



YEARLY STATUS REPORT - 2023-2024

Part A	
Data of the Institution	
1.Name of the Institution	St. Teresa's College (Autonomous), Ernakulam
• Name of the Head of the institution	Dr. Alphonsa Vijaya Joseph
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	04842351870
• Alternate phone No.	04842381312
• Mobile No. (Principal)	9947075011
• Registered e-mail ID (Principal)	principal@teresas.ac.in
• Address	ST. TERESA'S COLLEGE, Park Avenue, Marine Drive
• City/Town	Ernakulam
• State/UT	Kerala
• Pin Code	682011
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	13/06/2014
• Type of Institution	Women
• Location	Urban

• Financial Status	Grants-in aid
• Name of the IQAC Co-ordinator/Director	Dr. Sajitha J. Kurup
• Phone No.	04842351870
• Mobile No:	7356786667
• IQAC e-mail ID	iqac.teresas@gmail.com
3.Website address (Web link of the AQAR (Previous Academic Year)	https://drive.google.com/file/d/1I0m_GGlw4HPiD6BXpxns7C3RTrJdGnI/view
4.Was the Academic Calendar prepared for that year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://teresas.ac.in/wp-content/uploads/2023/09/STC-Handbook_Final.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Five Star	75.00	1999	09/10/1999	08/10/2005
Cycle 2	A	87.9	2006	21/05/2006	20/05/2011
Cycle 3	A	3.40	2012	21/04/2012	20/04/2019
Cycle 4	A++	3.57	2019	09/08/2019	08/08/2026

6.Date of Establishment of IQAC	03/06/2004
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7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
IQAC	Paramarsh	UGC	01/05/2019	1500000
St. Teresa's College	Star College	DBT	01/05/2017	3600000
St. Teresa's College	Autonomy	UGC	01/05/2014	12000000
St. Teresa's College	CPE	UGC	03/06/2014	13000000

8. Provide details regarding the composition of the IQAC:

<ul style="list-style-type: none"> Upload the latest notification regarding the composition of the IQAC by the HEI 	View File	
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9.No. of IQAC meetings held during the year

3

<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? 	Yes
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<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded
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10. Did IQAC receive funding from any funding agency to support its activities during the year?

No

<ul style="list-style-type: none"> If yes, mention the amount 	
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11. Significant contributions made by IQAC during the current year (maximum five bullets)

1. Conducted the Academic and Administrative Audit (AAA) of the college, submitted NIRF and KIRF and AISHE data. 2. Conducted training programmes on 'Implementation of NEP in Higher Education'. 3. Technology-driven data collection software was launched. 4. Facilitated the Four Year UG Programme Syllabus restructuring. 5. Promoting translational research through S.L.A.T.E

12. Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

Plan of Action	Achievements/Outcomes
Integrate Technology into teaching	Interactive smart boards were installed in 13 departments in the college, One day faculty development programme on Chat Gpt
Training Programmes for faculty members regarding implementation of NEP in Higher Education	The syllabus of the Four Year Undergraduate programme was prepared by all the faculty members
Promotion of Internationalisation in higher education	An international Symposium was conducted in collaboration with Teresian International and Sophia University, Japan; An interactive session on career prospects in European Union was organised for the Students' Quality Assurance Cell (SQAC) members
Promotion of academic Tourism	Facilitated visit from Kristu Jayanthi College, Bangalore and Rosary College, Goa
Bringing Management Studies and Computer Applications unde AICTE	Letter of Approval from AICTE received on May 9th 2024
To develop more skill oriented courses for bridging the gap between academia and industry	The Teresian Additional Skill Aquisition Centre is launched
Promotion of translational research	Established S.L.A.T.E as a Centre for Translational Research

13. Was the AQAR placed before the statutory body?

Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
College Council	07/05/2024

14. Was the institutional data submitted to AISHE ?	Yes
<ul style="list-style-type: none"> Year 	

Year	Date of Submission
2024	27/03/2024

15. Multidisciplinary / interdisciplinary

In today's rapidly evolving educational scenario, traditional linear learning approaches are being replaced by innovative multidisciplinary and interdisciplinary models. St. Teresa's College (Autonomous), Ernakulam, has been at the forefront of this transformation, creating a dynamic academic environment where diverse disciplines intersect to address complex real-world challenges effectively. The college offers a range of open courses that integrate elements from multiple disciplines, enabling students to explore the synergies between fields such as science, arts, commerce, and humanities. These courses not only broaden the academic horizon but also equip students with skills to navigate and succeed in a multidisciplinary professional world. For instance, elective courses combining environmental studies with commerce or psychology with literature have been particularly impactful in encouraging analytical and cross-functional thinking among students. Interdisciplinary education at St. Teresa's College goes a step further by blending knowledge, methodologies, and perspectives from different disciplines to address intricate societal issues. For this, the institution emphasizes hands-on, project-based learning through different projects stipulated in the curriculum as well as promoting interdisciplinary research by providing seed money through MARG (Management Aided Research Grant). Teresian Research and Consultancy Cell (TRAAC) also encourages multidisciplinary and interdisciplinary research activities by establishing collaboration between departments in research endeavours. . The seven dedicated research centres play a pivotal role in advancing interdisciplinary cooperation. Through the shared platforms facilitated by TRAAC, faculty and students collaborate on state, national, and international research projects. The focus is on areas like environmental sustainability, women's empowerment, and social

innovation, providing participants with the opportunity to work alongside professionals from diverse sectors and gain practical insights into addressing real-world challenges. The Teresian International Division, provides exposure to multifaceted global best practices. Students regularly participate in exchange programmes collaborating with organizations worldwide. This approach ensures that they are well-prepared to meet the demands of a globalized workforce by developing a global outlook. Recognizing the role of language in enhancing cross-disciplinary and cultural understanding, the college integrates English, Hindi, Malayalam, and French into its curriculum, not just as academic subjects but as tools for connecting diverse disciplines and perspectives. This focus enhances students' global competencies and prepares them for international collaborations and multicultural environments. The concept of 'cluster departments' internalised into the college helps in interdepartmental academic and research activities , so that students come out from the niche and experience a more broader outlook. The Teresian Common Instrumentation Centre facilitates shared labs for cross-disciplinary research use. The student-led clubs in the college helps to explore multidisciplinary themes in conducting various activities.

