ensure the same, St. Teresa's College has chosen its Programme Outcomes in the spirit of Future Work Skills 2020, Trends in Global Higher Education (UNESCO 2009) and American Association of Higher Education (AAHE) and Kerala HEC as follows: sense-making and adaptive thinking, design mindset, computational thinking, self-directed and life-long learning, effective communication, individual and team work, national and world affairs, ethics, and environment and sustainability.
- Consequentially, the IQAC drafted a preamble, compiled a list of Graduate Attributes and designed a course template, all of which were then provided to the faculty members, to facilitate the process of curriculum designing and ensure quality and uniformity.

**The mechanism involved:**

The curriculum was designed in several stages in accordance with the guidelines of the UGC and the affiliating University.

- The faculty members of the respective departments responsible for compiling the draft syllabi prepared the content of the programme in consultation with stakeholders and the vision and mission of the College.
- Through an informal mechanism, feedback was garnered from students, from parents during open houses, from alumni, and from the first hand experience of teachers from within and outside the College in order to gauge the limitations of the already existing syllabi.
- The feedback from the many subject experts, representatives of industry and alumni on the various Boards of Studies also threw light on the shortcomings of the existing curriculum, the current requirements of the employment market and recent developments in academia, thereby facilitating a need assessment leading to curriculum revision.
- Visits to autonomous institutions of repute, consultation with experts in the field of curriculum design and a scrutiny of the curricula of other universities and autonomous institutions further aided the design and development of the curriculum.
- Listing the graduate attributes and enumerating the competencies for each module of the courses taught was the first step towards qualitative improvement in the process of curriculum designing. Every course designed consists of a statement of the overall objectives at the outset. It contains an overview of the context and content of the course. This is followed by the syllabus content showing specific lessons. The learning outcomes are also stated in terms of competencies targeted to be achieved by means of the lessons. A list of learning resources is given next. Following this the assessment pattern is provided consisting of the particulars viz., the sessional and final evaluation, attendance policy, assignment regulations, tests, and model question papers. The faculty members were also directed to provide a blueprint of the final assessment of every course to guarantee that all modules are taught, thereby furthering integrity.
- The draft syllabus prepared by the faculty members of the various departments was reviewed by the respective Boards of Studies that had been constituted to include faculty members, subject experts, industry representatives, alumni representatives and a University nominee. The final syllabus draft was recommended by the respective BOS.

- The Academic Council comprising of Heads of Departments, external experts, alumni and University nominees scrutinised the syllabi and gave recommendations and suggestions which were incorporated and approved. Thereafter, it was placed before the Governing Council for ratification.
- The syllabi thus approved by the Academic Council and ratified by the Governing Council were then submitted to the affiliating University for approval, following which it was implemented.
- In the brief span of three years subsequent to the granting of autonomy, the syllabi of 17 UG programmes and 12 PG courses were restructured following the tenets of scientific syllabi designing.
- The College has also implemented 22 new programmes in the post accreditation period, of which 16 were designed after becoming autonomous.
- Steps have been initiated to conduct curriculum evaluation/syllabus feedback at the end of each semester in a structured manner involving all the stake holders. Henceforth it will be mandatory for all the departments to review and revise their curriculum every three years.

### **1.1.3 How does the College involve industry, research bodies, and civil society in the curriculum design and development process? How did the College benefit through the involvement of the stakeholders?**

The involvement of industry, research bodies, civil society and stakeholders is key to improve curriculum to make it demand oriented, and for the development of skill based education. The College has adopted several means to ensure their involvement in curriculum design.

- All the Boards of Studies have representatives from industry, subject experts from reputed institutions, University nominees and alumni representatives whose active involvement and commitment have facilitated the development of a sound curriculum, and enabled the College to raise the banner high for human and social upliftment.
- The Academic Council also includes experts from industry and the field of education and research, whose guidance and inputs have enriched the curriculum.
- The Governing Council has among its members a nominee each of the UGC, the Government and the University, whose active presence has set the bar high for excellence, relevance and quality.

- Feedback from alumnae and parents and the vibrant engagement of the Alumnae and Parent Teacher Associations have been of invaluable aid in strengthening the curriculum.
- Industry visits, study tours, on-the-job training, internships and student research projects provide the faculty and students hands on experience and exposure that enhances knowledge, which is invariably reflected in the curriculum.
- Faculty participation in seminars/conferences/workshops is yet another source of feedback and input for the curriculum.
- Seminars, workshops and talks with experts from industry and civil society as resource persons were organised at the departmental level in order to keep abreast of recent developments and emerging trends.

#### **1.1.4 How are the following aspects ensured through curriculum design and development?**

##### **a. Employability**

St. Teresa's College is committed to empowering women through quality education by providing some non-conventional, skill based job oriented programmes in addition to the existing traditional ones and introducing relevant topics and courses in the conventional programmes and in the areas of women development with emphasis on vocational training and employability so as to enable them to enter the mainstream of economic development as equal partners. Employability is ensured through:

- Initiating several skill based programmes such as Diploma in Health Care Assistance, B.Voc. in Food Processing Technology and B.Voc. in Software Development under the National Skills Qualifications Framework (NSQF) with the support of University Grants Commission (UGC)
- Offering programmes that enhance employability such as Bachelor of Management Studies in International Business, Masters in Tourism and Travel Management, Fashion Designing, Clinical Nutrition and Dietetics, Food Science and Nutrition, Child Development, Resource Management and Interior Designing, BCA in Cloud Computing and Information Security Management, P.G. Diploma in Management in Business Analytics, P.G. Diploma in Clinical Nutrition & Dietetics and P.G. Diploma in Fashion Designing
- Better interaction with industry experts by the departments, particularly with those on the BOS, to enhance job opportunities for students and to find opportunities to introduce programmes with industry collaboration

- Employing guest faculty from industry and conducting guest lectures by industry experts to help students understand the requirements of the industry
- Making industry visits mandatory for relevant programmes
- Compulsory enrollment in Add on courses for the UG students of the first and second semester to equip them with skills that enhance employability
- Introduction of Add on courses under CCEK (Centre for Continuing Education, Kerala) to enhance employability in the Government sector
- Providing students additional skills in cutting edge sectors along with their regular courses by taking part in the Kerala State Skill Development Project and conducting the Additional Skill Acquisition Programme - ASAP
- Offering skill development courses conducted by the State Resource Centre, Kerala, under MHRD, Govt. of India, whereby students will be able to find suitable placements inside and outside the country
- Provision of awareness to the students about various career options available both inside and outside India, guidance on career / educational choices and programmes to equip them to face this highly competitive field by the Career Guidance Cell
- Organisation of workshops, training and awareness programmes and inter-collegiate recruitment drives by the Placement Cell for the students on the campus
- Training in hard skills such as Food Microbiology, Bakery Technology and in newly introduced courses such as Molecular Biology Techniques, Programming languages - Python, Matlab, etc
- Designing and developing curriculum where theoretical knowledge is complemented with hands on training
- Introduction of courses such as Sports Nutrition, Bio-physical Techniques, Food Technology, Epiculture, Sericulture, Aquaculture and Molecular Biology in PG programmes
- Incorporation of internships for Entrepreneur Development, Brain Development, Early Childhood Education, Guidance and Counselling and Registered Dietician in the curriculum
- Incorporation of new courses like Kacheri and Choreography in Bharatanatyam
- Incorporation of Industrial Sociology and life skill development in the Sociology curriculum

- Introduction of English for Careers as an open course in the UG English programme
- Introduction of a new programme in B.Com with specialization in Capital Market and the incorporation of research oriented courses in the curriculum of the UG programme in Commerce
- Offering industry oriented subjects like Analytics with R, Predictive Modeling using SAS by the Department of Management Studies which requires industry exposure and training

### **b. Innovation**

The departments have several innovative practices in the curriculum such as those enumerated below:

- Awareness talks and workshops conducted by the various departments
- Virtual Learning Platform provided by the Department of Management Studies, wherein industry experts from different parts of the country conduct online training sessions over Skype
- Online submission of assignments by students of the Department of Management Studies for which regular feedback is given. As part of the assignment, the students share their learning on YouTube, making it accessible to other knowledge-seekers elsewhere
- Conduct of a three day Nature camp every year for the students of the Department of Botany followed by the submission of a report on the same to interiorize the concepts they have learned in classrooms
- Introduction of theme based syllabi and practice sessions for the B.Sc. Programme in Apparel and Fashion Design
- Introduction of Sports Nutrition Course in M.Sc. Food Science and Nutrition
- Introduction of a course on Learning Disabilities in M.Sc. Child Development Programme
- Inclusion of internship on Brain Development conducted in Early Intervention Units, Inclusive Education for special children and internship in Early Childhood Education in the curriculum for M.Sc. Child Development
- Establishment of a Centre for Remediation of Learning Disabilities
- Incorporating scientific surveys and quantitative research in the curriculum
- Introduction of two skill development based UG programmes leading to B.Voc. degree in Food Processing Technology and Software Development

with multiple entry and exit points which incorporate National Occupational Standards (NOSs) for specific job roles

- Conversion of the module on qualitative analysis of History of Science and Development in the B.Sc. Physics programme to a self study module involving group discussions and presentations
- Inclusion of Econometrics, budget analysis, green livelihood and ethnographic research, and developing an internal curriculum in the UG Economics programme

### c. Research

The College aspires to inculcate and encourage research orientation among scholars and thereby contribute significantly to the existing body of research in the nation.

- Six departments (Botany, Economics, English, Home Science, Physics and Sociology) are recognized as Centres for Research under M. G. University with 127 scholars doing research under 34 research guides.
- The College has initiated 3 M.Phil. Programmes – M.Phil. in Botany, English and Physics in 2016 facilitating the transition from the post graduate level of education to research.
- In addition, the syllabus of all the conventional post graduate programmes have been restructured in tune with the UGC CSIR/ JRF/ NET syllabi enabling the enhancement of competitiveness at the national level examinations.
- The Teresian Research and Consultancy Cell (TRACC) and the newly established Department for Research and Development strive to promote high quality research and to strengthen linkages and consultancy services. TRAAC organizes a one day National Conference for research guides and scholars annually.
- All the PG programmes have a compulsory course on Research Methodology.
- All the UG & PG programmes have a compulsory project/dissertation in the final semester.
- The Management encourages faculty members to take up major and minor research projects.
- Students and faculty members are encouraged to present and publish their research work and as an incentive, a prize is awarded to the best publication of the faculty members every year with the result that several prestigious research awards have been won by the faculty.

- The College is a recognized centre under M.G. University to offer course work for PhD scholars since 2012.
- The Gunn Centre for Science Fiction studies was established in the year 2014 to promote creative writing and research in Science Fiction. This centre is affiliated to the State Kansas University, USA, to promote interdisciplinary research and creative writing.
- The College has one International Peer Reviewed Journal (Teresian Journal of English Studies) and two National Journals (Teresian Journal of Nature and Life Science & Teresian Journal of Management Research).
- Due care has been taken to choose research oriented courses as the specialization of new PG programmes and offer them as choice based courses of UG programmes.
- The Departments make every effort to promote research as part of the curriculum, as detailed below:
  - ◆ Incorporation of research oriented programming languages such as Matlab and Python in the curriculum for MPhil in Physics
  - ◆ Introduction of Molecular Biology course in the M.Sc. Zoology programme
  - ◆ Workshops for the faculty and students of the newly introduced courses such as Molecular Biology, Python and SPSS
  - ◆ Introduction of compulsory internship in the curriculum of PG programmes such as Food Science and Nutrition, Child Development, Resource Management and Interior Designing, Fashion Designing, Clinical Nutrition and Dietetics
  - ◆ Introduction of Research Methodology in the curriculum of B.Sc. Chemistry
  - ◆ PG students are encouraged to conduct their curriculum projects at nationally reputed institutions.
  - ◆ Introduction of Integral Transform as one of the elective papers in the curriculum for B.Sc. Mathematics
  - ◆ Introduction of a course in Microbiology and setting up a Microbiology lab for the PG students of Home Science
  - ◆ Training in SPSS to the students and introduction of social research methods in the UG curriculum of Sociology
  - ◆ Analysis of statistical data using new techniques and preparation of research reports by the students of Management Studies

- ◆ Analysis of policy statements of the government conducted by the UG and PG students of Economics to facilitate public understanding and ensure the engagement of youth with the policy thereby reducing the current distance between youth and government
- ◆ Visits to stock markets and mock trading for the students of the UG programme in Commerce for attaining practical knowledge

**1.1.5 How does the College ensure that the curriculum developed addresses the needs of the society and has relevance to the regional/national developmental needs?**

St. Teresa's College has always believed in a system of education that not only imparts sound academic values but also nurtures a humanistic world view, helps in conscientising students on the needs and demands of the country at large, and inspires them to become socially responsible citizens who utilize their knowledge and skills for the empowerment of the underprivileged sections of the society. The College ensures that the curriculum developed caters to the needs of the society and has relevance to the regional as well as national developmental requirements through a concerted effort of all the departments, clubs and cells.

- The Environment Studies syllabus designed and proposed by the UGC has been incorporated into the curriculum of all the UG programmes.
- While undertaking project work as part of the curriculum, students are encouraged to choose projects that address the environmental and developmental requirements of the local community and society at large.
- The Bhoomithra Sena Club, formed with support from Directorate of Environment and Climate Change, Government of Kerala, strives to promote green citizenship among its members as well as citizens in general by organizing nature camps, seminars, debates, lectures, quiz programmes on environmental issues and actively working to initiate change in students and in varied localities. Green initiatives of the College have focused mainly on scientific waste management and energy conservation. Waste audits were conducted and chemical analysis of water quality was also done in sample water bodies in four Panchayats of Kerala.
- A social entrepreneurship unit called STEP (Society of Teresians for Environment Protection) has been initiated in the College to promote alternatives to plastic, which has already impacted several districts across Kerala. STEP involves students in activities such as conducting workshops and training programmes for students and members of 'Kudumbasree,'

a woman empowerment endeavour of the State Government of Kerala, to promote the manufacture of cloth alternatives to plastic/rexine bags. STEP provides support to 2 Corporations - Cochin (in promoting such activities) and Trivandrum (in implementing their ban on plastics). They have created documentaries on the methods of stitching various types of cloth bags which is to be uploaded on the web page of the Suchitwa Mission, in support of the Haritha Kerala Mission of the Government of Kerala. The Paristhithi Mithra Award and the Suchitwa Haritha Award won in 2016 stand as proof of the impact of the initiatives of the College in this regard.

- The NSS unit of the College conducts awareness programmes, workshops, talks, street plays, camps and walkathons in association with NGOs, charitable and social service societies, hospitals and government departments in an effort to reach out to varied sections of society and those in need. Some of their endeavours are blood donation, fund raising to help street children and orphans, helping cancer survivors, AIDS awareness, relief for victims of natural calamities, end violence against women, energy conservation campaigns, participating in the Swachh Bharat Abhiyan by conducting local cleaning campaigns, campaign against street dogs, organic farming, environment protection and campaign against pollution. They also observe days such as International Day against Drug Abuse and Illicit Trafficking, National Voluntary Blood Donation Day, UN International Day of Older Persons, International White Cane Day, Gandhi Jayanti, etc.
- The activities of the vibrant NCC unit of the College are aimed at creating a human resource of organized, trained and motivated youth to provide leadership in all walks of life. The NCC unit which has had 52 members each year over the last 5 years has been instrumental in developing qualities of character, courage, discipline, leadership, spirit of adventure and sportsmanship and the ideals of selfless service among its members. Every year, cadets are selected to attend the Combined Annual Training Camps, the Advanced Leadership Camps, the Basic Leadership Camps, the Annual Training Camps, the Republic Day parades, etc. Some highlights and endeavours: selection of 12 cadets as Liaison Officers for the National Games in 2015, 5 cadets attended National Integration Camp (NIC) in Kherikalan at Dehradun in 2014, the Cleaning Programme of the College and its surroundings in connection with the national project, Swachh Bharath Abhiyan, raising funds for the Army Defense Welfare and

collecting contributions for Chennai Relief.

- The Teresian Rural Outreach Programme (TROP) implemented in 2009 reaches out to people in rural areas and extends a helping hand to the needy. TROP aims at unleashing human potential by inspiring the less privileged to find their inner strength. The main focus is to involve the students in extension activities providing them hands on experiences in uplifting the community and bringing about social change. All the departments have adopted areas in the outskirts of Ernakulam and conduct activities to create public awareness about environment, health and nutrition, communication and computer skills, self employment schemes, psychological issues of teenagers, etc., and give trainings appropriate to the area of specialization of each department. Students and staff are actively and enthusiastically involved in fostering a link between the community and the College and addressing the needs of the community by coordinating with the parish / Kudumbasree units of the respective areas. The target groups of the programmes include rural/economically underprivileged women and students of various schools.
- E-Jaalakam - a model e-governance literacy project aims to enhance the capacity of the public to access various online services of the Government, by creating awareness about e-governance services among public in general and girls/women in particular for promoting citizen's participation in governance. The project is implemented with the technical support from Kerala State IT Mission, State e-Governance Mission Team, Kerala and Information Kerala Mission and was implemented partly in association with IT@School Project of Government of Kerala.
- As digital India stands on the verge of ushering in a new era of net connectivity, the e-Jaalakam team of the Department of Economics, St. Teresa's College and the Ernakulam District Resident's Association Apex Council (EDRAAC), have joined hands to help bridge the digital divide, with the project being funded by Kerala State IT Mission. They kick started the project by celebrating Digital India Week, organizing programmes in and around the city as part of Digital India, a project of the Government of India aimed at transforming India into a digitally empowered society with digitally literate citizens.
- The Age Friendly College initiative 'Vayovigyan,' aims at providing basic computer training to senior citizens and facilitating intergenerational

sharing of teaching and knowledge by providing a platform for students to become trainers.

- Various departments and associations conduct programmes and fests to inculcate an appreciation of languages and cultures among students.
- Through workshops and seminars, students are exposed to environmental, ethical, social, regional and national issues.
- Value education/religion classes promote essential values integral to religious tolerance, social harmony and national development.

**1.1.6 To what extent does the College use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the College been instrumental in leading any curricular reform which has created a national impact?**

- The College exercises the freedom of restructuring and designing/developing curriculum bearing in mind the regulations of the UGC, State Government as well as the affiliating University.
- UG programmes are designed in the Choice Based Credit and Semester System while PG programmes are in the Credit and Semester System.
- St. Teresa's College is the only Arts and Science College in Kerala offering BA and MA Bharatanatyam Programmes.
- The College has initiated 2 new-generation B.Voc. Courses under the National Skill Qualification Programme of UGC based on the National Skill Qualification Framework (NSQF) approved by AICTE to address the critical knowledge and skill-sets required to make the candidate industry ready and also shape young-entrepreneurs in the relevant sectors.
- The e-governance mission of the Department of Economics, a project venture of the students as well as the faculty, was the only project from Kerala to win a prize during the National Conference to be awarded GOLD under category 'Outstanding e-Governance Initiative by Academic and Research Institutions' for the National award on e-Governance 2014-15 instituted by the Government of India, the Kerala State e-Governance awards 2011-13 and Chief Minister's special jury award for Innovations in Public Service 2012-13. An NGO 'IT for Change', Bangalore has identified e-jaalakam project as one of the best practices in Gender and e-governance as part of their research study done for United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) in Asia -Pacific Region.

## 1.2. Academic Flexibility

### 1.2.1 Give details on the following provisions with reference to

#### a. Core / Elective options

- Under the CBCSS, all the UG programmes have core courses in all the semesters and choice based core courses are offered in the sixth semester. The PG programmes under the CSS also have electives offered in the fourth semester.
- It is mandatory for students of all the UG programmes to opt for an open course offered by another department in the fifth semester. All the departments offer open courses and the students have a choice of 20 open courses as detailed below.

**Table 1.1**  
**List of Open Courses**

No		Name of Dept.	Title of Open Course
1	<b>REGULAR</b>	Economics	Environmental Economics
2		Logic	Logic and Reasoning Aptitude
3		Communicative English	Theory, Language and Appreciation of Films
4		English	English for Careers
6		History	Environmental History in Indian Context
7		Sociology	Social Psychology
8		Commerce	Fundamentals of Accounting
9		Botany	Horticulture and Nursery Management
10		Chemistry	Environmental Chemistry
11		Home Science	Life Skill Strategies and Techniques
12		Mathematics	Applicable Mathematics
13		Physics	Amateur Astronomy
14		Zoology	Human Genetics, Nutrition, Community Health and Sanitation
15		<b>SELF-FINANCING</b>	Bharatanatyam
16	French		Tourism and Hospitality Management
17	Computer Applications		Internet, Web Designing and Cyber Laws
18	Physical Education		Physical Health and Life Skills Education
19	Fashion Designing		Elements and Principles of Design
20	Commerce (SF)		Fundamentals of Accounting

#### b. Enrichment courses:

The College offers several enrichment courses:

- Diploma in Sales Tax Practices
- PG Diploma in Computer Applications
- UGC Sponsored Career Oriented Course in Guidance and Counselling (with 3 exit points for Certificate/Diploma/PG Diploma)
- Civil Service Awareness Course
- TROP, the Teresian Rural Outreach Programme which contributes immensely to the enrichment of the students who learn by doing as they are trained and guided by the faculty to equip them to reach out to the community. Students are awarded an extra credit for TROP.
- Life Guidance Course for all outgoing students of UG and PG programmes to prepare them for post-career life
- Annual Retreat for all students for spiritual and emotional wellbeing and life enrichment

**c. Courses offered in Modular Form:**

- All the courses are offered in modular form. Each course comprises of 3-5 modules.

**d. Credit transfer and accumulation facility:**

As an affiliated College, the practice has been to make provisions for the accumulation and transfer of credit to students from other institutions allowing them entry to the third and fifth semesters in compliance with the guidelines of the affiliating University.

**e. Lateral and vertical mobility within and across programmes and courses:**

- All the UG programmes allow lateral mobility in the fifth semester wherein a student of any department can choose an Open Course of 4 credits offered by any other department.
- The PG programmes in English, History, Sociology, Travel and Tourism Management and Bharatanatyam allow vertical mobility cutting across programmes, as graduates from any discipline are eligible for admission to these programmes. Students who are not Home Science graduates but have done any related specialization course are eligible for admission to the PG programmes of Home Science.

**1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If 'no', explain the impediments.**

As an affiliated College, there was no provision for the introduction of such courses.

However, following the grant of autonomy, the College has initiated Teresian International, a venture with the objective of collaborating with internationally acclaimed institutions to foster interdisciplinary research and offer undergraduate and graduate students opportunities to learn from and contribute to a diverse intellectual community. This initiative, it is hoped, will engage the students and faculty in a variety of activities and programmes such as:

- Exchange of students and academic staff for the purpose of teaching and research
- Exchange/study abroad programmes for students
- Participation in Summer Schools
- Opportunities for internships
- Participation in joint seminars, lectures, paper presentations, training and academic meetings
- Research/consultancy contracts
- Support for curriculum design and development
- Exploring potential programme collaborations
- Developing courses specially targeting international students. (In this regard, plans are underway to offer a multidisciplinary course focusing on Kerala culture, history and art forms).

**1.2.3. Does the College offer dual degree and twinning programmes? If yes, give details.**

At present no dual degree or twinning programme is offered by the College.

**1.2.4 Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?**

Yes. The College offers the following 25 self-financing programmes.

**Table 1.2  
List of Self-financing Programmes**

No	Name of Programme	Year in which it was started
<b>Under Graduate Programmes</b>		
1	B.A Communicative English	1995
2	B.Sc. Computer Applications	1995
3	B.A. Bharatanatyam	2002

4	B.A French	2002
5	B.Sc. Apparel and Fashion Design	2012
6	B. Com (Model 1) Taxation	2013
7	B.M.S. Management Studies in International Business	2015
8	B.Com - Capital Market	2016
9	B.Sc. Psychology	2016
10	B.C.A. Cloud Computing & Information Security Management	2016
<b>Post Graduate Programmes</b>		
1	M.A. Bharatanatyam	2012
2	M.A. History	2013
3	M.Com. Commerce (Finance)	2013
4	M.Sc. Zoology	2015
5	M.T.T.M. Travel and Tourism Management	2015
6	M.Sc. Mathematics	2016
7	M.Sc. Fashion Designing	2016
8	M.Sc. Clinical Nutrition and Dietetics	2016
<b>MPhil Programmes</b>		
1	Botany	2016
2	English	2016
3	Physics	2016
<b>Others</b>		
1	Diploma in Health Care Assistance	2015
2	P.G. Diploma in Clinical Nutrition & Dietetics	2002
3	P.G. Diploma in Fashion Designing	2002
4	P.G. Diploma in Management in Business Analytics	2015

**Admission Policy:** The College follows the eligibility norms specified by the affiliating university and adheres to the reservation policy of the Government of Kerala for admission to all the self-financing programmes.

**Fee Structure:** The fee for self-financing programmes are as fixed by the Government of Kerala and prescribed by the affiliating university.

**Teacher Qualification:** The policy for teacher qualification is on par with that of the aided programmes. However, candidates with a post graduate degree are appointed when candidates with NET/PhD are not available.

**Salary:** The salary structure for faculty of self-financing programmes is not on par with the UGC scale of pay for faculty of aided programmes. Their pay scale is fixed by the Management and ranges from Rs. 15,000 to Rs 45,000 per month.

**1.2.5. Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?**

Yes. All the Undergraduate Programmes follow the Choice Based Credit and Semester System (CBCSS).

**1.2.6. What percentage of programmes offered by the College follows:**

- Annual system - Nil
- Semester system - 100%
- Trimester system - Nil

**1.2.7. What is the policy of the College to promote inter-disciplinary programmes? Name the programmes and what is the outcome?**

- The College has initiated a move to promote interdisciplinary programmes to enhance employability in keeping with market needs.
- Plans have been initiated to develop a programme integrating the History, Bharatanatyam and French departments.
- As a policy, all the UG programmes, with a few exceptions, have 8 complementary courses and 12 common courses (6 English and 6 second language courses) across the first four semesters and one open course in the fifth semester that are offered by other departments. The UG programmes of the Arts stream have a common course on Informatics. A course on Environmental Studies is mandatory for all UG programmes in the second semester.

**1.3 Curriculum Enrichment**

**1.3.1 How often is the curriculum of the College reviewed for making it socially relevant and/or job oriented/knowledge intensive and meeting the emerging needs of students and other stakeholders?**

- St. Teresa's College was privileged to have a majority of the faculty members on the various Boards of Studies of M. G. University, contributing effectively in the area of curriculum design and development. The College could thus exert its influence in the designing of curriculum when it was revised by the University every 5 years.
- The College has only completed 2 years as an autonomous institution and the syllabi were restructured and implemented in the second year by the various Boards of Studies who took care to revise and update it, making it more relevant and in line with emerging trends and the needs of the stakeholders.

- Henceforth it has been made mandatory for all the departments to review and revise their curriculum every three years.

### 1.3.2 How many new programmes at have been introduced in the UG and PG level during the last four years? Mention details.

The College has implemented 22 new programmes in the post accreditation period of 4 years - 8 UG programmes, 9 PG programmes, 3 MPhil programmes, 1 UG Diploma and 1 PG Diploma programme. Of these, 16 programmes were implemented following the granting of autonomy.

**Table 1.3  
New Programmes in the PG & UG Level**

No	Name of Programme	Type- Regular/ Self-financing	Year of introduction
<b>Post Graduate Programmes</b>			
1	M.A. Bharatanatyam	Self-financing	2012
2	M.A. History	Self-financing	2013
3	M.Com (Finance)	Self-financing	2013
4	M.Sc. Chemistry	Regular	2013
5	M.Sc. Zoology	Self-financing	2015
6	M.T.T.M .Travel and Tourism Management *	Self-financing	2015
7	M.Sc. Mathematics	Self-financing	2016
8	Masters in Fashion Designing *	Self-financing	2016
9	Masters in Clinical Nutrition and Dietetics	Self-financing	2016
<b>Under Graduate Programmes</b>			
10	B.Sc.Apparel and Fashion Design *	Self-financing	2012
11	B. Com (Model 1) Taxation	Self-financing	2013
12	B.Voc Food Processing Technology *	Regular	2015
13	B.Voc Software Development *	Regular	2015
14	Management Studies in International Business *	Self-financing	2015
15	B.Com – Capital Market *	Self-financing	2016
16	B.Sc. Psychology	Self-financing	2016
17	BCA Cloud Computing & Information Security Management *	Self-financing	2016
<b>Diploma Programmes</b>			
18	Diploma in Health Care Assistance	Self-financing	2015-16
19	P.G. Diploma in Management in Business Analytics	Self-financing	2015-16

*\*Programmes in emerging areas*

### 1.3.3 What are the strategies adopted for revision of the existing programmes? What percentage of courses underwent a major syllabus revision?

With the granting of autonomy, the curricula of all the existing UG and PG programmes were revised for implementation from 2015 admission onwards. The strategies adopted

were as follows:

- The first step was to conduct workshops and training programmes to equip the teachers and incorporate the ideas and suggestions gained thereto.
- The restructuring was done in accordance with the terms of reference and guidelines given by the UGC, Kerala Higher Education Council and Mahatma Gandhi University.
- While attempting the reforms, the existing conditions relating to infrastructure, work load and staff pattern were properly taken into account and provision made for full utilization of the existing faculty.
- The recommendations of the representatives of the University, industry, alumnae, subject experts from outside the College on the Boards of Studies were incorporated.
- Suggestions and recommendations from the Academic Council were integrated while preparing the draft.
- Feedback from teachers, students, parents, alumni and experts from industry were considered.
- The syllabi of other institutions of repute were used as benchmarks while restructuring the syllabi.
- The core strengths of the faculty members and their areas of expertise were kept in mind while revising and/or introducing new modules or courses.

All the courses of the existing UG and PG programmes were revised for implementation from 2015 admissions onwards, abiding by the stipulations of the affiliating University which permits only 20% changes in the existing curriculum.

#### **1.3.4 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?**

The College offers 17 value-added courses that are open to all the students of the College, the details of which can be accessed from the brochure and the College website. The students are given an orientation regarding this by a team of faculty members at the time of admission to the under graduate programmes and it is mandatory for them to decide on a course of their choice. Class teachers also guide and encourage the students thereby ensuring that all the students have access to courses of their choice. The value-added courses offered by the College in 2016-17 are as follows:

##### **CERTIFICATE COURSES (College)**

1. Certificate in Soft Skills and Personality Development

2. Certificate Course in Jewellery Design
3. Certificate Course in Spanish
4. Certificate Course in French
5. Certificate Course in German
6. Certificate Course in Adobe - Photoshop
7. Certificate Course in Adobe - Flash (Animation)
8. Certificate Course in 2D Animation
9. Certificate Course in Coral Draw
10. Certificate Course in Tourism, French Language and Cultural History of Kerala

#### **COURSES UNDER Centre for Continuing Education Kerala (CCEK)**

1. Diploma in Computer Applications
2. Certificate Course in Data Entry

#### **COURSES UNDER IGNOU (Distance Education)**

1. PG Diploma in Translation
2. Diploma in Nutrition and Health Education
3. Diploma in Creative Writing in English
4. Certificate Course in Food and Nutrition
5. Certificate Course in Nutrition and Childcare

#### **1.3.5 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?**

Yes. The following higher order skill development programmes have been introduced by the College which is a centre for NSDC, SRC Kerala and ASAP:

##### **B. Voc. Programmes**

1. B.Voc Food Processing Technology
2. B.Voc Software Development

##### **NSDC - National Digital Literacy Mission**

1. Appreciation of Digital Literacy

##### **State Resource Centre Kerala (Under MHRD, Govt. of India)**

1. Certificate Course in Graphic Designing

## ASAP (Additional Skill Acquisition Programme)

1. Regular ASAP - Web Developer Course
2. University Integrated ASAP - Equity Dealer Course
3. Summer Skill Skool Programme - Data Entry Operator Course

## 1.4 Feedback System

### 1.4.1 Does the College have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes. A formal mechanism has been devised to obtain feedback from the students regarding the effectiveness of the curriculum. As an autonomous College, following the restructuring of the curriculum offered by the affiliating university, steps have been initiated to conduct curriculum evaluation/syllabus feedback at the end of each semester in a structured manner in order to improve the quality of the programmes as outlined below:

- A Course Feedback Form was prepared by the IQAC covering all aspects of a course. All the courses of the restructured syllabus of the first four semesters have been evaluated by the students in order to measure the effectiveness and shortcomings of the curriculum designed by the various Boards of Studies.
- All the departments are directed to get a feedback from the students on completion of each semester. The whole process is facilitated by the respective class teachers and the feedback thus obtained is filed and presented in the Board of Studies for further review and action.
- A Programme Feedback Form prepared by the IQAC is also used to obtain a general feedback on the programme from the students of the final semester.

### 1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same - (conducting webinar, workshop, online forum discussion etc.). Give details of the impact on such feedback.

The Boards of Studies of several departments have experts from other states who contribute towards curriculum enrichment with their feedback and suggestions. Apart from that all departments email their syllabi to national and international faculty for feedback and suggestions for improvement which are filed and presented in the Boards of Studies for incorporation when the curriculum is revised.

### 1.4.3 Specify the mechanism through which alumni, employers, industry experts

**and community give feedback on curriculum enrichment and the extent to which it is made use of.**

- When the College embarked on redesigning the curriculum and restructuring the syllabus for the first time following the grant of autonomy, several in-house and consultation meetings, discussions and brainstorming sessions were held to elicit feedback on curriculum enrichment from the faculty members and from various other quarters.
- All the Boards of Studies have representatives of the alumni. The departments also get alumni in academia to review the curriculum and send a feedback report with suggestions for enhancement of the curriculum. The reports are filed for presentation in the Boards of Studies for curriculum revision.
- The Boards of Studies have industry experts whose valuable contribution have enriched the curriculum. In addition, departments with industry linkages and consultancies utilise this platform to obtain feedback in an informal manner.
- Every year, the IQAC uses a set questionnaire format to get a general feedback on the institution from parents and alumni which includes syllabus and curriculum as one of the factors evaluated.
- The departmental open houses and PTA meetings conducted regularly are yet another source of feedback with regard to the curriculum.

#### **1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?**

While developing the curriculum care was taken to ensure quality at every stage.

- The IQAC conducted a one day orientation programme to familiarize the teachers with the process of structuring the syllabus and equip them to meet the challenges of designing syllabi and a two day National Workshop on "Curriculum and Syllabus Restructuring" to introduce the faculty to scientific course designing. Consequentially, the curriculum was meticulously designed with Graduate Attributes enumerated and competencies defined to enable effective teaching-learning and providing a blueprint of the final assessment of every course to guarantee that all modules are taught, thereby furthering integrity.
- The IQAC monitored and guided the setting up of Boards of Studies by

the various departments, requiring them to draw up a panel of subject and industry experts along with their bio-data to ensure that competent persons from diverse fields were inducted. Noted alumni from the various departments were also taken on the Boards of Studies to ensure effective contribution towards curriculum enrichment.

- The institution has always encouraged faculty members to take up projects, to publish research works and to participate in and conduct seminars, workshops and conferences to keep abreast of emerging frontiers of knowledge and venture into advanced areas of research and innovation. So also, timely deputation of faculty to attend orientation programmes and refresher courses is ensured. All of this has greatly impacted the quality of the faculty and their contribution towards curriculum enrichment.
- A revamping of the existing feedback mechanism was done to improve and facilitate the collection of feedback from parents, students and alumni. This feedback from various stakeholders has been yet another measure employed for quality sustenance and enhancement leading to effective development of the curricula.

### 2.1 Student Enrolment and Profile

St. Teresa's College is dedicated to ensuring an excellent student learning experience through high quality programmes, research led learning and inspiring, practice-driven teaching. The College strictly adheres to the admission policy of the affiliating University and the Government norms regarding the same.

#### 2.1.1 How does the College ensure publicity and transparency in the admission process?

The College takes care to ensure publicity through the following modes:

- Institutional Website - [www.teresas.ac.in](http://www.teresas.ac.in) provides all the relevant information about the institution, the number of courses offered, Department profile, Admission process and the details of the Add-on courses
- Advertisements in Regional and National Newspapers, Visual and Social Media
- Prospectus
- College Calendar
- F M Radio
- The Alumnae & Parent Teacher Associations

The College ensures transparency by:

- Monitoring by the Admission Committee comprising of staff members to assist those who seek admission and to coordinate the entire process
- A completely automated online admission process
- Providing applicants relevant information via a help desk and permitting parents and prospective students to meet the faculty of the concerned departments to seek direct information
- Publishing the rank list on the website and on the students' notice board
- Informing the selected applicants of the date and time of interview by phone calls and mails by the respective departments
- Involvement of student volunteers
- Stating all the rules and regulations of the admission process and providing

details regarding index marks calculations, reservation policies, cultural quota, sports quota and reservations for persons with disability on the website and in the College prospectus

- Strict adherence to the rules and regulations of the affiliating University

**2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D. programmes by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?**

**Admission Process for UG and PG programmes**

From 2012 to 2014 the College followed the Single Window System of Admission, CAP (Centralized Allotment Process) introduced by M.G. University for UG and PG Programmes. In 2014, the first year of autonomy, the UG admissions were under CAP of M.G. University. The PG admissions were managed by the College. The applications were scrutinized and the rank list was published on the College notice board and website. The applicants were intimated the date and time of interview. From 2015 onwards, both the UG and PG admissions are done through the online admission portal of the College and every effort is made to ensure transparency. The process is as follows:

- An Admission Committee is constituted to monitor the entire admission process.
- Information regarding the various UG and PG programmes and the details regarding the admission schedule are published in the College website.
- Candidates have to apply online through the admission portal.
- Candidates are given chances to edit their application.
- An admission help desk is provided.
- The applications are scrutinized and the index mark is computed.
- The rank list is processed by software as per the rules and regulations of the affiliating university and published.
- Students are given sufficient time to register their complaints, if any, regarding the rank list.
- The allotment memo published in the College website provides details regarding admission.
- Selected candidates are informed personally.
- Verification of documents is done by the Institution and by the University for completing the admission procedure.

### **Criteria for Admission**

Admission to the UG and PG programmes is based solely on merit with the following exceptions, where admission is based on merit and an aptitude/entrance test (60:40) conducted by the institution:

- B.Sc. Apparel and Fashion Design
- B.A. Bharatanatyam
- Masters in Fashion Designing
- Post Graduate Diploma in Fashion Designing and Apparel Merchandising
- M.A. Bharatanatyam (Aptitude test only for those who have not graduated in Bharatanatyam)

### **MPhil Programmes**

For MPhil programmes the admissions are based on merit, entrance test and interview.

### **PhD Programmes**

The College adheres to the following eligibility norms of Mahatma Gandhi University for admission to PhD programmes:

- UGC-CSIR JRF/GATE/PhD Inspire Fellowship/Clearance in the Common Entrance for Admission conducted by the University.
- Candidates who satisfy the above eligibility norms are asked to submit a research proposal which is then scrutinized by a Doctoral Committee including two external experts and the supervising teacher constituted by the M.G. University.

#### **2.1.3 Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?**

The entire admission process is reviewed every year by the Admission Committee. Preparation and timely publication of the rank lists, adherence to the norms for eligibility and reservation, the difficulties faced by the candidates, if any, and the mechanism for the redressal of students' grievances are analysed. The Admission Office maintains the data of all the applicants and scrutinizes the profile of the students.

#### **Outcome of Analysis**

- The process of three allotments for admission in 2015-16 was replaced by the single allotment system in 2016-17 since the Admission Committee review found it to be time consuming and cumbersome
- The demand ratio of the courses were analyzed and steps were taken to introduce new courses as well as additional batches for existing courses

- The analysis identified the programmes for which the demand is low. The departments were notified and asked to take steps to develop strategies to make the academic programmes more attractive, to enhance employability and the quality of teaching and learning

#### **2.1.4 What are the strategies adopted to increase / improve access to students belonging to the following categories?**

The Institution recognizes an obligation to offer appropriate support and facilities to economically challenged and marginalized sections of society and is committed to ensuring access to students from all sections of society, while adhering strictly to the reservation policy of the Government of Kerala.

##### **SC/ST**

- 15% seats are reserved for SC students and 5% seats are reserved for ST students.
- Advertisements are given in newspapers and in the College website repeatedly in case such vacancies arise.
- The Institution advances the amount needed for food and accommodation of the SC/ST students which is later reimbursed by the Government.
- Special preference is given and care is taken to disburse the scholarships and other aids to these students without any delay.

##### **OBC**

- 20% of seats are reserved for Latin community which is a Backward Christian community to which the institution belongs.

##### **Differently abled and Dyslexia service**

The College welcomes applications from disabled and dyslexic students recognising that these students have additional needs to ensure an equivalent quality of campus experience.

- 1% of the seats is reserved for the differently-abled candidates for PG and UG programmes.
- Faculty provides individual need assessment and helps with setting up appropriate special arrangements such as Talking Books.
- The College provides the service of scribes for physically challenged students during examinations as per the rules of Government.

##### **Economically weaker sections**

20% of seats are reserved for economically weaker students from the management quota. The College provides the following facilities to economically weaker students

- Scholarship for study

- Free noon meals
- Free course materials
- Fee concession - partial/full
- Student Aid Fund
- Book Banks

#### **Outstanding achievers in Sports**

- One seat for each UG programme
- One for every 20 seats of each PG programme
- Free accommodation and special food in the College hostel
- Extra coaching/Remedial/Tutorial classes
- Endowment Prizes/Awards for outstanding sports students
- Fee concession

#### **Students with outstanding performance in Cultural Activities**

- One seat for each UG programme
- One for every 20 seats of the PG programmes
- A committee scrutinizes the applications and identifies gifted artists with National and State/University level recognition and deserving candidates are admitted

**2.1.5 Furnish the number of students admitted in the College in the last four academic years.**

**Table 2.1  
Number of Students Admitted**

Categories	2012 -13	2013- 14	2014 -15	2015 -16
SC	90	248	266	242
ST	17	17	29	33
OBC	474	1367	1643	1493
General	228	603	686	988
Physically Challenged	4	Nil	3	8

**2.1.6 Has the College conducted any analysis of demand ratio for the various programmes offered by the College? If so, indicate significant trends explaining the reasons for increase / decrease.**

The College conducts an analysis of the demand ratio for the various programmes.

**Table 2.2**  
**Demand Ratio of UG Programmes**

Programme	2015-2016			2016-2017		
	No. of Applications	No. of Students Admitted	Demand ratio	No. of Applications	No. of Students Admitted	Demand ratio
B.A. Bharatanatyam	20	16	1.3	10	9	1.1
B.A.Economics	838	63	13.3	1044	68	15.4
B.A.English Language & Literature	1296	58	22.3	1194	60	19.9
B.A. English Literature & Communication Skills	349	33	10.6	763	37	20.6
B.A French	33	28	1.2	45	28	1.6
B.A History	299	44	6.8	374	50	7.5
B.A. Sociology	377	55	6.9	410	70	5.9
B.Com. Capital Marketing (SF)	-	-	-	465	47	9.9
B.Com.Taxation	1490	68	21.9	1667	68	24.5
B.Com. Taxation(SF)	582	49	11.9	774	98	7.9
B.Sc. Apparel and Fashion Design (SF)	60	28	2.1	69	31	2.2
B.Sc.Botany	770	44	17.5	790	41	19.3
B.Sc.Chemistry	1215	39	31.2	1269	42	30.2
B.Sc. Computer Applications(SF)	142	27	5.3	121	29	4.2
B.Sc.Home Science	158	33	4.8	133	33	4.0
B.Sc.Mathematics	914	114	8.0	802	115	7.0
B.Sc.Physics	1074	36	29.8	1068	38	28.1
B.Sc.Psychology	-	-	-	94	19	4.9
B.Sc.Zoology	937	41	22.9	1055	44	24.0
Bachelor of Management Studies	238	13	18.3	66	28	2.4
B.Voc. Food Processing Technology	-	-	-	88	32	2.8
B.Voc. Software Development	-	-	-	35	30	1.16
B.C.A. Cloud Computing	-	-	-	78	17	4.6
Diploma in Health Care Assistance	-	-	-	20	17	1.17

**Table 2.3**  
**Demand Ratio of PG Programmes**

Programme	2015-2016			2016-2017		
	No. of Applications	No. of Students Admitted	Demand ratio	No. of Applications	No. of Students Admitted	Demand ratio
M.A. Bharatanatyam	10	5	2	15	7	2.14
M.A. Economics	49	16	3.1	45	12	3.8
M.A. English	155	14	11.1	189	18	10.5
M.A. History	13	6	2.16	14	5	2.8
M.A. Sociology	52	20	2.6	30	18	1.7

M.Com. (Finance)	53	16	3.3	98	25	3.9
M.Sc. Botany	121	11	11.0	99	14	7.1
M.Sc. Chemistry	166	14	11.9	234	15	15.6
M.Sc. Child Development & Behaviour Science	38	9	4.2	12	7	1.7
M.Sc. Food Science & Nutrition	56	14	4.0	27	11	2.5
M.Sc. Clinical Nutrition & Dietetics	-	-	-	13	9	1.4
M.Sc. Physics	40	13	3.1	193	13	14.8
M.Sc. Resource Management & Interior Designing	32	9	3.6	7	7	1.0
M.Sc. Zoology	30	12	2.5	57	12	4.8
M.Sc. Mathematics	-	-	-	75	15	5
M.Sc. Fashion Designing	-	-	-	21	18	1.16
MTTM Master of Tourism and Travel Management	-	-	-	11	4	2.8
P.G Diploma in Apparel and Fashion Design	21	19	1.10	9	5	1.8
P.G Diploma in Clinical Nutrition & Dietetics	14	9	1.6	16	10	1.6
P.G Diploma in Management in Business Analytics	-	-	-	5	4	1.3

The analysis of the demand ratio for the various programmes indicates that there is a consistent demand for most of the courses offered. Two additional batches were started for the B.Com programme with Taxation and Capital Market in the self financing sector. There is a consistent/rising demand for UG programmes in English, Economics, Commerce, Chemistry, Physics and Zoology and PG programmes in English, Chemistry and Physics.

### Reasons for Increase

- The remarkable performance of students in curricular, co-curricular, sports and extension activities
- New initiatives that have set a challenge for the institution to improve infrastructural facilities, revamping of curricula, introducing faculty improvement measures to enhance and maintain quality and the use of ICT enabled teaching and learning
- Ensuring that the curricula and syllabi are continually improved, anticipating the demands of students, societal change, employers and other stakeholders
- Working in partnership with students and providing them opportunities to shape their educational experience, to develop their learning and to support student engagement and achievement
- Fostering an academic culture inspiring choices of deeper knowledge for problem-solving by instilling values such as other centeredness, empowerment orientation inclusiveness and sustainability
- Nationally and Internationally known alumnae
- International, National and State recognition of faculty and students

- Academic Linkages with National and International Universities
- Student Support through various scholarships
- Research facilities

**2.1.7 Was there an instance of the College discontinuing a programme during last four years? If yes, indicate the reasons.**

No. The College has not discontinued any programme during the last four years.

**2.2 Catering to Student Diversity**

**2.2.1 Does the College organize orientation / induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.**

The Institution has a structured and meaningful orientation programme which takes place at two levels i.e. at the Institution Level and at the Department Level. The Orientation focuses on creating a sense of belongingness and synergizing them to exercise their rights as women. The programme inducts the students to facilitate their transformation into empowered women who would contribute to nation building and respect the integrity of creation. The Director, the Principal and faculty members who are in charge of various clubs and cells meet the students and the parents. The orientation helps them to develop an understanding of the policies and procedures of the Institution. In addition, the College Union organizes a two day Talent Display by the students to identify their potential, creativity and originality.

**Institution Level**

A three day Orientation Programme is organized in order to

- Provide information regarding the Vision and Mission of the Institution.
- Give a brief history of the College and familiarize the students with the facilities available in the College.
- Teach the College Anthem which embodies the Vision & Mission of the College
- Explain the rules and regulations of the College.
- Introduce the students to various programmes, governance, autonomy, evaluation process, facilities available, scholarships and various student support system
- Give information regarding various Clubs, Cells, Forums, NCC, NSS, etc.
- Provide information on Career Guidance, counselling facilities and placement opportunities
- Provide an orientation regarding the regulations, resources and facilities available in the College Library.

Experts are chosen from various fields to address the following areas:

- Human Sexuality - Dr. Smithi Sanel (Gynaecologist), Dr. Gracy Thomas (Gynaecologist)
- Building Self-Esteem and Instilling Values - Mr. George Devassy (Businessman and International Trainer and Speaker), Mr. Geo P. George (CEO, Pro-Teen)
- Building Confidence and Motivating Students - Mrs. Alice Mathew (Entrepreneur and Magazine Editor), Mrs. Anu Pinheiro, (Social Worker), Mr. Vincent Joseph (Assistant Registrar, CUSAT)
- Spiritual Laws of Success - Mr. C. C. Joseph (International Coordinator of Jesus Youth, Dr Beena Job (Associate Professor, English), Fr. Varghese Thottiyil (Chief Editor, Sathyadeepam), Fr. Cherian Nereveetil (Chaplain - Jesus Youth India), Smt. Annie Chacko (Rtd. Head, Dept. of History)
- Effective Communication in Relationships - Mrs. Mini. S (Motivational Speaker)
- Right Choices in Life - Fr. Varghese Thottiyil (Chief Editor, Sathyadeepam)

### Department Level

- The students are introduced to the respective class teachers by the Head of the Department and are given a proper orientation about the work culture, discipline, mode of assessments, accountability and the opportunities available for them.
- Students are provided appropriate guidance and support to prepare them for the demands of the course. The class teachers and senior faculty members personally strive to:
  - ◆ Alleviate student anxiety about the programme
  - ◆ Facilitate the process of adjustment to the new environment demands
  - ◆ Foster campus involvement
  - ◆ Inspire them to think beyond the class room
  - ◆ Ensure participation of all students in the Fresher's Day programme conducted to welcome them to the department.

A feedback on the programme is taken from all the freshers by the class teachers, and also during their first value education class for the improvement of the programme in subsequent years.

### **2.2.2 Does the College have a mechanism through which the "differential requirements of student population" are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?**

The College has a tradition of identifying the differential requirements of student population through a personal interface meeting with the parents and students at the time of admission. The Director, the Principal, the Heads of the Departments and the class teachers meet the students personally at the time of admission and scrutinize their profiles to identify the following:

- Learning potential
- Economic backwardness
- Lack of competency in the English language and in Computer skills
- Achievers in Co-curricular activities/Sports
- Achievers in extension activities - NSS / NCC
- Students who wish to go for higher learning
- Students who require job oriented training
- Students with aptitude for cultural and extension activities
- Students with learning disabilities

The Deans of Student affairs, the Student Union and the faculty in charge of the Arts Club identify students with multiple talents. They are provided the training and are guidance needed to excel in their respective fields. The students are also provided opportunities to become members of various clubs and cells. The other student support strategies of the College are as follows:

- Scholarship on Merit-Cum- Means basis
- Student Welfare Fund (SWF) scholarships for financially weak students
- Noon meal programme for needy students
- Scholar Support Programme (SSP) for academically weak students
- Remedial programme for weak students
- Peer Group Learning to enhance the competency of the learners
- Walk With the Scholar Programme (WWS) for brilliant students
- Leadership training programme for High Learners by the IQAC
- Mentoring and Tutoring by teachers
- Counselling and Career guidance
- Conduct of placement drives
- Workshops and training programmes in photography, drama, anchoring and other co-curricular activities by the Students' Union
- Add on and enrichment courses

**2.2.3 Does the College provide Bridge/Remedial/ Add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?**

Yes. The Institution prioritizes active learning and hence special care is taken to provide remedial teaching to students and to encourage them to choose Add-on courses. The remedial and Add-on courses are structured in to the main time table. The timing is from 2.30 to 3.30 pm

- Each department provides remedial teaching to the students. The faculty members are given charge of monitoring and conducting the classes. the progress of the students is recorded.
- Following the Academic Audit, an initiative to provide department wise remedial classes for English has been initiated to improve the pass percentage in English.
- The College offers 28 add on courses that are open to all the students of the College. (Refer 1.3.4)

**2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students; students from disadvantaged sections of society, economically disadvantaged, physically challenged and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.**

Yes, the College is committed to the continuous improvement of students from the disadvantaged sections of society, the physically challenged and the slow learners in keeping with the vision of the foundress. The Institution identifies such students through a personal interface at the time of admission. Each department maintains a record which reflects the category wise progression of each section mentioned, which has enabled the adoption of the following strategies to improve their performance:

- Strengthening the Mentoring and Tutorial system to provide academic as well as non-academic support
- Recommending economically challenged students for the various scholarships by the respective departments
- Arranging private sponsorships for the students
- Provision of sponsorship by faculty members
- Providing special care for the physically handicapped students by each department
- Providing remedial classes to enable them to become achievers

**2.2.5 How does the institution identify and respond to the learning needs of the advanced learners?**

The personal interface during admission time enables the departments to identify the Advanced Learners. They are also identified on the basis of

- Performance in Sessional and End Semester Examinations

- Curricular and co-curricular activities
- Participation in extension activities
- Class room interactions, group discussions, seminar presentations and projects
- Participation in the activities of various clubs and cells

The learning needs of the advanced learners are met thus:

- The IQAC facilitates
  - ◆ Leadership training programmes
  - ◆ Walk With the Scholar Programme (WWS)
  - ◆ Earn while you learn programme
- The Career Guidance & Counseling Cell and the Placement Cell provide training for campus recruitment
- The Research & Development Department has designed a programme called 'Unarvu' to help students to step up to the next level of achieving their potential and to foster interaction of high performers with industry experts and other renowned scholars and mentors, in order to provide them with career and life mentoring
- The Departments cater to the needs of Advanced Learners by
  - ◆ Providing special mentoring by the class teachers
  - ◆ Providing a check list of books and resources
  - ◆ Facilitating participation and paper presentation in Conferences/ Seminars /Workshops
  - ◆ Facilitating interaction with eminent personalities in various fields
  - ◆ Encouraging participation in career advancement programmes
  - ◆ Faculty with International teaching and learning experience provide sessions on the relevance of trans-national education
  - ◆ Encouraging them to pursue education in Internationally acclaimed centres of Higher Learning
  - ◆ Encouraging them to assist faculty in Research Projects
  - ◆ Providing Internships and on-the-job training in reputed industries and organisations
  - ◆ Providing case studies of illustrious alumnae and facilitating interaction with them
  - ◆ Providing coaching for Bank Exams /NET/JRF/SLET /GATE/IAS/ JAM exams
  - ◆ Encouraging publication of papers, books and articles

- ◆ Encouraging volunteering for Biennale, International Book Fest and International Literary Fest
- ◆ Addressing mastery of body and mind through sessions in yoga and meditation, time management, health and nutrition
- The Student Union caters to advanced learners by
  - ◆ Offering special skill based training programmes to perfect their skills
  - ◆ Providing opportunities to organize/participate in National & International events
  - ◆ Encouraging them to take up leadership positions in the College

### **2.2.6 How does the institution cater to the needs of differently abled students in this regard?**

The needs of differently abled students are addressed right from the time of admission.

- The departments provide special care through mentoring and tutoring to enable them to become self-reliant in the learning process.
- The class teachers take the responsibility of making the students comfortable in the teaching-learning environment and encourage peer-group support.
- Ramps and lifts are provided
- Special toilets are set apart for the disabled
- Talking books are available in the Library for the visually challenged
- Wheel chairs are provided in the campus and in the library
- Special assistance, scribe facility as well as additional time are provided during examinations according to the rules and regulations
- Need based peer-teaching, remedial classes and counselling facility are provided

## **2.3 Teaching-Learning Process**

### **2.3.1 How does the College plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)**

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

- A schedule that outlines all the major activities is prepared at the beginning of the year and incorporated in the Academic Calendar. Care is taken to

ensure that there is enough time for the conduct of departmental and student activities and events such as workshops, symposiums, seminars, etc.

- The General Time table is prepared very meticulously by a team of teachers, which is approved by the Principal and the College Council. The Timetable contains distribution of hours to different departments and the allotment of classrooms for the same.
- The Teacher's Handbook is a document that serves as a point of guidance for the teachers. At the beginning of the semester, teachers plan out their lessons, keeping the Academic Calendar as a guide, the details of which are entered in the Handbook. The same is subjected to scrutiny by the heads of the respective departments, and then submitted to the Principal who evaluates and counter signs it. The goals, plans and outcomes achieved are listed. It becomes an integral part of teaching evaluation.
- Faculty members prepare a teaching plan for the UG & PG courses. The strategy adopted is to cover 40% of the syllabus before the first sessionals and 40% before the second sessionals. The remaining 20% of the syllabus is to be covered before the End Semester Examinations. The teaching plan is discussed and reviewed before and after the sessional /final assessments by the Heads of the Departments and the tutors.
- Information regarding the Examination schedules/evaluation blue prints are published on the website and displayed on the department notice boards and on the common notice board for students and teachers. The College Union maintains an official notice board for students to display the schedule for union activities.

**2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

The teachers dealing with individual courses take the responsibility of communicating the course objectives, syllabi and schedule for teaching-learning activities (lectures, tests, assignments, seminars, projects etc). The effectiveness of the process is ensured by the Heads of various departments who monitor if these responsibilities have been duly fulfilled. The students are provided an opportunity to give a feed back on each course to ensure whether the outcome of the course is achieved.

**2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?**

All the UG and PG courses rely heavily upon the tried and tested lecture method.

However, this is complemented by other methods of experiential learning such as:

- ICT enabled teaching and learning
- Group discussions, Peer Group learning, debates, quizzes and oral presentations
- Educational videos, case studies
- Innovative teaching learning methods through e-assignments, e-notes, e-books, and web resources
- Expert Talk Series
- Seminars and workshops for students
- Research projects for UG, PG and MPhil programmes
- Research Methodology Classes for UG and PG students
- Student projects involving designing and creation of ensembles providing them with the opportunity to explore their creativity and to develop skills
- Visits to Industry, places of Historical and Archaeological importance
- Interactions with eminent scholars, scientists, leaders, writers and academicians
- Industrial training
- Teaching with hands on training in labs
- On-the-job training and internships providing hands-on practical training in specialized areas
- GUNN Centre for Science Fiction studies, affiliated to the State Kansas University, promotes creative writing in interdisciplinary areas
- ASAP (Additional Skills Acquisition Programme) of the Government of Kerala, which is facilitated by the College
- Introducing students to world class films and documentaries on relevant topics and encouraging them to attend dramas and participate in plays

**2.3.4 How is 'learning' made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.**

Learning at St. Teresa's is no longer teacher-centered but geared to meet the needs of the students, both advanced and slow learners. Special efforts are taken to identify high learners and opportunities for their further growth are facilitated through

- Walk With the Scholar Programme (WWS) which provides them the opportunity to learn from outside their syllabus and to gain knowledge through talks, seminars, interactive discussions, etc.
- Special Leadership Programmes for Advanced Learners organized by the IQAC

- 'Walk with the Legends' programme organized by the PTA where the students meet and interact with legends of Kerala and other States
- Training students to engage in self-study, complete assignments and prepare for seminars on their own thereby equipping them to become independent learners and seekers of knowledge
- Organizing National, Regional, and International seminars
- Ensuring student participation in workshops, seminars and conferences to enhance knowledge assimilation
- Paper Presentations by students at the PG level
- Training to UG students to present a paper
- Ensuring transaction of online information by students
- Facilitating the assimilation of knowledge from books and web resources through assignments

Departments have initiated research based extension activities to enhance the knowledge base of the students and facilitate life long learning

- The Department of Economics has started the SCES (Student Capability Enhancement Scheme) which aims at improving the quality of the students, academically and non-academically
- The Department of Home Science has taken up the initiative of setting up a Centre for Remediation of Learning Disabilities and Communication Disorders, which provides services such as early identification and assessment of developmental delays, hyperactivity, impulsivity, ADHD and Autism, which can be set right through early intervention. The students of the department are provided hands on training to develop the skills needed for successful interventions.
- The B.Voc. programmes enable the learner to develop awareness about theoretical and practical dimensions of knowledge.
- The Teresian Outreach Programme (TROP) empowers the students to become agents of transformation
- E-jalakam, an outstanding extension activity instils social responsibility in the students
- The Bhoomitrasena Club, Society of Teresians for Environment Protection (STEP) and waste management in Panchayaths enable students to become agents of social change
- 'Urjakiran,' of the Department of Physics, an awareness programme for

self-help groups and NGOs, where students are given training to become master trainers for assembling LED bulbs.

- Activities such as free medical camps, education programmes, seminars for women of different age groups on nutrition awareness, health and hygiene, craft training for primary school students and setting up of a Book Bank take the students beyond the routine class room and laboratory
- 'Keeping Kids Away from Drugs', a project for saving children and youth from drug abuse in collaboration with Fourth Wave Foundation to develop leadership qualities and social responsibility
- Projects such as 'Ezhazhakilekku Ezhikkara' involving Solid Waste segregation in Ezhikkara Panchayat, preservation of water bodies and water quality testing in Kuzhuppilly Pachayat, which offer students an opportunity to serve as resource persons
- Peer teaching-learning sessions
- Training in soft skills
- Imbibing knowledge through methods such as writing and presenting mimes, plays or dramas, short films etc.
- Exposure to films and documentaries that highlight a particular issue/event/phenomenon to make students understand the complex issues surrounding tribal rights, Dalit rights, social movements and issues of representation

### **2.3.5 What is the College policy on inviting experts / people of eminence to provide lectures / seminars for students?**

The Institution never loses an opportunity to invite eminent personalities from different walks of life who have made significant contributions in their respective fields, in order to augment the knowledge imparted during lectures and also to introduce the students to new and related concepts/areas. The post accreditation period has witnessed the visit of 31 International, 47 National and 134 Regional experts/eminent persons to the Institution, some of whose names are mentioned below.

1. Dr. A.P.J Abdul Kalam, President of India
2. Dr. Manmohan Singh, Prime Minister of India
3. Nancy Powell, U.S. Consulate General
4. Dr. Purandereshwari, H. R. Minister of India
5. Rahul Gandhi, M.P and AICC president
6. Shri Kapil Sibal, Union Minister of Communications & Information Technology and Law & Justice, Government of India

7. M.S. Swaminathan, MP & Scientist
8. T.P. Sreenivasan, Former Ambassador to UN
9. Dr. Shashi Tharoor, Former Union Minister
10. Padmashree, Dr. Sathyavrat Shastri, Jananpith Laureate, Sahitya Akademi Award winner and honorary professor at the Special Centre for Sanskrit Studies, Jawaharlal Nehru University, New Delhi
11. Padmashree, Dr. M.C. Dathan, Scientific Advisor to the Chief Minister, Kerala
12. Padmashree, Dr. Meenakshi Gopinath, Former Principal, Lady Shri Ram College, New Delhi
13. Dr. Murali Thumarakudi, Director, UNESCO Disaster Management
14. Dr. Sunny Luke, Program Director, International Education and Research, IISAC, USA
15. Dr. Nandita Dinesh, Head of Arts and Associate Director of the Bartos Institute
16. Radhika Lee, Kenyan – Indian Educator
17. Mr. Chris McKitterick, Director of the Center for the Study of Science Fiction, University of Kansas
18. Prof. Dr. Dominic Alessio, Science Fiction writer and Professor of History and Dean of International Programmes at Richmond, the American International University in London, UK
19. Ms. Bharti Kher, Artist, London
20. Bose Krishnamachary, International Curator, Biennale Foundation
21. Mr. Frank Roger, Science Fiction writer and linguist, Belgium
22. Dr. Mariya Negeysi, Head of the Department of Indo- European Studies, EotvorLorand University
23. Dr. George Thyvelikaketh, Professor and former Dean, Oral Roberts University, Oklahoma
24. Prof. Artur Braun, Physicist, Laboratory of High Performance Ceramic, Zurich, Switzerland
25. Prof. Serge Massar, Laboratoire d'Information Quantique, Universite Libre de Bruxelles, (ULB) Belgium
26. Prof. Bertrand Poumellec, LPCES, University of Paris SUD, Orsay, France
27. Dr. Rajasree K. Rajamma, Charles F. Dolan School of Business, Fairfield University, USA.
28. Dr. Syed Ibrahim, Director, South Asian Head, Goethe Institute
29. Dr. Raxit J. Jariwalla, Rath Research Institute, USA
30. Dr. Aleksandra Niedzwiecki, Rath Research Institute, USA
31. Dr. Matthias Rath, Rath Research Institute, USA
32. Dr. M.W. Roomi, Rath Research Institute, USA
33. Dr. T. Kalinovsky, Rath Research Institute, USA

**2.3.6 What are the latest technologies and facilities used by the faculty for effective teaching? Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.**

The campus is Wi-Fi enabled and ample facilities are open to the faculty for effective teaching

- Smart classrooms and Audio Visual rooms
- Computers, laptops, Kindle, Reprographic and Internet facility
- Well equipped laboratories for practical and research activities
- Fully automated library facilities with access to INFLIBNET, N-list, e-repository, D-Space, e-journals, etc
- Six well-equipped Research Centres
- Software such as SPSS, E-Views, MATLAB, Python Programming, Tally and Wings
- Video conferencing facility
- Moodle
- Use of smart phones and Skype for virtual interactions and sharing information
- Virtual Learning Platform is provided by the department of Management Studies for online training sessions over Skype

**2.3.7 Is there a provision for the services of counselors/mentors/advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted.**

The Counselling Cell seeks to help students deal effectively with stressful situations in life and provides a staunch support to students in need. Students are given professional assistance to help them cope with their problems/situations. Professional counselling facility is also available.

- The service of a permanent Resident Counsellor is available for regular counselling services that reach out to all the students of the College.
- Classes are taken for the students to orient them on "The Need for Counselling" in order to erase the stigma associated with seeking counselling services.
- General student counselling is done on a monthly basis for students of various classes.
- Individual counselling is done for students who need help.
- Workshops are conducted for teachers on how to tackle the problems of students.

There is a mentoring and tutoring system in place whereby students are provided with the support they need.

- The teachers in the departments act as mentors to a maximum of three students and track their academic and other activities as well as their improvement in behaviour/psyche.
- Teachers identify students who need counselling and direct them to the counselor.
- The academic needs of the students are addressed through the tutorial system. Each teacher has 20 students whose academic progress is monitored and help offered accordingly. Records of mentoring and Tutoring are kept in the respective departments.
- Slow learners are given remedial teaching and Advanced Learners are provided with leadership programmes.
- Walk With the Scholar and Walk with the Legends are programmes for Advanced Learners.

The Career Guidance Cell disseminates information about the availability of jobs, about centres of excellence in higher education and provides clear guidance about employment opportunities.

- Career Launcher IBPS Pamphlet is distributed twice a year
- Interactive sessions, classes, orientation programmes, talks and workshops are conducted

**Table 2.4**  
**Number of Students who have Benefitted**

Year	2012-13	2013-14	2014-15	2015-16	Total
Number	237	2352	414	1100	4103

**2.3.8 Are there any innovative teaching approaches/methods/ practices adopted/ put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?**

Listed below are some of the innovations in teaching by the faculty:

- Incorporating extension activities such as e-governance, e-jalakam , e-waste management project into the main matrix of the teaching-learning strategy
- Giving innovative assignments like Budget Analysis, National Policy Analysis and visits to Stock Exchange
- Encouraging students to use data sources of the RBI, Bureau of Economics, Statistics, Government of Kerala

- Involving the students in 'Gram Sabha' which enables them to learn about decentralized planning in civic bodies, which strengthens decentralized planning
- Using STEP (Society of Teresians for Environment Protection) as a platform to provide hands on experience in setting up and running an entrepreneurship unit based on environment protection
- ICT enabled teaching-learning, use of web resources, video clips, online video conferencing
- Creating Public Service advertisements, short films and documentaries as projects and using them for awareness campaigns
- Assigning the production of jingles, short films and campus newspaper as projects
- Industrial visits and internships
- Assessing the concepts taught through the preparation of portfolios and fashion shows organised by the students of B.Sc Apparel and Fashion Design, which showcases their collection
- Preparation of e-content for use by students
- Visits to historical places and projects on local history
- Demonstrations, group discussions, role play, taking pedagogy beyond textbooks
- Creating magazines, staging dramas, organising cultural fests
- Enabling students to convert classrooms into branded outlets as part of the visual merchandising projects
- Employing 'Online Gurukul', a pioneering online initiative from Amrita E-Learning Research Lab, Amrita University
- Initiating a course in Spoken Sanskrit
- Using the recently sanctioned Community Radio as an intellectual tool to transform society and to use this forum to spread awareness on human rights

As a result of the innovative practices, learning has become practical, effective, demonstrative and comprehensive. Students are able to correlate the theory that is learned in the classroom (real and virtual) with real-life applications and understand the practical benefits of the same. Student feedback testifies to the effectiveness of such practices. Exceptionally successful innovations by teachers are recognised by honouring them and issuing certificates.

### 2.3.9 How does the College create a culture of instilling and nurturing creativity and scientific temper among the learners?

The College is one of the earliest educational institutions in Kerala to create a healthy environment which fosters human and academic excellence. The Institution has an inclusive culture of disseminating knowledge and using it for transformation of individuals. The inherent talents and innovative ideas in the minds of students are nurtured through the following:

- Training in organizing events/conferences/symposiums/cultural fests / PR and environment campaigns / Knowledge Fair
- Providing opportunities to meet eminent personalities, scientists, writers, artists, and leaders to enhance their aptitude
- TRACC (Teresian Research and consultancy Cell) which provides a platform for intense research and encourages scholars and faculty to carry out Ph.D Research work
- A course on Critical Thinking, Academic Writing and Presentation Skills, which is a compulsory component for all the students in the first semester to enhance criticality and logical reasoning
- Seminars organized annually by PG students which enhances their spirit of scientific inquiry and opens gateways of interdisciplinary knowledge
- Participation of students as brand ambassadors of waste reduction and contributing to sustainable development
- Organising Drama Fests, Street Plays, Gender Sensitization Programmes, Trans Gender Symposiums, Library Reading Week, International Literary Fest and participation in International Book Fests
- Talent Day programmes organized as a platform for students to exhibit their potential, creativity and originality
- Opportunities to develop other creative skills such as jewellery making, flower arrangement, paper bag making, etc
- Participation in intra-college, annual co-curricular and extra-curricular competitions, as well as inter-collegiate competitions
- Selecting students through auditions; training and equipping them to compete in youth festivals and various competitions
- Teresian News Letter, Hand Written Magazines, Teresian Magazine , Peer Reviwed International Journal and two National Journals, which nurture creativity and scientific temper

- Experiments, practical applications of theory, visits to various industries and field trips, attending seminars in other institutions, presenting papers and group activities to nurture a scientific temperament
- Visits by the PG students to laboratories and institutes such as the National Institute of Interdisciplinary Science and Technology (NIIST) Trivandrum, Biotechnology Lab, Agro processing lab, Materials processing lab, Photo Chemistry lab, Electron Microscopy lab, etc., to encourage them to undertake research

**2.3.10 Does the College consider student projects a mandatory part of the learning programme? If so, for how many programmes is it made mandatory?**

Projects are mandatory for all UG, PG and MPhil programmes and all students engage in individual or group projects during the course of the final year. The teachers take a keen interest in selecting the most suitable organization for the students to associate with and learn from. The supervising teachers approach various organizations with plans and proposals and initiate the process. Research methodology classes are planned in keeping with the course objectives, thereby ensuring that the student is exposed to the practical aspects of their theory classes. Data collection, social, economic and health surveys and classes for SPSS augment their existing knowledge in subject matter.

**2.3.11 What efforts are made to facilitate the faculty in learning / handling computer-aided teaching / learning materials? What are the facilities available in the College for such efforts?**

All Departments are given computers and internet access for the use of teaching staff. The library which has a computer hub is open from 8 a.m. to 6 p.m. Teachers can access quality reference materials through INFLIBNET. The library staff trains staff members who wish to access digital information. In addition to this, the College conducts various seminars and workshop to equip teachers in various softwares and IT related areas. A list of workshops/programmes organized is given below:

- Workshop on Innovative Practices in Research on 17 December 2012.
- National Workshop on Equipping New Era Practitioners: Teaching-Learning and Evaluation on 20 - 21 June 2013
- SPSS Data Analysis workshop on 6 July 2015
- One day workshop on Towards Digital India through e-jaalakam on 7 July 2015
- Faculty enrichment programme on Teaching Physics using Python on 19 August 2015
- Seminar on Cyber Security: Hacking on 11 September 2015

- Faculty Improvement Programme on Advanced Mathematical Tools for Economic Analysis on 15-16 October 2015
- Faculty Enrichment Programme on Mathematical Softwares on 20 October 2015
- Workshop on Econometric Applications to Demand Analysis on 24 November 2015
- ReAP - the Interdisciplinary Research Fair conducted annually

Faculty members are also encouraged to attend IT-oriented workshops/academic programmes. The list is given below:

**Table 2.5**  
**List of Teachers who attended IT-oriented Programmes**

Sl. No.	Department	Name	Organised by Academic Staff College
1.	Home Science	Dr. Leena Leon	27 July -23 Aug 2012
2	Home Science	Nisha Vikraman	27 July -23 Aug 2013
3	Commerce	Sruthy Melbin	27 July - 23 Aug 2012
4	Economics	Mary Liya	31 Oct - 27 Nov 2012
5	Economics	Dr. Swathy Varma P.R.	01 Jan - 28 Jan 2013
6	Malayalam	Dr. Soumya Baby	01 Jan - 28 Jan 2013
7.	Economics	Pearly Antony O.	01 Feb - 22 Feb 2013
8.	English	Maria Theresa Chakkuny	03 Oct - 30 Oct 2013
9	Sociology	Elizabeth Abraham	01 Jan - 28 Jan 2014
10	Physics	Dr. Santhi A.	06 June - 3 July 2013
11	Physics	Susan Mathew	06 June - 3 July 2013
12	Physics	Minu Pius	21 June - 18 July 2013
13	Maths	Elizabeth Reshma M.T.	01 Jan - 28 Jan 2014
14	Maths	Ursala Paul	30 Jan - 26 Feb 2014

#### Online courses

Preeti Kumar completed 4 online courses (MOOC) during the course of the academic years 2013-15 in her subject area (English). The details are given below.

- Literary Theory: An introduction (Accredited Online Short Course from the Dept. of Continuing Education, University of Oxford. Was awarded 10 CATS [Credit Accumulation and Transfer Scheme]) 24.04.2013 - 05.07.2013
- University of Colorado, Boulder's Online offering of Comic Books and Graphic Novels (completed this course era offering of Prof. William Kuskin, Dept. of University of Colorado with distinction ) 23.11.2013
- Mt. San Jaunto College's Online offering of Crafting an Effective Writer: Tools of the Trade (completed this course era offering by Prof. Lorrie Ros,

Prof. Lawrence Barkley and Prof. Jed Blatle, Department of English, Mt. San Jaunto College with distinction)

- Accredited course 'Writing Lives' from the Department of Continuing Education, University of Oxford Certificate issued in September 2014

**2.3.12 Does the College have a mechanism for evaluation of teachers by the students/ alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?**

The Institution places great value on the quality of teaching. The IQAC is in charge of conducting evaluation of the teaching-learning. An online feedback system for the students is used to monitor, check and evaluate the quality of teaching of individual teachers. The automated feedback system uses a software that has been designed to meet the unique needs of the institution. A consolidated report is generated for each individual teacher and the same is handed over to the respective teacher by the Head of the Institution, thus providing an opportunity to speak to/counsel those teachers, if any, who require corrections /improvement. The feedback report allows the teacher to gain insight into the students' needs and to improve the quality of lectures and classes. Feedback from the parents and alumni are also taken to improve the quality of teaching and learning.

**2.3.13 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes elaborate on the challenges encountered and the institutional approaches to overcome these.**

The Institution has evolved a system to address the challenge of completing the curriculum on time. The Academic Council, the Governing Council and the Academic Deans along with the Controller of Examinations decide the dates of the evaluation process and time frame of the curriculum. The Academic Calendar is ratified by the Governing Council and specifies:

- Exam Schedules
- Total Number of Working Days
- Semester Breaks
- Holidays
- PTA Meetings
- Dates of Curricular and Co-curricular activities

There are interruptions in the schedule in the form of harthals/bandhs, rain holidays and other declared holidays as announced by the Dept. of Education, Kerala State or the District Collector of Ernakulam. To counter such challenges, the yearly schedule is planned with a built-in buffer time. Failing all these, extra classes are arranged on Saturdays or on week days after regular working hours to make up for the loss of time.

### 2.3.14 How are library resources used to augment the teaching-learning process?

The Library of the College is a treasurehouse of knowledge containing 85760 books, 21 international journals, 14 national journals, 113 national and international magazines and 14 national newspapers. It is automated and equipped to deal with the demands of the students and the teaching body. The library is open from 8:00 a.m. to 6 p.m. and is continuously updated. The library subscribes to online journals. It has N-List, E-Repository, D-Space Digital Repository Library services and Delnet. The Library contains an excellent reference section.

The librarian and library staff work in close association with the teaching faculty to ensure that the students have access to the latest and the most appropriate learning resources. Students are given training on accessing and using N-List (Digital Library), thereby equipping them to access vast reservoirs of knowledge. Users are also oriented in the use of various resources. Details of the library and its resources can be accessed through the website [www.stcliber@webnode.com](http://www.stcliber@webnode.com).

The Library has the following facilities to augment teaching and learning:

- Free internet facility for all students six days a week, Intranet facility and LAN
- An e-borrowing facility for selected material
- A well-equipped audio-visual room with LCD projectors and sound systems
- A Talking Book section for the visually impaired and challenged students
- PCs, Kindles, LaserJet printer, CDs and reprographic facilities
- Library Reading Week organised annually inviting renowned writers, poets and literary luminaries to interact with students
- A Library Club to promote reading habit, conduct competitions and give prizes for students who utilize library facilities well
- The monthly Library Newsletter - LIBER - to disseminate information about new addition of books and journals, availability of UGC grants for the departments, subject wise number of books, and Library Time Schedule
- Model question papers and question papers of previous years for reference purposes
- Books with information on careers, competitive examinations, etc.
- Social Informatics net working through which useful information to community is disseminated especially for the empowerment of women
- Health matters, social issues, and traditional knowledge which is useful for the community, connected with women and children, are published through e-space

### **2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.**

The management and the IQAC monitor and evaluate the quality of teacher and student performance. A concentrated effort is taken to maintain teaching quality. In addition to appointing well-qualified and committed teachers, an evaluation of the quality of teaching, teaching methodology, classroom ambience and interaction with students is conducted as detailed below.

- Self evaluation through a Teacher's Handbook that becomes the Self-Appraisal report. The teachers themselves enter details regarding their activities, lesson plan and its execution, their administrative duties, research activities, etc. This allows them to assess their contributions to the institution and the quality of the work output. The HOD and the Principal evaluate and counter sign the Teachers Handbook.
- Online student evaluation of teachers conducted annually by the IQAC on their performance. Confidentiality is maintained by the Principal in offering feedback and corrections to the faculty
- Students have direct access to the Principal and the Director to voice their grievances
- Evaluation of the teaching-learning environment by the HODs at the department meetings
- Review of academic environment at the end of each semester by the faculty
- Regular Open Houses and Parent-Teacher interactions which form a platform for students and parents to vent their opinions
- A vibrant PTA Central Committee which comprises of parents of 3 students from each class
- The General Body meeting of the teachers at the end of each semester evaluates the student performance of each department

## **2.4 Teacher Quality**

### **2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state?**

The faculty strength sanctioned in the aided sector is 93 out of which 86 positions are filled against the sanctioned strength, and two faculty members are from outside the state. Two faculty members in the self financing section are from other states and one is from France. Ten faculty members from the permanent aided section are on Faculty Development Programme (FDP). These vacancies have been duly filled following the rules of UGC.

**Table 2.6**  
Faculty Strength

Regular		
Faculty	Sanctioned	Positions Filled
Teaching	93	86
Self -Financing		
Faculty	Sanctioned	Positions Filled
Teaching	93	93

#### 2.4.2 How are the members of the faculty selected?

There is an effective recruitment mechanism in the College for the selection of faculty members. The College advertises vacancies for teaching posts in leading National Dailies, giving at least 30 days from the date of publication of the advertisement for receiving applications. Following an interview, faculty appointments are made on the recommendations of the Selection Committee according to the regulations of the UGC, the norms of the Government of Kerala and the provisions of Mahatma Gandhi University. The process of faculty selection is as follows:

- Applications received are scrutinized in respect of eligibility
- Candidates appear before a duly constituted Interview Board comprising of the Principal, the Manager, a representative of the Government of Kerala, a subject expert from the panel given by the affiliating university and the Head of the respective Department.
- Candidates are asked to present a demonstration class and are ranked on the basis of their qualification, teaching and research experience and performance in the interview.
- The procedure for the selection of teachers in the self-financing stream is the same as above except that the Interview Board does not have representatives of the Government of Kerala and the affiliating university.

#### 2.4.3 Furnish details of the faculty (As on 20 March 2017)

**Table 2.7**  
Details of the Faculty

Highest Qualification	Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	
Permanent Teachers (Aided)	Nil	26	1	58	85
Ph.D.	Nil	18	1	23	42
M.Phil	Nil	8	Nil	10	18
P G	Nil	Nil	Nil	25	25

Temporary Teachers (Aided)	Nil	Nil	Nil	10	10
Ph D	Nil	Nil	Nil	2	2
M Phil	Nil	Nil	Nil	1	1
PG	Nil	Nil	Nil	7	7
Guest Faculty	Nil	Nil	4	81	85
Ph D	Nil	Nil	Nil	5	5
M Phil	Nil	Nil	Nil	11	11
P G	Nil	Nil	4	65	69
Part Time (Aided)	1	Nil	Nil	Nil	1
Ph D	1	Nil	Nil	Nil	Nil
Part time Guest Faculty	Nil	Nil	Nil	8	8
PhD	Nil	Nil	Nil	0	0
M Phil	Nil	Nil	Nil	3	3
PG	Nil	Nil	Nil	5	5

**2.4.4 What percentage of the teachers have completed UGC- CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?**

**Table 2.8**  
**Details of Faculty with NET / SLET**

Category	% of NET Qualified Teachers	% among NET Qualified Teachers with PG as Highest Qualification
Aided Faculty	67.4	43.1
Guests/Temporary	34	71.5
Total	49.2	53.8

**2.4.5 Does the College encourage diversity in its faculty recruitment? Provide the following department-wise details.**

The College encourages diversity in its faculty recruitment. The Department of French has among its faculty, Mr. Jean Gerald Vincent Etibou to provide students exposure to native French. The institution is secular and as it focuses on academic excellence, the thrust is always on quality.

**Table 2.9**  
**Details of Diversity in Faculty Recruitment**

Department	% of faculty who are product of the same College	% of faculty from other Colleges within the state	% of faculty from other states	% Faculty from abroad
Bharatanatyam	28.6	71.4	Nil	Nil
Botany	72.7	27.3	Nil	Nil
Chemistry	40	60	Nil	Nil
Commerce	40	60	Nil	Nil
Commerce SF	50	50	Nil	Nil
Communicative English	85.7	14.3	Nil	Nil
Computer Applications	44.4	55.6	Nil	Nil
Economics	44.4	55.6	Nil	Nil
English	25	75	Nil	Nil
French	33.3	55.5	Nil	11.1
Hindi	Nil	100	Nil	Nil
History	33.3	66.7	Nil	Nil
Home Science	46.7	40	13.3	Nil
Malayalam	Nil	100	Nil	Nil
Management Studies	Nil	83.3	16.7	Nil
Mathematics	40	60	Nil	Nil
Physical Education	Nil	100	Nil	Nil
Physics	42.9	57.1	Nil	Nil
Sociology	77.8	22.2	Nil	Nil
Statistics	Nil	100	Nil	Nil
Women's Study Centre	62.5	37.5	Nil	Nil
Zoology	75	25	Nil	Nil

**2.4.6 Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?**

Yes. The College has the required number of qualified and competent teachers to handle all the courses for all the departments. When there is a delay on the part of the government in issuing orders to fill vacancies arising due to retirement or vacancies created for the newly sanctioned programmes, the management employs teachers to fill the positions. The following table gives the number of teachers appointed in the post accreditation period.

**Table 2.10**  
**Faculty appointed during the last four years**

2012-13	2013-14	2014-15	2015-16	2016-17 (Dec)
51	46	51	73	104

**2.4.7 How many visiting Professors are on the rolls of the College?**

There are 8 visiting/part time Assistant Professors and 1 visiting/part time Associate Professor.

**2.4.8 What policies / systems are in place to recharge teachers? (eg: providing research grants, study leave, nomination to national / international conferences / Seminars, in-service training, organizing national/international conferences etc.)**

The College has the following policies/systems to recharge teachers:

- TRACC (Teresian Research and Consultancy Cell) was established in 2012 to promote the quality of research, encourage faculty members to pursue PhD programmes and to facilitate and streamline research activities of all the Research centres of the College.
- Faculty members are encouraged to opt for Faculty Development Programme of UGC.
- In the last four years 9 faculty members availed FDP and 9 faculty members were awarded PhD.
- The UGC Cell and the Research and Consultancy Cell extend all necessary assistance to faculty members to apply for minor and major research projects and guide the new entrants in the field of research.
- Incentives are provided for the teachers in the self financing sector who publish papers to enhance research aptitude and publishing.
- The Management also encourages faculty to visit foreign Universities and establish collaborations and linkages.
- Duty Leave is granted to attend seminars, conferences and workshops conducted at the Regional, State, National and International levels.
- Faculty members are sent to Orientation Courses and Refreshers Courses organized by different Academic Staff Colleges.
- Faculty are encouraged to visit Universities and premier institutions to observe and learn different pedagogical approaches.
- Faculty are given support to take up projects with Civic Bodies, NGO's and Janamaithri Police.
- The management encourages and grants leave for faculty to engage in research.

**Table 2.11**

**List of Faculty members who have availed FDP leave during the period 2012 - 17**

Sl. No.	Faculty availed FDP	Department	Remarks
1.	Susan Cherian	Home Science	During the 12 <sup>th</sup> plan period
2.	Priya Parvathi Ameena Jose	Physics	
3.	Vinitha T. Tharakan	History	
4.	Pearly Antony O.	Economics	
5.	Preeti Kumar	English	
6.	Susan Mathew Panakal	Mathematics	
7.	Mary Vinaya	Physics	
8.	Dora Dominic	Sociology	
9.	Ursala Paul	Mathematics	
10.	Sajimol Augustine M.	Physics	During the 11 <sup>th</sup> plan period
11.	Sheelamma Jacob	Home Science	
12.	Betty Rani Isaac	Home Science	
13.	Alphonsa Vijaya Joseph	Botany	
14.	Reema Kuriakose	Zoology	

**2.4.9 Give the number of faculty who received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.**

#### **Major Awards and Recognitions of the Institution**

■ **Dr. Sajimol Augustine (Principal)**

- ◆ Best Paper - International Conference OMTAT 2013
- ◆ State Council for Higher education FLAIR –Research Excellence Award in 2016
- ◆ The work on “Biocompatible ZnS : Mn nanocrystals conjugated with L- citrulline as fluorescent probes for DNA visualization and for finger print analysis in forensic studies” by Dr. Sajimol Augustine M was submitted for patent filing with file number 4900/CHE/2012 and has been published in the patent journal 06.05.2016

■ **Dr. Anu Gopinath** (Assistant Professor, Department of Chemistry till 2015)

- ◆ The first woman scientist from Kerala, to go on an Arctic Expedition Team in the year 2014 (36 days) and 2016 (41 days).
- ◆ ISAS Award for contributions in teaching and research in 2014
- ◆ Commonwealth Academic Staff Fellowship, 2012 - National Oceanographic Centre, University of Southampton, UK (Sponsored by British Council)

- ◆ DST Fast Track Scheme for young scientists - 2012.
- ◆ The Indian Society of Analytical Scientists Award for outstanding contributions in teaching and research- 2014-2015, 2015- 16
- **Dr. Jaya T. Varkey** of the Department of Chemistry won the UGC research award, 2015 for the period 2016-'18.
- **Dr. Nirmala Padmanabhan**, Department of Economics, received a fellowship in 2014 to do a Certificate Course in Decentralisation, Democratisation and Development in Hague Academy of Local Governance, Netherlands.
- **Dr. Anu Joseph**, Department of Home Science, has an ongoing project from UGC for Rs.15,00,000
- **Dr. Lizzy Mathew**, Department of Botany and **Dr. Anu Gopinath**, Department of Chemistry, have a Major Project from UGC for Rs.23, 70,000/- (DST 2012-15).
- **Dr. Gladis Mary John** of the Sociology Department,
  - ◆ received the Bharat Shiksha Ratan Award for Educational Excellence by the Society for Health and Educational Growth, New Delhi, 2013.
  - ◆ received the Best Citizens Of India Award, International Publishing House, New Delhi, 2014
  - ◆ won the National Lifetime Educational Excellence Award with medal for Educational Excellence by Economic and Social Development Foundation, New Delhi in 2013.
- **Ms. Linda Therese Luiz**, faculty member of the department of Sociology received the Dr. Jose Murickan S.J. Memorial Young Sociologist Award of the Kerala Sociological Society in 2015.
- **Dr. Leela P.U.** received a Post-doctoral fellowship in Sociology from ICSSR, New Delhi for the year 2012-2014.
- **Dr. Latha Nair R**, Department of English
  - ◆ was invited to the UN in July 2015 to be a part of United Nations Academic Impact (UNAI) which is an initiative for Research collaborations with acclaimed universities of the world.
  - ◆ was invited to attend an Intensive Training Programme in Creative Writing in State Kansas University, U.S.A. in 2014
- **Dr. Dhanya N.** of the Home Science department received the National Shiksha Rattan Puraskar for meritorious services outstanding performance and remarkable role in December 2013.

**2.4.10 Provide the number of faculty who have undergone staff development programmes during the last four years. (Add any other programme if necessary)**

**Table 2.12**  
**Details of Participation in Staff Development Programmes**

Staff Development Programmes	Faculty attended
Orientation Programmes (Academic Staff Training College)	36
Refresher Courses (Universities)	49
International Programmes	4
Staff Training by the College /IQAC	170
Training by the Departments	179
HR Training	170

**2.4.11 What percentage of the faculty have**

- been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies: 54.7%
- participated in external Workshops / Seminars / Conferences recognized by national / international professional bodies: 93%
- presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies: 55%
- Teaching experience in other universities / national institutions: 23%
- Industrial engagement : 12.3 %
- International experience in teaching: 6%

**2.4.12 How often does the College organize academic development programs for its faculty, leading to enrichment of teaching-learning process?**

St. Teresa's College takes every effort to update the curriculum, improve teaching materials and enhance student performance. The College is aware of the revolutionary changes taking place in the sphere of Higher Education due to the confluence of a number of factors. Therefore the Management and the IQAC organise programmes periodically to give special training and orientation to the faculty.

#### **Curriculum Development**

- The IQAC organised a one day programme by Dr. Achyuth Shankar to familiarize the teachers with the process of structuring the syllabi and equip them to meet the challenges of autonomy on 24 Oct 2013.
- A Two day National Workshop on Curricula and Syllabus Restructuring

was organized by the IQAC with Dr. N.J. Rao & Dr. Rajan Gurukkal as resource persons on 9 -10 Dec 2014.

- Each Department conducts workshops annually, inviting experts who could familiarize the educational content of relevance

### **Teaching & Learning**

IQAC programmes for teachers to improve their capability in Teaching & Learning:

- NAAC Sponsored National Workshop on “Equipping New Era Practitioners: Teaching, Learning and Evaluation” in June 2013.
- The Transformative Teachers Workshop was conducted on 19th January, 2016 by BAANYAN TREE.
- A one day programme on “Transformational Principles for Optimising One’s True Potential” was organised on 6 Nov 2015 for the teaching and non-teaching staff to facilitate them to develop and support 21st century leadership, ethics and values
- A two day orientation programme for faculty is conducted every year
- In addition, departments organize seminars, workshops and symposiums for enhancing content knowledge

### **Workshops on enhancing quality in Teaching-Learning environment**

- A one day programme to familiarize the teachers with the process of structuring the syllabus and equip them to meet the challenges of designing syllabi was organised on 30th October 2014
- Erudite scholars from respective disciplines are also invited for inspirational lectures.
- A two day Workshop on “Applications in Micro Economics” was organised under faculty development programme on March 13th and 14th by Dr. Hari Kurup K.K, State Co-coordinator, Hospital Costing Studies, Department of Economics, Government College Kasargod in 2014.
- A training programme for enhancing the Tutoring and Mentoring skills for faculty was organised by the institution.
- The management grants seed money for teachers to organize Seminars and Workshops.
- Gunn Centre for Science Fiction Studies was established on December 2014 to promote interdisciplinary research.
- Teresian Research and Consultancy Cell (TRACC) provides help to increase Minor and Major project outlay.

## Examination Reforms

After the College became autonomous, conscious efforts were taken in offering training to teachers to become accountable in the evaluation process. Experts from the University and other autonomous institutions are invited to give hands on training to faculty in

- Framing questions in a scientific manner and conceiving a blueprint for each course
- Developing a question bank to ensure quality

The proposal submitted to the Department of Biotechnology has just been recommended for financial support (55 lakhs) under the Star College Scheme. It is envisaged that this programme will improve the skills of teachers through faculty training, improved curriculum and access to specialised infrastructure and consumables to enhance interest in students to pursue science courses at the undergraduate level.

### **2.4.13 What are the teaching innovations made during the last five years? How are innovations rewarded?**

The College endeavours to reshape the education system in the light of global experience and the remarkable changes in the way the world teaches and learns, to bring about a transformation from the blackboard to the white board, to MOOCs, Flip Schools, Studio schools and TED Talks. The following are some of the teaching innovations in the last five years.

- The Department of English has two innovative programmes that were initiated in 2013: 'Discourse on Classics' which is offered to students of all departments to revisit the ancient classics, and 'Tell a Tale to the Heart' to inspire students to explore the prolific world of narratives.
- Using music as a pedagogical tool to teach phonetics in English Linguistics Classes is another innovative practice.
- The Department of Bharathanatyam makes use of video clippings of great artists to develop criticality and to enhance creativity.
- The French Department has an innovative tradition of celebrating French festivals in order to instil awareness of the French culture in students. La fête Nationale, National day of France is celebrated on July 14<sup>th</sup> every year.
- The French Department has introduced the French Club to provide a platform where the students can explore and improve their language skills.
- 'Urja Kiran' Programme initiated by the Department of Physics offers hands on experience in energy conservation and green energy.

- The Department of Zoology in association with the Nature Club has initiated a learning programme on Forest Ecology.
- The Departments give innovative assignments which enhance criticality and generic skills.
- The PR campaigns, cultural fests and on-the-job training are innovative programmes organised by students.

The innovative practices have had a positive impact on the teaching learning process. Innovations by teachers are recognised by honouring them and issuing certificates.

**2.4.14 Does the College have a mechanism to encourage Mobility of faculty between institutions for teaching? Faculty exchange programmes with national and international bodies? If yes, how have these schemes helped in enriching quality of the faculty?**

The College has made sustained efforts to encourage mobility of faculty between institutions for research, teaching and learning in order to incorporate international and intercultural aspects into their teaching, research, and service. National and international exposure have impacted teacher quality and instilled in them a global perspective. The faculty members who participated in short-term international exchange programmes in foreign countries are given below.

- Dr. Anu Gopinath received the Commonwealth Academic Staff Fellowship, 2012 - National Oceanographic Centre, University of Southampton, UK, Sponsored by British Council
- Dr. Priya K Nair did CELTA (Cambridge English Language Teaching for Adults) UK in 2012
- Dr. Latha Nair R attended a one month Summer Programme - an Intensive Training Programme on Creative Writing and Science Fiction Studies in June 2014 in the State Kansas University U.S. She also visited The Richmond University, The American International University to sign an MOU for a faculty exchange and twinning programme in 2014.
- Dr. Beena Job has conducted programmes for youth in soft skills, counselling, and emotional therapy through music in 20 countries.

**2.5 Evaluation Process and Reforms**

**2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?**

The College ensures that all the stakeholders are aware of the evaluation processes thus:

- The Examination Manual, which is approved by the Mahatma Gandhi University is published on the College website. The soft copy of the

Examination Manual is available in all the departments. The hard copy is available in the office of the Controller of Examinations for reference.

- The examination schedule and evaluation details are given in the College Handbook issued to every student and faculty members at the beginning of the academic year.
- Detailed information regarding the evaluation process is also conveyed to the freshers during the orientation programme conducted at the beginning of the year.
- The departmental Notice Boards display the schedule of the evaluation process.
- The Model question paper, the Blueprint and the details of components of sessional and final assessments are given along with the syllabi of all programmes.

**2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?**

The College had been adhering to the rules of MG University for the conduct of examinations prior to the grant of autonomy. Subsequently, the institution has revamped the examination system as stipulated in the examination manual. The conduct of all the examinations – Sessional and Final - has been brought under the Controller of Examinations. A few reforms that have positively impacted the evaluation management system making it foolproof and ensuring integrity are as follows:

- A Sessional Assessment Committee and a Malpractice Prevention Committee were constituted.
- Bar Coding was introduced for UG student register numbers and false numbering was implemented at the PG level.
- The newly introduced Supplementary Examination (SAY) for UG students of Semester V and PG students of Semester III who failed, or did not appear for an examination in these semesters, enables them to save a year.

**2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?**

The evaluation scheme in the College consists of two components:

- Sessional assessment with the weightage of 20% for UG and 25% for PG
- Final assessment with the weightage of 80% and 75% for UG and PG respectively

The following measures have been taken for continuous evaluation:

- Student progress is evaluated through two tests, assignments, seminars, lab involvement, completion of practical and submission of records.
- Online attendance ensures the regularity of the student.
- Continuous assessment marks, final examination marks, attendance details, achievements and academic progress / drawbacks of the students are discussed with the parents individually during the Open House, which is held after the first sessional examination in each semester.
- Progress Reports of the students are given to the parents during the Open House.

**2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigour of the internal assessment process?**

The percentage of marks earmarked for continuous internal assessment: 20% for UG and 25% for PG.

The Sessional Evaluation is done by continuous assessment of the following components for theory and practical and their mark distribution is given in the table below.

**Table 2.13  
CIA components and their weightage for UG programmes**

Courses with Practical				Courses without Practical	
Theory (each semester)		Practical (even semesters)		Theory	
Component	Marks	Component	Marks	Component	Marks
Attendance	3	Attendance	3	Attendance	5
Assignments/Seminars	2	Record	5	Assignments/Seminars	5
Test	5	Test Paper	10	Test	10
		Lab work	2		
<b>Total</b>	<b>10</b>	<b>Total</b>	<b>20</b>	<b>Total</b>	<b>20</b>

**Table 2.14  
CIA components and their weightage for PG programmes**

Courses without Practical		Courses with Practical	
Component	Marks	Component	Marks
Attendance	5	Attendance	5
Assignments	5		
Seminar	5	Test Papers (Average of 2)	10
Test Papers (Average of 2)	10	Record	10
<b>Total</b>	<b>25</b>	<b>Total</b>	<b>25</b>

To ensure the rigour of the internal assessment process the following measures have been implemented.

- The components for the internal evaluation scheme are prepared and approved by the Board of Studies.
- Two centralized sessional examinations are conducted with a general timetable, invigilation list and seating arrangement.
- There is a squad to check malpractices during the examinations.
- The valued answer books are given back to the students for their scrutiny.
- The average of two sessional examinations is taken.
- Knowledge-Pro software for entering student attendance on a daily basis.
- Lab involvement is assessed on a regular basis and a separate assessment record is maintained.
- The scores for the components of each course are published and the score sheet (A-Form) is duly signed by each student and filed by the class tutor
- The A-Form is uploaded in the Examination Portal
- The final score sheet with marks for each course (B Form) is generated online by the Controller's Office and published in the student portal

### **Project Evaluation**

All students have to submit the completed project in the last semester for the completion of the course. The ratio of sessional/final evaluation of the project is 1:4.

#### **2.5.5 Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?**

The College strictly adheres to the declared examination schedule which is published in the handbook at the beginning of the academic year. In case of unexpected holidays / bandh / harthal, the students are intimated about the change of schedule through the Website, Print and Visual media, Student Notice Board, Public Announcement System and SMS.

#### **2.5.6 What is the average time taken by the College for declaration of examination results? Indicate the mode/media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.**

Examination results are published in the College website within 60 days from the date of last examination. The results are published in the College website and also in the student portal. The modes adopted by the institution for the publication of exam results are as follows:

- Publishing through the website
- News of the publication of the End Semester Result is given in the leading Newspapers

- SMS to the Heads of the Departments and Class Teachers
- Results and Statistical Data are mailed to each department

**2.5.7 Does the College have an integrated examination platform for the following processes? Pre-examination processes - Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, Examination process - Examination material management, logistics, Post examination process - attendance capture, OMR based exam result processing and certification.**

#### **Pre-examination process**

- The notification for online registration for the final examinations is given two months before the date of commencement of examinations.
- Students can apply for the examinations online after remitting the fee in the Bank.
- The time table for the examinations is published on the website one month prior to the date of commencement of examinations.
- Hall Ticket generation is computerized and they are distributed to the students three days before the commencement of the scheduled examinations.
- The panel for question paper setters for the end semester examination is prepared by the Board of Studies which is subsequently approved by the Academic Council.
- The Controller of Examinations selects one of the question paper setters from the Panel approved by the Academic Council.
- Two sets of question papers are set by the question paper setter, which are scrutinized by experts.
- An Internal Question Bank is also maintained by the Controller for each course.
- On scrutiny, if a question paper is found to be not according to the scheme/pattern/blue print, a new question paper is set from the question bank for that course.
- Printing and packing of question papers are done in the office of the COE in a confidential manner and kept in sealed covers in the strong room
- Printed answer books are stored safely in the strong room in the office of the Controller of Examinations.
- The invigilators and students lists are prepared/generated and squads are constituted in advance.

#### **Examination process**

- The sealed covers containing question papers are opened by the Chief Superintendent in the presence of an External Additional Superintendent of examinations, who is an Associate Professor from another College.

- Bar Coded answer sheets ensure that the identity of the student is undisclosed
- Invigilators and examination squads ensure strict discipline during the examination.
- If any malpractice is reported, the student is debarred from subsequent examinations of the semester.
- The bundled and sealed answer books are transferred to the strong room immediately after the examination.

### **Post examination process**

- Attendance on the examination day is recorded by the invigilator and the attendance sheet is signed by the students individually.
- The absentees list of each day of examination duly signed by the Chief Superintendent is handed over to the Controller of Examinations.
- The attendance sheet is kept in the Controller's office as a record for any verification if needed.
- The answer scripts are valued in the Centralized Valuation camp with the Principal as the Camp Co-coordinator and the Controller of Examinations as the Camp Director.
- Four staff members are duly appointed as camp officers and deputy camp officers for the PG and UG valuation camps.
- The internal valuation of the answer scripts is done by the internal examiners consisting of a Chairman, Chief Examiners, and Additional Examiners for each course.
- PG answer papers are subjected to double valuation: one by an external examiner and the other by an internal examiner.
- 20% of UG answer books are selected at random and they are evaluated by an external examiner.
- If there is a difference of more than 20% marks between the two valuations a third evaluation is conducted.
- Results are published following approval by the pass board and subsequently by the Governing Council.
- No moderation of marks is given for any of the courses in UG and PG programmes.
- Grace marks are awarded to the applicants for achievements in sports, cultural activities, NCC and NSS according to the rules and regulations of the affiliating University.

- The consolidated grade cards are uploaded on the College website
- On approval of the issue of the mark lists by the Governing Council, the mark lists for UG and PG programmes and provisional certificates are issued under the names and seal of the Principal and Controller of Examinations in a format prescribed by the affiliating University.

**2.5.8 Has the College introduced any reforms in its PhD. evaluation process?**

The College adheres to the rules and regulations of the M.G. University in the PhD evaluation process.

**2.5.9 What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/ section?**

- A separate enclosed office is provided for the Controller of Examinations.
- An Administrative Officer is appointed to assist the COE.
- The examination centre is well equipped with Computers, printers, Xerox machines, scanners and barcode machine and sufficient administrative staff.
- Each person is assigned specified duties.
- A high level of confidentiality is maintained while printing question papers.
- The Examination Cell scrutinizes the mark entry and the entire evaluation process.
- Provision is made for online application for examinations and publication of results.
- Internal and External audit are conducted.
- The functioning of the Examination Cell is assessed through feedback from the teaching and non-teaching staff.

**2.5.10 What is the mechanism for redressal of grievances with reference to evaluation?**

Grievances regarding sessional evaluation are first addressed by the faculty dealing with the particular course. If the student wants further clarification she can approach the class teacher/Head of the Department. If needed, the students can approach the Grievance Redressal Cell. With regard to the final evaluation, students are allowed to apply for scrutiny, revaluation and for viewing the photocopy of answer scripts in the prescribed form on payment of the required fee within 10 days of the publication of results.

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Does the College have a clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these?

The academic programmes which the Institution offers have a clearly stated learning outcome. This outcome is integrated with the institutional goals and objectives. It addresses the needs of the society and aims at producing socially committed, highly empowered, self-reliant young women, who are emotionally intelligent. The thrust of the curriculum is holistic and is towards the total development of the students at large. The five core values of NAAC are integrated into the curriculum and the College ensures that it gets reflected in the learning outcome.

- The teachers and the students are made aware of this through various activities which are integrated into the syllabi. The curricula and the programmes are developed keeping in mind academic and vocational excellence. The learning outcome is disseminated through the syllabus which is scientifically designed by the faculty through workshops and hands on training by experts from various fields.
- The College conducts a three day orientation programme for conscientising the students about the various aspects of the curricula and the vision mission statement of the institution.
- The curricular and the co-curricular activities make the students aware of the learning outcome which corresponds to the knowledge base of the topic. The teaching methodologies and assessment strategies focus on competency based education. Value orientation classes, awareness talks, career guidance and gender sensitization programmes ensure not only academic excellence but also human excellence. The institution organizes Regional, National and International seminars to orient the students towards research. TRACC (Teresian Research & Consultancy Cell) promotes research attributes.

### 2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?

The Institution has well-structured evaluation procedures to ensure the achievement of learning outcomes.

- All the programmes have specific learning outcomes relating to skills and abilities along with acquiring content knowledge and its applicability.
- Continuous assessment through sessional evaluation, assignments and seminars, provides an opportunity for the faculty, student and the parents to critically evaluate the learning outcomes.

- The institution has a structured on-line feedback mechanism to get responses from the faculty, students, and parents on the teaching and learning process.
- A coherent assessment of the learning outcomes is conducted by the IQAC through internal and external audits of the academic programmes.
- The higher councils of the institution like the Governing Council, the Academic Council, and the BOS evaluates student progression and constantly monitors whether programme are resource intensive.
- The IQAC takes steps to ensure quality and to re-design programmes in accordance with the feedback to ensure the achievement of the learning outcomes.
- Assessing Placements of students is another effective method used by the institution to validate the learning outcomes.
- Most students who opt for higher education also give feedback reflecting on their previous learning environment, that serves as a pro-active tool in evaluating the achievement of learning outcomes.
- Management Audit and Academic Audit help to monitor and evaluate the achievement of learning outcomes.
- The performance of the students in curricular and co-curricular activities also provides a valuable insight to deliberate on the achievement of the learning outcomes.

### **2.6.3 How does the institution collect and analyse data on student learning outcomes and use it for overcoming barriers of learning?**

The Institution has an evaluative blue print to assess the student learning outcome. Data is collected on student performance in sessionals, end-semester exams, seminars, and assignments, and analyzed regularly. Student learning outcomes are also gauged from the following:

1. Placement
2. Student performance and progression
3. Feedback from parents and students
4. Analyzing the number of applications received for each course
5. Dropout rate of students
6. Grievance Redressal Cell
7. Tutoring and Mentoring
8. General Body Meetings
9. Internal and External Audits carried out by the IQAC
10. Management Audit

The Controller of Examinations mails the results of the Examination to all the departments. The Director and the Principal provide a platform for the evaluation of the performance of the students at the General Body Meeting. Depending on the performance of each department, remedial measures are suggested and innovative practices of the departments that have a high degree of achievement of learning outcomes are shared, so as to motivate the other departments to achieve academic excellence. The HODs convene departmental meetings to evaluate and introduce corrective measures to enhance student performance through proper tutoring and mentoring. Feedback from the students also helps in formulating remedial measures and interventions.

#### 2.6.4 Give Programme-wise details of the pass percentage and completion rate of students

**Table 2.15**  
**Pass Percentage and Completion Rate\* of PG Programmes**

Programme	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Pass %	CR	Pass %	CR	Pass %	CR	Pass %	CR	Pass%	CR
Botany	85.71	93.3	85.71	100.0	57.14	100.0	23.07	100	93.3	100
Physics	55	73.3	66	100.0	75	100.0	78.57	100	78.6	100
Chemistry	-	-	-	-	-	-	18.18	100	92.8	100
H.Sc. CD	80	100.0	100	87.5	50	85.7	90.9	100	100	100
H.Sc.FRM	100	100.0	100	100.0	66.66	100.0	75	100	100	75
H.Sc.FN	100	87.5	77.77	100.0	63.63	100.0	71.42	100	81.8	100
English	64.7	100.0	56.25	100.0	57.89	100.0	55.55	100	78.6	78
Economics	87.5	88.9	73.33	88.2	33.33	94.7	57.89	100	87.5	100
Sociology	100	91.7	47.05	89.5	65	90.9	21.73	92	69.56	91
Bharathan- atyam	-	-	-	-	-	-	66.66	75	100	100
History	-	-	-	-	-	-	100	50	100	100
M. Com	-	-	-	-	-	-	54.54	100	94.44	100

**Table 2.16**  
**Pass Percentage and Completion Rate\* of UG Programmes**

Programme	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Pass %	CR	Pass %	CR	Pass %	CR	Pass %	CR	Pass%	CR
Mathematics	92.8	90.2	89.65	95.6	93.33	100	89.42	99.1	61.9	97.7
Physics	97	91.9	100	100	93.1	100	89.18	97.4	67.6	97.4
Chemistry	93	83.3	100	94.6	94.28	100	85.29	94.4	71.4	95.5

Botany	86.7	91.4	100	86.5	94.44	94.7	86.48	94.9	29.26	100
Zoology	100	97.4	93.10	76.3	96.77	91.2	91.42	92.1	71.79	97.5
Home Science	84	82.6	88.23	94.4	90.9	78.6	68.42	100	35.89	95.1
English	96	96.4	96.07	94.4	93.1	98.3	93.75	88.9	74.57	95.2
Economics	91	91.4	91.52	98.3	88.33	98.4	91.22	93.4	43.1	89.2
Sociology	86	94.4	80.70	87.7	89.09	91.7	70.37	85.7	18.46	94.2
History	80	100	70.45	91.7	85.36	95.4	75	91.7	11.9	86
B. Com	100	95.2	90.47	96.9	98.43	98.5	95.23	96.9	81.16	98.8
Comp. Applic	100	96.3	100	100	90.62	94.1	80.64	93.9	45.9	100
Com. English	91.89	94.9	90	100	86.48	97.4	91.66	100	78.78	91.7
French	100	100	100	81.8	60	100	100	100	61.5	86.7
Bharathanatyam	100	85.7	37.5	88.9	80	92.3	66.66	100	40	83.3
AFD		-		-		-	80.95	91.3	59.09	91.7

\* CR- Completion Rate in Percentage

## Criterion III

### Research, Consultancy and Extension

#### 3.1 Promotion of Research

##### 3.1.1 Does the College have a research committee to monitor and address the issues of research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes. The Research committee of the College, named Teresian Research and Consultancy Cell (TRACC) was established in 2012.

**The Teresian Research and Consultancy Cell comprises:**

- The Principal
- Research Coordinators
- Research Guides
- Nominated faculty members of Research Departments

**Some recommendations and their impact:**

- **To assess the research activities of the institution periodically:**  
Assessment by external experts and periodic evaluation have streamlined research activities and optimised research output.
- **To notify the faculty and researchers about funding by different agencies:**  
The DST - FIST fund was sanctioned to the College and utilised to enhance the infrastructure and research facilities in the Science departments.
- **To motivate the faculty to apply for major and minor projects and monitor the progress of ongoing projects:**  
Faculty members have applied for Major and Minor research projects and got sanction for 4 Major and 43 Minor Projects.
- **To facilitate inter-disciplinary community oriented research initiatives and to promote research interventions in community research:**  
TRACC initiated the Research & Development Department which has supported and advanced high quality research for promotion of innovative thinking and for the development of society in general. The department also studies the importance and relevance of courses to introduce new interdisciplinary and community oriented programmes.
- **To organize a national conference annually:**  
TRACC has organized five National conferences during 2012-16 during which Research scholars of the College presented their findings. Eminent researchers were invited to address the research community.

■ **To enhance the number of PhD holders and motivate more faculty members to become research guides:**

Nine faculty members of various departments have obtained PhD during the post accreditation period and 14 have availed FDP during 2012-17. Currently 34 faculty members are research guides.

■ **To conduct course work for PhD Students:**

The College is a recognised research centre under M.G University. TRACC conducts the course work for the full time research scholars registered in various research centres of the State.

■ **To promote impactful research and innovative thinking:**

The faculty have received various awards and accolades at national and international levels in areas related to research and development. Dr. Anu Gopinath undertook an Arctic Expedition in the year 2014. She received the Indian Society of Analytical Scientists Award for outstanding contributions in teaching and research 2013-2014 and 2015-16. Dr. Jaya T. Varkey won the UGC research award, 2015 for the period 2016-18.

**3.1.2 What is the policy of the College to promote research culture in the College?**

The College is committed to promoting a research culture among faculty and students by facilitating participation in research and related activities, providing resources and other facilities and collaborating with academic, governmental and non- governmental bodies. The research policy of the College is embedded in the twin objectives of economic growth and preservation of the environment. This is reflected in the activities detailed below.

- A National Seminar/Conference convened annually by TRACC
- Sr. Marie Cecil Memorial award for the Best Paper publication by a faculty member
- Motivate faculty members to do research work and avail FDP leave
- Motivate the departments to organize international, national and regional seminars, lectures, symposia, and conferences
- Publication of international and national research journals, magazines, newsletters, and books
- Encourage students to participate and present papers in seminars/conferences
- Dissertation made a part of the curriculum for PG & UG programmes
- Students conduct socio-economic and health surveys and organise extension activities based on these reports
- Conduct classes and workshops on research methodology, e-resources and SPSS

### 3.1.3 List details of prioritized research areas and the areas of expertise available with the College.

The faculty members of the College are recognized research guides of M. G. University and various other universities.

**Table 3.1**  
**Areas of expertise available in the College**

Sl. No.	Research area	Area of Expertise
1	Botany	Taxonomy
		Phycology
		Phytochemistry and Pharmacognosy
		Taxonomy and Phytochemistry
2	Home Science	Food Science and Nutrition
		Home Management
		Nutrition and Dietetics
		Textiles and Clothing
		Resource management and Nutrition
		Child Development
3	Sociology	Sociology of Marriage and Family, Immigration
		Family Studies
		Gender Studies, Urban Sociology
		Women and Society, Kerala Society, Social Research
4	English	English Language and Literature
		Linguistics, English Language Teaching and Phonetics
		Postcolonial Studies, American Literature, Children's Literature
		Film Studies, Eco Criticism, Cultural Studies, Literary Theory, Applied Language Studies, Comparative Literature, Dalit Literature, Gender Studies
		Indian Aesthetics, Film Studies, Modern English Poetry
		Creative Writing, Media Studies, Science Fiction Studies
5	Economics	Housing
		Economics, Self government, Environmental Economics
		Economics and Demography
6	Physics	Non linear dynamics, Chaos
		Material Science, Nano Science & Technology
		Nano photonics
		Thin Films, Solar cells
7	Chemistry	Nano materials, Optical Recording
		Polymers peptide applications
8.	Hindi	Hindi Language and Literature

### 3.1.4 What are the proactive mechanisms adopted by the College to facilitate smooth implementation of research schemes/ projects?

The proactive mechanisms adopted by the College to facilitate research:

- Financial assistance for advanced study for teachers and other scholars
- FDP leave granted to 9 faculty in the 12<sup>th</sup> plan period and to 5 in the 11th plan period
- Matching grants, financial / infrastructure support to organize Seminars / conferences
- Faculty encouraged to attend and organise National / International seminars
- Well equipped Research Centre with computers and internet facility for research scholars
- Substantial increase in subscription to National / International journals and books in the Library
- The institution publishes one International and 2 National journals annually
- Digital facilities such as e- Repository, D- Space Digital Repository Library, N-List, Reprographic units, LCD projector, Laptops and Internet
- Computer assisted Language Lab with ETNL software
- Highly sophisticated equipment like UV spectrophotometer, microphotography unit and spin coating system and well-equipped Research Labs
- Autonomy to the Principal Investigator/Coordinator for utilizing overhead charges
- Timely release of grants and advance provided when required
- Timely auditing of major and minor projects
- Support of the administrative wing in the submission of utilization certificate to the funding authorities

### 3.1.5 How is interdisciplinary research promoted?

Interdisciplinary research is promoted through Interdepartmental collaborations to connect and integrate several academic schools of thought and perspectives in the pursuit of a common task. Many students and faculty members have crossed the borders of their disciplines to integrate data, methodologies, perspectives, and concepts from multiple disciplines in order to advance fundamental understanding

or to solve real world problems. The institution also encourages collaboration with various governmental, non-governmental, private and public bodies to extend the scope of gathering information and expertise beyond the boundaries of the campus.

**3.1.6 Enumerate the efforts of the College in attracting researchers of eminence to visit the campus and interact with teachers and students?**

The College encourages and supports the visit of scholars, scientists and academicians the world over, to provide faculty and students direct access to leading researchers and thinkers. Seminars, workshops, conferences and symposiums are arranged with an aim to bring leading scientists and scholars to the campus. They are provided travel allowance, DA, honorarium and accommodation.

**3.1.7 What percentage of faculty has utilized sabbatical leave for research activities? How has the provision contributed to the research quality and culture of the College?**

The College has provision only for granting FDP leave and UGC leave for research activities. However, the management has supported and granted leave for faculty to engage in research activities at the Regional, National and International levels which has contributed to the research quality and culture of the College.

For instance, Dr. Nirmala Padmanabhan was granted 2 weeks leave in 2014 to do a Certificate course in Decentralisation, Democratisation and Development in Hague Academy of Local Governance, Netherlands. Dr. Latha Nair R was sanctioned leave to visit the Richmond University, the American International University to sign an MoU to promote Research and Collaboration in June 2014. She was permitted to attend the Intensive Programme in Creative Writing and Science Fiction Studies from 8-30 June 2014 at the State Kansas University, U.S.A. Dr. Priya K Nair was granted leave to do a CELTA course in UK in 2013.

Faculty with international experience facilitate campus internationalization and instil a global perspective in their students and colleagues.

**3.1.8 Provide details of national and international conferences organized by the College highlighting the names of eminent scientists / scholars who participated in these events.**

A list of the major conferences organized in the College and the names of scientists/ researchers who participated in them are given below.

**Table 3.2**  
**International and National Conferences organised by the College**

Name of the Conference	Level	Organising Department & Date
Capital Market and Finance	International	Commerce 6 - 7 January 2017
Quantum Optics and Photonics (ICQP-2016)	International	Physics 11 - 12 February 2016
Photonics and Solar Water Splitting (PSWS-2015)	International	Physics 12 - 13 March 2015
Conference on Popularising Science Writing and Celebrating Science Fiction 2014	International	English 14 - 16 February 2014
Nutritional Medicine, Health and Wellness	International	Zoology 7 - 8 June 2013
Indian Capital Market: Emerging Trends and Reforms'	National	Commerce 4 - 5 December 2013
Modern Trends in Research	National	TRAAC 16 December 2016 14 October 2015 15 December 2014 10 December 2013 5 December 2012

**Eminent scientists/scholars who participated in these events:**

1. Prof. Dr. Dominic Alessio, Professor, American International University in London, UK
2. Mr. Frank Roger, Science Fiction writer and Linguist, Belgium
3. Mr. Chris McKitterick, Director, Center for the Study of Science Fiction, University of Kansas
4. Prof. Artur Braun, Physicist, Laboratory of High performance Ceramic, Zurich, Switzerland
5. Prof. Serge Massar, Universite Libre de Bruxelles, (ULB) Belgium
6. Prof. Bertrand Poumellec, LPCES, University of Paris SUD, Orsay, France
7. Dr. Raxit J. Jariwalla , Rath Research Institute, USA
8. Dr. Aleksandra Niedzwiecki, Rath Research Institute, USA
9. Dr. Matthias Rath, Rath Research Institute, USA
10. Dr. M.W. Roomi Rath Research Institute, USA
11. Dr. T. Kalinovsky, Rath Research Institute, USA
12. Mr. Sharad Sharma, Exec. Director, Geogit BNP Paribas
13. Dr. K. S. Kumari, Professor of Food Science and Technology Community College, Pondicherry University
14. Dr. P. P. Raveendran, Professor of English, School of Letters, M. G. University, Kottayam

15. Dr. B.S. Ponmudiraj, the Regional Coordinator, NAAC, Bangalore
16. Mr. V.K. Anilkumar, Information & Documentation Officer, CDS, Thiruvananthapuram
17. Dr. K.V. Peter, Rtd. Vice Chancellor Kerala Agricultural University
18. Dr. Sri Narahari, General Secretary IASFS
19. Dr. Aravind Mishra, Science Fiction Writer, Varanasi CEO, Dept. of Fisheries, UP
20. Dr. B. Aneesh Kumar, Scientist, Akzo Nobel, Colour Technology, Bangalore
21. Sri. T.P. Sreenivasan, Vice-Chairman, Kerala State Higher Education Council
22. Dr. V. N. Rajasekharan Pillai, Executive Vice President , KSCSTE, Trivandrum
23. Dr. Rajan Gurukkal, Chairman, Education Commission, Kerala Govt.
24. Prof. Dr. C.G. Ramachandran Nair, Former Chairman, KSCSTE, Trivandrum
25. Dr. K. S. Purushothaman, Founder President, IASFS
26. Prof. V.M. Nandakumaran, Amritha Vishwa Vidyapeetham, India
27. Dr. Anil Shaji, Institute for Science Education and Research (IISER), Thiruvananthapuram
28. Mr. Alex Babu, MD, Hedge Equities, Ernakulam
29. Dr. Rajagopalan Nair, Director, Albertian Institute of Management, Ernakulam
30. Dr. Radhika T., Scientist, C-Met, Thrissur
31. Dr. M.C. Dileep Kumar, Vice Chancellor, Kalady Sanskrit University, Kerala
32. Padma Shri M. Chandradathan, Scientific Advisor to the Chief Minister & Former Director, VSSC

### **3.1.9 Details on the College initiative in transferring/advocating the relative findings of research of the College and elsewhere to the students and the Community (lab to land).**

The College takes enormous efforts to transfer the results of research by analyzing and utilizing the resources and research findings for the social and economic development of the community in an effective manner. Some of the initiatives are

- E-jalakam, a model e-Governance Literacy Project that aims to enhance the capacity of the public to access various online services of the Government.
- Vivara Nidhi, a booklet prepared by the Department of Economics which

contains information regarding multiple online services offered by the Government of Kerala

- E-mithram, a booklet which focuses on services of interest to students such as applying for entrance exams, checking of results, application for driving/duplicate license etc
- Waste audit programme conducted as part of the “Role of local Governance in solid waste management programme” project at Ezhikkara Panchayath in association with Trivandrum Gulathi Institute of Finance and Taxation
- Projects undertaken by the students of the Dept. of Home Science on
  - ◆ Age Friendly Housing Practices
  - ◆ Household food security in the coastal areas of Kochi with special reference to pregnant and lactating women
  - ◆ Household food security in the coastal areas of Kochi with special reference to Child Nutrition
  - ◆ Awareness Programme for prevention of drugs among adolescent boys
  - ◆ Identification of microbiological hazards in ready to eat street food and development of a Food Safety Education Module
- ReAP (Research Advancement Programme), an Interdisciplinary Research Fair conducted by the Department of Home Science every year since 2011, to provide a platform for researchers to disseminate knowledge among fellow scholars and to sensitize students on the emerging trends in specific areas of research
- ‘Urja Kiran’, an energy management awareness campaign organized jointly by the Department of Physics and Bhoomitrasena Club
- A diet clinic set up by the Women’s Study Centre in “Raahgiri” for the public which included medical checkups and diet counselling
- Seminars in the neighbouring schools and Colleges by the students of the Department of Zoology to spread awareness on the ‘merits of Vitamin C’
- A project for Janamaithri Police launched by the Department of English, “Emotional Content in Democratic Policing” which addresses the need of perfecting their communication skills and maintaining a stress free working environment
- Keeping Kids Away from Drugs, a project by the Department of English for children in government schools

**3.1.10 Give details on the faculty actively involved in research (Guiding student research, leading research projects, engaged in individual or collaborative research activity etc.)**

The College has 6 Research Centres, and 34 faculty members are recognised research guides of the affiliating university.

**Table 3.3**  
**Faculty as Research Guides**

Sl. No.	Name of Research Guide	No. of Scholars	Research Centre	Area of Specialisation
1	Dr. Avita	2	Botany	Taxonomy
2	Dr. Merlee Teresa M.V.	3	Botany	Taxonomy
3	Dr. R. Sreekumar	3	Botany	Phycology
4	Dr. Sheela D.	4	Botany	Phytochemistry & Pharmacognosy
5	Dr. Lizzy Mathew	5	Botany	Taxonomy and Phytochemistry
6	Dr. Elsam Joseph	-	Botany	Taxonomy
7	Dr. Kumari K.S.	11	Home Science	Food Science & Nutrition
8	Dr. Usha Chandrasekar	5	Home Science	Food Science & Nutrition
9	Dr. N. Kamamma	2	Home Science	Home Management
10	Dr. Anuja Thomas	4	Home Science	Nutrition and Dietetics
11	Dr. Kavitha M.S.	4	Home Science	Nutrition and Dietetics
12	Dr. Ancy Thomas	2	Home Science	Textiles and Clothing
13	Dr. Leena Leon	2	Home Science	Resource Management and Nutrition
14	Dr. K.V.Indulekha	-	Home Science	Child Development
15	Dr. Ramola B. Joseph	7	Sociology	Migration and Sociological Theories
16	Dr. Gladis Mary John	4	Sociology	Women and Society, Kerala Society, Social Issues
17	Dr. Shally Joseph	10	Sociology	Gender Studies, Urban Sociology
18	Dr. Celinamma Scariah	1	Sociology	Sociology of Marriage and Family, Immigration
19	Dr. Sara Neena T.T.	5	Sociology	Social Institutions, Gender and Ethnic Studies
20	Dr. Celine E.	9	English	English Language and Literature, Post colonial Literature, Feminism
21	Dr. Latha Nair R.	6	English	Linguistics and ELT, Post colonial Studies, Cultural Studies, Dalit Literature
22	Dr. Tessy Anthony C.	1	English	Post colonial Studies, American Literature, Children's Literature
23	Dr. Priya K. Nair	6	English	Film Studies, Eco Criticism, Cultural Studies
24	Dr. R. Anitha	4	English	English Language and Literature

25	Dr. Helan A.P.	3	Economics	Housing
26	Dr. Nirmala Padmanabhan	3	Economics	Economics, Self government, Environmental Economics
27	Dr. Kochurani Thomas	1	Economics	Economics and Demography
28	Dr. Rose P. Ignatius	3	Physics	Non linear Dynamics, Chaos
29	Dr. Kala M.S.	4	Physics	Material Science, Nano Science & Technology
30	Dr. Nirmala Paul	1	Physics	Thin Films, Solar cells
31	Dr. Santhi A.	-	Physics	Nanophotonics
32	Dr. Jaya T. Varkey	4	Chemistry	Polymer Science
33	Dr. Ushamani M.	-	Chemistry	Nano Materials , Polymers for Optical Recording
34	Dr. Helan K. J.	4	Hindi	Hindi Language and Literature

**Table 3.4**

**Faculty members engaged in research leading to PhD**

Sl. No.	Faculty engaged in Research	Department
1	Susan Cherian	Home Science
2	Priya Parvathi Ameena Jose	Physics
3	Vinitha T. Tharakan	History
4	Pearly Antony O.	Economics
5	Preeti Kumar	English
6	Susan Mathew Panakal	Mathematics
7	Mary Vinaya	Physics
8	Dora Dominic	Sociology
9	Ursala Paul	Mathematics
10	Susan Mathew	Physics
11	Elizabeth Reshma	Mathematics
12	Tania Mary Vivera	English
13	Maria Theresa Chakuny	English
14	Jisha John	English
15	Jeena Ann Joseph	English
16	Lissy Jose	English
17	Rosemary Francis	Home Science
18	Lekha Sreenivas	Women Study Centre
19	Mary Sruthy Melbin	Commerce
20	Jency Treesa	Commerce
21	Lidia Durom	Commerce
22	Kochurani N.V	Commerce
23	Glinshia C.X	Hindi

24	Lebia Gladis N.P	Sociology
25	Linda Therese Luiz	Sociology
26	Vinitha Paulose	Women's Study Centre
27	Stancy S	History

**Faculty doing major/ minor projects:** Details are given in section 3.2.5 and 3.2.7

## 3.2 Resource Mobilization for Research

### 3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization for last four years.

The institutional budget makes provision for research and development by allocation of funds by the management for upgrading library and laboratory facilities, conducting seminars, purchasing research equipments, etc. In addition, during 2012-16, the College has availed funds from various funding agencies which have been fully utilized for major and minor projects, conduct of seminars and procurement of research equipments. Nearly 44% of the fund received from the above agencies is used for research.

**Table 3.5**  
**Resource Mobilisation**

Heads of Expenditure	Total Fund (Rs.)	Utilized for research (Rs.)
DST-FIST	63,50,000	48,00,000
UGC	2,10,51,008	20,91,871
CPE (2nd phase)	1,20,00,000	25,65,485
Major/minor projects	1,50,24,350	1,50,24,350
Total	5,44,25,358	2,44,81,706

### 3.2.2 What are the financial provisions made in the College budget for supporting student research projects?

- The institution has a budget provision for all departments for the purchase of chemicals, equipment, and glassware for student research initiatives.
- The College/department financially supports students to attend and present papers in seminars/conferences/training sessions conducted by other institutions.

### 3.2.3 Is there a provision in the institution to provide seed money to faculty for research? If so, what percentage of the faculty has received seed money in the last 4 years?

The Institution provides financial support when necessary to the faculty members for attending workshops, seminars and conferences at the National and International level.

**3.2.4 Are there any special efforts made by the College to encourage faculty to file for patents? If so, provide details of patents filed and enumerate the sanctioned patents.**

The College extends all support to faculty members for taking up research projects and to file for patents. A seminar on 'Intellectual Property Rights – Concepts, Policies and Guidelines' was jointly organized by Department of Home Science and TRACC of the College which was sponsored by Patent Information Centre, KSCSTE on 11 July 2012.

**Patents Generated:**

- The work done by Dr. Sajimol Augustine M. and Dr. Alphonsa Vijaya Joseph on “Bio-compatible ZnS: nanocrystals conjugated with L-citrulline, as fluorescent probes for DNA visualization and for finger print analysis in forensic studies”, has been filed for patent with the patent application number 4900/CHE/2012.on 23 November 2012. It has been published on 6 May 2016 in the Indian Patent Journal.
- Received Creative Commons License for Vivaranidhi and e-mithram-e-jaalakam project of Department of Economics.

**3.2.5 Provide details of ongoing research projects:**

**Table 3.6  
Details of Ongoing Research Projects**

Projects	UGC	No.	DST	KSCSTE	INDUSTRY / Govt	Total Grants Received
Major	2719300	4	-	-	39,00,000	66,193,00
Minor	745000	43	-	-	-	7,45,000

**Table 3.7  
List of Ongoing Research Projects**

Name of the Faculty	Title of Project	Period of Funding	Agency and Sanctioned Amount (Rs.)
<b>Major Projects</b>			
Dr. Lizzy Mathew (PI) Dr. AnuGopinath (Co-Investigator)	Sterols as a tool for taxonomic classification in marine macro algae.	2013-16	UGC 12,25,800
Dr. Anu Joseph	Sensitizing Consumers to Food adulteration - A Health Approach	2015-16	UGC 14,93,500
<b>Other Agencies</b>			
Dr. Nirmala Padmanabhan, Pearly Antony Oand Dr. Mary Liya	Continuation of e- jaalakam project	2014-15	Prize money from Govt. of India and Kerala Govt.4 lakhs
Dr. Latha Nair R.	Keeping Kids away from drugs	2016-17	Govt. of Kerala & Infosys SD Foundation 35 lakhs

Minor Projects			
Dr. Thara Sebastian	A study on the Psycho-social Wellbeing of Children of Alcoholics and Awareness Creation on Alcohol Misuse for Adolescents of Ernakulam District, Kerala	2013-15	UGC 1,30,000
Dr. Saumya Baby	Malayalam Linguistics Texts: Translation and Critical Studies of L.V. Ramaswami Aiyar	2013-15	UGC 85,000
Dr. Dhanya N	Formulation and standardisation of a spelling and sight word tool in Malayalam to identify learning disability & conscientize the masses	2013-15	UGC Rs.1,40,000
Dr. Betty Rani Isaac and Dr. Shilpa Jose	Risk Factors of Anemia among Women of reproductive age and micronutrient enhancement of regional diets of Kerala	2014-16	UGC 1,50,000
Elizabeth Abraham	A Sociological Investigation on Gender Role Stereotypes among Adolescents in Kochi City	2014-16	UGC 1,00,000
Lebia Gladis	Where Memories Go? A Sociological Perspective on Dementia Patients	2015-17	1,40,000
Dr. Latha Nair R	Emotional Content in Democratic Policing	2014-16	Govt. of Kerala 2,00,000

**3.2.6 How many departments of the College have been recognized for their research activities by national / international agencies (UGC-SAP, CAS, DST-FIST; DBT, ICSSR, ICHR, ICPR, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthrough due to such recognition.**

Five Science Departments - Physics, Chemistry, Botany, Home Science, and Zoology - were recognized by DST- FIST in 2012.

**Table 3.8**  
**Quantum of assistance received from DST- FIST**

Budget Heads	Amount Sanctioned	Amount Received
a. Equipment	56,00,000	56,00,000
b. Infrastructure facility		
i. for acquiring books	3,00,000	50,000
ii. e-Learning Class room	5,00,000	
c. Networking and Computational Facilities	7,00,000	7,00,000
d. General Components	3,00,000	-
e. Total	74,00,000	63,50,000

## Outcomes

- New sophisticated equipment was purchased and installed in the research labs
- Infrastructure facilities for teaching and research were enhanced
- A network resource centre has been developed which is being used by both teachers and students for data processing and analysis related to research work.

### 3.2.7 List details of completed research projects undertaken by the College faculty in the last four years and mention the details of grants received for such projects (funded by Industry/ National / International agencies).

**Table 3.9**  
**Details of completed Research projects**

Project	UGC	DST	KSCSTE	INDUSTRY/Govt	Total Grants Received
Major	4,44,800	24,70,000	-	-	29,14,800
Minor	29,58,250	-	29,000	17,58,000	47,45,250

**Table 3.10**  
**Research Projects Completed in the Last Four Years**

No.	Name of the Faculty	Title of Project	Period Funding	Agency and Sanctioned Amount (Rs.)
<b>Major Projects</b>				
1	Dr. Gladis Mary John	Survival Strategies of Slum Dwellers in Kerala (Major)	2012-14	UGC 4,44,800
2	Dr. Anu Gopinath	Biogeochemical factors and Eco-system Dynamics of Coral Reefs of Lakshadweep Archipelago.	2012-16	DST 24, 70,000/-
<b>Other Agencies</b>				
3	Dr. Leena Leon	Development and Sensory evaluation of Coconut Based snack recipes-An entrepreneurial approach	2015	Coconut Development Board 50,000/-
4.	Dr. Latha Nair R.	Erudite Programme	2014-15	KSCSTE & KSHEC 2,75,000
5	Dr. Shilpa Jose and Dr. Leena Leon	All India Coordinated Project on Indian Ethnic Cuisine with Special Reference to Syrian Christians	2011-13	3,00,000/ (Spices Board, Govt. of India)

6	Dr. Elsam Joseph	National Environment Awareness Campaign	2014	Centre for Environment & Development under Ministry of Environment and Forests, Govt. of India 13,000/-
7	Dr. Nirmala Padmanabhan	Role of Local Governments in Solid, Liquid Waste Management and Environment Protection - A Study of Select Panchayats in Kerala	2014-15	World Bank funded under KLGSD project Rs. 10,50,000/-
8	Dr. Nirmala Padmanabhan	Water Conservation Programme in Kuzhupilly Panchayath	2013-14	CWDRM Rs.1,37,000
9	Dr. Nirmala Padmanabhan	Ezhazhikilekku Ezhikkara	2015	Dept of Environment and Climate Change, Govt of Kerala Rs.50,000
10	Dr. Nirmala Padmanabhan, Pearly Antony O and Dr. Mary Liya	Training of Trainers for e- Governance for Good Governance project	2015	Greater Cochin Round Table 102 Rs. 75,000/-
11.	Dr. Nirmala Padmanabhan, Pearly Antony O and Dr. Mary Liya	Printing of e-jaalakam Vivaranidhi	2015	Goejith, PNB Paribus Rs. 20,000/-
12	Dr. Nirmala Padmanabhan	e-jaalakam Vivaranidhi	2012-13	Federal Bank Rs.50,000
13	Dr. Nirmala Padmanabhan	e-jaalakam Vivaranidhi	2013-14	Rainbow Publishers Rs.1,00,000/-
14	Dr. Jaya T. Varkey	Analysis of Caffeine Content in Tea and Coffee Leaves	2012-13	KSCSTE 10,000
15	Dr. Jaya T Varkey	Analysis of different chemical dyes on fabrics based on their dyeing properties	2013	KSCSTE Rs. 13,000/-
16	Dr. Jaya T.Varkey	Metal ion complexation characteristics of 2 mole % NNMBA- cross linked polyacrylamide supported aspartic acid	2014-15	KSCSTE Rs. 6000/-
<b>Minor Projects</b>				
1	Dr. Usha Nair	The Critical Perspective of Contemporary Poets	2012-15	UGC 95,000/-
2	Ms. Rashmi H. Poojara	Identification of Micro-bial Hazards in RTE Foods Vended in Streets of Kochi and Development of Food Safety Educational Module for Street Food Vendors	2012-14	UGC 1,80,000/-

3	Dr. Liza Jacob	Study on the Agro ecological and Phyto sociological Aspects of Eloor-An Industrial Belt of Kerala	2013-15	UGC 80,000/-
4	Dr. Priya K. Nair	Counter Narratives: Azar Nafisi Unveiled	2013-15	UGC150000
5	Vidhu Mary John	Effects of Commercials on youth in the age group 17-19 years- An analytical study with special reference to Television advertisement s for soft drinks, fairness products and mobile phones	2013-15	UGC 1,50,000/-
6	Tania Mary Vivera	The Multifunctional Reader in Ergodic Literature: An in depth analysis of select works of Italo Calvino and Mark Z. Danielewski	2013-15	UGC 1,00,000/-
7	Elizabeth Reshma M.T	Comparitive Study of Lattice Theory and Topology	2014-16	UGC 1,70,000/-
8	Dr. Nirmala Padmanabhan	Teleworking in ITES Sector in Kerala-Bane or Boon for Female Employment	2013	UGC 90,000/-
9	Dr. Elsam Joseph	Heavy Metal Phyto remediation of Industrially Polluted Aquatic Ecosystem of Kochi City using Selected Wetland Plants: an Eco-sustainable Approach	2011-13	UGC 1,10,000/-
10	Jisha John	Globalisation and Literature-A Study of the Fiction of Hari Kunzru and Chetan Bhagat	2011-13	UGC 1,00,000/-
11	Mary Vinaya	Onset of Chaos in Physical Systems and Synchronization of Chaotic Systems	2012-14	UGC 85,000/-
12	Dr. Sajitha J. Kurup	Gender Agenda: Women Academicians in Higher Education	2011-15	UGC 65,000/-
13	Jeena Ann Joseph	Transmogrification of Identity: The East-West impasse in Orhan Pamuk's Fiction	2011-14	UGC 1,00,000/-
14	Susan Cherian	Development and Evaluation of Intervention Strategies for Combating Energy Crisis at Household Level	2011-13	UGC 1, 25, 000/-
15	Dr. Shilpa Jose	Food Security among BPL families in coastal areas of Cochin	2011-13	UGC 85,000/-
16	Dr. Leena Leon	Computer-based Intervention to Prevent Fast Food Consumption and Promote Healthy Dietary Habits	2011-13	UGC 1,50,000/-
17	Dr. Kala M. S and Dr. Ushamani M.	Investigation on the Electrical and Optical Properties of Spin Coated Polymer Nano Composite Thin Films	2011-13	UGC 85,000/-

18	Teresa Kuncheria	Strategies to Facilitate Higher Emotional Intelligence among Adolescent Girls (17-19 yrs)	2011-12	UGC 2,00,000/-
19	Dr. Nisha Vikraman	Evaluation of Post Reproductive Stress in Women Reflecting on Nutritional Causes, Consequences and Remedial Strategies	2012-14	UGC 1,33,000/-
20	Dr. Meera Jan Abraham	Antifouling Role of Natural Products	2012-13	UGC 1,70,250/-
21	Mary Liya C.A	Socio Economic Impact of Development induced displacement with special reference, vallarpadam container terminal kochi	2012-13	UGC 70,000/-
22	Dr. Santhi A., Priya Parvathi Ameen Jose and Susan Mathew	Linear and Nonlinear Optical characterization of Metal Nano structures and Quantum dots prepared by chemical methods	2013-15	UGC Rs.1,65,000/-

### 3.3 Research Facilities

#### 3.3.1 What efforts are made by the College to keep pace with the infrastructure requirements to facilitate Research? How and what strategies are evolved to meet the needs of researchers?

The College keeps pace with the growing infrastructure requirements of the research community of the College. TRACC and the R&D Department constituted solely for coordinating the research activities of the College, take the initiative to facilitate necessary infrastructure.

The College is keen on encouraging the faculty and researchers to apply for various major and minor projects from funding agencies such as UGC, DST-FIST, STEC, DBT etc. Enhancement of infrastructural facilities including library and laboratory upgrading, purchase of computers with printers, Internet connection to more computers, purchase of laboratory equipments and instruments have been done utilizing the funds received from these agencies. Annual maintenance of the instruments procured is also done using these funds and matching grants are given by the management whenever necessary. In addition, the management provides support in terms of financial, academic and human resources whenever required.

#### 3.3.2 Does the College have an information resource centre to cater to the needs of researchers? If yes, provide details on the facility.

Yes. The College has an information resource centre to cater to the needs of researchers. The Library has a separate research wing - Sr. Digna Research Centre - exclusively for researchers. It has the following facilities:

- Well furnished room - with 6 computers in the first floor of the Library

with internet

- Reprographic facility
- N list, Delnet and D-space Digital Library
- National and International Journals and e-journals
- Back issues, and Bound Volumes of Journals
- Project Reports and Theses
- Reference Books
- Classes on reference manager like Mendley

In addition to this, the Departments in the Science Block have departmental libraries with reference books and research journals for the use of the researchers.

### **3.3.3 Does the College provide residential facilities (with computer and internet facilities) for research scholars and faculty?**

Yes. There are three main hostels, one in the main block and two in the Science Block with computer and internet facilities.

### **3.3.4 Does the College have a specialized research centre/ workstation to address challenges of research programmes? If yes, give details.**

- Yes. The Departments of Botany, English, Economics, Home Science, Physics and Sociology are recognized research centres under Mahatma Gandhi University.
- The Research Scholars are provided with ample laboratory, library, internet and instrumentation facilities. Research Guides are always available in the departments to address the needs of the scholars.
- The Sr. Digna Research Centre in the Library is set apart exclusively for research scholars.

### **3.3.5 Does the College have research facilities (centre, etc.) of regional, national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.**

The researchers from other centres can make use of the library, laboratory and instrumentation facilities of the research centres of the College by paying a prescribed fee.

- Of the 34 research guides of Mahatma Gandhi University in the College, 3 are recognized as research guides of Bharathiyar University, Coimbatore. The Research scholars of Bharathiyar University make use of the laboratory and infrastructure facility of the Research Centre of the Department of Botany.
- The Department of Home Science is the only research centre for Home Science under Mahatma Gandhi University. The MSc. students of Dietetics

Food Service Management from Indira Gandhi National Open University (IGNOU) Study Centre utilize the facilities.

- The Department of Physics collaborates with the International and Inter University Centre for Nanoscience and Nanotechnology, Mahatma Gandhi University, Kottayam and the researchers of this centre makes use of the facilities like SILAR, Spin – coating unit etc. The Department also allows PG students of other colleges to carry out their project work in the research lab.
- The M.Sc Microbiology practical of IGNOU uses the microscopes in Zoology department.
- The Carbon-dioxide analyser in the Chemistry department is used for research works of students from Kerala University for Fisheries and Ocean Studies.
- The Gunn Centre for Science Fiction Studies established in 2014, conducts workshops and training to students and scholars from India on Creative Writing and Science Fiction Studies.

### 3.4 Research Publications and Awards

#### 3.4.1 Highlight the major research achievements of the College through the following:

**Table 3.11**

**Major papers presented in regional, national and international conferences**

Papers presented	Year				Total
	2012-13	2013-14	2014-15	2015-16	
International	15	16	9	8	48
National	40	44	38	32	154
State	1	0	5	3	9
Regional	9	1	12	2	24

**Table 3.12**

**Faculty serving on the editorial boards of national and international journals**

Sl. No.	Name of the faculty	Department	Level	Name of the award
1	Dr. Jaya T. Varkey	Chemistry	International	Member of Editorial Board of International Journal "Journal of Multi functional Polymers"
			National	Member of the National editorial Advisory Board of Journal of Pharmaceutical and Medicinal Chemistry
			National	Indian Journal of Cancer Education and Research
2	Dr. Anu Gopinath	Chemistry	International	Invitation as Guest Editor of Special Issues from Scientific and Academic Publishing, USA

**Table 3.13**  
**Faculty members on the organization committees of international conferences, recognized by reputed organizations/societies**

Sl. No.	Topic	Date	Faculty members in the organization committee	Organized by/ supported by
1.	Trans National Education Conference	2-5 January 2014	Dr. Latha Nair R. Lekha Sreenivas	Kerala Higher Education Council.
2	Global Education Meet (GEM)	28-29 January 2016	Dr. Latha Nair R. Lekha Sreenivas	Kerala Higher Education Council & Govt. of Kerala
3	International conference on Emerging Revolutionary Advancements in English Language Teaching	17-18 February 2017	Dr. Latha Nair R. Dr. Celine E.	Ratinam College of Arts and Science

**3.4.2 Does the College publish research journal(s)? If yes, indicate the composition of the editorial board, publication policies and whether it is listed in international database?**

Yes. The College publishes 3 Research Journals.

- 1) TJES - *Teresian Journal of English Studies* (ISSN 0975-6302) is a peer reviewed international journal by the Department of English. The Editorial Board consists of four teachers from the Department, two from other institutes in India and two from abroad.

*Publication Policy:* To publish and promote studies in English language, literature, culture and gender with neo-critical and creative perspectives.

- 2) *Teresian Journal of Nature and Life Science* is a national journal of the Department of Botany. The editorial board consists of 3 teachers from the department and 4 faculty members from other universities and scientists from research institutes.

*Publication Policy:* To publish original ideas of empirical and research papers that will contribute to the knowledge of the readers and add value to the literature of Nature and Life Science.

- 3) *Teresian Journal of Management Research* is a national journal of the Department of Commerce. The editorial board is composed of faculty members from the department as well as eminent people from other universities and professionals.

*Publication Policy:* The journal strives to stimulate research in emerging domains related to Accounting, Finance, Marketing, Human resource management, Risk Management, Information Technology and other relevant subjects.

### 3.4.3 Give details of publications by the faculty:

**Total Number of papers published in peer reviewed journals (national / international) : 117**

**Table 3.14  
Papers Published in Peer Reviewed Journals**

Publications	Year				Total
	2012-13	2013-14	2014-15	2015-16	
International (Peer reviewed)	20	12	9	38	79
National (Peer reviewed)	10	6	7	15	38

**Books with ISBN numbers with details of publishers : 28**

#### 2012-13

1. Dr. Saritha Chandran. ISBN: 978-3659150708, Short Nylon Fibre/ Elastomer/conducting composite/electrical & microwave characteristics, LAP, Lambert Publishing, Germany.
2. Dr. Ushamani M. ISBN -978-3-659-38428-8, . Photo sensitive Polymers for Optical recording, LAP , Lambert Publishing, Germany.
3. Dr. Anu Gopinath. ISBN: 978-93-82956-40-2, Methodology of Chemistry and Volumetric Analysis-I for MG and Kannur University, Vishal Publisher.
4. Dr Anu Gopinath. ISBN- 978-93-82956-32-7, Chemistry Core -II Theoretical and Inorganic Chemistry & Volumetric Analysis-II - For Semester II of CBCSS BSc Programme of MG University and Kannur University. Vishal Publishing Co. Jalandhar.
5. Dr. Santhi A. ISBN - 978-953-307-608-9, Crystallization and Materials Science of Modern Artificial and Natural Crystals, Contributory chapter "Elaboration of specific class of metamaterials: Glass in single crystals" in the book, Intech Publisher.
6. Dhanya N. ISBN 978-93-82062-84-4 , Proceedings of national seminar- Ageing and Society- A Multidisciplinary Approach, Excel Publishing Services, New Delhi.
7. S. Jaya and Dhanya. N, ISBN: 978-3-659-3305-6, A Book for Caregivers of Senior Citizens, LAP Lambert Academic Publishing.
8. Reshmi Krishna and Dhanya. N. ISBN: 978-3-659-34634-7, Role of Early Intervention in Overcoming Disabilities among Children, LAP Lambert Academic Publishing.

9. Safeera Anchumukkil and Dhanya. N, ISBN: 978-3-659-34756-6, Life Skill Education and Enrichment for Tribal Adolescents , LAP Lambert Academic Publishing.
10. Dhanya S. Shenoi and Dhanya. N, ISBN: 978-3-659-34854-9, Evaluation of the Curriculum of Standard I in Schools of Ernakulam, LAP Lambert Academic Publishing.
11. Gayatri Anoop and Dhanya. N. ISBN: 978-3-659-35268-3, Sensitizing Children on Child Sexual Abuse LAP Lambert Academic Publishing.
12. Rekha R. K and Dhanya N. ISBN: 978-3-659-37282-7, Self Concept and Level of Aspiration of Adolescent Girls, LAP Lambert Academic Publishing
13. Dr. Nirmala Padmanaban. ISBN: 978-81-8387-539-4, Edited book-article; Technology for Women Empowerment (Issues and Challenges by Dr.Meera Bai M) Edited book-article - Information and Communication Technology: Opportunities and Challenges for empowerment of Women Pg. 245-256, Serial Publications, New Delhi.
14. Dr. Saumya Baby. ISBN: 978-81-6902229, Malayala Bhasha Vinjanavum L.V Ramaswami Aiyarum, Kerala Sahitya Academi.

#### **2013-14**

1. Dr. Anitha Devasia : ISBN: 97-80-1956787-7-2; O. Chandu Menon's Indulekha, (Translated) 11<sup>th</sup> Edition, Publisher : Oxford University Press.
2. Dr. Priya K. Nair. ISBN: 97-88-1922275-7-3, Francis Itty Cora, (Translated), Three Rivers Publisher.
3. Dr. Latha Nair R., etal; ISBN: 97-89-3829934-9-0 / 9382993495; English for Media, Cambridge University press.
4. Dr. Saritha Chandran A. ISBN: 978-81-924688-2-2; Qualitative Organic Analysis for Complementary Course; Gayathri Publishers.
5. Dr. Jaya T. Varkey. ISBN: 978-1-4665-7690-2, Nanostructured Ceramic Oxides for Supercapacitor Applications, CRC Press, Taylor and Francis Group
6. Dr Dhanya N. ISBN: 978-3-659-51710-5, Textbook of Psychology; Lambert Publishing Academy.
7. Dr. Leena Leon. ISBN: 97-88-1820935-1-5, Information Technology, Vikas Imprints Ltd.

#### **2014-15**

1. Dr. Saritha Chandran A. ISBN: 978-81-924688-9-1, Volumetric Analysis, Gayathri Publishers, Ernakulam.

- Smt. Susan Cherian. ISBN: 978-8172550660, Sustainable Resource Management: Tools and Techniques, Sooryagatha Publishers.

**2015-16**

- Dr. Ushamani M. ISBN: 81-87198-23-0 and ISBN: 81-87198-25-7, "Engineering Chemistry: Theory and Practice", text book and lab manual based on A.P.J Abdul Kalam Technological University (the syllabus of KTU-Kerala Technical University) 2015 First edition - Educational Publishers and Distributors, India.
- Dr. Saumya Baby. ISBN-978-81-930368-7-7, Leela thilakam padanakkal, Kerala University publication Department.
- Dr. Santhi A. ISBN: 978-93-84007-65-2, Nanoscope, Med Tech.
- Dr. Beena Job. ISBN: 13: 978-0692835791.21. Poemlets 2016 Collection. Charleston SC, 2016: Cherry Books.
- Dr. Latha Nair. ISBN: 13: 978-0692835791.47, Poemlets 2016 Collection. Charleston SC, 2016: Cherry Books.

**Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.) -**

Citation Index	Range = 1-22	Average = 6.87
Impact Factor	Range = 0.54-7.086	Average = 3.813
h-Index	Range = 2-10	Average = 5.4
i10 Index	Range = 1-10	Average = 4.13

**3.4.4. Indicate the average number of successful M.Phil. and Ph.D. scholars guided per faculty.**

**Table 3.15**

**Research scholars who have been awarded Ph.D**

No	Name of the scholar awarded PhD	Name of Research Guide	Department
1	Meena Thomas Irimpan	Dr. Sheela D	Botany
2	K.N.Ramesh		
3	Tessy Paul P.	Dr. Sreekumar	
4	Nesy E. A.	Dr. Lizzy Mathew	
5	Sajitha Kurup	Dr. Ramola Joseph	Sociology
6	Sindhu C.A	Dr. Shally Joseph	
7	Fathima T		

8	Sheelamma Jacob	Dr. K. S. Kumari	Home Science
9	Anju M. Neeliyara		
10	Rashmi H Poojara	Dr. Kamalamma N.	
11	Ramya R	Dr. Anooja Thomas K.	English
12	Sonia Paul	Dr. Celine E.	
13	Devagi Antharjanam		
14	Mallika Nair	Dr. Latha Nair R.	
15	Limna Mary Viswas		

### **3.4.5 What is the stated policy of the College to check malpractices and misconduct in research?**

The UGC guidelines on Good Research Practice have been incorporated in the stated policies of the College and the regulations of the affiliating University are followed.

- An ethics committee has been constituted and a Standard Operating Procedures (SOP) is adopted for monitoring research activities of the College.
- Research theses submitted from the Institution are screened by Mahatma Gandhi University, for plagiarism before it is accepted. Regarding paper publications, each student can avail the facility in the university to check for plagiarism
- Steps are taken to prevent plagiarism.

### **3.4.6 Does the College promote interdisciplinary research? If yes, how many inter departmental/inter disciplinary research projects have been undertaken and mention the number of departments involved in such an endeavour.**

Yes. The College encourages interdepartmental collaborations and research activities. Five inter-departmental / inter-disciplinary research projects have been undertaken by five departments. The outcomes of the interdepartmental research activities are listed below.

- Dr. Sajimol Augustine M. (Physics) and Dr. Alphonsa Vijaya Joseph (Botany) have filed their interdisciplinary research work for patent.
- Dr. Anu Gopinath (Chemistry) and Dr. Lizzy Mathew (Botany) jointly carried out UGC major project during 2013 -14.
- Dr. Kala M. S. (Physics) and Dr. Ushamani M. (Chemistry) successfully completed a UGC Minor Project during 2012 -14.
- Dr. Ushamani M. (Chemistry) and Dr. Shilpa Jose (Home Science) jointly guided the student project on 'Vitamin C analysis in fruits and vegetables' during 2012-15.

- Environment master training for English and History students conducted by Dr. Nirmala Padmanabhan and Dr. Mary Liya C.A of the Department of Economics.

**Table 3.16**  
**Collaborative Research Programmes**

Faculty/ Department	Project	Collaborating Agency	Year
Dr. Shilpa Jose and Dr. Leena Leon Home Science	All India Coordinated Project On Indian Ethnic Cuisine with Special Reference to Syrian Christians	Spices Board, Govt. of India	2012-13
	Responsible Harvesting and Utilisation of Selected Small Pelagic and Freshwater Fishes	Central Institute of Fisheries Technology(CIFT),Cochin (World Bank funded project under National Agricultural Innovation Programme (NAIP), ICMR	2012-13
Dr. Leena Leon Home Science	Development and Sensory evaluation of Coconut Based snack recipes- An entrepreneurial approach	Coconut Development Board	2013-14
Dr. Nirmala Padmanabhan Economics	Event based collaboration in organizing National workshop on Gender Responsive Budgeting	KILA (Kerala Institute of Local Administration)	2012-13
	Guided implementation of the LSGD health projects in Cochin Corporation	Cochin Corporation	2012-13
	Executive Committee member	Shakthi- (Women Empowerment Organisation)	2012-13
	Event based collaboration in organizing public lectures in Economics	CSES (Centre for Socio - Economic Studies)- Public Lectures	2012-13 2014-15
	Fellowship obtained from Academy for certificate course	Hague Academy, Netherlands	2012-13
	Event based collaboration in organizing National workshop on Gender Responsive Budgeting	UN Women, K.M. Centre for Budget Studies	2013-14
Dr. Nirmala Padmanabhan, Pearly Antony O. Economics	Project based collaboration in organizing social outreach project e jaalakam	IT Mission, Kerala	2012-13
Dr. Anu Gopinath Chemistry	Participation in the Arctic Expedition	Ministry of Earth Science (MOES ), Govt. of India	2013-14
		National Centre for Antarctic and Ocean Research, GOA	2014-15
Dr. Mary Liya C.A Economics	Research Documentation and Training	National Heritage Study Centre, Alleppey	2013-14, 2014-15
Dr. Ushamani M. Chemistry	Research collaboration	Department of Zoology, NSS College, Changanassery	2015-16

Dr. Jaya T. Varkey Chemistry	Research collaboration	School of Chemical Sciences, M.G. University, Kottayam	2015-16
Dr. Shilpa Jose Home Science	Research collaboration	NPDR lab, Synthite Industries Ltd, Ernakulam	2015-16
Fashion Designing	Popularising Khadi	Sarvodaya Sangh	2016-17
Dr. Latha Nair R. English	Popularising Science Writing and Science Fiction studies as a litera- ture of change	Gunn Centre, Kansas University	2014

### 3.4.7 Mention the research awards instituted by the College.

- Dr. Sr. Marie Cecil Award for the best publication
- Dr. Sr. Margaret Mary Prize for the best publication in Botany
- Sr. Teresita Memorial Prize for the best research project in Social Sciences

### 3.4.8 Provide details of research awards received by the faculty

#### Major Awards and Recognition of the Institution

- Dr. Sajimol Augustine M. (Principal)
  - ◆ Best Paper - International Conference OMTAT 2013
  - ◆ State Council for Higher education FLAIR –Research Excellence Award 2016
  - ◆ The work on “Biocompatible ZnS: Mn nanocrystals” was submitted for patent filing with file number 4900/CHE/2012 and has been published in the patent journal 06.05.2016
- Dr. Anu Gopinath (Assistant Professor, Department of Chemistry till 2015)
  - ◆ The first woman scientist from Kerala, to go on an Arctic Expedition Team in the year 2014
  - ◆ ISAS Award for contributions in teaching and research in 2014
  - ◆ DST Fast Track Scheme for young scientists - 2012
  - ◆ Indian Society of Analytical Scientists Award - for outstanding contributions in teaching and research - 2014
- Dr. Jaya T. Varkey won the UGC research award, 2015 for the period 2016-18.
- Ms. Linda Therese Luiz, faculty member of the department received Dr. Jose Murickan S.J. Memorial Young Sociologist Award of the Kerala Sociological Society in 2015.

- Dr. Leela P.U. has received Post-doctoral fellowship in Sociology from ICSSR, New Delhi for the year 2012-2014.
- Soorya Gopi, research scholar of the department of Sociology was honoured with the Kendra Sahithya Academy Award for Young Writers in 2016.
- Dr. Latha Nair R was invited to the UN in July 2015 to be a part of United Nations Academic Impact.
- Dr. Leena Leon was awarded Best Paper Certificate by TJPRC Journals' Best Paper Award Committee.
- Rashmi H. Poojara won a Letter of Recognition from NQ (National Quotient) Programme, a Joint Initiative of Indian Dietetic Association and Department of Community Medicine AIIMS, New Delhi.

**Recognition received by the faculty from reputed professional bodies and agencies**

- Dr. Anu Gopinath received the Commonwealth Academic Staff Fellowship, 2012 - National Oceanographic Centre, University of Southampton, UK (Sponsored by British Council).
- Dr. Sr. Vinitha, Dr. Nirmala Padmanabhan, Dr. Mary Liya C A and Smt. Pearly Antony O. received Chief Minister's Award for Innovations in Public Policy (2013) - under the category of "Public Service Delivery" for "e-Jaalakam" project.
- Dr. Nirmala Padmanabhan and Smt. Pearly Antony O received National Award for e-Governance, 2014-2015, Govt. of India, Gold Award for outstanding e-Governance initiative by Academic & Research Institutions on 31st January 2015 and Kerala State e-Governance Award 2011-13
- Dr. Beena Job was a delegate at the consultation meeting organized by the Pontifical Council for the Family in Oct 2015 in Rome. She was a resource person at a Colloquium organized by Federation of Asian Bishops (FABC-OE) & Federation of Ecclesial Movements in Asia (FEMA) in Bangkok from 24-26 June 2014.
- Dr. Dhanya N - Shiksha Rattan Puraskar for meritorious services, by India International Friendship Society, New Delhi in the year 2013 -14.
- Dr. Gladis Mary John - Bharat Shiksha Ratan Award for Educational Excellence by Society for Health and Educational Growth, New Delhi and Lifetime Educational Excellence Award for Educational Excellence by Economic and Social Development Foundation, New Delhi.
- K.R. Radhamani and Vanaja Kumari won the Natyakala Manikyam Award by the Urmila Unni International Cultural Academy, Kerala in 2015 and 2016 respectively.

- Jeena Ann Joseph was selected to the FLAIR (Fostering Linkages in Academic Innovation and Research) team 2014-15.

### **3.4.8 State the incentives given to faculty for receiving state, national and international recognitions for research contributions.**

- Dr. Anu Gopinath was honoured by the management, staff and students for being the first woman from Kerala to undertake research in an Arctic Expedition.
- Dr. Sajimol Augustine M., Dr. Alphonsa Vijaya Joseph and Jaya T. Varkey were also honoured by TRACC for their excellent contribution to research in 2016.
- The institution provides an incentive for teachers in the self-financing programmes for publishing papers in referred journals.

## **3.5 Consultancy**

### **3.5.1 What is the stated policy of the College for structured consultancy? List a few important consultancy services undertaken by the College.**

The College follows the policy of extending the expertise available in the College for the benefit of society. The institution renders consultancy services to industry, Government and Non Government Organizations, Self Help Groups, Women Entrepreneurs and educational institutions. The areas of consultancy include Travel and Tourism, Health and Nutrition, Fashion Designing, Disability Studies and Translation.

#### **A few important consultancy services are provided to**

- The Richmond University, UK
- Arts Centre Bartos Institute, United World College New Mexico , USA
- State Kansas University USA
- Kochi Muziris Biennale
- Ministry of Human Resource Development, Government of India
- Sarvodaya Sangh, Khadi and Village Industries Commission, Ministry of Micro, Small and Medium Enterprises, Govt. of India
- Central Institute of Fisheries Technology (CIFT), Trivandrum
- Centre for Environment and Development, Govt of Kerala and Energy Management Centre
- National Heritage Study Centre
- Shakthi- a national movement for women

### **3.5.2 Does the College have College-industry cell? If yes, what is its scope and range of activities?**

The College has an Entrepreneurship Development (ED) Club which is dedicated to helping the students foster their ideas, as well as educate them on what it takes to start a business of their own. In order to meet this objective, the club organizes activities and events that include Entrepreneurship Awareness Drives and establishing institute-industry interface at department levels to provide on the job training / internships. Some activities are highlighted below:

- Organisation of National level programme - (EAD), Kochi on October 11, 2013 co-organised by IIT e-cell, Kharagpur and co-sponsored by TiE (The Indus Entrepreneurs) Kerala Chapter.
- MoU signed between IIT e-cell, Kharagpur and St. Teresa's College on 11<sup>th</sup> October 2013. The MoU entails hosting of the EAD Kochi in the College and support and services from e-Cell Kharagpur for ED club activities at St. Teresa's College.
- Conducting "Speakers' Series" in which successful entrepreneurs shared their business experiences and knowledge with ED Club students
- Organising Investor Panels to supply students who aspire to become entrepreneurs with advice on writing business plans that attract financing resources.
- Establishment and development of links with Kerala Institute of Entrepreneurship Development (KIED), MSME -Micro Small Medium Enterprises and KITCO (Kerala Industrial and Technical Consultancy Organization Ltd), and TIE (The Indus Entrepreneurs) that support students with exhibitions and promotions of their small businesses.

### **3.5.3 What is the mode of publicizing the expertise of the College for consultancy services? Mention the departments from whom consultancy was sought.**

The Institution publicizes the expertise available for consultancy services through the College website. Academic/Peer group contacts, collaborations/linkages with other Institutes/ organizations/Universities provide the faculty with many opportunities to give their expertise for consultancy services. All the activities are published through print and visual media.

Faculty members of the Departments of Economics, Commerce, French, Hindi, English, Physics, Chemistry, Botany, Zoology, Home Science and Fashion Technology are approached for consultancy services.

### 3.5.4 How does the College encourage the faculty to utilise the expertise for consultancy services?

The faculty members of the College are encouraged to offer consultancy services and are provided with infrastructural and financial support, along with laboratory facilities and on-duty leave. TRACC organizes sessions on different aspects of consultancy by experts in various fields to equip the faculty to utilise their expertise for the benefit of society and the nation at large.

### 3.5.5 List the broad areas of consultancy services provided by the College and the revenue generated during the last four years.

Teachers provide consultancy services in several areas. Some of the services are paid for while others are provided free of cost. The Departments and broad areas of consultancy are:

#### Department of Chemistry

- Dr. Anu Gopinath, is the Research consultant for the International project on assessing the level of radio nuclides in Sea Foods collected from Seven South East Asian Countries - China, Korea, Singapore, Thailand, Malaysia, Hongkong, Philippines and India.

#### Department of Commerce

- Dr. Alice K.A and Ms. Sruthy Melbin are consultants to All India Survey on Higher Education' Conducted by Ministry of Human Resource Development, Government of India.
- Income Tax Consultancy Service

#### Department of Computer Applications

- Consultancy in SPSS analysis for research scholars

#### Department of Economics

- The department has an MOU with NSS - Technical Cell of Govt. of Kerala
- Dr. Nirmala Padmanabhan, Dr. Mary Liya and Anju George are consultants to Shakthi Kerala-National Movement for Women for preparing research report on solid waste management. **Revenue generated: Rs. 10,000.**
- Dr. Nirmala Padmanabhan offers consultancy services to the Gulati Institute of Finance and Taxation Trivandrum, for a World Bank funded project implemented by LSGD, Govt. Of Kerala. **Revenue generated: Rs. 1,75,000**
- Dr. Mary Liya C.A. offers consultancy to National Heritage Study Centre, Alleppey affiliated to South Zone Cultural Centre in documentation, research and training. **Revenue generated: Rs. 12,000/-**

### Department of English

- Dr. Latha Nair R. provides consultancy to link the College with The Richmond University, UK, Arts Centre Bartos Institute, United World College, New Mexico, USA, State Kansas University, USA and Kochi Muziris Biennale.
- The Gunn Centre for Science Fiction Studies was established in 2014, to promote Science Fiction Studies and Creative writing. **Revenue generated: Rs. 2,75,000/-**
- Provides Consultancy to Fourth Wave Foundation, an NGO for their project Keeping Kids away from Drugs, a programme for the government school children of Kerala.
- Provides Consultancy to Kerala Janamaithri Police for training programmes on emotional content in Democratic Policing for Beat Police officers. **Revenue generated: Rs. 2,00,000/-**
- Dr. Beena Job has been providing consultancy services to Jesus Youth International and other organizations for language editing, for motivating and ministering to youth and women, and for training in pronunciation pedagogy for teachers of Rajagiri Public school and Naval Public School.
- Consultancy in language skills for Additional Skill Acquisition Programme (ASAP). **Revenue generated: Rs. 1,20,000/-**

### Department of French

- Consultancy for translation - Jean Gerald Vincent Etibou, Youranne Park, Sabeena Bhaskar and Adila Alfred. **Revenue generated: Rs. 3000/-**

### Department of Hindi

- Dr. Usha Nair- Translation of article and award winning book. **Revenue generated: Rs. 25000/-**

### Department of Home Science

- Dr. Nisha Vikraman - Heart Care Foundation, General Hospital palliative care, Cochin Corporation Waste Management
- Dr. Dhanya N. - Consultancy through the Centre for Remediation of Children with Learning Difficulties. **Revenue generated: Rs 12,000/-**
- Dr. Leena Leon and Dr. Shilpa Jose - Central Institute of Fisheries Technology(CIFT)
- Dr. Leena Leon is consultant to Coconut Development Board and Spices Board of India.

- Consultancy without remuneration is being offered by faculty members who serve as advisory members of Child Rights advisory Committee. Shanthi Bhavan, Cultural Academy for Peace (Sakhi) and Synthite Industries.

#### Department of Management Studies

- Dr. Sajithamani provides Consultancy in Data analysis, preparing research report, preparing research objectives, hypothesis, analysis and interpretation of data.

#### Department of Physics

- The Department collaborates with Centre for Environment and Development, Govt of Kerala and Energy management centre for conducting Urjakiran an environmental awareness programme for NGO s and public.
- Mary Vinaya, Dr. Rose P. Ignatius, Dr. Kala M. S., Minu Pius and Dr. Mariyam Thomas for supervising and guiding MSc projects of students from other colleges. **Revenue generated: Rs 15,000/-**

#### Department of Sociology

- Consultancy to Ernakulam Social Service Society for organizing community oriented programmes
- Dr. Gladis Mary John is the ethical committee member of Lourdes hospital and offers consultancy in project evaluation, policy making, medical camps and awareness sessions

#### Department of Women's Study Centre

- MOU with Thiruvananthapuram Sarvodaya Sangh, a directly assisted institution of Khadi and Village Industries Commission, Ministry of Micro, Small and Medium Enterprises, Govt. of India for extending design inputs for the KALPATHARU - KHADI FASHION STUDIO - an initiative of Sarvodaya Sangh. The Department associated with KVIC to conduct a fashion show with the theme "Khadi for Freedom, Now for Fashion". Consultancy was provided by students for design interventions. **Revenue generated: Rs. 1,00,000/-**

#### Department of Zoology

- Dr. Soja Louis - consultancy for the Zoological Survey of India and Pondicherry University.

### **3.6 Extension Activities and Institutional Social Responsibility (ISR)**

#### **3.6.1 How does the College sensitize the faculty and students on Institutional Social Responsibilities? List the social outreach programmes which have created an impact on students' campus experience.**

The institution endeavours to fulfill the vision of its foundress to offer sustainable livelihoods, enhance the well-being of people through knowledge, innovation and transformative actions. The various outreach programmes of the College serve to sensitize the faculty and students on Institutional Social Responsibility. More than 500 programmes have been organised by TROP (Teresian Rural Outreach Programme), NSS (National Service Scheme), NCC (National Cadet Corps), YRC (Youth Red Cross) and Bhoomithrasena Club (BMC), which have greatly impacted the students' campus experience.

Apart from the activities organized by the above groups, various departments of the College, in association with NGOs and other groups conduct programmes in an attempt to provide services beyond conventional limits to rural segments of the community by the College. The departments also take up issues related to domestic violence, exploitation of domestic help and transgenders, providing a platform for them to voice their concerns to create a better understanding. Efforts have been taken to address the issues of small scale industries, especially artisans who work against all odds to become successful entrepreneurs.

#### **3.6.2 How does the College promote College-neighbourhood network and student engagement, contributing to holistic development of students and sustained community development?**

- The College promotes networking with its neighbourhood by taking all efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population. All the extension activities organized by the College through TROP, NSS, NCC and YRC are designed to contribute to the holistic development of students and for community development.
- The departments organize TROP activities which focus mainly on schools, parents of school children, women, adolescents, migrant workers, communication and soft skills, waste management, e-governance and environment protection. A central theme is selected based on the respective discipline. Programmes are planned by the students under the guidance of the faculty, and are designed to meet the individual needs of community.
- Credits are given for TROP activities in Semester IV.

**3.6.3 How does the College promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?**

- Grace marks are given for NCC and NSS for admission to various courses.
- The faculty in charge and the student secretaries of NSS, NCC, TROP and other clubs and cells make a presentation of their activities during the Orientation Programme for newly admitted students every year.
- The Departments take care to plan various activities for TROP programmes and ensure student participation.
- To promote the participation of students in extension activities, an additional credit in the U.G. curriculum was implemented at the time of syllabus restructuring.
- Blood donation and medical camps, street plays and rallies on social issues, camps and workshops on environment are conducted on a regular basis to involve the students.
- One hour is set aside for extension activities on all Wednesdays.
- The faculty members/students engaged in these activities during working days are given duty leave/attendance.

**3.6.4 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower the under-privileged and most vulnerable sections of society?**

The College, in its outreach programmes, always gives priority to the needs of the marginalised people especially women and children from the under privileged sections of society. Various departments have conducted surveys as part of their extension and research work. The details are furnished below.

**The Department of Economics**

- NSS volunteers conducted a health survey of Edathala Panchayath on 30-12-2012
- As a part of research, Pearly Antony O. did a survey on the labour mobility of fishermen in relation to a development project in Goshree Islands during 2015-16.
- A water body conservation survey was conducted in Kuzhupilly panchayat on 27 July 2013.

### **The Department of Home Science**

- A socio economic survey of 100 families from the parish of St. Antony's Church Panangad by the students on 26<sup>th</sup> July 2012
- The department, along with the Social Security Mission, conducted a survey on 21 June 2012 for "Vayomitra Programme" for the elderly
- MSc. students did a survey among 100 employed women to find out self rejuvenation techniques adopted by urban employed women during 2014-15

### **The Department of Mathematics**

- A two day socio-economic survey on 17<sup>th</sup> and 18<sup>th</sup> of August 2012 at Udayamperoor.

The Teresian Rural Outreach Programme of St.Teresa's college reaches out to people in rural areas of the district and extends a helping hand to the needy. The main focus is to involve the students in extension activities providing them hands on experiences in uplifting the community and bringing about social change. All the departments have adopted rural areas in the outskirts of Ernakulam and have theme based activities such as those given below.

- The Department of Zoology has adopted a school and has been extending a helping hand to the slow learners of the school for 10 years now. The students visit the school once every month for the care of differently abled children. The main agenda is to train slow learners (mostly school drop outs) to pass their examinations.
- The students of the Department of Home Science conducted an educational programme with the theme 'Empower Women, Empower Society' at Elamkunnappuzha Panchayat, Vypin for about 190 women residing in and around the region. Programmes included a street play on women empowerment, highlighting social issues faced by women and children-like female foeticide, educating the girl child, dowry, exploitation, abuse and domestic violence against women and the need for women to establish and unite for their own betterment.
- The students of the Women's Study Centre conducted several education programmes on Health, Disease and Nutrition at Kalamassery for mothers of adolescent girls and preschool children. The programme included presentations on basic nutrition and sanitation, cardiovascular diseases, diabetes, obesity and breast cancer, anaemia and nutrition in pregnancy, exhibitions, skit by the students on environmental hygiene and demonstrations on low cost and nutritious recipes.

- The Department of Sociology adopted a Panchayat of Vypin area focusing on "Health issues faced by Valappu Panchayat with special reference to Cancer" based on medical reports that indicated that in Ernakulam district, a large number of cancer patients were from Vypin. A Cancer Awareness Programme was organized with a talk on "Cancer among women" followed by an interactive session. Around 200 women from Valappu Panchayat participated.

### **3.6.5 Give details of awards / recognition received by the College for extension activities / community development work.**

- The College won the Best NSS Unit Award of M. G. University for the year 2014 -15. Dr. Sr. Vinitha won the Best Principal Award, Susan Cherian, the Best NSS Programme Officer award and Ms. Rosemary, a II B. A. student won the Best NSS volunteer award in the same year.
- Dr. Sr. Vinitha, Dr. Nirmala Padamanbhan, Dr. Mary Liya C.A and Pearly Antony O. won the Chief Minister's special jury award for Innovations in Public Service 2012-13 for the e-jaalakam project.
- Dr. Nirmala Padmanabhan and Pearly Antony O. were awarded GOLD under category 'Outstanding e-Governance Initiative by Academic and Research Institutions' for the National award on e-Governance 2014-15 instituted by the Government of India, 30-31<sup>st</sup> January 2015.
- An NGO "IT for Change", Bangalore has identified e-Jaalakam project as one of the best practices in Gender and e-Governance as part of their research study done for United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) in Asia - Pacific Region.
- Uthara G, Gayathri S, Sherin Geroge, Anjana K.V., students of the Department of Economics won the National Award for e-Governance, 2014-2015, Govt. of India and the Gold Award for outstanding e-Governance initiative by Academic & Research Institutions on 31<sup>st</sup> January 2015.
- Lt. Dr. Seleena K.V. received the DG Commendation Card and the Best Associate NCC Officer Award on the National Level in 2015.

### **3.6.6 Reflecting on objectives and expected outcomes of the extension activities organized by the College, comment on how they complement students' academic learning experience and specify the values and skills inculcated?**

As a part of the extension activities students are taken to rural areas and villages, where they get a chance to interact with the marginalized sections of society. The

planning and implementing of activities equip the students with the dynamics of decision making. They gain generic abilities such as communication skills, numeracy, problem solving and negotiation skills. They also gain awareness of the social ethos of different communities.

**3.6.7 How does the College ensure the involvement of the community in its outreach activities and contribute to the community development? Detail the initiatives of the College which have encouraged community participation in its activities.**

TROP, NSS, and the Bhoomithra Sena Club are designed primarily for community development. They establish linkages with neighbourhood communities with the support of the Corporation of Cochin, local governing bodies, NGOs and other service organisations who seek research expertise and the service of student volunteers for community interventions. The initiatives of the College which have encouraged community participation are:

- Energy conservation activities involving Kudumbasree members - in manufacturing and assembling low cost LED bulbs
- Promoting the installation and use of biogas as a method of decentralized treatment of solid waste at source among the public.
- Training around 300 student Environment Master Trainers in 7 Colleges and 50 schools to promote the segregation and treatment of solid waste at source, including adoption of biogas plants.
- The Bhoomithrasena Club along with the Panchayat of Kuzhippilly did a field survey of water bodies.
- Conducting workshops to promote the manufacture and use of cloth bags in seven districts of Kerala and working in association with Kudumbasree to promote such activities in all the 80 odd Panchayats in Ernakulam district.
- Organic farming initiatives in adopted villages in and around Cochin.
- Hazardous Waste and e-waste Management together with the Corporation of Cochin
- Encouraging households in Panchayats in Ernakulam district to implement segregation of solid waste and hand over plastic waste for recycling and safe disposal.

**3.6.8 Does the College have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles**

- The IQAC tracks the student's involvement in the social movements, with the help of monthly reports from the departments and the various clubs and cells.

- The NSS and NCC, programme officers and coordinators ensure that the enrolled students are involved in activities related to the service of the community
- The student's involvement in community service is made mandatory by introducing an extra credit in the UG curriculum and the participation of students in TROP activities is ensured by the HODs.

**3.6.9 Give details on the constructive relationships (if any) with other institutions in the nearby locality in working on various outreach and extension activities.**

**The Department of Botany**

- with Rajagiri College of Social Sciences arranged a talk on waste management in St. Mary's U. P. School, Maradu on 25 September 2012.
- in association with the Vegetable and Fruit Promotion Council, Kerala conducted a class on developing a vegetable garden in St. Mary's U.P. School on 27 March 2013.

**The Department of Computer Applications**

- in collaboration with Nanma an NGO organisation organised a one-day workshop on Computer Literacy for their CEEP (Capability Exploration and Enabling Programme), to the selected high school students of Ernakulam.

**The Department of Mathematics**

- in collaboration with Medical Trust Hospital, conducted a free medical camp for the financially backward sections of Udayamperoor locality on 17 February 2013.
- collaborated with an activity of Malayala Manorama Daily for schools to register St. Maria Goretti Public School, Nettoor for 'Nallapadam' on 5 July 2013.

**The Department of Zoology**

- with support from Mathrubhoomi Seed Project, conducted an awareness class on environment protection on 21-02-2014.

**The Department of Physics**

- collaborates under the URJAKIRAN programme to conduct awareness programmes and workshops on energy conservation for the NGOs and public.

**The Department of English**

- has signed an MOU with Amara an NGO foundation to teach English to school children in government schools

### The Department of Home Science

- has taken the initiative of establishing Community College, which focuses on skill development, educating the Kudumbashree women, school children, pregnant and lactating women on health related issues.

### The Department of Women's Study Centre

- has signed an MOU with Sarvodaya Sangha to promote Khadi as a part of the Environment Protection and Green Protocol

### The Department of Computer Applications

- collaborates with MAGICS an NGO and Cochin Corporation to conduct courses for the elderly as an Age Friendly College initiative.

### The NSS Unit

- has a tie up with Plan@earth organization for segregating and disposing plastic, CFL, battery and e-waste.

## 3.7 Collaboration

### 3.7.1 How has the College's collaboration with other agencies impacted the visibility, identity and diversity of activities on the campus? To what extent has the College benefitted academically and financially because of collaborations?

The College's collaborations and the interaction of students and faculty with other educational, business, cultural, and social agencies has

- greatly impacted the visibility and diversity of activities in the areas of academics, research and extension
- provided access to the infrastructure facilities of these institutions to do research leading to an increase in the number of collaborative ventures/projects

The following major collaborations have brought in academic and financial benefits:

**Table 3.17**

COLLABORATIONS	FINANCIAL BENEFITS
Dept of Environment and Climate Change, Govt of Kerala	Rs.90,000/-
Y's men International	Rs.15,000/-
Greater Cochin Round Table 102	Rs.75,000/-
Goejith, PNB Paribas	Rs.20,000/-
Federal Bank	Rs. 50, 000/-
Rainbow Publications	Rs. 75,000/-
Central Institute of Hindi	Rs. 1,50,000/-
Kerala Police	Rs. 2,00,000/-

Government of Kerala	Rs. 4,00,000/-
Khadi Board	Rs. 1,00,000/-
Kerala State Higher Education Council	Rs. 2,00,000/-
State Resource Centre, Kerala Under MHRD (Recurring)	Rs. 1,80,600/- per annum
Kerala State Council for Scientific Research and Environment	Rs. 75,000/-
Central Government Autonomous Boards (National Language Scheme)	Rs. 50,000/-
TOTAL	Rs. 16,80,600/-

### 3.7.2 Mention specific examples of how these linkages promote

#### Curriculum development

The following courses linking curriculum to industry were introduced during 2014 -16

- Bachelor of Management Studies in International Business
- BCA in Cloud Technology and Information Security Management
- Post Graduate Diploma in Business Management(PGDM)
- B.Voc in Food Processing Technology
- B.Voc in Software Development

#### Internship, On-the-job training

- The Department of Home Science, in collaboration with General Hospital, Ernakulam, NHRM and Synergy Labs, GCDA, Ernakulam has Internship Programmes for PG students.
- The Department of Economics provides internships for students with GAC Shipping Company, Muthoot Finance, METLIFE, Ernst and Young, Cochin Stock Exchange, and Geojit Securities.
- The Department of Commerce provides practical training to BCom students on Online Trading with stock broking firms.
- The Department of Communicative English provides on the job training in leading print, visual, media and corporate houses, as well as educational institutions.

#### Faculty exchange and development

- The College has signed MOUs with The American International University UK, Concordia University USA and Newman University, USA for student and Faculty Exchange Programmes.
- The Departments of Bharathanatyam, Botany, Chemistry, English, Physics, Zoology, Hindi and Womens Study Centre have organized International Conferences which facilitated collaborations with international universities.
- Faculty members of the College have also visited various institutes to attend training programmes and conferences.

### Research, Publication

- Faculty members have undertaken projects in collaboration with various agencies like Spices Board, Govt. of India, Central Institute of Fisheries Technology (CIFT), Kochi, Amrita Institute of Medical Sciences and Coconut Development Board.
- Around 100 research publications have resulted from these collaborations.

### Consultancy, Extension

- The Department of Home Science and the NSS Unit collaborate with Thyrocare, Medpharm & British Biologicals in the areas of Health & Nutrition of women.
- The Department of Physics collaborates with Centre for Environment and Development, Govt. of Kerala & Energy Management Centre on a project URJAKIRAN, an environmental awareness programme for the students, NGOs and public.
- As a part of the TROP activities various departments collaborate with local agencies as detailed in the table below.

**Table 3.18**

Department	Collaborating Agency	Event	Year	Target Group
Physics	Lotus Eye Care Hospital, Kadavantara	Eye check up camp	2012-13	Public
Physical Education	IMA Ernakulam	Blood donation camp	2013-14	Students
Economics	State Govt.	Clean Campus Safe Campus	2014-15	College
Computer applications	Nanma - an NGO	Computer Literacy Workshop	2014-15	School students of Ambalamugal
Sociology	Medical camp	Lourdes Hospital	2014-15	Students
Mathematics	Maths class	Nanma - an NGO	2014-15	School students

### Student placement

- Various organizations like Amrita University, Online Gurukul-online initiative from Amrita E-Learning Research Lab, Tata Consultancy Services have conducted seminars and video conference sessions for the students through the Placement Cell.
- Recruitment drives by different companies like Google India, Tata Consultancy Services, I-Gate Patni, Cognizant Technological Solutions, Royal Bank of Scotland, South Indian Bank, IBM, Wipro Technologies, Infosys BPO services, Tommy Hilfiger, Mathrubhumi Club FM, and Kingfisher Training Academy were conducted in the campus.

**3.7.3 Does the College have MoUs nationally / internationally and with institutions of national importance/other universities/ industries/corporate houses etc.? If yes, explain how the MoUs have contributed in enhancing the quality and output of teaching-learning, research and development activities of the College?**

The College has signed MOUs with Newman College, Birmingham UK, Concordia University, New York, The Richmond University, The American International University UK, Rath Institute, IIT E-cell, Kharagpur and Sarvodaya Sangh, Thiruvananthapuram among others. These MOU's have

- helped the College to introduce new programmes, organize seminars and facilitated internationalization
- paved the way for international training programmes, student & faculty exchange programmes
- enabled the hosting of the Entrepreneurship Awareness Drive (EAD) Kochi in the College
- provided an opportunity for design intervention and technical support to the Khadi artisans through the MoU signed with Sarvodaya Sangh
- paved the way for students to pursue higher studies in reputed institutions outside the country such as Oxford, Cambridge, the London School of Economics, Harvard and in other European, South Asian and Australian universities

**3.7.4 Have the College industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities**

The Institution has taken steps to launch an Industry Cell to link academia with industries. An Advisory Body consisting of experts from various industries has been constituted to facilitate an incubation centre for the creation of highly specialized laboratories. The interactions with Synthite Group, Kitex Private Limited and Sarvodaya Sangh have contributed to the creation of new courses as well as industry apprenticeship for students.

The Gunn Centre for Science Fiction Studies of The State Kansas University established an affiliated branch of the Gunn Center for the Study of Science Fiction in the College in 2014. The centre functions and operates as a self-governing body under authority of the main Gunn Centre's directors.

# Criterion IV

## Infrastructure and Learning Resources

### 4.1 Physical Facilities

St. Teresa's College, situated in the heart of Kochi, is spread over two campuses – the Administrative/ Arts Block, and the Science Block, adjacent to which a Central Block is now under construction. The strategic location of the institution affords easy access to all the amenities that a modern metropolis has to offer, particularly health and transportation services. The institution has a total land area of 15.64 acres in 4 different locations. Apart from the two campuses in 5.76 acres, 8 acres in the suburbs, around 17 kms away from the main campus, has been set aside for the future expansion of the College, and 1.88 acres of wetland 22 kms away is set aside for multidisciplinary research in various fields such as integrated/organic/multiple farming, for sustainable development and environment protection.

#### 4.1.1 How does the College plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?

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

The use of the College building and infrastructure is optimized between 8.30 a.m. and 2.20 p.m. After regular class hours, class rooms and labs are used for add-on courses and certificate courses.

The arrangements made by the management for the optimum utilization of the infrastructure are as follows:

- After class hours the infrastructure facilities are rented to outside educational agencies for conducting classes, recruitment drives and other academic programmes, which also serves as a source of income generation.
- The institution is a much sought after venue for conducting examinations such as promotion tests for banks, entrance tests for Medical, Engineering, Management, MSW, UPSC and PSC examinations.

- Corporate organizations use the auditorium and premises for interviews and group discussion for their recruitment drives.
- The auditorium and premises have been used for various competitions of the M G University Youth Festivals and sometimes as a venue for the Centralized Valuation Camp for the end semester Examinations of M G University.
- The institution opens its doors for extension activities such as remedial classes for economically backward and academically weak children.
- It is a regular venue for Principals' association meetings and conferences and the Annual Alumnae Sale.
- The institution functions as a centre for
  - ◆ Distance Education classes under IGNOU
  - ◆ Additional Skill Acquisition Programme (ASAP) for the students and for the conduct of the Summer 21 Days Residential Camp for outsiders
  - ◆ IGNOU which makes use of the laboratory and library facilities
  - ◆ NSDC as a Facilitation Support Partner of SRC, Kerala under MHRD, Government of India
  - ◆ Centre for Continuing Education, Kerala (CCEK)
  - ◆ CCEK and KSIE to conduct courses for outsiders
- Entrance coaching classes are conducted by TIME.
- Recruitment drives are conducted by the Placement Cell of the College.
- The College computer lab is made available to promote computer literacy among a selected group of less privileged high school students of government schools.
- The College conducts the 'Walk with a Scholar' (WWS) and 'Scholar Support Programme' (SSP) initiated by the Department of Higher Education, Government of Kerala.
- The College is a centre for training senior citizens through the Age Friendly College initiative 'Vayovigyan'.
- A Community College functions in the campus.

**4.1.2 Does the College have a policy for creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.**

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

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

Recent Initiatives:

- In order to meet the requirements of autonomy, the College is on a major expansion mode. From the existing 7.27 acres, the post accreditation period has witnessed a doubling of the land owned by the institution which now has a total of 15.64 acres. A new project was launched for the construction of a Central Block to accommodate its growing needs, in the newly acquired 37 cents of land in the heart of the city, and 8 acres in the suburbs is set aside for the future expansion of the College.
- The College has utilized an amount of Rs.45,89,800/- for the construction of an Indoor Sports Training Facility Centre with a multipurpose hall, toilet, changing room and drinking water facility.
- The College has utilized an amount of Rs. 12,42,262/- for the extension of classrooms under the UGC scheme of "Rejuvenation of Infrastructure in Old Colleges".
- The College has utilized an amount of Rs.1,30,01,587/- from the UGC fund for the construction of an extension to the Women's Hostel.
- A grant of Rs.7,23,362/- has been availed towards the construction of ramps and modification /renovation of classrooms.
- The College administration is aided through 'Knowledge Pro' software since April 2014 and the entire process of admission, attendance, exam and time table are now fully computerized.

- The Library was automated and the computer systems/software were updated.
- A library management system is in place. An IBM Server has been installed with the KOHA Open Source Integrated Library System (ILS) software, for cataloguing and other library management activities.
- A reprographic centre was set up in the Library and a Video Conference unit was installed in the Seminar Hall
- Several class rooms have been equipped with new teaching aids, computers, multimedia tools, microphones, amplifiers, speakers, printers, etc.
- A Biometric attendance machine has been installed to enhance office automation for the teaching and non-teaching staff in the Arts and Science blocks.
- The Botany, Chemistry, Home Science, Physics and Zoology laboratories were upgraded.
- Installation of new software: E-Scan with Cloud Security in all the computers; Statistical software STATA/IC 13 Student Lab; the anti-virus software Quick Heal PC Tuner 3.0; Creative Cloud Team Education License; the computational Software, MATLAB; Microsoft Office Standard 2013 Academic Software.
- Full-fledged Internet connectivity is enabled.

**4.1.3 Does the College provide all departments with facilities like office room, common room, and separate rest rooms for women students and staff?**

Yes. There are office rooms and staff rooms for each department. Since it is a women's College, separate rest rooms/common rooms are not a daily requirement. However, when public programmes are conducted, certain restrooms are allocated for use by men.

**4.1.4 How does the College ensure that the infrastructure facilities meet the requirements of students/staff with disabilities?**

The College is committed to providing the students with disability equal opportunities for accessing all the facilities available in the campus. Some of the special initiatives in this regard are as follows:

- Lifts are provided in both the Arts and Science blocks and physically challenged students are allowed to use the facility.
- The class rooms, library, seminar halls, rest rooms are made accessible to the students with mobility issues.
- Classes having students with disability are held on the ground floor.

- Special arrangements are made for students to write end semester examinations in exam halls on the ground floor when necessary.
- Braille materials are available in the library and the library provides Talking Books, Instant Text Reading Machine, Portable Instant Hi-Speed Reader, audio CDs, CD players and head phones for visually challenged users.
- A ramp is constructed for easy access to the Platinum Jubilee Auditorium.
- A restroom is provided for the physically-challenged and parking space is made available for them.

**4.1.5 How does the College cater to the residential requirements of students? Mention.**

- ◆ **Capacity of the hostels and occupancy (to be given separately for men and women)**
- ◆ **Recreational facilities in hostel/s like gymnasium, yoga centre, etc.**
- ◆ **Broadband connectivity / Wi-Fi facility in hostels**

The following are the details of the capacity, number of rooms and occupancy of the hostels and recreational facilities including sports and games and facilities for health and hygiene:

- The College functions in 2 separate campuses and it runs 3 hostels:
  - A hostel for UG Arts students in the main campus
  - A hostel for UG Science students in the Science Block
  - A Hostel for PG students and Staff in the Science Block

**Table 4.1  
Infrastructure facility of the Hostels**

Hostels	Capacity	Rooms	Occupancy
Main Hostel(Arts)	180	35	172
UG Hostel(Science)	130	29	128
PG Hostel (Science)	100	25	98
Staff Hostel (Science)	8	3	6
<b>Total</b>	<b>418</b>	<b>92</b>	<b>404</b>

- Each hostel has a library with book lending facility, dailies, newspapers & magazines
- 24/7 Wi-Fi facility, telephone, television, music, and other recreational facilities are provided
- Prayer room, common hall and common study rooms are provided.

- The College gym is open to students in the hostels for fitness training.
- Flower and vegetable gardens are maintained by the hostel.
- Local and National festivals like Onam, Deepavali, Eid, Christmas, etc. are celebrated. Hostel day is celebrated annually.
- Nutritious food is provided.
- Three bio-gas plants are installed to provide cooking gas.
- Toilets and bathrooms are properly maintained with sufficient water facility.
- Laundry facility is provided.

**4.1.6 How does the College cope with the health related support services for its students, faculty and non-teaching staff on the campus and beyond?**

- There are 2 sick rooms in the College, one each in the Arts and Science blocks.
- First Aid facilities are available in each department.
- Since the institution is centrally located, several hospitals are easily accessible. In cases of emergency there is provision for a doctor on call.
- Regular health check-up, eye camp, awareness sessions by expert doctors and voluntary organizations help to update the health status of students, teachers and non-teaching staff.
- A Diet Clinic set up by the Women's Study Centre in collaboration with British Biological Ltd. assesses the nutrition status, provides individualized diet counselling, conducts adolescent health related awareness programmes, distribution of various nutritional supplements to needy persons and free health checkups.
- The Department of Zoology has set up a Wellness Centre equipped with Whole Body Vibrator, Ionisation Cleanser and Thermal Massager-Ceragem.
- The Department of Home Science has a Whole Body Analyzer and addresses obesity issues
- Regular counselling sessions are given to ensure the emotional and mental health of the students.
- Awareness sessions on road safety are given.
- Self-defense lessons are provided.

- Blood donation camps are organized.
- Life Skill training is given to the whole student body.
- Vending machine for sanitary napkins and incinerators are installed.
- The College canteen provides nutritious food, and refreshments are available in the cafeteria.
- Water coolers with purified water are available in both campuses on all floors.

#### **4.1.7 What special facilities are made available on the campus to promote interest in sports and cultural events?**

The institution ensures the participation of students in intra and inter-institutional sports competitions by providing:

- Sports hostel facility sanctioned by the Kerala State Sports Council
- Admitting students in sports quota - 1% of seats in each discipline is reserved for sports and if needed, management seats are also used to admit sports students
- Free education and hostel facilities
- Scholarship and financial assistance
- Training in various sports events - Basketball, Kho-Kho, Yoga, Table Tennis, Cricket, Kabadi, Volleyball, Softball, Athletics, Swimming, and Aerobics
- An indoor multipurpose Sports Facility Centre
- A multipurpose gym for fitness training
- The Regional Sports Centre and the Maharaja's College ground are utilised for coaching and practice
- Encouragement to participate in various sports events at the District/ University/State/National/International levels
- Training to a feeder group of students at the plus two level who have aptitude in sports
- Conducting the Annual Sports Day for staff and students

Cultural Activities:

- The College admits students in Cultural Quota - 1% of the seats in each discipline, and, if needed, management quota is also utilized to admit them.
- Two days are set apart for newly admitted students to display their talents,

which are then identified and promoted. When required, professional help is given to equip them for participation in intercollegiate/interuniversity/cultural fests.

- The Teresian Week - the Annual Cultural Fest - offers competitions in 52 cultural and literary events to encourage the participation of students.
- The multipurpose halls, classrooms and other spaces are made available to the students for practice and rehearsals.
- The Arts Club and Fine Arts Club foster the artistic and aesthetic sensibilities of the students.
- The Music Club provides special training by a professionally trained faculty member.
- The Writers Forum, Speakers Forum, Debate Club, Drama Club, Poetry Club and Quiz Club give training to the students and encourage them to participate in District / State / National / International level Competitions.
- The two large auditoriums in the Arts Block and the Gym Plaza in the Science Block are used to host cultural fests.
- Departmental Association activities provide space for talent development.

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

### **4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?**

- Yes. The library has a Library Advisory Committee comprising of:
  - ◆ The Principal
  - ◆ The Librarian
  - ◆ The Deans of Student activities for Arts, Science and Commerce
  - ◆ The Heads of PG Departments
  - ◆ One Head of department each from Science, Arts and Languages on rotation
  - ◆ The Chairperson and General Secretary of the Student Union

The Advisory Committee meets twice a year to discuss the augmentation of library facilities. At such meetings, following an evaluation, decisions are made regarding the up-gradation of facilities. Infrastructural requirements are submitted to the Planning Committee at the end of each academic year. Some of the significant initiatives implemented are as follows:

- There is a Library Club which brings together all those who are interested in reading.
- Liber – the Library News letter published monthly gives information about new addition of books and journals, availability of UGC Grants for the departments, subject wise number of books and Library Time schedule.
- The Librarian takes a session during the orientation programme for newly admitted students to provide information and promote better use of the library.
- The Librarian conducts class visits to disseminate information on different sections of the Library, catalogue classification, special reference on books of their concerned subjects, the methods for borrowing and circulation system, Library rules, care and concern for books.
- Weekly one hour free browsing is offered to students.
- A Suggestion Book and Box are placed for student feedback.
- A student is chosen to receive the Best Library User Award annually.
- Library Week is celebrated every year with various programmes.
- The Library Club members render help in re-arranging the book shelves, writing of records, etc. This involvement of the students has made the library more user friendly, given the students a sense of ownership and improved their sense of responsibility.

**4.2.2 Provide details of the following:**

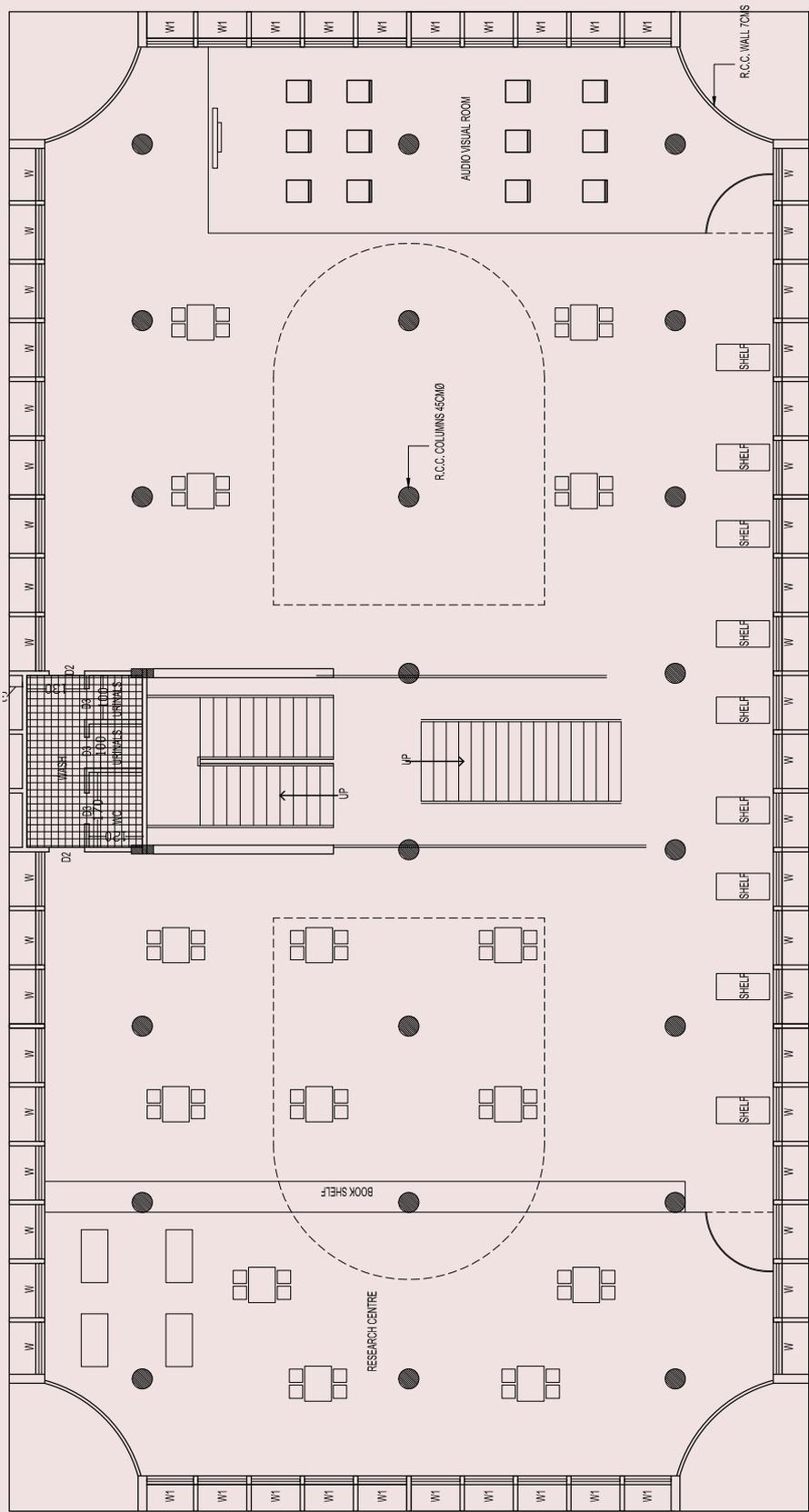
**Total area of the library (in Sq. Mts.)** : 1679.25 m<sup>2</sup>

**Total seating capacity** : 550

**Working hours** (on working days, on holidays, before examination days, during examination days, during vacation)

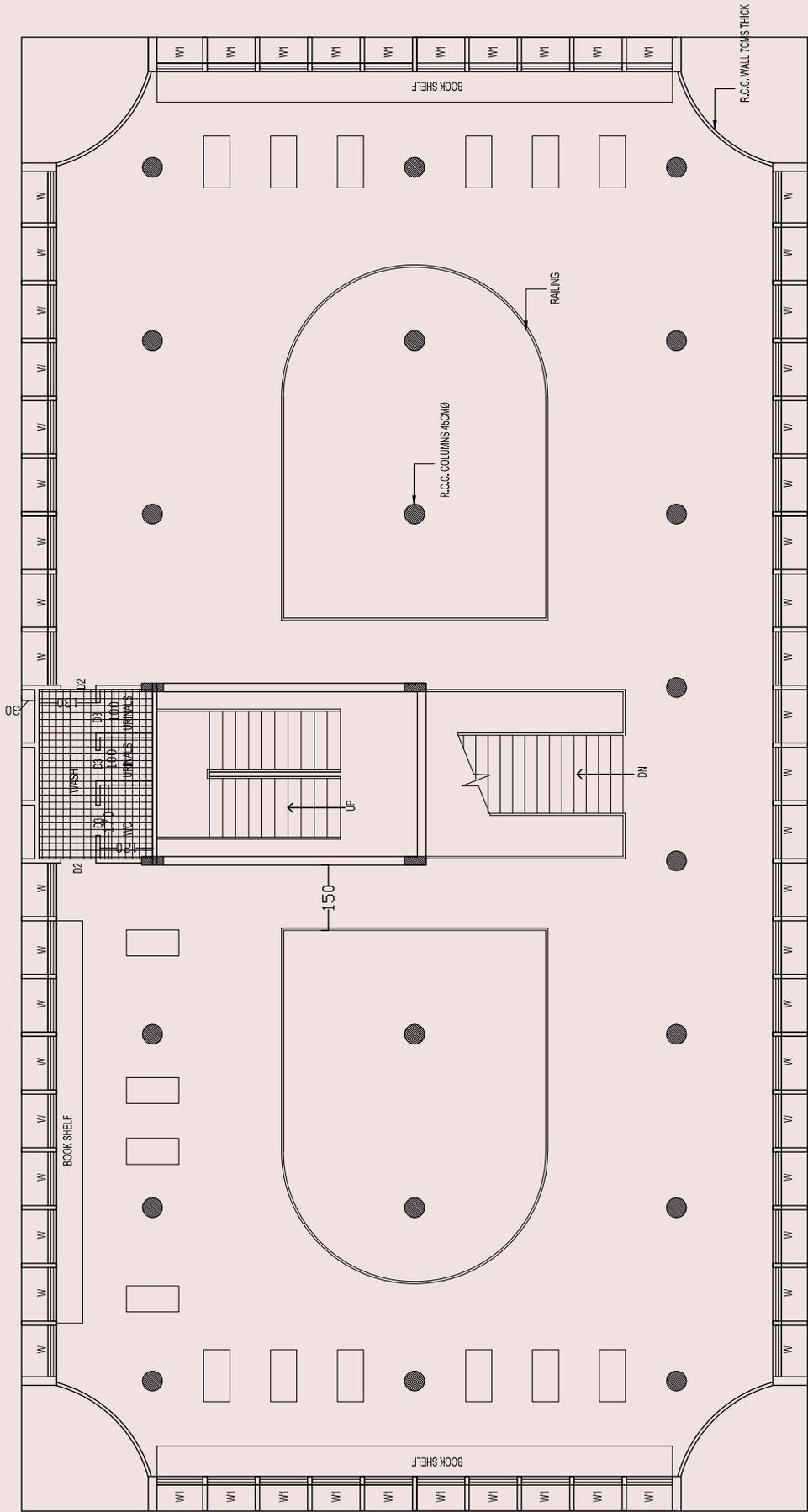
Monday to Friday	:	08.00 a.m. to 06.00 p.m.
Saturdays	:	02.00 p.m. to 04.00 p.m.
Holidays & Vacation	:	08.00 a.m. to 04.00 p.m.
Examination days	:	08.00 a.m. to 06.00 p.m.
Issue & Return of Books	:	09.00 a.m. to 03.45 p.m.
Non-Working days	:	Public holidays & Sundays

Layout of the library



FIRST FLOOR PLAN OF THE LIBRARY

ST. TERESA'S COLLEGE  
ERNAKULAM



SECOND FLOOR PLAN OF THE LIBRARY

ST. TERESA'S COLLEGE  
ERNAKULAM

The Library is situated in a spacious building in the Arts Block and functions on three floors. The layout is detailed below.

- A spacious reading room on the first floor with a lounge area for relaxed reading with the following facilities – periodicals, back issues, newspaper corner, career guidance section, books for general reference and an Archives section which contains old books and manuscripts.
- A reading room in the Science Block
- A mezzanine floor for undisturbed reading
- Individual reading carrels on the second and third floors
- Talking Book Library on the third floor for visually challenged students
- Completely Wi-Fi enabled browsing centre on the first floor
- 23 computers in the Arts Block Library and 14 computers in the Reading Room in the Science Block with Internet facility with a Bandwidth of 10 Mbps.
- An institutional repository (D-Space)
- Reprographic facility

**Access to the premises (through prominent display of clearly laid out floor plan; adequate signage; fire alarm; access to differently abled users and mode of access to collection)**

- Adequate signage is provided giving the floor plan and layout of the different sections of the library.
- Lifts are provided in both Arts and Science blocks for the differently abled students. A ramp facility is also available.
- The library provides Talking Books - A collection of audio CDs with study materials for the visually impaired students.
- SARA CE Instant Text Reading Machine was installed, which scans and reads any printed material placed on it and also displays magnified text when connected to TV or monitor for those with low vision.
- Pearl Portable Instant Hi-Speed Reader with Open book Scanning & Reading Software was installed for visually challenged students.
- JAWS and NVDA software enable use by visually challenged students.
- The Library follows the Open Access System.
- The students are provided RFID - Radio Frequency Identification card for access to the Library
- CCTV ensures security of the library resources.

#### 4.2.3 Give details on the library holdings

**Table 4.2**

Print	
• Books.....	85760
• Thesis .....	779
• Back Issues of Journals .....	6842
• International Journals .....	21
• National Journals .....	14
• Teresian Publications .....	3
• Newspapers .....	13
• Periodicals .....	113
• Bound Volumes .....	625
Non Print	
• CDs - learning materials .....	99
• CDs, DVDs .....	25
Electronic	
• e-Journals .....	15
• e-books	
• N-LIST , DELNET	
Special Collection	
• Text book .....	1880
• Reference .....	2168

#### 4.2.4 What tools does the library deploy to provide access to the collection?

- **OPAC** : Yes
- **Electronic Resource Management package for e-journals** : N-LIST, DELNET
- **Federated searching tools to search articles in multiple databases** : Google Scholar, Library Catalogue, Scopus, J-Gate, etc., available on the net
- **Library Website** : stcliber.webnode.com
- **In-house/remote access to e-publications** : D-Space and INFLIBNET

#### 4.2.5 To what extent is the ICT deployed in the library?

- **Library automation** : KOHA (Open Source Software)
- **Total number of computers for public access** : 37 computers
- **Total number of printers for public access** : 2
- **Internet band width speed**: 10 Mbps
- **Institutional Repository** : D-space
- **Participation in Resource sharing networks/consortia (like INFLIBNET)**:  
Yes

#### 4.2.6 Provide details (per month) with regard to.

- Average number of walk-ins : 5500
- Average number of books issued/returned : 17725
- Ratio of library books to students enrolled : 28:1
- Average number of books added during last three years : 4767
- Average number of login to OPAC : 1650
- Average number of login to e-resources : 4400
- Average number of e-resources downloaded/printed : 3300
- Number of information literacy trainings organized : 22

#### 4.2.7. Give details of the specialized services provided by the library

- **Manuscripts** : The archives section preserves some old and interesting manuscripts as well as those by students.
- **Reference** : The reading room has a general reference section having encyclopaedias, dictionaries, yearbooks, College magazines, a special collection on Gandhian Studies, General Knowledge books and books for competitive examinations. The stack section contains reference books for each subject.
- **Reprography** : Photocopying, scanning and printing facilities are provided.
- **ILL (Inter Library Loan Service)**: Inter Library Loan and Document Delivery Services are availed through membership in DELNET.
- **Information Deployment and Notification** : This is done through the library website, the Newsletter 'Liber' and also by display on the notice board.
- **OPAC** : The students are provided the facility to locate books and other material available in the library through OPAC.
- **Internet Access** : There are 37 computers for students to access the internet. They are also allowed to use personal laptops as the library is Wi-Fi enabled.
- **Downloads** : Students are permitted to download data.
- **Printouts** : Facilities for taking printouts are available.
- **In-house/remote access to e-resources** : Students are provided access to e-resources through D-Space, N-LIST and DELNET.

- **User Orientation** : Orientation is given to newly admitted students by the Librarian. In addition, class visits are made to give specific guidelines regarding the use of the library. The library staff also offer individual guidance when needed.
- **Assistance in searching Databases** : Assistance is provided to students on request.
- **INFLIBNET / IUC facilities** : The institution subscribes to INFLIBNET and students are given access to N-LIST.

**4.2.8 Provide details on the annual library budget and the amount spent for purchasing new books and journals.**

**Table 4.3**

**Amount Spent on Purchase of New Books**

Library holdings	2012-13		2013-14		2014-15		2015-16	
	No.	Total Cost (Rs.)	No.	Total Cost (Rs.)	No.	Total Cost (Rs.)	No.	Total Cost (Rs.)
Text Books/ Reference Books	560	3,78,742.00	1182	6,36,144.00	2720	1,058,574.00	865	380,479.00
Journals/ Periodicals	106	-	106	-	127	1,69,306.00	127	1,71,211.00
e-resources	N-LIST	5,000.00		5,000.00		5,000.00		5,000.00
	DEL- NET D Space	11,500.00		11,500.00		11,500.00		12,250.00
<b>Total</b>	<b>666</b>	<b>395242.00</b>	<b>1288</b>	<b>652644.00</b>	<b>2847</b>	<b>1244380.00</b>	<b>992</b>	<b>568940.00</b>

**4.2.9. Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services.**

Evaluations are done through face-to-face interaction between students and faculty during the Library Club and Library Advisory Committee meetings. In addition, a suggestion book and a suggestion box are kept to get feedback from the users.

**4.2.10. List the infrastructural development of the library over the last four years.**

- SARA CE Instant Text Reading Machine was bought which scans and reads any printed material placed on it within 5 seconds and also displays magnified text when connected to TV or monitor for those with low vision.
- Pearl Portable Instant Hi-Speed Reader with Open book Scanning & Reading Software was installed for visually challenged students.
- JAWS and NVDA software were installed for use by visually challenged students.

- The library is under CCTV surveillance.
- RFID device was bought for the circulation counter which enables the students to know details regarding issue and return of books, fine, etc.
- A new photostat machine, a Bar Code machine and an ID Card printer were installed.
- An additional Property Counter was built on the first floor.
- Six racks and two shelves were setup.
- Eight new computers with tables were added.

**4.2.11 Did the library organize workshop(s) for students, teachers, non-teaching staff of the College to facilitate better Library usage?**

- The Library conducts an orientation class for students at the beginning of each academic year.
- The Library Club organized a talk on "Career Guidance" for the students.
- On 10 December 2013 the Library celebrated a day to salute poet-philosopher Rabindranath Tagore on the centenary of his receiving the Nobel Prize for Literature. A "Book Review" competition on Tagore's writings was held and the winners of the competition were awarded prizes.
- An all Kerala training programme on "Best Practices and Effective Communication in Library" was conducted for the library staff on 1 October 2016.
- A class on 'MENDLEY-Reference Manager' was conducted for the PG, MPhil. and research students and for the teachers on 28 September 2016.
- The Library organises a book exhibition in the College campus every year. In addition books are exhibited by National Book Stall (NBS) Ernakulam, H&C, Ernakulam and the Kerala State Mobile Library.
- The members of the Library Club of St. Teresa's College participated in the book review of Ravinder Singh, the author of "Love that Feels Right" in Centre Square, Ernakulam, conducted by D C Books on 30 Sep 2016.
- A one day training programme on "Best Practices and Effective Communication in Library" for all Kerala College Library Assistants was conducted at St. Teresa's College, Ernakulam on 1 October 2016.
- Library Week was celebrated from 14 November to 18 November 2016. Three students were given the Best User of the Library Award.
- A Book Review on a book by Emile Durkheim on "Suicide" was conducted for the Library club members and teachers on 14 November 2016

- 'A Day with your Authors' was conducted on 16 November 2016, where students were asked to read and write a short description on the books of Paulo Coelho, Chetan Bhagat, Balachandran Chullikad, M. Mukandan and Sarah Joseph and the best among the submitted reports were selected for an award.
- A talk on "Paulo Coelho and Feminine Mysticism" by Smt. Mallika Nair (Asst. Prof. Vimala College, Thrissur) was conducted on 16 November 2016.
- An inter-class Collage Competition on K. R. Meera's books was conducted on 18 November 2016 and displayed in the reading room.
- A review of books by writers who passed away in the year 2016 was conducted in collaboration with the Department of English.
- A book exhibition was conducted by Current Books and Professional Books on 15 November 2016.
- An essay writing competition was conducted on "My Kerala: Celebrating 60 Years", and a talk was given by Sri. Venu Warriath on "Reading and Writing" on 15 November 2016.

### **4.3 IT Infrastructure**

#### **4.3.1 Does the College have a comprehensive IT policy addressing standards on IT Service Management, Information Security, Network Security, Risk Management and Software Asset Management?**

Yes. The College has an IT policy prohibiting the use of Information Resources that are made available to authorized users (employees and students) for academic learning, teaching or working purposes, for anything that is not specifically related to these purposes and claiming access to all records created and stored on the Information Resources of the College. The policy outlines the rules, responsibilities and prohibited activities, provides guidelines for incidental personal use, monitoring and privacy and procedures to be followed in the event of violation of College policies.

#### **4.3.2 Give details of the College's computing facilities (hardware and software)**

The College has 248 Computers, 41 laptops, 71 projectors and a video conferencing unit. There are 2 browsing centres, 3 high speed internet connections, (2 of 10 Mbps, 1 of 12 Mbps and 1 of 20 Mbps for the Exam Cell) and 3 low speed internet connections as stand by.

**Table 4.4**  
**Number of Systems with Configuration**

248 computers 41 laptops	<ul style="list-style-type: none"> <li>• Systems in Labs: Dual core, 2GB RAM, 500GB HDD, LED display</li> <li>• Systems in Depts: i3/i5, 2 GB RAM, 500 GB HDD with Original Windows Operating Systems and original Microsoft Office.</li> </ul>
4 Servers	<ul style="list-style-type: none"> <li>• IBM Intel Xeon 8C processor, 32 GB RAM, 600 GB HDD x 3 nos with dual power supply</li> <li>• Intel Xeon E5 processor, 16 GB RAM, 1tb HDD</li> <li>• Intel Xeon E31220 with 3.10 GHz processor, 12 GB RAM, 250 GB HDD Model (X3100 M4)</li> <li>• Intel Xeon Processor with 6 GB RAM, 600 GB HDD</li> </ul>

- **Computer / Student Ratio:** 1:13
- **Stand alone facilities:** 5 computers in the Examination Cell
- **LAN:** 3 LAN (lease line connections) and 3 Standby LAN (broadband connections)
- **Wi-Fi:** The campus is Wi-Fi enabled.
- **Licensed software:** Microsoft Office - 111 Nos, Microsoft Windows 7 or above - 150 nos, MATLAB - 9 Nos, DIETCAL - 1 no, Antivirus for all systems, Knowledge Pro, KOHA, SPSS Coral Draw, Firewall
- **No. of nodes / Computers with internet:** 228
- **Any other Technology up gradation:** Knowledge Pro software for admission, examination cell, attendance entry; Message Software to update parents regarding student affairs & progression and to disseminate notifications for staff, and 4 LED Display Boards.

**4.3.3. What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?**

- LAN facility connecting all departments
- Converting more classrooms into ICT enabled classrooms
- Upgrading computers
- Upgrading office automation
- Enhancing e-learning facilities
- Encouraging students to use laptops and iPads
- Providing teachers with lap tops
- Creating a virtual Language Lab
- Establishing a multimedia centre

**4.3.4. Give details on access to online teaching and learning resources and other knowledge, and information provided to the staff and students for quality teaching, learning and research.**

- All departments have computers with internet connection.
- All departments have at least a couple of classrooms that are ICT enabled.
- The library has DELNET and N-LIST online journal facilities and a D Space.
- Video conferencing facility is available in the seminar halls of the Arts and Science blocks.

**4.3.5. Give details on the ICT enabled classrooms/learning spaces available within the College and how they are utilized for enhancing the quality of teaching and learning.**

- 63 classrooms with LCD projectors
- The Office, 3 Seminar halls and audio visual room are ICT enabled with a total of 7 inbuilt LCD projectors.
- 6 Classrooms with smart board
- Home theatre system in the Department of Fashion Designing
- 8 laboratories with a total of 153 computers
- Video conferencing facility

**4.3.6 How are the faculty facilitated to prepare computer aided teaching-learning materials? What are the facilities available in the College or affiliating University for such initiatives?**

- The departments are equipped with computers and laptops with high speed internet connectivity to facilitate the preparation of computer aided teaching-learning materials.
- Faculty are given free access to web resources.

**4.3.7. How are the computers and their accessories maintained? (AMC, etc.)**

The maintenance staff take care of this. The maintenance and servicing of some of the electronic equipments and the computer labs are done by AMC. Professional help is made available in case of any major problems.

**4.3.8. Does the College avail of the National Knowledge Network connectivity directly or through the affiliating University? If so, what are the services availed of?**

Yes. The College avails of the NKN connectivity through the affiliating university

which provides the institution with a high speed internet connection of 10 Mbps and 3 low speed connections of 512 Kbps each, under the MHRD scheme – National Mission on Education through Information and Communication Technology (NMEICT).

**4.3.9. Provide details on the provision made in the annual budget for update, deployment and maintenance of the computers in the College?**

**Table 4.5**  
**Amount spent on update / maintenance / maintenance of computers**

Year	Amount (Rs.)
2012-13	259,000.00
2013-14	467,988.00
2014-15	466,000.00
2015-16	1,522,203.00
Total	4,557,046.00

**4.4 Maintenance of Campus Facilities**

**4.4.1 Does the College have an Estate Office / designated officer for overseeing maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.**

Yes. There is a designated officer for overseeing maintenance. The institution has sufficient resources allocated for the maintenance of the infrastructure. There are effective mechanisms for the maintenance of the infrastructure facilities and to promote the optimum use of the same.

The services of an architect, a structural engineer and a supervisor are availed for consultation and maintenance of the College buildings and infrastructure.

Some of the campus specific initiatives undertaken to improve physical ambience:

- Extension of classrooms under the scheme of Rejuvenation of Infrastructure in Old Colleges
- Renovation of the PG Hostel in the Science Block in 2014-15
- The Office of the Controller of Examinations was set up in 2014
- Renovation of the Computer and Chemistry labs
- Tiling of the parking area in the Science and Arts blocks
- Renovation of the Mess Hall in the Science Block
- The sports infrastructure was augmented with the construction of an indoor sports training facility centre
- Gardening and landscaping as part of the campus greening initiative

- Renovation of the Botanical museum and the addition of 160 new specimens
- Renovation of the frontage of the Platinum Jubilee Block is under way
- Construction of ramps
- Improving the existing premises through repair and maintenance of toilets and classrooms
- Bathroom and drainage renovation
- LED display boards and name boards were placed
- CCTV cameras were set up for surveillance of the campus

**4.4.2 Does the College appoint staff for maintenance and repair? If not, how are the infrastructure facilities, services and equipment maintained? Give details.**

Yes. The institution appoints staff for maintenance and repair.

- There are 4 personnel in charge of repair and maintenance: 1 Mechanic, 2 Computer Mechanics and 1 Electrician.
- A gardener is appointed to look after the Botanical garden, the medicinal and ornamental plants and landscape areas. In addition, the services of 2 professional gardeners are availed once a month.
- There are 15 ministerial staff for cleaning.
- There are 5 security personnel.
- Laboratories are maintained by 15 lab assistants.
- Play grounds are maintained by the Physical Education Department.

# Criterion V

## Student Support And Progression

### 5.1 Student Mentoring and Support

#### 5.1.1 Does the College have an independent system for student support and mentoring? If yes, what are its structural and functional characteristics?

The College has developed a comprehensive student support system with structural and functional characteristics that provide students the necessary support to emerge as empowered young women. The Prospectus, the College Handbook and the website provide all the relevant information about academic, administrative and evaluation process. The student support initiatives of the college fall under three categories: 'Academic', 'Co-curricular' and 'Life Guidance.'

- An Orientation Programme is organised for the newly admitted students and their parents where they meet with the HODs and class teachers, are introduced to teachers in charge of various Cells & Clubs and briefed about the opportunities in the campus.
- The Tutorial system is followed in all the classes, where a group of 30-35 students are assigned to a tutor who continuously interacts with the students and their parents and monitors their academic progress.
- Advanced Learners are identified and guided accordingly to perfect their skills, Walk with a Scholar (WWS) programme caters specifically to their needs.
- Remedial classes, peer group learning and Scholar Support Programme (SSP) provide additional support for slow learners.
- Mentoring is provided according to the needs of the students.
- Merit cum Means Scholarships are made available to students with special needs, such as those from poor learning background/economically challenged sections.
- Extra-curricular activities are monitored by the two Student Deans, Coordinators of the Clubs & Cells and the Student Union.
- The Department Association activities of the students contribute effectively in making them self-reliant and self-confident.

- The Sports activities are supported by the Physical Education Department.
- The Guidance and Support services are provided by the Career Guidance Cell and the Placement Cell that function to cater to the students' career development
- The Counselling Cell attends to the mental health of students. The services of a residential Counsellor are available twice a week.

### 5.1.2 What provisions exist for academic mentoring apart from class room work?

The various provisions for academic mentoring through which the students are provided opportunities and a variety of ways to connect, learn and grow are listed below:

- Tutorial system: A faculty member is assigned as a tutor to groups of 20 students at the UG level and around 10 students at the PG level. Each tutor maintains a handbook and a register with the student profiles and their academic performance and addresses their needs and problems individually and in groups.
- Mentoring ensures academic, financial and emotional guidance to students. Students are given guidance in accessing the facilities provided by the College such as Remedial Classes, Noon Meal Programme, Counselling and financial assistance. Slow Learners are provided remedial teaching and extra lab hours and are encouraged to engage in peer learning.
- Regular PTA meetings are conducted and the parents are informed of the academic progress of their wards in studies and the difficulties they face are addressed.
- The students are taken on academic tours, laboratory visits and industry interactions to facilitate student learning apart from class room work.

**Table 5.1**  
**Additional Academic Support Programmes**

Name of the Programmes	Number of Student Beneficiaries (2012-2016)
Scholar Support Programme (SSP)	150
Walk with a Scholar (WWS)	90
Additional Skill Acquisition Programme (ASAP)	89
Add-on Courses	2167
UGC-NET/JRF Coaching	185

### 5.1.3 Does the College provide personal enhancement and development schemes for students? If yes, describe techniques employed e.g., career counselling, soft skill development, etc.

- The Institution is committed to providing the students necessary knowledge, skills and counselling for career choices through the Career Guidance Cell and the Placement Cell.
- The Institution has signed an MoU with the Centre for Continuing Education Kerala (CCEK) for conducting courses to impart competency based skill development.
- The Entrepreneur Development Club organizes motivational programmes to inspire students to develop interest in entrepreneurship.
- Alumnae and highly successful entrepreneurs, especially women are invited for interactive sessions, seminars and workshops which expose the students to various career opportunities.
- The departments and various clubs conduct programmes on personality development, communication skills, generic skills and soft skills; mock Jam Tests, mock interviews and mock GD sessions are also held.
- Coaching is provided for the UGC-NET/JRF.

**5.1.4 Does the College publish its updated prospectus and handbook annually? If yes, what are the activities / information included / provided to students through these documents? Is there a provision for online access?**

The institution publishes its updated prospectus and Hand Book at the beginning of each academic year. The updated prospectus with detailed information on the various programmes offered by the institution and their eligibility criteria are published on the website. The following information is included in the College Handbook which is distributed to all the students and faculty members at the beginning of the academic year.

- Vision, mission and goal of the College
- A brief account of the history of the College
- Members of the Governing Council, Academic Council, College Council and other statutory bodies
- Names of Faculty Members and Administrative and Ministerial Staff with contact numbers
- IQAC
- UG, PG, MPhil and Research programmes offered by the College
- Examination and assessment patterns
- General rules and conduct
- Examination rules

- Infrastructure and other facilities available to the students
- Student aid funds and details of other scholarships
- Prizes and endowments
- College Library and its rules
- Extension and Co-curricular activities
- Student support cells and programmes
- Academic Calendar with the schedule of academic activities and holidays

**5.1.5 Specify the type and number of scholarships / freeships given to students (UG/PG/M.Phil/Ph.D./Diploma/others in tabular form) by the College Management during the last four years. Indicate whether the financial aid was available on time.**

The College distributes Endowment Funds and prizes instituted by the Management, Staff, Alumni, PTA, retired faculty and other well-wishers to students every year for academic, co-curricular and extra-curricular achievements. Scholarships are distributed to needy students at the beginning of the academic year. The College instituted a 'Navathy Scholarship' in 2015, to celebrate 90 years of service in the apostolate of education, by which 90 students get a 50 % fee concession for the duration of their programme.

**Table 5.2  
Details of Scholarships to Students**

Sl. No.	Name of the Scholarship	No. of Beneficiaries			
		2012-2013	2013-2014	2014-2015	2015-2016
1	<b>JNB Foundation Scholarship</b>	PG-5	PG-23	PG-24	PG-21
		UG-95	UG-127	UG-102	UG-108
	<b>Amount (Rs.)</b>	<b>1,00,000/-</b>	<b>1,50,000/-</b>	<b>1,50,000/-</b>	<b>1,50,000/-</b>
2	<b>STARS (By Retired Faculty)</b>	-	PG-6	PG-4	PG-4
		UG-28	UG-24	UG-25	UG-29
	<b>Amount (Rs.)</b>	<b>56,000/-</b>	<b>60,000/-</b>	<b>62,000/-</b>	<b>66,000/-</b>
3	<b>Special Endowment by Retired Faculty</b>	PG-4	PG-9	-	-
		UG-30	UG-25	UG-14	UG-14
	<b>Amount (Rs.)</b>	<b>34,000/-</b>	<b>34,000/-</b>	<b>14,000/-</b>	<b>14,000/-</b>

4	<b>Platinum Jubilee Scholarship</b>	PG-1 UG-40	PG-4 UG-38	PG-5 UG-20	PG-10 UG-15
	<b>Amount (Rs.)</b>	<b>42,000/-</b>	<b>42,000/-</b>	<b>50,000/-</b>	<b>50,000/-</b>
5	<b>Alumnae Scholarship</b>	-	PG-5 UG-15	-	PG-2 UG-18
	<b>Amount (Rs.)</b>	-	<b>20,000/-</b>	-	<b>20,000/-</b>
6	<b>PTA Scholarship</b>	-	PG-4 UG-32	PG-4 UG-13	PG-2 UG-15
	<b>Amount (Rs.)</b>	-	<b>20,000/-</b>	<b>17,000/-</b>	<b>17,000/-</b>
7	<b>Navathy Scholarship</b>	-	-	PG-9 UG-81	PG-9 UG-81
	<b>Amount (Rs.)</b>	-	-	<b>3,60,000/-</b>	<b>3,60,000/-</b>
	<b>Total (Rs.)</b>	<b>2,32,000/-</b>	<b>3,26,000/-</b>	<b>6,63,000/-</b>	<b>6,77,000/-</b>

Table 5.3

**Other Scholarships by the College Management (2012-2016)**

Type of Scholarship/ Freeship	No. of Scholarship/ Freeship	No. of Student Beneficiaries	% of Student Beneficiaries	Amount
Endowments and Prizes	133	648	6.5	2,00,000/-
Scholarships	8	1144	11.6	18,48,000/-

**5.1.6 What percentage of students receive financial assistance from state government, central government and other national agencies? (e.g., Kishore Vaigyanik Protsahan Yojana (KVPY), SN Bose Fellow, etc.)**

Table 5.4

**Financial assistance received from State Government, Central Government and other National Agencies**

Sl. No.	Name of the Scholarship	No. of Student Beneficiaries			
		2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016
1	University Merit	10	-	-	-
2	State Merit	2	10	4	5
3	Post Metric	106	152	275	275
4	GSB	-	-	5	4
5	Post Metric Minority	-	-	10	10
6	Paloli Muhammedkutty Muslim Girl	20	56	16	24
7	Single Girl Child	4	4	4	7
8	Kerala State Suvarna Jubilee Merit	-	-	14	8
9	Higher Education	13	24	65	59
10	Central Sector Scholarship	49	51	72	41

11	Prathibha Scholarship	-	-	5	7
12	Schedule Caste	213	249	258	231
13	Schedule Tribe	25	18	28	30
14	OEC	73	79	70	83
15	KPCR/ SEBC	340	411	418	469
16	OBC	72	80	80	95
17	Fisheries	61	57	65	61
18	Physically handicapped	3	-	5	2
19	Muslim Girls Scholarship- School	-	-	14	14
20	Inspire	-	-	2	2

**Table 5.5**  
**Student Beneficiaries**

Year	No. of Scholarships	Percentage of Student Beneficiaries
2012-2013	991	46.2
2013-2014	1191	50.6
2014-2015	1395	53.1
2015-2016	1425	51.5

**5.1.7 Does the College have an International Student Cell to cater to the needs of foreign students? If so, what measures have been taken to attract foreign students?**

Teresian International functions under the Research & Development Cell to initiate the Twinning, Faculty and Student Exchange Programmes of the College. The College has established links with Newman University Birmingham, State Kansas University, U.S and The Richmond University, The American International University, UK. The measures initiated to attract foreign students are :

- Inviting Diplomats and U.N officials to the Institution
- Participation of Faculty in Summer School Programmes
- Participation in Educational Fests
- Participation of Faculty in International Conferences and Seminars

**5.1.8 What types of support are available for Physically challenged / differently abled students?**

- 1% reservation for candidates with physical disabilities for admission to the UG and PG courses strictly as per the government policies
- Scribes and grace time are provided when requested
- Accessible class rooms are provided
- Lifts and wheel chairs are available

- SARA CE INSTANT Text Reading Machine and Talking Books for visually challenged students
- Peer learning is encouraged

**SC/ST, OBC and economically weaker sections**

- 15% reservation for SC and 5% for ST candidates for admission to the UG and PG courses strictly as per the State Government policies
- UGC scheme of remedial coaching for SC/ST
- Scholarships and assistance from the Central and State Governments
- Special coaching and remedial classes
- The staff association noon meal programme for needy students
- Examination fee concession and free hostel facility

**Table 5.6  
Financial Support for SC / ST / OBC / economically weaker sections**

Year	No. of students Benefitted	Amount Spent
2012-2013	47	62,425
2013-2014	22	36,332
2014-2015	61	82,481
2015-2016	32	46,742

**Students to participate in various competitions / conferences in India and abroad**

- Tutors provide information, guidance and support to students.
- Information is displayed on the common notice board.
- Teachers accompany students when necessary.
- The Management provides financial support, and arranges food, accommodation and transport for students attending the Mahatma Gandhi University Youth festival every year.
- Professional training is given to the participants of various competitions.
- Attendance is given to students participating in State / National / International events.
- Winners and achievers are felicitated during the College Day function.
- Participants in National and International sports events are provided academic and financial support in coordination with the Department of Physical Education.

- The Governing Council has decided to conduct re-examinations for students who miss the final examination, when they represent the College at University / State/ National / International competitions in academic/ sports/cultural / NCC / NSS events.

**Health Centre, health insurance:**

- A full-fledged Fitness Centre with modern amenities is open for students in the Physical Education Department and Zoology Department.
- A Wellness Centre is maintained by the Department of Zoology.
- Health check-up camps are organized in the campus free of cost.
- Proximity to hospitals rules out the necessity for separate medical facilities. However, in cases of emergency, there is provision for a doctor on call.
- First Aid facility is maintained in every department.
- Talks on health care, nutrition and learning disabilities are arranged .

**Skill development (spoken English, computer literacy, etc.):**

- Higher order skill development programmes have been introduced by the College which is a centre for NSDC, SRC Kerala and ASAP.
- All the students in the College have been part of the National Digital Literacy Mission. 2800 students qualified the National Literacy Mission Test conducted in 2015-16.
- Centre for Continuing Education Kerala offers a Course in Advanced Diploma in Logistics and Retail Management under Institute Linkage Programme.
- Free admission was given to 50 SC/ST students for a Diploma Course in Computer Applications.
- The Career Guidance Cell organises soft skill development programmes including GDs, interviews and HR sessions.
- The Department of English offers training in spoken English in the Language lab.
- The College offers 17 Add on courses that are interdisciplinary and skill oriented.
- Certificate course in Computerised accounting for BCom students.

**Performance enhancement for slow learners/ students who are at risk of failure and dropouts:**

- The Scholar Support Programme (SSP) provides remedial coaching and support to academically weak students.
- Additional classes and extra lab hours are arranged for slow learners and weak students.
- Peer learning is encouraged after class hours.
- Probable dropouts and academically weak students are guided by the College Counselling Cell.

**Exposure of students to other institutions of higher learning/ corporates/business houses, etc.**

- Talks and lectures by resource persons from prominent educational institutions and leading corporate houses are arranged.
- Students of Communicative English, French and Home Science departments have internships at premier institutions.
- CRITICARE has been collaborating with the College since 2007 to train students as "Scientific Anchors". These scientific conclaves come under Earn while you Learn Programme.
- The Departments organize regular industrial visits, subject specific study tours and collaborations with industries.
- On-the-job training and Internship incorporated into the curriculum facilitates the Academic industry interface.
- The students are provided opportunities to work in Stock exchange, to participate in Budget analysis, and in Gram Sabhas.
- Event based collaboration with United Nations Women, South Asia, K.M.Mani Centre for Budget Studies, CUSAT, Kerala Institute of Local Administration (KILA), Centre for Socio Economic and Environmental Studies (CSES), International and Inter University Centre for Nanoscience and Nanotechnology, Kottayam, Department of CUSAT, International University of Paris- Sud, Orsay, France Collaboration University Libre Du Bruxelles, Belgium and Centre for Environment and Development, Govt of Kerala are integrated into the teaching learning process.

**Publication of student magazines:**

- The College Magazine, manuscript magazines and newsletters are published by students.

**5.1.9 Does the College provide guidance / coaching classes for Civil Services, Defense Services, NET / SLET and any other competitive examinations? If yes, what is the outcome?**

- The Departments of English, Economics, Botany and Physics provide coaching for UGC-NET / JRF and other competitive examinations at various levels to cater to brilliant students.
- The College collaborates with Naipunya Civil Service Academy to offer coaching classes for Civil Service Exams.
- Special coaching is provided to students appearing for the JAM/GATE examinations.
- The College NCC unit provides guidance to students interested in the Defence Services.
- Orientation / Guidance is given by the Indian Navy as motivation to join the Naval Service.
- UGC / NET coaching was given to 119 students and 69 students qualified in the examinations.

**5.1.10 Mention the policies of the College for enhancing student participation in sports and extracurricular activities through strategies such as**

**Additional academic support, flexibility in examinations:**

- Students participating in sports events are provided comprehensive academic and financial support
- Relaxation in attendance during the days of participation in camps and competitions
- Additional classes and special lab classes for sports persons who miss classes on account of practice and competitions
- Encouragement to participate in and benefit from peer learning
- Special Supplementary internal examinations are conducted for sports students who miss examinations
- Grace marks are allotted to students who win prizes at the University, National and International levels as per the norms of the University

**Special dietary requirements, sports uniform and materials:**

- Sports students are given fee concession, free accommodation and special food.
- Sports uniform and sports gear are provided by the College.

**Any other:**

- Fifteen students are provided with free food and accommodation in the college hostel by the management.
- Outstanding sports students are given preference in the admission process based on the University norms.
- Sports Quota proposed by the Government and University are maintained consistently.
- Special coaches and coaching camps are arranged for Volleyball.
- Achievers are honoured and acknowledged during the College Day programme.

**5.1.11 Does the College have an institutionalized mechanism for placement of its students? What services are provided to help students identify job opportunities, prepare themselves for interview, and develop entrepreneurship skills?**

- The Placement Cell facilitates and organizes:
  - ◆ On and Off campus interviews
  - ◆ Pre-placement talks, written tests, group discussions, and interviews as per the requirements of the organisations
  - ◆ Training programmes like Personality Development Programmes, Mock Aptitude tests, Group Discussion training and mock interviews
  - ◆ Student level workshops /meets with major Corporates
- The College has a Career Guidance Cell which provides training programmes that cover career orientation, employability skills, personality development and interpersonal communication.
- The Entrepreneurship Development Club endeavours to help students to develop their innovative ideas and passion into business. The club conducts entrepreneurial development programmes and talks by iconic entrepreneurs to equip the students with necessary skills.
- The College facilitates Industry/Institute Interactions by including industrial experts in the Academic Council and Board of Studies.

**5.1.12 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus annually for the last four years)**

**Table 5.7**

**Number of Students Selected in Campus Interviews**

Year	No. of Students
2012-2013	56
2013-2014	57
2014-2015	93
2015-2016	183

**Table 5.8**

**List of Companies who visited the campus over the last four years**

No	Name of Company/Employer	No	Name of Company/Employer
1.	Tata Consultancy Services (TCS)	9.	South Indian Bank
2.	Sutherland Global Services	10.	Royal Bank of Scotland
3.	Infosys	11.	Standard Chartered Bank
4.	SAP Bangalore (SAP integrated learning programme with BITS, Pilani.).	12.	Cognizant Technology Solutions
5.	McKinsey & Company, Inc.	13.	KPMG
6.	Open Ignite Platform of Tata Consultancy Services.	14.	Wipro Technologies.
7.	SYNTEL	15.	TCS Limited
8.	IBM	16.	Google India

**5.1.13 Does the College have a registered Alumni association? If yes, what are its activities and contributions to the development of the College?**

The College has an active Alumnae Association AstA (Association of St. Teresa's Alumnae). AstA is operated through a website that aims to offer a quick overview of its activities and on-line registration by former students is enabled. The mission of the Association is to foster strong bonds between students and the Institute. The major activities and contributions of the association to the development of the College are the following:

- There is an annual get-together of the alumnae organized in July-August every year.
- An Annual Christmas Sale exclusively for women is organized and the income generated is utilized for social welfare activities.
- With the generous contribution of its members, the Association sponsored a buggy car to the South Railway Station for the easy conveyance of the sick and physically challenged. The car was handed over to the Railway authorities on 25th March 2015.
- The association helps in raising funds for the various activities and projects of the College, the latest being the launch of the new building project.

- AstA institutes scholarships for needy students
- Value education, moral instruction and remedial classes for students are taken by alumni volunteers

**5.1.14 Does the College have a student grievance redressal cell? Give details of the nature of grievances reported and how they were redressed.**

The Grievance Redressal Cell of the College provides the students a fair and impartial mechanism to solve their academic and administrative problems.

**Table 5.9  
Grievances reported and addressed**

Grievance Reported	Action Taken
The locked back gates of the Arts Block hinders accessibility to the Science Block	A watch man is appointed at the back gate to provide easy mobility between the two blocks
Complaints on washroom facilities and cleanliness	Steps were taken to increase washroom facilities and maintain a hygienic environment
Lack of drinking water facilities	Coolers were installed in every floor
Malfunctioning of Laboratory equipment	Maintenance of laboratory equipment
Quality of canteen facilities	Quality was improved as per suggestions
Malfunctioning of the Public Address system	Periodic maintenance done
Inadequate electrical facilities in some departments	Installed additional electrical facilities
Lack of internet facilities in some Departments	Departments were provided internet facilities
Lack of telephone facilities	Coin-box phones were installed

**5.1.15 Does the College have a cell and mechanism to resolve issues of sexual harassment?**

The Women's Cell in the College organizes programmes to sensitize students against sexual harassment and orients the students on threats of digital sexual assaults and available legal recourse. Fourteen programmes were organized by the Women's Cell during the period 2012-2016. Forty students participated in 'Nirbhaya Kerala', a Kerala Police Department initiative for the safety of Women in 2015.

**5.1.16 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?**

The Anti-Ragging Committee consists of the Principal, four senior faculty members and student representatives. The measures taken by the committee include:

- Circulating the Supreme Court order regarding the legal actions on reports of ragging

- Conducting sessions to conscientize the students and periodical announcements highlighting the consequences of ragging
- Display of anti-ragging notices on notice boards of the College and the hostels and publishing them in the College Handbook
- Orienting freshers and their parents on reporting instances of ragging and on their rights and privileges
- Obtaining an undertaking from every student stating that they will refrain from ragging

No complaints on ragging have been reported so far.

**5.1.17 How does the College elicit the cooperation from all stakeholders to ensure overall development of the students considering the curricular and co-curricular activities, research, community orientation, etc?**

The College takes serious efforts to integrate the contributions of all stakeholders while aspiring for academic excellence.

- Parents are given an orientation programme following admissions. The class wise PTA meetings are conducted twice each semester to discuss the academic progress of students and invite suggestions for improvement. Parents can access the Students' Portal in the College website to monitor the attendance and academic performance of their wards. A feedback from parents is taken by the IQAC to improve the academic quality and campus facilities. The PTA has instituted scholarships and prizes to benefit students exhibiting high proficiency in studies. The Association has contributed to provide amenities and infrastructure to the college. Members of the PTA are invited to all important functions of the college.
- Alumnae serve as members of the Boards of Studies, the IQAC and the Advisory Committee. They serve as resource persons for seminars, motivational talks and value education classes and play a key role in grooming students for various competitions and placement. They give feedback on curriculum and the facilities available on the campus and have contributed to the improvement of infrastructural facilities. The Alumnae association has instituted scholarships for needy students.
- Representatives of the industry are included in the administrative bodies such as the Boards of Studies, the Academic Council and the Advisory Board. Iconic representatives are invited to interact with the students in seminars and career development programmes. Industrial visits are

conducted for students to gain exposure to current trends in management practices followed by the organizations

- The College is consistently in touch with the local community through various extension activities such as the Teresian Rural Outreach Programme (TROP) and other community oriented activities

#### **5.1.18 What special schemes/mechanisms are in place to motivate students for participation in extracurricular activities such as sports, cultural events, etc?**

The special facilities and schemes available in the institution to motivate students to participate in extra-curricular activities include the following:

##### **Schemes for participation in sports:**

- Financial assistance is provided for participation in regional/ national and international competitions.
- Fifteen students admitted in the sports category are provided with free food and accommodation by the Management.
- Expert coaches and special coaching are arranged for special events.
- Practice sessions are held before and after class hours to ensure that students do not miss classes.
- Relaxation in attendance for practice and participation in sports events.
- Free uniforms and accessories are given to sports persons.
- Media publicity is given for winners in competitions.
- Achievers are acknowledged and honoured during the College Day celebrations.

##### **Schemes for participation in cultural events:**

- An array of Clubs and Cells function to promote cultural and fine arts activities.
- Two days are allotted for the talent display of new comers.
- 'Teresian Week', the cultural bastion of the college, provides a platform for students to exhibit a wide variety of artistic and creative talents recognized through inter-class competitions.
- Information on inter-collegiate competitions and fests are displayed on the college notice board and students are encouraged to participate in them.
- The College provides financial support, food, accommodation and transport for students attending inter-collegiate extra-curricular activities.

- Participants for group events of the M.G. University Youth Festival are given special and intensive training for the event and faculty members accompany them for the competitions.
- Attendance is given to students participating in cultural events.
- Supplementary internal exams are conducted for students participating in major competitions on recommendation by the Deans of student affairs.

**5.1.19 How does the College ensure participation of women in 'intra' and 'inter' institutional sports competitions and cultural activities? Provide details of sports and cultural activities in which such efforts were made?**

St. Teresa's being a premier women's College, the management and faculty ensure the participation of students in all cultural and sports activities which is a part of the overarching mission of the institution in creating empowered young women.

- The Students' Union and the teaching community are responsible for devising strategies to involve students in all co-curricular activities.
- The Department of Physical Education is responsible for involving the graduate and undergraduate students in all sports activities. The institution has been able to maintain an excellent track record in the post accreditation period by contributing achievers in sports at the state, national and international levels.
- The Arts Club comprising of students and faculty provide ample opportunities for students to learn and perfect their skills and talents.
- In the 31 years of the history of Mahatma Gandhi University Youth Festival, the College has won the overall championship 23 times and were runners up 8 times. From 2009, the institution has won the overall championship continuously for eight years, testing its quality with 350 colleges. This has created history in the University Records.
- Teresians have won medals at the National games, represented India in the Asian Youth Badminton Championships held at Korea, Japan, the TATA Open Challenge International Tournaments, and the Syed Modi Memorial International Challenge Tournament. The sports performance record of the institution in the post accreditation period has witnessed a tremendous change from the 33rd position to 7th in 2015-16 among the colleges affiliated to M.G. University.

## 5.2 Student Progression

### 5.2.1 Provide details of programme-wise success rate of the College for the last four years. How does the College compare itself with the performance of other autoMoUs Colleges / universities (if available)

**Table 5.10**  
**Success rate of UG Programmes**

Name of the Programme	2012-2013	2013-2014	2014-2015	2015-2016
B.Sc. Computer Application	100	90.62	80.64	45.9
B.Sc. Mathematics	89.65	93.33	89.42	61.9
B.Sc. Physics	100	93.1	89.18	67.6
B.Sc. Chemistry	100	94.28	85.29	71.4
B.Sc. Botany	100	94.44	86.48	29.26
B.Sc. Zoology	93.10	96.77	91.42	71.79
B.Sc. Home Science	88.23	90.9	68.42	35.89
B.A. Communicative English	90	86.48	91.66	78.78
B.A. English	96.07	93.1	93.75	74.57
B.A. Economics	91.52	88.33	91.22	43.1
B.A. Sociology	80.70	89.09	70.37	18.46
B.A. History	70.45	85.36	75	11.9
B.A. French	100	60	100	61.5
B.A. Bharathanatyam	37.5	80	66.66	40
B.Com.	90.47	98.43	95.23	81.16
B.Sc. Apparel and Fashion Design	-	-	80.95	59.09
B. Com (S.F.)	-	-	-	66.67

**Table 5.11**  
**Success rate of PG Programmes**

Name of the Programme	2012-2013	2013-2014	2014-2015	2015-2016
M.Sc. Botany	85.71	57.14	23.07	93.3
M.Sc. Physics	66	75	78.57	78.6
M.Sc. Child Development	100	50	90.9	100
M.Sc. Family Resource Management	100	66.66	75	100
M.Sc. Food and Nutrition	77.77	63.63	71.42	81.8
M.A. English	56.25	57.89	55.55	78.6
M.A. Economics	73.33	33.33	57.89	87.5
M.A. Sociology	47.05	65	21.73	69.56
M.Sc. Chemistry	-	-	18.18	92.8
M.A. History	-	-	100	100
M.A. Bharathanatyam	-	-	66.66	100
M. Com.	-	-	54.54	94.44

**5.2.2 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the observed trends.**

**Table 5.12**

**Student Progression in Percentage**

Student Progression	2012-2013	2013-2014	2014-2015	2015-2016
UG to PG	49	55	60	41
PG to M. Phil.	8.9	1.6	5.19	4.86
PG to Ph.D	8.9	1.6	-	1.6
Employed (Campus Selection)	9.6	9.72	16.28	43.46
Other than campus recruitment	14.06	8.87	13.83	13.3

The following trends can be observed

- The post accreditation period witnesses a growing tendency among the students to pursue higher education.
- The Advanced Learners map out their academic plan during the IV semester seeking guidance from experts in the field and opt for higher learning at National and International Centres of Learning.
- Even the average learner opts for professional courses or post graduation courses in the same institution or other universities /institutions.
- Very few students who are selected through campus recruitments take up the job offered and they display a strong tendency to opt for higher studies.

**5.2.3 What is the Programme-wise completion rate/dropout rate within the time span as stipulated by the College/University?**

**Table 5.13**

**Programme-wise Completion / Dropout Rate of UG Programmes**

Programme	2009-2012		2010-2013		2011-2014		2012-2015		2013-2016	
	CR	DR								
Mathematics	90.2	9.8	95.6	4.4	100	0	99.1	0.9	97.7	2.3
Physics	91.9	8.1	100	0	100	0	97.4	2.6	97.4	2.6
Chemistry	83.3	16.7	94.6	5.4	100	0	94.4	5.6	95.5	4.5
Botany	91.4	8.6	86.5	13.5	94.7	5.3	94.9	5.1	100	0
Zoology	97.4	2.6	76.3	23.7	91.2	8.8	92.1	7.9	97.5	2.5
Home Science	82.6	17.4	94.4	5.6	78.6	21.4	100	0	95.1	4.9
English	96.4	3.6	94.4	5.6	98.3	1.7	88.9	11.1	95.2	4.8
Economics	91.4	8.6	98.3	1.7	98.4	1.6	93.4	6.6	89.2	10.8
Sociology	94.4	5.6	87.7	12.3	91.7	8.3	85.7	14.3	94.2	5.8
History	100	0	91.7	8.3	95.4	4.6	91.7	8.3	86	14
B.Com	95.2	4.8	96.9	3.1	98.5	1.5	96.9	3.1	98.8	1.2
Comp. Applic	96.3	3.7	100	0	94.1	5.9	93.9	6.1	100	0

Com. English	94.9	5.1	100	0	97.4	2.6	100	0	91.7	8.3
French	100	0	81.8	18.2	100	0	100	0	86.7	13.3
Bharathanatyam	85.7	14.3	88.9	11.1	92.3	7.7	100	0	83.3	16.7
Fashion Design	-	-	-	-	-	-	91.3	8.7	91.7	8.3

CR- Completion Rate in Percentage; DR- Dropout Rate in Percentage

**Table 5.14**  
**Programme-wise Completion / Dropout Rate of PG Programmes**

Programme	2010-2012		2011-2013		2012-2014		2013-2015		2014-2016	
	CR	DR	CR	DR	CR	DR	CR	DR	CR	DR
Botany	93.3	6.7	100	0	100	0	100	0	100	0
Physics	73.3	26.7	100	0	100	0	100	0	100	0
Chemistry	-	-	-	-	-	-	100	0	100	0
H.Sc. CD	100	0	87.5	12.5	85.7	14.3	100	0	100	0
H.Sc.FRM	100	0	100	0	100	0	100	0	75	25
H.Sc.FN	87.5	12.5	100	0	100	0	100	0	100	0
English	100	0	100	0	100	0	100	0	78	22
Economics	88.9	11.1	88.2	11.8	94.7	5.3	100	0	100	0
Sociology	91.7	8.3	89.5	10.5	90.9	9.1	92	8	91	9
Bharathanatyam	-	-	-	-	-	-	75	25	100	0
History	-	-	-	-	-	-	50	50	100	0
M.Com	-	-	-	-	-	-	100	0	100	0

CR- Completion Rate in Percentage; DR- Dropout Rate in Percentage

**Table 5.15**  
**Overall Dropout Rate for the last 5 years**

UG Programmes	2009-2012	2010-2013	2011-2014	2012-2015	2013-2016
	6.84	6.63	3.99	5.41	5.17
PG Programmes	2010-2012	2011-2013	2012-2014	2013-2015	2014-2016
	9.8	5.0	3.4	3.0	5

**5.2.4** What is the number and percentage of students who appeared/ qualified in examinations like UGC-CSIR-NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central / State services, Defence, Civil Services, etc.

**Table 5.16**

Department	2012-2013		2013-2014		2014-2015		2015-2016	
	UGC-NET	OTHERS	UGC-NET	OTHERS	UGC-NET	OTHERS	UGC-NET	OTHERS
English	4	-	4	-	-	-	3	-
Sociology	7	-	1	-	1	-	3	-
History	-	-	-	-	1	-	1	4
Economics	5	-	-	-	-	-	-	1

Home Science	7	2	6	1	6	4	3	-
Mathematics	-	-	-	2	-	-	-	-
French	-	-	-	-	4	-	3	2
Botany	-	-	-	-	-	-	3	-
Physics	1	1	1	3	2	3	-	2
Zoology	-	-	-	1	-	-	2	-
Commerce	-	2	-	7	-	6	-	7
Com. English	-	-	1	-	-	-	-	-
<b>Total</b>	<b>24</b>	<b>5</b>	<b>13</b>	<b>14</b>	<b>14</b>	<b>13</b>	<b>18</b>	<b>16</b>

**5.2.5 Provide details regarding the number of Ph.D/D.Sc./D.Litt. theses submitted, accepted, resubmitted and rejected in the last four years.**

**Table 5.17  
No. of PhD Thesis**

Year	No. of PhD Theses			
	Submitted	Accepted	Resubmitted	Rejected
2012-13	3	3	-	-
2013-14	4	4	-	-
2014-15	2	2	-	-
2015-16	1	1	-	-

**5.3 Student Participation and Activities**

**5.3.1 List the range of sports and games, cultural and extracurricular activities available to students. Provide details of participation and program calendar.**

St. Teresa's College has a 92 year old inclusive tradition of student support services, consistent with the institutional vision and mission. The institution has been able to maintain an excellent track record in academics, co-curricular activities, sports and games. The well-organized student services are complemented by good staff leadership and broad based institutional commitment.

**Sports and Games:**

The Department of Physical Education was established in 1968 to identify and encourage young women to excel in sports. The College has a full-fledged UGC sponsored indoor stadium and a wellness centre in the campus. The outdoor stadium of Maharaja's College is utilized for practice sessions. The other facilities available are:

- Coaching in a wide range of sports and games - team events like Kabaddi, Handball, Volleyball, Softball, Baseball, Basketball, Throw ball, and individual or double events such as Badminton, Shooting, Archery, Tennis, Table Tennis and Cycling.

- Training is provided for Yoga.
- The Annual Sports Day is conducted for students and staff.

**Cultural and Extracurricular Activities:**

- The College Arts festival 'Teresian Week' is a cultural extravaganza that acts as a platform for the students in literary, creative and performing arts competitions.
- All the festivals of importance are celebrated accompanied by related cultural events. The annual fests and competitions conducted by various Departments have attracted students from other institutions. The students design and execute programmes for the public on areas of social interest and concern.
- The 32 clubs and cells organize relevant programmes to train and equip students to fulfil the vision and mission of the College.
- The Student Deans, Arts Club secretaries and the Students' Union provide support and ensure the participation of students in inter-collegiate and inter-university Youth Festivals and competitions

**5.3.2 Provide details of the previous four years regarding the achievements of students in co-curricular, extracurricular activities and cultural activities at different levels: University / State / Zonal / National / International, etc.**

**Table 5.18  
Details of Achievements in Sports 2012-16**

YEAR	LEVEL	NO. OF EVENTS	NO. OF STUDENT PARTICIPANTS	POSITIONS AWARDED
2012-2013	International	9	11	1 student selected to represent India in the International Shooting Championship and ISSF World cup
	National	9	7	<ul style="list-style-type: none"> <li>• Gold-4</li> <li>• Silver- 2</li> <li>• Bronze - 1</li> <li>• First - 1</li> <li>• Second - 1</li> <li>• Third -2</li> </ul>
	State	8	11	<ul style="list-style-type: none"> <li>• Gold - 6</li> <li>• Silver - 2</li> <li>• First - 5</li> <li>• Third - 2</li> </ul>

				<ul style="list-style-type: none"> <li>• Best Kabbadi Player of State</li> <li>• Best Rider of State</li> </ul>
	University	6	25	<ul style="list-style-type: none"> <li>• First- 2</li> <li>• Second - 1</li> <li>• Third - 1</li> <li>• Fourth - 2</li> </ul>
	District	10	26	<ul style="list-style-type: none"> <li>• First - 6</li> <li>• Second - 4</li> <li>• Third - 3</li> </ul>
2013-2014	International	4	2	1 student represented India in the Pre-Gold International Open Badminton Championship <ul style="list-style-type: none"> <li>• First - 2</li> <li>• Third - 1</li> </ul>
	National	4	4	<ul style="list-style-type: none"> <li>• First - 1</li> <li>• Second - 1</li> <li>• Third - 1</li> <li>• Cash Award Rs. 5000/- 1</li> </ul>
	South Zone	3	5	<ul style="list-style-type: none"> <li>• First - 3</li> </ul>
	State	13	23	<ul style="list-style-type: none"> <li>• First - 7</li> <li>• Second - 5</li> <li>• Third - 1</li> <li>• Fourth - 1</li> <li>• Sixth - 1</li> </ul>
	University	8	31	<ul style="list-style-type: none"> <li>• First - 2</li> <li>• Second -1</li> <li>• Third - 3</li> <li>• Fourth - 2</li> </ul>
	District	5	14	<ul style="list-style-type: none"> <li>• First - 3</li> <li>• Second - 2</li> </ul>
2014-2015	International	1	1	Represented India in Badminton Asia Youth 19 Championship
	National	9	4	<ul style="list-style-type: none"> <li>• Gold - 1</li> <li>• Bronze - 1</li> <li>• First - 6</li> </ul>
	South Zone	1	1	<ul style="list-style-type: none"> <li>• Third - 1</li> </ul>
	State	4	3	<ul style="list-style-type: none"> <li>• First - 3</li> <li>• Overall Championship - 1</li> </ul>
	District	2	6	<ul style="list-style-type: none"> <li>• First - 2</li> </ul>

	University	6	12	<ul style="list-style-type: none"> <li>• First - 1</li> <li>• Second - 2</li> <li>• Third -1</li> <li>• Fourth - 2</li> </ul>
2015-2016	International	1	1	Represented India in International Baseball Championship
	National	6	16	<ul style="list-style-type: none"> <li>• First - 3</li> <li>• Second - 1</li> <li>• Third - 1</li> <li>• Fourth - 1</li> </ul>
	State	17	20	<ul style="list-style-type: none"> <li>• First - 9</li> <li>• Second - 7</li> <li>• Third - 1</li> </ul>
	District	5	20	<ul style="list-style-type: none"> <li>• First - 4</li> <li>• Second - 1</li> </ul>
	University	13	25	<ul style="list-style-type: none"> <li>• First - 3</li> <li>• Second - 7</li> <li>• Fourth - 2</li> <li>• Individual Champion - 1</li> </ul>

**Table 5.19**  
**Outstanding Achievers in Sports**

<p><b>ARATHY SARA SUNIL (B.Com)</b> Represented India in the</p> <ul style="list-style-type: none"> <li>■ Asian Youth Badminton Championship held at Korea in 2012</li> <li>■ World Badminton Championship held at Japan in 2012</li> <li>■ TATA Open Challenge International Tournament in 2012</li> <li>■ Represented India in the Syed Modi Memorial International Challenge Tournament at Lucknow 2012</li> <li>■ The Malaysian Grand Pre International Badminton Championship at Malaysia 2014</li> <li>■ Secured First in Doubles in the International Open Badminton Championship at Bangladesh in 2013</li> <li>■ Bronze medal in the Uber Cup Badminton Championship at Delhi in 2014</li> <li>■ Secured First in Doubles in the International Open Badminton Championship at Bangladesh in 2013</li> </ul>
<p><b>SNEHA SHANTILAL (B.A. English)</b> Represented India in the World University Badminton Championship held at Korea in 2012</p>
<p><b>HARITHA M.H (B.Com)</b> Represented India in the World University Badminton Championship at Korea in 2012</p>

<b>AGNA ANTO (B.A. Economics)</b> Won the First position in the UAE Open Badminton Championship at Abu-Dhabi in 2014
<b>NAYANA PHILIP (B.A. English)</b> Represented India in Hand Ball in the IHF Challenge Trophy Tournament held at Uzbekistan in 2013
<b>ELIZABETH SUSAN KOSHI (B.A. Economics)</b> <ul style="list-style-type: none"> <li>■ Represented India in the World Cup Shooting Championship held at Germany in 2014</li> <li>■ Represented India in the Common Wealth games at Scotland in 2014</li> <li>■ Represented India in the World Championship held at Spain in 2014</li> </ul>
<b>CICILY ANCY C A (B.A. Sociology)</b> <ul style="list-style-type: none"> <li>■ Represented India in the International Premier League Baseball Championship at Korea in 2014</li> <li>■ Represented India in the Asian Junior Softball Championship held at Thailand in 2015</li> </ul>
<b>ANISHA SHAJI (B.A. English)</b> Represented India in the Asian Junior Softball Championship held at Thailand in 2015
<b>CHELSIA JOHNSON (B.A. Sociology)</b> Represented India in the International Baseball Championship held at Korea 2015
<b>NATIONAL GAMES WINNERS</b> <ul style="list-style-type: none"> <li>■ ELIZABETH SUSAN KOSHI - Gold medal in Shooting</li> <li>■ ARATHY SARA SUNIL - Silver medal in Badminton</li> <li>■ SRUTHY K P - Bronze in Badminton</li> <li>■ HARITHA M H - Bronze in Badminton</li> <li>■ AGNA ANTO - Bronze in Badminton</li> <li>■ NAYANA PHILIP - Participation in Handball</li> </ul>

**Table 5.20  
Prizes won in M.G. University Youth Festival**

Year	No. of Student Participants	Prizes Won	Outstanding Achievements
2012-2013	85	First -16 Second - 7 Third - 3	<ul style="list-style-type: none"> <li>• Kalathilakam - Aswathy Jugesh</li> <li>• Overall Champions</li> </ul>
2013-2014	87	First - 12 Second - 7 Third - 4	<ul style="list-style-type: none"> <li>• Kalathilakam- Architha Anishkumar</li> <li>• Overall Champions</li> </ul>
2014- 2015	92	First - 12 Second - 8 Third -1	<ul style="list-style-type: none"> <li>• Kalathilakam- Architha Anishkumar</li> <li>• Overall Champions</li> </ul>
2015-2016	78	First -15 Second -2 Third -2	<ul style="list-style-type: none"> <li>• Kalathilakam- Architha Anishkumar</li> <li>• Overall Champions</li> </ul>

**Table 5.21**  
**Outstanding Achievers in Cultural Activities**

<p><b>ARCHITHA ANISHKUMAR (M.A Sociology)</b></p> <ul style="list-style-type: none"> <li>■ 'Kalathilakam' five times consecutively from 2012-17 creating history in M G University Youth Festival</li> </ul>
<p><b>ABHIRAMI AJAI (B.A Economics)</b></p> <ul style="list-style-type: none"> <li>■ 1st prize for the National Level Light Music Competition conducted by All Indian Radio 2016</li> <li>■ She was awarded Yuva Prathibha Purasakar by the Vasai Fine Arts Society, Mumbai 2016</li> <li>■ Awarded outstanding play back singer female by Radio Mirchi in 2016</li> </ul>
<p><b>RENJU MARIAM CHERIYAN (B.Sc. Physics)</b></p> <ul style="list-style-type: none"> <li>■ 1st prize in 29th South Zone Inter-University Competition for Western Solo 2013-14</li> <li>■ 1st prize in the National Inter University Competition for Western Solo 2014-15</li> </ul>
<p><b>ASWATHY JUGESH (BA English)</b></p> <ul style="list-style-type: none"> <li>■ 1st prize for Bharathanatyam in Keralotsavam which was held in Rajasthan in 2012-13.</li> <li>■ 2nd prize for Bharathanatyam in the Inter University Competition at Mysore in 2012-13.</li> </ul>
<p><b>BENAZIR NAZEEM NAVAZ and IRENE LIZBETH GEORGE (B.A Economics)</b></p> <ul style="list-style-type: none"> <li>■ The only student representatives at the 19th National Conference on e-Governance at Le Meridian, Nagpur, Maharashtra in January</li> </ul>
<p><b>Students of B.Sc Apparel and Fashion Design</b></p> <ul style="list-style-type: none"> <li>■ Won the 1st position and the 3rd position in Ensemble on International Design Contest hosted by Seematti in 2014-15 and the first runner up position in 2015-16</li> </ul>
<p><b>ROSEMARY (B.A English)</b></p> <ul style="list-style-type: none"> <li>■ Certificate of Merit by M.G University and at the state level of NSS for her outstanding contribution to the National Service Scheme in 2014-15</li> </ul>
<p><b>PARVATHY SALIL (B.A. Communicative English)</b></p> <ul style="list-style-type: none"> <li>■ Won the first prize for the inter collegiate Poetry Writing Competition conducted by Darsana International book fair 2015-16</li> </ul>
<p><b>MINNA JOSE (B.A. English)</b></p> <ul style="list-style-type: none"> <li>■ Won the Youth Excellence Award 2015-16</li> <li>■ 1<sup>st</sup> prize for SBI Extempore Competition in association with Vigilance Awareness week 2015-16</li> <li>■ 1st prize for the YMCA All Kerala Intercollegiate Extempore Competition 2015-16</li> <li>■ 1st prize for the Col.Dr.George Kurian VSM memorial All Kerala Extempore Competition 2015-16</li> <li>■ 1st prize for the Annual Ethics Competition held by Vigilance Study Circle 2015-16</li> </ul>

**SONIYA K.S (M.A English)**

- 1<sup>st</sup> prize for the Inter College Extempore (Malayalam) organized by the Chavara Cultural Centre 2015-16

**5.3.2 How often does the College collect feedback from students for improving the support services? How is the feedback used?**

- The IQAC has a structured online feedback form that is filled in by all the students and submitted online. It is used to obtain feedback on various aspects like the teaching-learning process, student development programmes, infrastructure facilities, basic amenities and other student support facilities.
- The student feedback is analysed by a committee consisting of the Director, the Principal and the IQAC Co-ordinator. Necessary action is then taken accordingly.
- A suggestion box is kept in all departments where students can drop in comments on the support services.

**5.3.3 Does the College have a mechanism to seek and use data and feedback from its graduates and employers, to improve the growth and development of the College?**

- The IQAC has a structured feedback mechanism. The final year UG and PG students provide a comprehensive institutional feedback before completion of their academic programme. This provides an opportunity to critically evaluate and understand the areas requiring improvement.
- The annual alumnae meet and the departmental alumnae meet are platforms where the alumni offer informal feedback on the efficacy of the programmes.
- Suggestions of alumnae who pursue higher studies in reputed institutions are sought to devise strategies to ensure better progression of subsequent batches of students.
- Alumnae representatives on the Boards of Studies contribute significantly to curriculum design and development.
- Feedback from employers is gathered in an informal manner, mostly by the faculty in charge of the Placement Cell, who elicits information and suggestions from prospective employers. Inputs from industry representatives on the various statutory bodies aid the growth and development of the College.

**5.3.4 How does the College involve and encourage students to publish materials like catalogues, wall magazines, College magazine, and other material? List**

**the major publications / materials brought out by the students during the previous academic session.**

- The College Magazine is published annually. The Student Editor ensures that articles are contributed by the students, teachers, alumnae and the retired staff. Articles are published in English, Malayalam, Hindi and French. The College magazine was adjudged the Best Magazine in 2012-13 by Pusthakom.com and won a consolation prize in 2015-16 by M.G University.
- The Department of Communicative English publishes 'Teresian Impact', a bi-annual news magazine that chronicles the events and activities organized in the College.
- There is a notice board in each department where students display their creative writing, paintings and collage.

**Table 5.22**  
**Publications / materials brought out by students**

Year	Department	Materials Published
2012-13	French	• 'Perle', a French Magazine
	Mathematics	• 'Ente Pranayinikkayi,' a short film directed by the students of II Semester B.Sc .Maths • "ARITHMOI," a manuscript magazine
	Communicative English	• A handwritten magazine • A Documentary & Short Film • 'Teresian Reveille,' a Teresian News Letter
	Commerce	• 'Teresian Journal of Management Research'
2013-14	Economics	• Citizen's handbook on e-governance (Malayalam Version)
	English	• 'Littera', a newsletter
	Commerce	• The Department journal TJMR.
2014-15	Sociology	• 'SOCIUS' a manuscript magazine
	Economics	• "e-Jaalakam: Taking e-governance to the Masses," a weekly news letter
	Commerce	• The Commerce Annual Bulletin
2015-16	Economics	• e-jaalakam website launch
	Sociology	• "Verukal," a manuscript magazine
	Communicative English	• Parvathy Salil published 'Rhapsody' an anthology of her poems
	English	• Rose Tania Jolly published a collection of short stories, <i>Stories for Those who Still Believe in Magic and Adventure</i>

**5.3.6 Does the College have a Student Council or any similar body? Give details on its constitution, major activities and funding.**

The College has an active College Union which functions under the Counsel of two Deans and the faculty members in charge of the various Clubs and Cells.

- The College Union comprises the following members:
  - ◆ Chair Person
  - ◆ Vice Chair Person
  - ◆ General Secretary
  - ◆ University Union Councillors – 2
  - ◆ Magazine Editor
  - ◆ Arts Club Secretary
  - ◆ Nominated Member
  - ◆ Sports Secretary
- The College Union is assisted by representatives from UG and PG programmes and the class prefects.
- The Parliamentary mode of election was followed in 2012-2013 and 2013-2014 and the Presidential mode was followed in subsequent years.
- Digitalized voting was introduced with the help of an innovative application developed by the students of Computer Applications.
- The major activities of the College Union are as follows:
  - ◆ Coordinating curricular, co-curricular and extra-curricular activities of the student community within and outside the campus
  - ◆ Celebrating major festivals and National/ International Days of importance
  - ◆ Conducting Medical Camps
  - ◆ Extending Charitable and Community Services
  - ◆ Publishing the College Magazine
- The College Union Fund is utilized for Union activities. Additional funds are generated through fund raising drives and sponsorships.

**5.3.7 Give details of various academic and administrative bodies that have student representatives in them. Provide details of their activities.**

The following bodies have student representatives:

**Students Union**

- Organizes a variety of programmes for the students to promote leadership, academics, cultural events and sports and games

**Management Advisory Committee**

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

### **IQAC Student Wing**

- Two student representatives are nominated from each class as IQAC representatives and they coordinate all feedback from their classes about the various student support programmes

### **Library Advisory Committee**

- The Chairperson and General Secretary of the Student Union are members of the committee

### **Editorial Board of College Magazine**

- The Student Editor is responsible for the publication of the College Magazine

### **Clubs, Cells, Forums and Associations**

- These are managed by student secretaries under the supervision of teachers

# Criterion VI

## Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 State the vision and mission of the College.

##### VISION STATEMENT

St. Teresa's College envisions a life-oriented education that empowers students to respond proactively to social concerns and work for the integrity of creation, thereby building a 'civilization of love' and advancing the Kingdom of God as envisaged by the foundress, Mother Teresa of St. Rose of Lima.

##### MISSION

##### We prepare the students:

- To promote a College/Community/Society/Nation where spiritual, moral, and genuine human values are lived and witnessed to.
- To contribute to the transformation of society through an openness to reality and living the challenges of being socially conscious and socially responsible.
- To synergize women and those prevented from exercising their right to be human, through enlightening them regarding their basic human rights and helping them to achieve the same.
- To promote inter-cultural and inter-religious harmony and communion through promoting genuine dialogue, whereby we work together for the common good of the human family.
- To facilitate leadership among the students enabling them to be genuinely other centred, proactively enthusiastic, and spiritually and socially motivated towards personal, group and social liberation.
- To provide quality, integral education which is life, vocation and career oriented.
- To work towards the integrity of creation through being conscious of and alert to the state of devastation and destruction of creation and the serious perils that humankind is plunged into. We promote programmes/movements that foster inter-connectedness, kinship and eco-justice.

- To recognize the advantage of using modern tools and technological innovations for teaching-learning and governance and its visible impact in empowering students.

**6.1.2 Does the mission statement define the College's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, College's traditions and value orientations, vision for the future, etc?**

The distinctive characteristics of the institution are defined in the Mission statement with regard to:

- a. Addressing the needs of society:
  - ◆ Preference for the economically challenged and marginalized
  - ◆ Transforming the self and society
  - ◆ Inculcating inter-religious harmony
  - ◆ Knowledge sharing with community and effective social interventions
- b. The students it seeks to serve:
  - ◆ Holistic Education
  - ◆ Value Education and Character Formation
  - ◆ Academic excellence
  - ◆ Inculcating intellectual curiosity and aptitude for research
  - ◆ Impart life skills such as decision making, conflict resolution and team work
- c. Institution's Traditions and Value Orientation:
  - ◆ Upholding an inclusive culture and broad vision for creating a "Civilization of Love"
  - ◆ Pursuit of Excellence & Maintenance of Quality
  - ◆ Inculcating Gospel values – truth, love, justice, peace, integrity and faith
  - ◆ Facilitating interdependence and collaboration between the Management & Staff
- d. Vision for the future:
  - ◆ Open new gateways for transforming the institution into an excellent Women's University
  - ◆ Develop new strategies to work together to ensure that the education offered maintains the highest quality

- ◆ Offer an excellent grounding to the students that will equip them as highly sought-after graduates/post graduates and researchers
- ◆ Empower Teresians to become the voice of truth and light with the power to change the world

### **6.1.3 How is the leadership involved in - Ensuring the organization's management system development, implementation and continuous improvement**

St. Teresa's College run by the CSST congregation has a system of governance and management where authority and responsibility are assigned, delegated and shared in a climate of mutual respect. The Management follows the policy of de-centralization and participatory governance. The system of governance is as follows:

- The Board of Management comprises of the Governing Body, Advisory Committee and a Local Managing Committee in which Governing Body is the policy making body for the Institution with the Head of the CSST Educational Agency as the President.
- The Statutory bodies of the College are the Governing Council, the Academic Council, the Board of Studies and the Finance Committee.
- The Governing Council functions as the Executive Body of the College with the Director as the Chairman and the Principal of the College as the ex-officio Secretary. Three members of the faculty from different Departments, nominees from UGC, the State Government and the University are other members of the Governing Council to take decisions and plan strategies which are appropriate for the development of the institution.
- The Director of the College is the representative of the Manager and provides guidance and support to the Principal in all the administrative, academic and financial matters.
- The Principal as the Head of the Institution is the leader who is responsible for the various administrative services of the institution which includes academic programmes, finance operations, student services, research and planning, locating resources for organizational development and directing the institution to academic excellence.
- The Academic Council constituted according to the guidelines of the UGC is responsible for scrutinizing the proposals of the Board of Studies, with regard to the courses of study, academic regulations, curriculum, syllabi, framing evaluation policies of the institution.

- The Board of Studies evaluates the syllabi to ensure quality, approves the panel of question paper setters and examiners and the resolutions are presented to the Academic Council.
- The Finance Committee prepares the budget, ensures that expenditure incurred is within the provisions of the budget.
- The College Council discusses all the major programmes and issues in the College and advises the Principal in the administration of the institution.
- The Controller of Examinations heads the examination office and is responsible for the conduct of the examinations in an efficient manner.

### **Interaction with Stakeholders**

The leadership of the institution has developed several platforms for interaction with stakeholders such as meetings with the Student Council, Staff Association, PTA, Alumnae Association and Advisory Committee. Feedback from all the stakeholders aids the institution to take corrective measures and enhance quality.

### **Reinforcing a Culture of Excellence**

The management along with the main stake holders has developed the following strategies to reinforce a culture of excellence commensurate with internationally leading institutions:

- Evaluation of the infrastructure and academic facilities of the institution once a year by an expert team commissioned by the CSST Education Agency (Management)
- Annual audit of the Departments by the Director and the Principal
- Ensuring the best possible environment to recruit and retain academic staff and students of the highest quality on merit
- Transparency in the appointment of staff on merit
- Regular feedback from all stakeholders
- The constitution of an Advisory body comprising of renowned educationalists, industrial representatives, political leaders and nominees from students and alumnae to augment institutional growth
- The Internal Quality Assurance Cell (IQAC) to ensure excellence in all endeavours
- Conduct of the various Audits and SWOC analysis
- Maintaining a disciplined and Clean campus
- ICT enabled and student centric teaching learning methodology

### Identifying needs and championing organizational development (OD)

- The institution convenes an Advisory Board meeting to obtain valuable suggestions for organizational development.
- The Director and the Principal convene regular meetings with the College Council, Governing Council and the Faculty to identify and streamline organizational development.
- The Management provides faculty opportunities to visit centres of academic excellence to innovate and execute educational strategies which are pertinent to the present needs and long-term requirements of the institution and society.
- The IQAC strives to promote innovative/inter-disciplinary/multi-disciplinary programmes and courses in a phased manner.
- Teresian Research and Consultancy Cell (TRACC) assists the institution to take up joint and collaborative research programmes and activities with approved Government-aided research institutions like DST, CSIR, ICAR, DBT, and DIT.
- The R&D Department coordinates with all the departments to establish modern and innovative research & development centres to facilitate the utilization and widespread awareness of contemporary technology for the overall benefit of the society and multi-sector development of the institution.
- The Deans and the Students' Union strives to provide best available sports, cultural, literary and academic support programmes and activities for all the aspiring students.

#### **6.1.4 Were any of the senior leadership positions of the College vacant for more than a year? If so, indicate the reasons.**

No. The institution ensures that all vacant leadership positions are filled promptly.

#### **6.1.5 Does the College ensure that all positions in its various statutory bodies are filled and conduct of meetings at the stipulated intervals?**

Yes. All positions in the various statutory bodies are promptly filled and all the stipulations regarding the conduct of meetings are met.

#### **6.1.6 Does the College promote a culture of participative management? If yes, indicate the levels of participative management.**

Yes. St. Teresa's College has a management procedure that is marked by interdependence and collaboration between the Management and the Staff. The different roles and

responsibilities are defined and communicated to the staff through regular meetings of the many statutory and non-statutory bodies. The Governing Council, the Academic Council, the Boards of Studies, the Finance Committee, the IQAC and the UGC Cell play an important role in framing policies and executing them.

- The Director provides support and guidance to the Principal.
- The Principal coordinates activities that concern the management and staff.
- The HODs coordinate the activities of the respective departments.
- The College office coordinates the administrative activities and the financial administration is carried out by the superintendent and accountant in consultation with the Principal.
- The Academic Deans and the Students' Deans oversee the sharing of responsibilities among the staff members for academic and non academic matters respectively.
- Special Committees like the Management Advisory Committee, Admission Committee, Attendance Committee, Internal Assessment Committee, Fine Arts Committee, Sports/Games Committee, Malpractice Enquiry Committee, Discipline Committee, Ragging Prevention Committee, Ethics Committee, Research Advisory Committee, Library Advisory Committee, Anti-Drug Committee, Examination Cell, Career Guidance and Placement Cell, Grievance Redressal Cell, Women's Cell, The PTA & Alumnae Association, the NSS & the NCC coordinate the various activities.
- The overall coordination and monitoring is done by the Local, Regional and Central Management of the CSST Institute.

#### **6.1.7 Give details of the academic and administrative leadership provided by the University to the College.**

The academic and administrative leadership provided by the university to the College are as follows:

- Nominates members to the Governing Council, Academic Council and BOS
- Approves the curriculum & syllabi and sanctions new courses
- Monitors the functioning of Teaching and Evaluation Process
- Awards Degrees
- Provides Research Grants for Ph.D. and sanctions the conduct of course work for Ph.D. offered by the Research Centres of the Institution

- Recommends Major and Minor Projects to the UGC
- Coordinates the N.S.S. Activities
- Recommends Faculty Development Programmes
- Organizes Inter-collegiate Youth Festivals and Sports Meets
- Selects students from the College to represent the University at Youth Festivals and Sports Meets in the Zonal and National levels
- Sets up an Autonomy Cell to provide assistance to autonomous institutions

#### **6.1.8 How does the College groom the leadership at various levels?**

A strong academic background is the most important criterion in leadership appointments in the institution. The management endeavours to transform the faculty into individuals committed to develop the institution in accordance with a clear vision of the future direction of higher education, both nationally and internationally.

The IQAC is ever vigilant to ensure that faculty members do not merely establish a strong academic track record but also develop managerial expertise in the context of autonomy. The IQAC has initiated a talk series by experts in governance and leadership from various fields. Given the limited resources available, students and teachers learn the dynamics of micromanagement

#### **Faculty members**

- are groomed to take leadership positions and nominated to all the important Councils and are trained to take decisions
- sent for leadership training programmes
- are encouraged to attend Orientation and Refresher Courses
- The senior faculty members take a lead role as the Principal, Controller of Examinations, The IQAC Coordinator, Members of the Governing Council, Academic Council, Board of Studies and take charge of various Clubs and Cells.
- They are nominated to different Statutory Bodies of Educational Institutions, Charitable Societies, International Organizations and Social Organizations.
- Teachers also function as Course Coordinators, Camp officers, Coordinators of UGC Cell, Research Consultants.

#### **Students**

- are provided many opportunities to take up leadership positions as class prefects, Association Secretaries, Students' Union, Secretaries to 32 Clubs and Cells

- organize Fests, Knowledge Fair, Seminars/Conferences, Inter-College fests of various Departments
- are trained to become Master trainers in many Extension activities like e-governance
- NSS and NCC provide ample opportunities to develop leadership skills
- Special training Programmes for Advanced Learners
- The Women's Cell organizes many gender sensitization programmes
- The Students' IQAC wing is actively involved in quality maintenance of the Institution.
- The Teresian Week Celebrations along with Annual Sports Meet provide ample opportunities for the students to shoulder responsibilities and gain confidence to become true leaders.

**6.1.9 Has the College evolved any strategy for knowledge management? If yes, give details.**

Yes, St. Teresa's has always given importance to create and refine its knowledge assets to meet organizational goals in consensus with the mission statement. The systems, tools, and technologies that fit the organization's requirements are properly designed and implemented. The institution has evolved a strategy which primarily focuses on

**Knowledge Discovery & Detection**

- Faculty encourage the students to engage in research at the graduate and postgraduate level.
- Eminent scientists and academicians are invited to share their knowledge and expertise with staff and students.
- Participation in seminars/conferences/workshops at National & International Level
- Visits to other Universities and Centres of academic excellence
- TRAAC provides a platform for knowledge acquisition and dissemination
- Publication of research findings in referred Journals and generating patents
- The Library maintains an institutional repository including e-learning materials, dissertations, research findings and publications of the faculty and students.
- Publishes one International Peer Reviewed Journal TJES and two national journals

## **Knowledge Organization**

- The research departments and TRACC are committed to generating and accessing valuable knowledge.
- The College conducted a Knowledge Fair in association with the Kerala State Higher Education Council to provide a platform for students to present their ideas, innovations and inventions in various disciplines.
- Workshops are organized by the IQAC and the departments to enhance knowledge.

## **Embedding knowledge in processes, products and/or services**

- The knowledge assimilated by the faculty and students are reflected in all the extension activities and projects of the College.
- The Women's Study Centre uses their knowledge to help artisans and small scale Industries through social interventions. They have also taken up the promotion of Khadi products.
- The Department of Economics along with Bhoomitra Sena Club use the first economic principle of waste management and create cloth bags from textile waste.
- A Green Protocol has been enforced following the Green Audit.
- An IT policy of the College has been framed to define the Knowledge management systems

## **Facilitating knowledge growth through knowledge sharing**

- Transferring existing knowledge to the community is a part of the institutional policy and the various outreach programmes focus on key areas such as academic improvement, skill development, nutritional awareness and health care, environmental consciousness and awareness campaigns.

### **6.1.10 How are the following values reflected in various functions of the College?**

#### **Contributing to National Development**

The Institution ensures that the curriculum bears a thrust on the Core Values adopted by NAAC and foresees good community development in the future. Environment consciousness is emphasized in the syllabus. Ecologically sensitized programmes and projects are organized. The Service culture among the student community is developed through participation in the NSS, NCC, Bhoomitra Sena Club, Youth Red Cross and the like. The curricula provide ample scope for moulding responsible citizens and good leaders for the nation and promote the spirit of scientific inquiry leading to research, to benefit society.

### **Fostering Global Competencies among students**

Global trends in Higher Education are reflected in the curricula by the introduction of programmes/subjects such as Communicative English, Advertising with OJT, Print Media and Journalism, Creative Writing, Functional French, Travel and Tourism, Computer Applications, Graphic Design and Animation, Web Designing, Cyber Laws, Fuzzy Mathematics, Nanotechnology, Immunology, Astrophysics, Environmental Chemistry, Bio Informatics, Micro Financing and Econometrics, Computer and hard ware skills, soft skills and communication skills are being developed to foster global competency among students. An enrichment of academic competition is achieved through flexible, innovative and pragmatic curricula.

### **Inculcating a Value System among Students**

Value education is given to all the students on a weekly basis. In addition to this, orientation programmes, workshops and seminars are conducted periodically to instil values such as justice, sharing, freedom, equity and self-reliance among the staff and students. These measures aim at contributing to the transformation of students into responsible and socially committed citizens.

### **Promoting the use of Technology**

Thrust is given to ICT in the curricula. The campus has implemented MIS [Management Information System], Modern tools of Teaching and Learning such as ICT enabled classrooms, e-teaching and e-assignments, e-journals, e-publishing materials are available for the students. A video conferencing unit has been setup.

### **Quest for Excellence**

Pursuit of Excellence is embedded in the culture of the institution as evidenced in its initiative to get accredited a fourth time. As pointed out by the Peer Team members at each accreditation, care and effort are taken to strengthen the grey areas and improve the strong ones.

All the academic and non academic activities are given utmost care and attention to enhance and assure quality. The functioning of the IQAC, the Structured Feedback Mechanism, External and Internal Monitoring and all the Audits testify to the pursuit of excellence.

#### **6.1.11 Give details of the UGC autonomous review committee's recommendations and its compliance**

The College became autonomous on June 13, 2014. The institution has submitted two annual reports to the committee as per the rules and regulations and awaits their recommendations.

## 6.2 Strategy Development and Deployment

### 6.2.1 Does the College have a Perspective Plan for development? If so, give the aspects considered in development of policy and strategy.

Yes. The College has a perspective plan for development.

#### Teaching & Learning

- Enhance quality by making mentoring, tutoring, and counselling more effective
- Facilitate Career Oriented Diploma Courses, the institution having become a Centre for MHRD & NSDC Skill based courses
- Groom the students with Leadership Skills to participate in planning and formulating policies in governance
- Strengthen the curriculum through workshops and brainstorming sessions on developing research embedded syllabi to make students globally mobile and socially useful
- Facilitate more students to qualify NET/SLET/JAM/GATE and other competitive exams including the Civil Services
- Promote Faculty Exchange Programmes in National/International Universities and observership in reputed universities /Institution
- Strengthen Library use to augment teaching/learning by
  - ◆ upgrading Digitalized Services in the Library/Library Web page Services which can be accessed from all the dedicated terminals
  - ◆ providing access to 30 libraries in higher education institutions
  - ◆ providing students a digitized card to facilitate inter-library loan service
- Set up a Media Resource Centre with staff to provide media equipments/ resources
- Optimize the use of the recently sanctioned Community Radio
- Improve Computer & IT facilities to host computer suites to facilitate
  - ◆ a purpose-built technology teaching studio with 50 PCs for tutors on a bookable basis for Graduate /Post Graduate / Research scholars
  - ◆ working from home computing facilities for teachers and students via internet

- ◆ online support for challenging modules, enabling the learner to communicate with the tutor and other students
- ◆ Remedial Programmes for Writing and Communication
- Ensure transparency and objectivity in evaluation through
  - ◆ digitalized examination system and entrance exam for P.G.
  - ◆ online exam information about seating arrangements
- Enhance and strengthen ICT enabled Teaching & Learning with Virtual Class rooms /Video Conferencing / Webinars
- Develop the Infrastructure of the New Central Block with state of the art facilities such as conference rooms, IT suites, Community Radio Station and Media Studies Centre.

### **Research & Development**

- Optimize research output from faculty and students by enhancing research publications and generating more patents
- To strengthen the efforts of TRAAC and R&D to promote inter disciplinary and innovative research
- To strengthen consultancy services in areas such as urban policy, migration and migrants, social justice, violence against women and children, substance abuse, banking, finance, health & nutrition
- Identify funding agencies from international/national bodies/research councils/major foundations/government departments

### **Community Engagement**

- Strengthen and streamline TROP to address socio/economic/health/ issues in the community
- Optimise the following Community Development campaigns through evidence based research
  - ◆ Hygiene & Health Awareness Programmes
  - ◆ Promote Khadi
  - ◆ Support artisans & small scale industries
  - ◆ Teach Government school children
  - ◆ “Unarvu”- Beyond Books (Alternative Education programme)

- ◆ Training for Janamaithri Police
- ◆ 'Vayomithra' Programme (Rehabilitation of elderly people)
- ◆ Women safety campaign
- ◆ Support Elderly Citizens through NGO Magics
- ◆ e- governance,
- ◆ e-jalakam
- ◆ Green Initiatives
- ◆ Support Swachh Bharat Mission
- ◆ Energy conservation - the 'Urjakiran' project
- ◆ Use of renewable energy: biogas plants in the campus
- ◆ Bhoomitra Sena club to expand its waste management programmes
- ◆ Launch of a Drug Awareness campaign along with the Fourth Wave Foundation
- ◆ STEP (Society of Teresians For Environment Protection) to support Corporations

### **Human resource planning and development**

- Devise pathways to optimize Teresian success through activities and strategies to enable faculty to become high performers
- Need based appointment of skilled & trained staff
- Wellness and skill based training programmes for staff
- Welfare schemes for Staff & Students

### **Industry interaction**

- Develop strategies to link industries
- Provide consultancy services
- Set up an Industry Cell
- Offer industry related courses by linking with industries
- Use expertise from Industries to increase employability
- Devise strategies to mobilize Grant-in-Aid funds from Government/ Non-government / Private / Corporate institutions

## **Internationalization**

Fortify the Teresian International Centre to

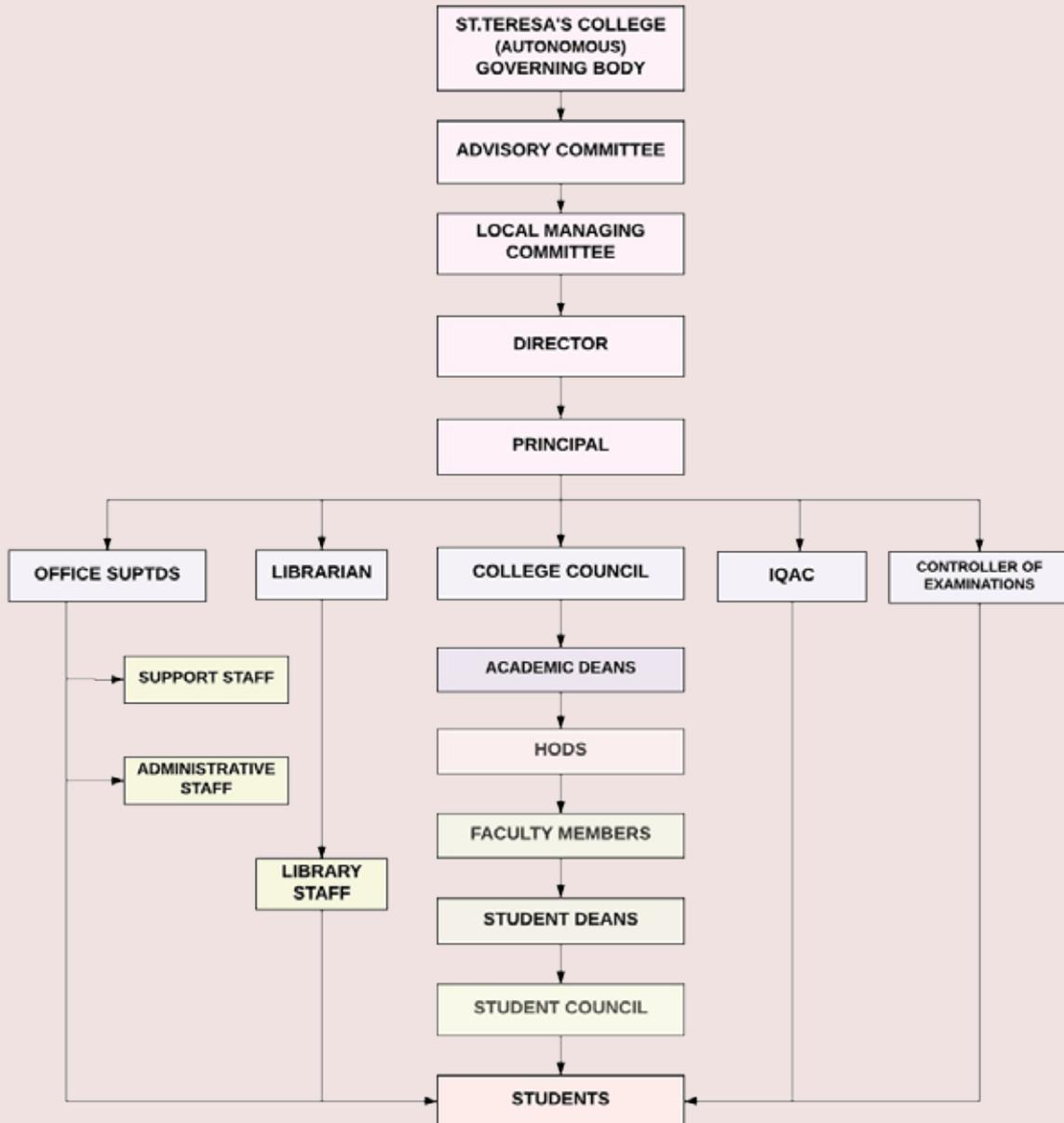
- Foster links with foreign Universities
- Collaborate on Student & Faculty exchange, Research collaborations, Twinning Programmes, organizing workshops /seminars /conferences, fellowship & Summer/Winter School Programmes
- Bring in more students from China , Japan , UK & US

### **6.2.2 Enunciate the internal organizational structure of the College for decision making processes and their effectiveness.**

The College has an internal organizational structure that has evolved over 92 years. A few significant changes have come in the wake of autonomy. It has proved effective in

- Providing good governance which defines the decision-making process upfront
- Defining clear roles and responsibilities to focus on understanding issues and identifying good solutions
- Engaging stakeholders at all levels
- Enhancing accountability and creating a synergy among faculty and students
- Accelerating the process of governance such as gathering data, identifying options, and making the right recommendations for organizational development
- Bringing in dynamism to the overall performance of the institution

**Table 6.1**  
**Organisational Structure of the College**



**6.2.3 Specify how many planned proposals were initiated/ implemented, during the last four years. Give details.**

The following proposals were initiated / implemented in the post accreditation period.

- Autonomy was implemented in the year 2014
- Curricula for all the existing UG and PG programmes were restructured
- 22 New programmes along with 5 higher order skill development programmes as outlined by NSDC and other Agencies were implemented, which includes two B.Voc programmes, an Innovative Programme under UGC - B.Sc. Apparel & Fashion Design and a Community College.
- An Academic Audit was conducted
- IQAC initiated 15 Faculty Development Programmes on different areas like Governance & Leadership, Teacher Wellness, Curriculum Development, vocational courses and mentoring
- IQAC initiated capacity building programmes for Advanced Learners & Slow Learners
- Coaching for NET / SLET / JAM / GATE / IAS and other competitive Examinations
- Internationalization: R & D Department and Teresian International Centre are established to facilitate collaborations with Foreign Universities, initiate Student & Faculty Exchange Programmes and sign MOUs
- The Gunn Centre (State Kansas University U.S) was established to promote Science Fiction Studies in India.
- State of the Art Central Block Building Project (23 Crores) was launched in 2015.
- Indoor Sports Training facility Centre was constructed
- Extension to the Women's Hostel was Constructed
- The Library and College administration is fully automated
- Campus is completely Wi-Fi enabled
- 10 K.V Solar Power Unit was set up

**6.2.4 Does the College have a formally stated quality policy? How is it designed, driven, deployed and reviewed?**

The apostolate of the CSST Educational Agency has been in the ministry of education for the past 130 years, not only in India but also all over the world. The institution has

followed the stated policy of its quest for excellence in its vision and mission statements, which is deployed through a de-centralized, participatory management. It focuses on women empowerment and preferential option for the poor and the marginalized. The management and the IQAC constantly review the academic and non-academic activities to ensure quality.

**6.2.5 How does the College ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?**

The institution has Grievance Redressal Cells monitored by the IQAC for its students and staff. The representatives of students from each class and senior teachers from each department have their meetings periodically, where grievances are voiced and meticulously recorded. Copies of the list of grievances are then presented to the Director and the Principal by the teachers in charge. They hold meetings with a core team to discuss and resolve the issues raised. The PTA Executive Committee and the Alumni Association Core Committee also present the grievances voiced by the parents and alumni. Such interfaces strengthen bonds and deepen mutual understanding and respect, thereby promoting better stakeholder relationship. Reports of all the grievances are recorded and submitted to the IQAC.

**6.2.6 Does the College have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?**

Yes, the College has an online feedback mechanism which is highly confidential. The IQAC conducts the student feedback which has a scientific structure that highlights the deficit in the institutional performance and curriculum design. The feedback is analyzed and the report is submitted to the Director and the Principal. They respond proactively to the feedback and immediate action is taken to ensure quality in all curricular and co-curricular activities. The institution is committed to monitoring its standards and procedures to provide quality and ensure equity.

**6.2.7 In what way has the affiliating University helped the College to identify the developmental needs of the College?**

The university nominees to the statutory bodies of the College attend all the meetings regularly. Their participation and suggestions have helped the College in identifying its developmental needs. The affiliating university recommends Faculty Development Programmes and all the major and minor funding plans of the institution to the UGC and other Central Government agencies. The restructured syllabi of all the new programmes introduced following the grant of autonomy are scrutinized by the BOS of the university before granting approval. The university then gives sanction to all the newly introduced courses.

**6.2.8 Does the affiliating university have a functional College Development Council (CDC) or Board of College and University Development (BCUD)? If yes, in what way is the College benefitted?**

Yes, the College Development Council of Mahatma Gandhi University has been functioning as a policy making body with regard to proper planning and integrated development of affiliated colleges since its inception. The College Development Council constantly monitors the utilization of building grants sanctioned to the College by the UGC especially the construction of buildings such as Women's Hostels, laboratories, class rooms and Indoor Stadium.

**6.2.9 How does the College get feedback from non-teaching, teaching, parents and alumni on its functioning and how it is utilized?**

- The IQAC has a feedback system whereby staff members evaluate the performance of the leadership of the institution – the Director, the Principal, the Controller of Examinations, the IQAC Coordinator, the Heads of the Departments, the Librarian and the Office Superintendent.
- The IQAC has an online mechanism for getting feedback from all the major stakeholders on the institutional performance.
- Periodical meetings are organized to discuss and get direct feedback.
- Department/Association/and General Body Meetings also serve as springboards to generate feedback.
- The PTA and Alumnae meetings held regularly are occasions to get direct/informal feedback.
- The IQAC analyses the feedback obtained and presents it to the Principal and steps are taken to enhance quality and take corrective measures.

**6.2.10 Does the College encourage autonomy to its academic departments and how does it ensure accountability?**

The College believes in granting autonomy to the departments in introducing changes related to curriculum, teaching learning, research, consultancy and extension activities. The Management, Principal, the College council and the IQAC have evolved the following strategies to ensure academic autonomy and accountability. Each department exercises autonomy in implementing various academic plans such as:

- Developing the Curriculum
- Organising Seminars /Workshops / Conferences
- Introducing Innovative Practices in the Departments
- Charting and Implementing Annual Academic Plan
- Introducing Skill Based Programmes/Life enrichment Courses

- Allotting Duties and Responsibilities on a Rotation Basis
- International Collaborations
- Consultancy Services
- Industry Linkages/Partnership

The College monitors and ensures accountability of the activities of the departments through its statutory bodies.

### **6.2.11 Does the College conduct performance auditing of its various departments?**

Yes. The Director and the Principal conduct a performance audit of all the departments annually. The audit visit facilitates an open interaction with the Heads of the Departments and the faculty, where the weaknesses, opportunities and challenges of each department are specifically addressed. A feedback is provided to the departments and the best practices identified are shared in order to institutionalize them.

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

## **6.3 Faculty Empowerment Strategies**

### **6.3.1 What efforts are made by the College to enhance the professional development of teaching and non-teaching staff?**

The Management and the IQAC systematically plan and organize professional development programmes for the teaching and the non-teaching staff and encourage them to attend orientation programmes. The programmes conducted by the IQAC/ institution in the post accreditation period are given in the table below.

**Table 6.2**

17 Dec 2012	National Workshop innovative practices in research
20-21 June 2013	NAAC Sponsored National Workshop on "Equipping New Era Practitioners: Teaching, Learning and evaluation"
24 Oct 2013	Faculty Development Programme for the teachers on 'Autonomy - Its Benefits'
30 Oct 2014	One day programme to familiarize the teachers with the process of structuring the syllabus and equip them to meet the challenges of designing syllabi
9 -10 Dec 2014	Two day National Workshop on "Curriculum and Syllabus Restructuring" to introduce the faculty to scientific course designing
13-15 Mar 2015	Two day Workshop on "Applications in Micro Economics" in association with IQAC for Economics department faculty
6 Nov 2015	Faculty Enrichment Programme
6 Nov 2015	A one day seminar on Restructuring Consciousness: "Transformational Principles for Optimising One's True Potential" for the teaching and non-teaching staff to facilitate them to develop and support 21st century leadership

19 Jan 2016	Transformative Teachers' Workshop
27 Feb 2016	'Sadhgamaya' - Orientation for non-teaching staff on "Positive Thinking"
12 June 2016	A workshop on "Life Management" for non-teaching staff
23 June 2016	A talk on "Grievance Redressal Mechanism"
24 June 2016	Gender sensitization programme for the non-teaching staff
20 Aug 2016	A workshop on "E-filing" for non-teaching staff
21 Oct 2016	A talk on "Quality Maintenance in Autonomous Institutions"
16 Dec 2016	A talk on "IQAC Activities for Quality Enhancement"
13 Jan 2017	A one day workshop on "Governance and Leadership"
27 Feb 2017	A one day workshop on "Educational Leadership and Teacher Wellness"

### **6.3.2 What is the outcome of the review of the Performance Appraisal Reports? List the major decisions.**

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

- Rotation of Headship to mitigate the burden of administrative responsibilities and to facilitate greater research output
- Strengthening of mentoring and tutoring
- Devising strategies to promote a stress free work atmosphere to optimize teacher performance
- Streamlining participatory management

### **6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?**

The institution has a tradition of offering support to its major stake holders. The following are the welfare schemes available for the teaching and non-teaching staff

- Group Insurance Scheme
- Interest Free Loans are made available on request
- Financial support is provided for construction of houses and medical expenses

- Preference is given to the children of teaching and non-teaching staff for admission to various courses
- Support is provided to the children of non-teaching staff who are economically challenged
- Jobs on compassionate grounds are given to family members of the non-teaching staff
- Free annual medical check up is conducted
- Regular increment and periodic pay revision for management staff
- Incentives for research publication

**6.3.4 What are the measures taken by the College for attracting and retaining eminent faculty?**

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

- Attractive remuneration packages
- Periodic pay revision for High Performing Faculty of the management
- Autonomy in academic matters
- Freedom to attend / organize national & international workshops / conferences
- Encouragement to regular faculty to avail FDP/UGC Research Fellowships
- Leave sanction to attend Summer School Programmes in International Universities
- Provision of seed money to attend Workshops/Seminars /Conferences
- Leave sanction to engage in extension and community work
- Support and encouragement to take up membership/leadership roles in other civic bodies/social organisations, etc.
- Freedom to pursue hobbies/talents/interests enabling personal fulfilment and providing platforms to harness these for the growth of the institution

**6.3.5 Has the College conducted a gender audit during the last four years? If yes, mention a few salient findings.**

St. Teresa's being a Women's College a gender audit has not been conducted. However, several gender sensitization programmes have been organised for the students, teachers and non-teaching staff.

**6.3.6 Does the College conduct any gender sensitization programs for its staff?**

Yes. Gender sensitization programmes have been conducted for the staff.

**6.3.7 What is the impact of the University's UGC-Academic Staff College Programmes in enhancing competencies of the College faculty?**

The institution encourages faculty to attend Orientation and Refresher Courses conducted by the UGC's Staff Academic College which has enhanced their competency in teaching, learning and research activities. Participation in such programmes facilitates the building of a strong network between academicians to contribute effectively in devising pathways to transform the academic landscape of the College.

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1 What is the institutional mechanism to monitor effective and efficient use of financial resources?**

The institution has a mechanism to ensure adequate budgetary provisions for academic and administrative activities and to monitor the effective and efficient use of financial resources. The Planning committee functions at different levels. With effective planning and forecasting by the concerned stakeholders, the institution is able to utilize the allocated funds in an optimal manner.

The Planning Committee, comprising all the HODs, assesses the needs of the various departments of the College and puts forward a proposal to the Finance Committee. The Finance Committee evaluates the requirements of the departments and prepares a budget for the allocation of funds. This is submitted to the Governing Council for approval and subsequently implemented by the Director. The funds received from the UGC (XII Plan, CPE, DST/FIST) are allocated by the Finance Committee in consensus with the Planning Committee and monitored by the Coordinator of the UGC Cell. The disbursement of the Autonomy Grant is monitored by two designated faculty from the Finance Committee. All the purchases are to be approved by the Purchase Committee. The accounts are maintained by the Head Accountant and the Principal is accountable for all the financial transactions.

### **6.4.2 Does the College have a mechanism for internal and external audit? Give details.**

Yes. The internal and external auditing system of the College facilitates a comprehensive understanding of the budgetary allocation and implementation at various levels.

- The External Audit is conducted by the Indian Audit and Accounts Department.
- Prior to 2015-16, the system of internal audit was centralized to a nodal person, the Manager of the institution. However, taking into consideration, the need for a more systematic and regular monitoring system, a core committee was formed by the management to monitor the financial aspects of the College in a regular manner. This committee has been functioning

in an efficient manner, conducting regular internal audits to maintain a healthy financial system in the College.

**6.4.3 Provide audited income and expenditure statement of academic and administrative activities of the previous four years.**

**Table 6.3**

**Abridged Income and Expenditure Statement  
Annual Financial Statement for the Year 2012-13**

Sl. No.	Particulars	Receipts	Payments
1	Salary - Teaching (Gross)	5,15,29,152.00	5,15,29,152.00
2	Salary - Non Teaching (Gross)	68,04,174.00	68,04,174.00
3	NSS	44,000.00	46,539.50
4	NCC	57,745.00	57,745.00
5	Special Fees PD A/c	21,00,000.00	21,68,261.00
6	Scholarship	31,18,947.00	31,18,947.00
7	Others	97,50,000.00	-
8	State Govt. Grant SC/ST/OEC/KPCR/SCBC/FC/OBC	24,21,898.00	24,21,898.00
9	University Examination Fee	12,90,725.00	12,90,725.00
10	Fees - Regular	25,36,931.00	25,36,931.00
11	Fees - Self Financing	55,28,500.00	1,39,20,265.00
12	UGC Grant	45,55,050.00	39,68,746.00
	Opening Balance as on 01.04.2012	1,34,53,888.00	
	Closing Balance as on 31.03.2013		1,53,27,627.00
	<b>Total</b>	<b>10,31,91,010.00</b>	<b>10,31,91,010.00</b>

**Annual Financial Statement for the Year 2013-2014**

Sl. No.	Particulars	Receipts	Payments
1	Salary - Teaching (Gross)	6,93,33,728.00	6,93,33,728.00
2	Salary - Non Teaching (Gross)	74,04,135.00	74,04,135.00
3	NSS	44,000.00	70,525.00
4	NCC	89,135.00	89,135.00
5	Special Fees PD A/c	19,00,000.00	18,81,174.00
6	University Examination	12,04,425.00	12,04,425.00
7	State Govt. Grant SC/ST/OEC/KPCR/SCBC/FC/OBC	53,04,716.00	53,04,716.00
8	Scholarship	53,35,613.00	53,35,613.00
9	Others	98,25,000.00	-
10	Fees - Regular	28,27,159.00	28,27,159.00
11	Fees - Self Financing	84,76,000.00	1,39,22,271.00
12	UGC Grant	23,33,050.00	32,14,232.00
	Opening Balance as on 01.04.2013	1,53,27,627.00	
	Closing Balance as on 31.03.2014		1,88,17,475.00
	<b>Total</b>	<b>12,94,04,588.00</b>	<b>12,94,04,588.00</b>

### Annual Financial Statement for the Year 2014-2015

Sl. No.	Particulars	Receipts	Payments
1	Salary - Teaching (Gross)	6,12,98,568.00	6,12,98,568.00
2	Salary - Non Teaching (Gross)	78,15,529.00	78,15,529.00
3	NSS	44,000.00	50,568.28
4	NCC	66,340.00	66,340.00
5	Special Fees PD A/c	22,50,000.00	21,95,227.00
6	Scholarship	48,59,324.00	48,59,324.00
7	University Examination Fees	11,07,710.00	11,07,710.00
8	State Govt. Grant SC/ST/OEC/KPCR/SCBC/FC/OBC	42,09,605.00	42,09,605.00
9	Others	1,01,01,646.00	67,39,483.00
10	Fees - Regular	31,34,830.00	31,34,830.00
11	Fees - Self Financing	1,27,17,500.00	1,09,31,853.00
12	UGC Grant	2,24,86,551.00	2,28,98,360.00
	Opening Balance as on 01.04.2014	1,88,17,475.00	
	Closing Balance as on 31.03.2015		2,36,01,681.00
	<b>Total</b>	<b>14,89,09,078.00</b>	<b>14,89,09,078.00</b>

### Annual Financial Statement for the Year 2015-2016

Sl. No.	Particulars	Receipts	Payments
1	Salary - Teaching (Gross)	6,36,31,771.00	6,36,31,771.00
2	Salary - Non Teaching (Gross)	78,91,062.00	78,91,062.00
3	NSS	44,000.00	47,000.00
4	NCC	82,760.00	82,760.00
5	Special Fees PD A/c	23,25,000.00	23,85,828.00
6	Scholarship	31,22,137.00	31,22,137.00
7	University Examination Fees	4,30,250.00	4,30,250.00
8	State Govt. Grant SC/ST/OEC/KPCR/SCBC/FC/OBC	37,99,392.00	37,99,392.00
9	Others	9,11,32,884.00	35,98,985.00
10	Fees - Regular	31,88,275.00	31,88,275.00
11	Fees - Self Financing	1,92,13,545.00	1,30,56,000.00
12	UGC Grant	75,52,254.00	1,45,81,371.00
13	Land registration		84,08,800.00
14	Land purchase		8,55,62,000.00
	Opening Balance as on 01.04.2015	2,36,01,681.00	
	Closing Balance as on 31.03.2016		1,62,29,380.00
	<b>Total</b>	<b>22,60,15,011.00</b>	<b>22,60,15,011.00</b>

#### **6.4.4 Have the accounts been audited regularly? What are the major audit objections and how are they complied with?**

Yes. The accounts have been audited regularly. No major audit objections were raised.

#### **6.4.5 Narrate the efforts taken by the College for resource mobilization.**

The institutional leadership and various stakeholders take initiatives to mobilize various resources as and when required for the effective functioning of the College.

The major sources of mobilization include the Parent Teacher Association (PTA), Association of St. Teresa's Alumnae (AstA), Associations of retired teaching and non-teaching staff and other well wishers from the larger community.

**6.4.6 Is there any provision for the College to maintain the 'corpus fund'? If yes, give details.**

The institution maintains a reserve and corpus fund which is usually used as matching grants for developmental purposes.

**6.5. Internal Quality Assurance System**

**6.5.1 Does the College conduct an academic audit of its departments? If yes, give details.**

Yes. The College conducts an academic audit of the various departments.

- An audit committee was formed; a schedule was prepared for the departmental visits by the internal and external peer teams; guidelines and formats were provided for the conduct of the self study and for the peer review based on the seven criteria as laid down by the NAAC.
- The audit was conducted in two phases.
  - ◆ The internal audit - a peer review process including a self-evaluation by the various departments and a visit by peers from outside the department. The audit committee collected the self evaluative reports of the various departments and also the internal audit reports of the peer teams based on the seven criteria.
  - ◆ The external audit - a pannel of external evaluators (peers from other institutions) were employed to facilitate objectivity. They interacted with departmental leadership, faculty, and students and handed in a report in the prescribed format and a Grade Sheet to the Audit Committee. The audit evaluated the full range of College activities so as to ensure a balanced recommendation by the audit panel.
- The Evaluative Reports of all the departments, the Peer Team Reports, the reports of the External Evaluators and Grade Sheets were examined, consolidated and compiled by the audit panel, and an Executive Summary was prepared, highlighting the strengths and areas/suggestions for improvement.
- The academic audit has enabled a mutual sharing of best practices and has helped "raise the bar" for individual departments. Most importantly, it has inspired the faculty members to make continuous improvement of teaching and learning a priority.

**6.5.2 Based on the recommendations of academic audit what specific measures have been taken by the College to improve teaching, learning and evaluation?**

The following measures have been taken as a follow up to the Academic Audit

- Designing/compiling of textbooks for the UG students for the courses of the restructured syllabus
- Greater focus on mentoring of students and better tracking of their progression
- Exhorting the departments to bring in the application of theory in teaching and in evaluation particularly in assignments and questions
- Efforts to start programmes and courses that are vocational/skill oriented
- More concentrated efforts to start programmes and courses that are interdisciplinary
- Conduct of entry level test for PG admissions to ensure quality
- Amendment in the admission policy to foster academic flexibility and vertical mobility
- Amending the manual of examinations regarding chances for reappearance for sessional examinations, chances for supplementary examinations and mercy chance
- Organising Workshops utilizing the CPE fund to upgrade teaching quality
- Promoting the design of curriculum with modules specifically designed to deal with transferable skills and vocationally relevant content and pedagogic methods appropriate for promoting intensive research, useful to society
- Upgrading classrooms and enhancing infrastructure
- Encouraging more ICT enabled teaching in newly initiated courses
- Rotation of duties such as that of the Head of the Department, to mitigate the administrative burden of the teachers
- Directing certain departments to make their curriculum more compatible with NET and Civil Services

**6.5.3 Is there a central body within the College to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?**

Yes. The central body that continuously reviews the teaching learning process is the College Council comprising all the Heads of Departments headed by the Principal and the Director. The body meets regularly to review the academic activities and deliberate on issues such as:

- Adherence to the Academic Calendar with regard to admissions, the completion of the syllabi, conduct of examinations and valuation camps, and publication of results

- General grievances and needs of students and staff with regard to learning resources, time schedules, etc., as well as departmental needs
- Student performance in the sessional and end semester examinations and their progression
- Remedial and tutorial classes
- Teacher performance based on feedback by the HODs and the IQAC
- Matters pertaining to the Academic Council and the Board of Studies

The College Council has impacted the teaching learning process significantly as follows:

- Better provision of learning resources and facilities
- Improvement in teacher and student performance
- Enhanced teaching learning methodologies
- Timely conduct of the teaching learning and evaluation process
- Ensuring equity for all the students
- Redressing the grievances of teachers and students
- More efficient and effective evaluation process

#### **6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?**

The IQAC strives to institutionalize quality assurance strategies and processes through its interventions in the following areas:

- Faculty development through the conduct of need based programmes such as workshops for equipping teachers to meet the challenges of autonomy, introducing the faculty to Curriculum and Syllabus Restructuring and scientific course designing, equipping in the area of Student Mentoring and Support, seminars on Governance and Leadership, and the area of Teaching, Learning and Evaluation, etc.
- Devising strategies to promote research and consultancy, ensuring quality and foster community oriented research by monitoring the activities of TRACC, the R&D department, and the research projects and publications of faculty, etc., and disseminating information regarding various funds available for research and development
- Strengthening the Green initiatives of the College and building environmental consciousness through promoting Eco friendly practices, conducting Green Audit and framing a Green Protocol for the institution
- Tracking the extension activities under TROP - Teresian Rural Outreach Programme

- Employing a structured mechanism to obtain Feedback from stakeholders as a tool for quality assurance
- Appointing a representative/teacher-in-charge in every Department, Statutory Body, Clubs and Cells to work closely with the IQAC
- Streamlining and strengthening efforts towards effective documentation and easy retrieval of data through a system of monthly reports collected from all departments, clubs, cells and statutory bodies. These are also archived in a central repository
- Keeping track of the schedules/plans and implementation of the various academic and administrative activities and intervening whenever necessary with suggestions to ensure the maintenance of quality parameters
- Monitoring the regular updating of Library resources
- Monitoring and periodically evaluating the activities of the Examination Cell to ensure the continuous and comprehensive evaluation of students and the timely conduct of examinations and conducting an audit
- Monitoring the curricular/co-curricular activities and the functioning of the various departments, committees, clubs and cells of the College through monthly reports and ensuring effectiveness and quality
- Timely submission of Reports such as the Annual Quality Assurance Report, Report on the Progress of Autonomy and the Annual report of the College for Mahatma Gandhi University
- Meeting with the members of the faculty, administrative, technical and support staff to get an informal feedback on the challenges they face in carrying out their responsibilities and conducting seminars to address these challenges, for enhancing the quality of the service provided
- Registering and submitting data for ranking surveys such as NIRF and the Neilson India Today
- Initiating and conducting the Academic Audit, Examination Cell Audit, Office Audit and Library Audit
- Formulating a more effective mechanism to evaluate the extent and degree of success in the utilization of autonomy by monitoring the activities of all the statutory bodies, departments, clubs and cells, scrutinizing their reports and making an annual evaluative report
- Encouraging Departments to bring out Newsletters
- Conducting a SWOC Analysis of the College

**6.5.5 Does the IQAC have external members on its committees? If so, mention any significant contribution made by such members.**

Yes. The IQAC has external members like industry and alumnae representatives on its committee. They have emphasized the need for a curriculum that gives the students greater opportunities for interaction and linkage with industry to make them employable and have given suggestions for improving the College website and for making every interface with stakeholders and outsiders more impressive and affirmative.

**6.5.6 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?**

The IQAC has streamlined efforts to keep track of the progression of students through designing a Report Card and Student Profile Booklet that the class teachers maintain for each student, which includes personal details, health profile, academic progress, extracurricular activities and placement particulars. The booklets are updated for each semester and handed over to the class teacher of the following year and serve as a source to track student progression and academic growth.

**6.5.7 What policies are in place for the periodic review of administrative and academic departments, subject areas, research centres, etc.?**

- The IQAC ensures decentralized administration through participatory management.
- All the data pertaining to the AQAR of the Departments, Statutory Bodies, Clubs and Cells are sent in on a monthly basis to a central repository processed by IQAC.
- Internal and External Administrative Audits are conducted regularly for effective financial management within the institution.
- The IQAC takes the initiative for the conduct of the Academic Audit, including the Library Audit and the Audit of the Examination Cell.
- The IQAC monitors and periodically evaluates the activities of the Examination Cell to ensure the continuous and comprehensive evaluation of students and the timely conduct of examinations.
- The IQAC has a structured feedback mechanism in place to facilitate a review of the administrative and academic departments on various aspects such as:
  - ◆ Student, Parent and Alumnae General Feedback of the institution
  - ◆ Student Feedback for Teacher Evaluation

- ◆ Course Feedback and Programme Feedback by students
- ◆ Faculty Evaluation of the Director, Principal, Heads of Departments, Office, IQAC and Examination Cell
- ◆ Feedback from Office Staff, Examination Cell Staff and Ministerial Staff
- The compilation of the AQAR by the IQAC, the Annual Report sent to Mahatma Gandhi University and the Evaluative Report on the Progress of Autonomy prepared by the IQAC are also tools to review the effectiveness of the administrative and academic practices of the institution.
- The IQAC plays a lead role in institutionalizing the best practices of the departments.

# Criteria VII

## Innovations and Best Practices

### 7.1 Environment Consciousness

St. Teresa's College, Ernakulam has always endeavoured to impart education in environmental responsibility in keeping with its vision to "empower students to respond proactively" and "work for the integrity of creation." The commitment of the management, the engagement of the faculty and the active participation of the students, particularly in the NSS and the Bhoomithrasena Club (BMC) with their varied activities, are all geared to encourage not only Teresians, but also the neighbouring communities to adopt ways of acting and embark on new paths to care for the earth, our 'common home,' in the face of the present ecological crises.

The College won the **Paristhithi Mithra Award** instituted by CEERD, St. Stephen's College, Uzhavoor and the **Suchitwa Haritha Award** instituted by Mithradam and Rajagiri Outreach in recognition of its innovative green initiatives in 2016.

#### 7.1.1 Does the College conduct a Green Audit of its campus?

Yes. A Green Audit was conducted in 2014-15 by an external agency, involving initial interviews with the management to clarify policies and activities, followed by interviews with staff and students, collection of data through questionnaires, review of records, observation of practices, and deduction of observable outcomes. The target areas were energy, water and waste management as well as audit for biodiversity and the level of carbon footprint. The management, staff and students were active participants in the Green Audit process. A follow up to implement the recommendations of the Green Audit Report was done in 2016. The next audit is due in 2017-18.

#### 7.1.2. What are the initiatives taken by the College to make the campus eco-friendly?

The Bhoomithrasena Club of the College and several departments are actively committed to the protection of the environment. As a result, several practices that encourage a spirit of environmental friendliness were implemented. The thrust in the post accreditation period was on greening initiatives such as practicing organic farming, conservation of water bodies, promoting water literacy, cleaning of the College campus, solid waste management and promoting the use of eco-friendly products. Based on the feedback obtained from the Green Audit, and with the help of the Bhoomithrasena Club, the College has framed an Environment Policy for the

institution, by adopting the Green Protocol of the Department of Higher Education, Government of Kerala, with some modifications.

### **Energy conservation:**

- The Bhoomithrasena Club and the Department of Physics jointly organized the 'Urja Kiran' programme for spreading awareness on the need for and methods of energy conservation among students and Kudumbasree members. They also conduct programmes periodically to conscientise batches of students in this regard.
- Students gave training to Kudumbasree members in manufacturing and assembling low cost LED bulbs. Training workshops were conducted for school students and Kudumbasree members in different panchayats. (Kudumbasree is a woman empowerment endeavour of the State Government of Kerala).
- An energy audit was conducted in the campus as part of the environment audit to identify and take measures to promote energy conservation in the institution.
- As a follow up of the recommendations of the Green Audit Report, steps were taken to save energy by replacing incandescent bulbs with low energy bulbs, rewiring of buildings, having separate meters for individual buildings to improve monitoring and to provide accurate information to campus users.
- Awareness boards are displayed to save energy.

### **Use of Renewable Energy**

- Biogas plants have been installed in the campus to convert the food waste generated into biogas.
- Students of the Bhoomithrasena club joined hands with the Corporation of Kochi to promote the installation and use of biogas as a method of decentralized treatment of solid waste at source. In 2012 they helped the Corporation to give training to 300 student Environment Master Trainers from 7 Colleges and 50 schools, to promote the segregation and treatment of solid waste at source, including the adoption of biogas plants.
- A 10 KV solar power unit has been set up to provide electricity to the Administrative building.

### **Water Harvesting**

- The Bhoomithrasena Club along with the Panchayat of Kuzhippilly did a field survey of water bodies. Water samples from 44 wells were collected and handed over to Centre for Water Resources Development and Management (CWRDM) for quality analysis. Water quality report cards

were distributed to households along with suggestions to improve water quality. In addition, two public wells and one public pond were cleaned and maintained.

### **Efforts for Carbon Neutrality**

- Through its promotion of the treatment of solid waste at source, the institution, helps reduce the quantum of organic waste dumps and methane released.
- It also indirectly reduces carbon footprint through promoting the reduction of plastic waste, material resource recovery from textile waste of tailoring shops and recycling of old clothes. Students in the campus are encouraged to adopt such green habits.
- Separate waste baskets are given to each class for segregated disposal to facilitate the recycling of plastic waste.
- A social entrepreneurship unit called STEP (Society of Teresians for Environment Protection) has been initiated in the College to promote the manufacture and use of cloth bags and reduce plastic carry bags/rexine College bags.
- Students have conducted workshops to promote the manufacture and use of cloth bags in the districts of Ernakulam, Trivandrum, Alleppey, Trichur, Kottayam, Quilon and Palakkad. They are providing support to the Corporation of Trivandrum in implementing their ban on plastic carry bags by training Kudumbasree members in promoting and manufacturing cloth alternatives. Currently they are working in association with Kudumbasree to promote such activities in around 80 Panchayats in Ernakulam district.
- STEP is creating a series of documentaries on methods of stitching various trendy cloth bags which will be uploaded on the web page of the Suchitwa Mission, in support of the Haritha Kerala Mission of the Government of Kerala.

### **Plantation**

Organic Farming Initiatives:

- Despite being located in the heart of the city, which imposes substantial space constraints, vegetable cultivation is done in around 300 pots in the College. Organic vegetables are harvested and sold to the staff every week.
- The Bhoomithrasena Club in association with the Student Empowerment for Environmental Development (SEED) programme of Mathrubhumi initiated a vegetable garden in St. Joseph's Public School, Kalamassery, a sister concern of St. Teresa's College.
- NSS Volunteers of St. Teresa's College, imbibing the spirit of organic

farming, launched the initiative of organic farming on Gandhi Jayanthi, to promote pesticide free vegetables in the adopted village community of Ochanthuruthu, Vypin, Kerala. A small plot of land inside the premises of Kurishinkal church was selected for the purpose, and the volunteers enthusiastically ventured on vegetable cultivation. The venture is continuously managed and monitored by NSS volunteers in the locality.

- The NSS volunteers participated in a rally to promote organic farming during a seminar - 'Annam 2015', the National Food and Agro Biodiversity Festival. They put forward slogans which promoted the practice of organic farming.

Tree planting initiatives:

- The Bhoomithrasena Club, in association with Greater Cochin Development Authority organized a Tree Planting event titled *Teresian Illacharth* in connection with the 'Navathi' celebrations of the College. The Principal, staff and student volunteers planted 90 saplings.
- Bhoomithrasena Club in association with the Horticultural Society of Ernakulam District distributed Mango, Neem and Lakshmi tharoo saplings to the students and staff as part of the Environment Day activities.

### **Hazardous Waste and e-waste Management**

- E-Waste - Awareness and Collection Programme: On 9th February 2016, Bhoomithrasena Club in association with the NSS unit of St. Teresa's College organized an awareness programme on the health hazards caused due to E-waste.
- On 11th February, BMC and NSS unit of the College joined hands together with the Cochin Corporation to collect e-waste from the College and hand it over to the Cochin Corporation.
- 'Pen Drive' Collection programme for discarded pens: In November 2016, Bhoomithrasena Club in association with the Mathematics department of the College organized a collection drive of used pens. Around five thousand pens were collected and handed over to the Cochin Biennale foundation.
- The 'Ezhazhakilekku Ezhikkara' project aims at encouraging households in Ezhikkara Panchayat in Ernakulam district to implement segregation of solid waste and hand over plastic waste for recycling and safe disposal instead of the unhealthy practice of burning it or dumping it in public places or water bodies. The project which was launched in 2015 to include 400 households in Ward No. 7 of Ezhikkara Panchayat was extended to 390 households in Ward No. 10. BMC members conducted several

awareness classes as a part of this project, and consequently plastic waste is being segregated by households, collected by Kudumbasree members and handed over to CREDAI Clean City Movement (CCCM) for recycling.

- The faculty in-charge of Bhoomithrasena Club is conducting a research on "Role of the Local Governments in Solid, Liquid Waste Management and Environment Protection - A Study of Panchayats in Kerala". As part of the research, waste audits were conducted in 4 Panchayats in Wayanad, Palakkad, Ernakulam and Thiruvananthapuram. Chemical analysis of water quality was also done in sample water bodies since the first sign of environment stress will be reflected in the water quality.
- Voicing concern against ineffective waste management: On February 8th, 2016, NSS Unit 41 joined hands with the Janaseva Sisubhavan, an NGO to launch a campaign against pollution of the environment and promoting waste management. The renowned film actor Sheela and Janaseva Shisubhavan joined the students of St. Teresa's College to launch a stand-in strike in Kochi against the inability of authorities to implement an effective waste management plan.
- Joining the Swachh Bharat Mission: This is a national campaign by the Government of India, covering 4041 statutory towns, to clean the streets, roads and infrastructure of the country. Taking up the slogan 'Clean India Green India', the NSS volunteers of St. Teresa's College, embarked on a cleaning campaign of Boat jetty, Kochi. Fifty volunteers participated in cleaning the premises of Boat jetty and also interacted with the local people, creating awareness about a plastic free zone.

#### Any Other

- A decision was taken to incorporate the Environmental Studies syllabus designed and proposed by the UGC into the curriculum in 2016-17 for all the UG programmes and necessary steps were taken to ensure the same.
- The institution spread awareness and sensitized both the student and the rural community around the College regarding sustainable environment through individual and group competitions, talks, exhibitions, movie screening, rallies, etc.
- The promotion of the "Food Loss Campaign" encouraged people to reduce wastage of food.
- World Environment Day is observed every year, promoting the message that 'Green Religion' is the answer to the problems that beset modern society.
- Anti-Plastic Carry Bag Day is also observed, wherein the students of the College take an oath against plastic carry bags and take the decision to

reduce the use of plastics and to promote the use of eco-friendly cloth and jute bags.

## 7.2 Innovations

### 7.2.1 Provide details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.

- The implementation of 24 new programmes in the post accreditation period and the restructuring of the syllabi and redesigning of the curriculum of the existing UG and PG programmes following the grant of Autonomous status, has had far reaching effects on the functioning of the College with regard to the Teaching Learning process. This has provided the faculty the opportunity to draw on their strengths and areas of expertise, thereby enabling them to take ownership of the courses offered and make their teaching more intellectually and socially engaging.
- The use of “Knowledge pro software” for attendance entry and summary has fostered transparency and rendered the process more effective.
- The conduct of Knowledge Fair: St. Teresa's College, in association with the Kerala State Higher Education Council and Department of Tourism, Government of Kerala, hosted ‘Knowledge Fair 2016’ on 22<sup>nd</sup> and 23<sup>rd</sup> January, 2016. The objective was to showcase the innovative abilities and inventions of Arts and Science Colleges. There were talks by experts in diverse areas such as Ayurveda, Geriatric Care, Corporate Management and Insurance and presentations of innovations by students from various Colleges. Cash prizes were given to the best innovations. There were stalls by various Research Centres, Educational and Technological Companies, Publishing Houses and students of the College. Competitions were hosted by different departments. Intimation of this event had been sent to the Prime Minister, Narendra Modi, in July, 2015 as a suggestion to usher innovation in the Higher Education sector. In this context we are happy to note that a Corpus Fund for innovation in institutions of Higher Education was set up by the Central Government in February, 2016.
- The steps taken by the IQAC to streamline and strengthen its efforts to develop a quality system to improve the academic and administrative performance have proved effective. In particular, the revamping of feedback mechanism mainly using the online mode has improved and facilitated the collection of feedback from stakeholders regarding the institution, curriculum, faculty and infrastructure.

- In its efforts to channelise all communications in an effective manner, the IQAC made it mandatory for all the Statutory Bodies, Departments, Clubs, Associations, Library and office to e-mail their reports to the IQAC by the 10<sup>th</sup> of every month for consolidation. This has facilitated effective documentation and easy retrieval of data.
- The Teresian Research and Consultancy Cell - TRACC formed in 2012 has given impetus to the research activities of the institution. Awards were instituted for the faculty to motivate them and the research output of the faculty has increased quantitatively and improved qualitatively. A significant contribution of TRAAC is the practice of organizing seminars by students of the PG departments.
- The introduction of more need based courses and the enrolment of students in the short term value added courses have aided in meeting the rising expectations of the stakeholders and made the curriculum more attractive.
- The setting up of a Book Bank by collecting used books from former students and making them available for the needy students has had a positive impact on the student body, bringing in a spirit of generosity and sharing.
- The conduct of various fairs and fests by the departments has enlivened the campus, making it a hub of activity while providing students ample opportunity to hone their leadership and entrepreneurial skills and giving a boost to their proficiency and confidence.
- Cooperating with the initiatives of the Kerala Government and Higher Education Department by conducting the ASAP (Additional Skill Acquisition Programme), SSP (Student Support Programme) and WWS (Walk with a Scholar) Programmes, has furthered the institution's commitment to cater to the special needs of advanced learners and weak students.
- The Gender Sensitization Programmes conducted by the Women's Cell and the various departments has brought in greater awareness and have equipped and empowered the students to be proactive in line with the vision statement. Around 40 programmes have been conducted in the last 4 years.
- Plans to devise a strategy to promote research and consultancy were implemented with the setting up of the Research and Development Department (R&D) aimed at initiating high quality research for the

promotion of innovative thinking. As a result, consultancies and linkages have increased and several collaborative ventures are in the offing. In a collaborative tie up with Richmond University, London, 11 students of the College will be attending the International Summer School in London from 23 May to 9 June 2017. An MOU has been drawn up with Newman University, London, to conduct a 3 day workshop on Management and Global Leadership at St. Teresa's College in July 2017. Newman University will provide the resource persons. Discussions have been initiated with Sophia College, Tokyo, Japan and to begin with, there will be an interactive session with a group of Japanese students on 1 Sep 2017. A faculty member has visited Seton Hall University, New Jersey, USA, and initiated discussions for collaboration in the near future.

- The Academic Audit conducted through the initiative of the IQAC was a rewarding exercise and has resulted in a healthy competition among departments and a mutual sharing of good practices.
- The R&D department was entrusted with bringing out a handbook of guidelines and rules which includes detailed job profiles of all employees/ designated personnel of the institution, the staff members and the administrative staff, outlining their duties and responsibilities.
- The Examination Manual and reforms carried out by the Examination Cell have positively impacted the conduct of examinations and the timely publication of results under the autonomous system.

### **7.3 Best Practices**

#### **7.3.1 Give details of any two best practices which have contributed to better academic and administrative functioning of the College.**

##### **Best Practice I**

- 1. Title of the Practice:** Teresian Rural Outreach Programme (TROP)
- 2. Objectives of the Practice**
  - To impart sound academic values and nurture a humanistic world view
  - To inspire the students to become socially responsible citizens
  - To inculcate in students the value of service
  - To help students utilize their knowledge and skills for the empowerment of the underprivileged sections of the society

### 3. The Context

St. Teresa's College was envisioned as an educational institution that would be a home, inspiration and guiding force to mould, enlighten and empower generations of women. In line with this vision, the Teresian Rural Outreach Programme (TROP) was envisaged by the College to provide services beyond conventional limits to rural segments of the community. Since its inception in 2009, this has been a platform for students to extend their services to the community by organizing programmes under the guidance of the faculty of every department of the College, on environment protection, e-governance, skill development and health awareness. The main focus is to involve the students in extension activities providing them hands on experiences in uplifting the community and bringing about social change. Students are given necessary training to impart life skills, following which they meet the target group on a weekly basis and conduct training sessions. The main challenge of TROP is to provide learning experiences and opportunities for growth, to help each student to discover their inner strengths, to recognize an innate worth, and thus enable them to contribute to the needy, less privileged sections of society.

### 4. The Practice

The Teresian Rural Outreach Programme of St. Teresa's College reaches out to people in rural areas of the district and extends a helping hand to the needy. TROP aims at unleashing human potential by inspiring the less privileged to find their inner strength. All the departments have adopted areas in the outskirts of Ernakulam including the coastal areas and conduct activities appropriate to their area of specialization.

The Teresian Outreach Programme (TROP) during the post accreditation period focus on women empowerment, skill development, training programmes on varied aspects such as environmental awareness including waste and water management, personality development, social security schemes in rural areas, e-commerce applications, computer literacy, kitchen gardening, simple mathematics, e-governance training, proficiency in English and Communication skills, learning disabilities, develop scientific aptitude of students, awareness on cancer, nutrition, health, sanitation and hygiene, lifestyle disorders, self employment schemes, and psychological issues of teenagers. The departments of the College take up a theme and adopt an area in and around Cochin. Students and staff are actively involved in fostering a link between the community and the College and addressing the needs of the community by coordinating with the ICDS / Parish / Kudumbasree units of the respective areas. The target groups of the programmes include women and students of various schools and localities. The majority of the programmes are held in the adopted rural areas while some are held in the College. Eco-friendly initiatives are also a highlight of TROP activities.

One of the many programmes organised under TROP that merits special mention is **e-Jaalakam - a model e-governance Literacy Project**. This project aims to enhance the capacity of the public to access various online services of the Government, by creating awareness about e-Governance services among public in general and girls/women in particular for promoting citizen's participation in governance. The project is implemented with the technical support from Kerala State IT Mission, State e-Governance Mission Team, Kerala and Information Kerala Mission. It was implemented partly in association with IT@School Project of Government of Kerala and NSS unit of Mahatma Gandhi University.

Currently the e-Jaalakam team is supporting The Corporation of Cochin in promoting citizen engagement with e-governance in all the 72 wards of the city.

The project has developed training tools such as an e-Jaalakam power point presentation which highlights around 50 e-Governance services, provides URLs of these websites and briefs the services under them, the e-Jaalakam Pamphlet which provides URL to around 100 e-governance services, Vivaranidhi (English & Malayalam versions), a citizen's handbook on e-Governance which aids the public in their efforts to access various e-Governance services, e-Mithram - the student's hand book on e-Governance, e-Mithram training module and an interactive webpage, [www.ejaalakam.com](http://www.ejaalakam.com).

TROP, having come to be recognized as a best practice of the institution for several years now, the Academic Council has decided that students involved in TROP are to be given 1 extra credit on successful completion of the programme and submission of a report in the IV semester.

## **5. Evidence of Success**

The Teresian Rural Outreach Programme carried out 62 extension activities with the involvement of all the departments of the College that reached out to different groups in and around Ernakulam to impart various life skills. Through these, the students have had opportunities to interact with the community at large, and to hone their leadership skills. TROP has enabled to take the students outside the classrooms, thereby providing them a different learning experience. It has made students more sensitive to the needs of society and promoted in them a spirit of social commitment as evidenced from their feedback.

Some of the innovative ideas which have spearheaded the institution into lime light are the 'e-jaalakam' project, the 'Bhoomithra Sanchi' project and the classes for Kudumbasree members.

The project e-jaalakam has won several laurels for the institution during the year 2014-15. It was awarded **GOLD** under category '**Outstanding e-Governance Initiative by**

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

The promotion of 'Bhoomithra Sanchi' (cloth bag), a product designed and developed by Bhoomithrasena Club of the College as an alternative to plastic carry bags was popularized among the people of rural areas. Being founded on the principles of sustainable development, and economic empowerment of women, this project was included in the TROP project of several departments. The project has helped popularize the 'sanchi' in various civic groups.

This has also facilitated economic empowerment through providing employment opportunities to Kudumbasree members. English classes have also been conducted for Kudumbasree members to enhance employability skills in the tourism sector as Ernakulam is a district with high potential for growth in this sector.

## **6. Problems Encountered and Resources Required**

Being women, our students sometimes encounter challenges and experience certain constraints and limitations with regard to the extent of their engagement with the extension activities. One of the greatest problems encountered is the lack of sufficient time to conduct the TROP activities. Students are often unable to give continuous support because of their academic responsibilities.

TROP programmes are based on the need of the community and for the most part, the students involved are able to provide support in the awareness and skill development workshops. However, the sustainability of the programme is always a threat until and unless the programme is linked through relevant government programmes for the group or back support given through local NGOs.

For example, the organic farming awareness programme, if linked through the Panchayat organic farming subsidiary scheme, would encourage the community to raise awareness to the level of a best practice. Otherwise the programme objective stays limited to awareness and not practice.

We have the limitations of grants and funds when taking up community actions like

environment protection activity. For instance, we are able to give awareness on bio-gas plants, rainwater harvesting, adulteration, spoken English classes and the like. However, we are constrained when it comes to giving skill level training programmes because no funds are granted to invite professionals in the field or to provide lab facilities.

## Best Practice II

1. **Title of the Practice:** Teresian Research and Consultancy Enterprise

2. **Objectives of the Practice**

- to achieve excellence in research and to evolve as a thought leadership centre
- to promote a research culture and facilitate interdisciplinary and interdepartmental participation in research activities
- to bring together all the research guides, faculty engaged in research and research scholars of the institution to reflect upon their research areas and to share their thoughts on new knowledge production
- to enhance the quality of teaching and learning
- to encourage resource sharing, sharing of facilities and collaborative research
- to provide the faculty members and research scholars of the institution an opportunity to facilitate discussions and disseminate research findings
- to keep abreast of the latest developments, theories and techniques in the field of research
- to generate knowledge which will be useful for the learner as well as the community
- to foster interdisciplinary approach and familiarity with multiple methodologies, identifying knowledge sources and promoting extension oriented research

3. **The Context**

Teresian Research and Consultancy Enterprise as a best practice, evolved out of a need to give impetus to the research and consultancy initiatives of the faculty and students of the institution following the 3rd Cycle of accreditation, recognizing that this was an area that needed strengthening and sustenance. There was a felt need to bring all the research guides, faculty engaged in research and scholars together to bring about a more concentrated effort in this regard. The need to promote research and motivate faculty and students to create a widespread research culture was a challenge that called for a better recognition of the achievements of research scholars of various departments of the College and provision of opportunities to present their

work and make their expertise available to the community. To this end, the Teresian Research and Consultancy Cell (TRACC) of St. Teresa's College was formed in 2012, to coordinate and promote the research activities of the institution.

#### 4. The Practice

- In its initiative to achieve excellence in research TRACC convenes a National Conference on "Modern Trends in Research" every year which brings together all the scholars, guides and students of the institution to reflect upon their research areas and to share their thoughts on new knowledge production. This conference provides the research scholars and faculty members of the institution an opportunity to
  - ◆ Set out dominant paradigms
  - ◆ Identify and survey research frameworks
  - ◆ Explore key concepts
  - ◆ Elaborate applications of research writing
  - ◆ Raise important researchable issues
  - ◆ Provide a compendium of resources on socially responsible research
  - ◆ Know about funding agencies and programmes
- The conference also provides a common platform for the research scholars of the institution to present their research work. Research scholars are given an opportunity to present a brief summary of their work during this annual conference and all the faculty members, alongwith Post Graduate students attend the same. This enhances the prospects for participants to identify areas with interdisciplinary scope.
- TRACC had organised a meeting for Principals and other Research Guides of the research centres of the aided Colleges of Ernakulam region regarding the conduct of course work for research scholars. Following this, the College was recognised as a centre for course work by M.G. University. TRACC conducts the course work for the full time research scholars registered in various research centres of the Colleges under MG University in the district. The progress of all the research scholars is evaluated formally by an external expert of the respective disciplines.
- TRACC also takes initiative in recognizing the achievements of research scholars of various departments of the College. The research scholars of the College who have been awarded Ph. D. degree are felicitated in the respective academic year. The Ph. D. awardees who are honoured and given certificates also present a summary of their research work.

- In addition to the annual conference, on an average, 10 programmes are conducted each year as seminars, workshops, talks and technical sessions. Some of the significant themes explored in the last 4 years are: "Advanced Research in Frontier Areas of Science and Technology," "Man, Knowledge and Society," "Project Formulation and Presentation," "Funding Agencies and Programmes," "Ethics, Bio safety and Bio regulation in Research," "Intellectual Property Rights and Patents," "New Knowledge Generation in Academic Research," "Interdisciplinary Research," "Thesis and Research Writing," and "Digital Information for Teaching and Research."

## 5. Evidence of Success

Teresian Research and Consultancy Enterprise as a best practice has had a positive impact on the research climate of the College and has given impetus to the research initiatives of faculty members and scholars. The practice has fostered a sharing of multiple methodologies and promoted interdisciplinary research. The numbers of faculty and students involved in research, scholars enrolled and research publications are on the rise as detailed in Criterion III.

### Patent Filed and Published:

"Bio-compatible ZnS nanocrystals conjugated with L-citrulline, as fluorescent probes for DNA visualization and for finger print analysis in forensic studies", has been filed for 42 patent with application number 4900/CHE/2012 and has been published in July 2016 by Dr. Sajimol Augustine M and Dr. Alphonsa Vijaya Joseph. It is noteworthy that this patent is the result of interdisciplinary research and has promise of great social impact.

### Recognitions:

- The Principal of the College, Dr. Sajimol Augustine was awarded the FLAIR (Fostering Linkages in Academic Innovation and Research) Research Excellence Award entailing a cash prize of Rs. 50,000/- instituted by the Department of Higher Education, Government of Kerala. Two research papers of Dr. Sajimol Augustine M got selected among top twenty peer reviewed journal papers of Elsevier Journals.
- Dr. Jaya T. Varkey from the Dept. of Chemistry received the UGC Research Award for the period 2016-18. She is a member of the advisory board of the "International Journal of Medical Microbiology and Tropical Diseases" and the Editorial Board Member of an International Journal, 'Journal of Multifunctional Polymers'. She is also a member of the National editorial Advisory Board of Journal of Pharmaceutical and Medicinal Chemistry and the Indian Journal of Cancer Education and Research (IJCER).

- Dr. Anu Gopinath was selected to participate in the Arctic Expedition, 2014-15 coordinated by National Centre for Antarctic and Ocean Research, Goa, sponsored by Ministry of Earth Sciences, Govt. of India. Mr. Anoop P., research scholar, working under the guidance of Dr. Anu Gopinath has also been selected for the same and has participated in the second phase. Dr. Anu Gopinath received the National ISAS Award for contributions in teaching and research in 2014.
- Smitha George of the Department of Chemistry received Best Paper Award in Kerala Science Congress 2015 and was awarded with Rs. 10,000 and Contingency of Rs. 1 lakh.
- Dr. Derry Holaday of the Department of Chemistry received the National Best Paper Award in the National Seminar on "Recent advances in Chemistry"
- Jeena Ann Joseph of the Department of English was selected to the FLAIR (Fostering Linkages in Academic Innovation and Research) team 2014-15 and attended the 3-day residential Induction Training Programme for FLAIR from 27 - 29 November 2014 at Trivandrum
- Dr. Leena Leon, Department of Home Science was awarded Best Paper Certificate in recognition of the research paper quality, originality and significance in modeling and technical flow to the paper titled "Stress Assessment and Coping Strategies for Nurses in Selected Private Hospitals of Malappuram District, Kerala by TJPRC Journals' Best Paper Award Committee.

#### **6. Problems Encountered and Resources Required**

- The major problem encountered in the practice of TRACE is the lack of necessary infrastructure.
- More sophisticated equipments and improved lab facilities are required for sustained and effective research output.
- Space constraints are yet another limiting factor.
- The high student teacher ratio as a result of the large student strength in UG programmes is a challenge faced by faculty members that places limits on time set apart for research activities.
- The non availability of experts particularly in the field of humanities is a major challenge.
- Lack of necessary funds to meet travel expenses of resource persons is another drawback.