16.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) provides a system where students can accumulate, transfer, and utilize credits earned through diverse learning experiences. St. Teresa's College (Autonomous), Ernakulam, is planning to adopt the Academic Bank of Credits to offer students greater flexibility , as envisioned in the NEP, 2020.. However, implementing this system seems to present several challenges:

Standardization of Credits: Aligning credits across various institutions and learning platforms requires extensive coordination and agreement. **Ensuring Quality:** Maintaining the credibility and quality of non-traditional learning sources, such as online modules and internships, is essential. **Resistance to Change:** Traditional institutions accustomed to conventional accreditation methods may resist adopting ABC, slowing its widespread implementation. However, the college realises that the Academic Bank of Credits offers a transformative framework that transcends conventional academic boundaries. The adoption of ABC will help the students to achieve varied learning experiences, democratize education, and strengthen the connection between academia and industry. But it is also acknowledged that, realizing the full potential of ABC requires collaborative efforts from educators, policymakers, and stakeholders.

17.Skill development:

In alignment with the guidelines of the University Grants Commission (UGC) for advancing skill-based higher education, St. Teresa's College (Autonomous), Ernakulam has implemented several impactful programs to equip students with industry-relevant skills and prepare them for a dynamic global landscape. Degree Programmes and Diplomas The college inaugurated two B.Voc. degree programs in 2015: B.Voc. Food Processing Technology B.Voc. Software Development These programmes, aligned with the National Skills Qualifications Framework (NSQF), offer multiple exit options, allowing students to earn a Diploma or Advanced Diploma at various stages of their studies. Additionally, the college launched a one-year Diploma in Health Care Assistance in 2015 to address the comprehensive health care needs of individuals and families. These initiatives have consistently demonstrated their effectiveness and sustainability since inception. Expansion of Skill-Based Programs In the academic year 2020-21, the college introduced six additional skill-oriented programs: M.Voc. Food Processing Technology Diploma in Digital Marketing Diploma in Garment Making Diploma in Interior & Exterior Space Design Diploma in Wellness Craft Baker B.Voc. Applied Media Studies (introduced in 2022-23) These programmes have attracted considerable interest and continue to operate successfully, reflecting the institution's commitment to addressing emerging skill demands. Teresian Additional Skill Acquisition Centre (TASAC) Under the Teresian Additional Skill Acquisition Centre (TASAC), the college has initiated 36 skill-oriented certificate programs in collaboration with various government and non-governmental agencies. These include new-generation certificate courses designed to reskill and upskill students in fields relevant to evolving industry trends. Industry Collaborations and Internships Recognizing the importance of real-world exposure in skill development, the college has forged partnerships with leading industry players. These collaborations enable students to participate in internship programs, where they apply theoretical knowledge in practical settings. These internships also provide valuable networking opportunities and pathways to employment. Entrepreneurship Development To encourage entrepreneurial thinking, the college conducts workshops, mentorship programs, and development initiatives through the Institution Innovation Council (IIC) and the Teresian Innovation and Business Incubation Centre (TIBIC). These initiatives equip students with the skills to conceptualize, plan, and launch their ventures, contributing to innovation and economic growth. Research and Innovation The college supports student-led research projects and innovation challenges across disciplines. These initiatives encourage critical thinking, exploration of new ideas, and contributions to technological advancements and knowledge creation.

Value-Added and Add-On Courses The College offers numerous value-added and add-on courses to enhance career-oriented and life skills, including: Advanced topics like Robotics and Automation, Quantum Chemistry, Certified Management Accountant (CMA-USA), and ACCA (UK). Add on programs focused on soft skills, language and communication, technological proficiency, and life skills. Lab-based Training is part of curriculum for science and technology students, which helps in upskilling them in their respective domains. Various student clubs like Speakers' Forum , Debate Club , Drama club, Music Club , AI Club , Arts Club etc encourages the development of skills in students. Teresian Innovation and Business Incubation Centre helps the students to develop a global business network with infrastructure for innovation, prototyping, and establishing new benchmarks in the industry in collaboration with organizations like KSUM, NISP, and local entrepreneurship hubs. In addition to its structured academic programs, the college organizes seminars, workshops, field visits, and other initiatives that ensure that students are well-equipped to meet the demands of the modern workforce.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

At St. Teresa's College (Autonomous), Ernakulam, we have prioritized integrating Indian Knowledge Systems (IKS) into our educational framework which helps in nurturing a deeper understanding and appreciation of its cultural ethos among students. Indian Performing Arts: Bharatanatyam and Mohiniyattam The Department of Bharatanatyam exemplifies our dedication to preserving and promoting traditional Indian art forms. Bharatanatyam, offered as a major programme, embodies the cultural essence of India through its intricate choreography, emotive expressions, and symbolic narratives rooted in Indian mythology, history, and philosophy. Complementing this, the curriculum includes courses in Mohiniyattam and Adavu, broadening students' exposure to diverse traditional Indian dance forms. The comprehensive curriculum explores: Natyasastra, a seminal Sanskrit text on performing arts. Various classical and folk dance traditions. Ritualistic practices and Sanskrit dance treatises. These academic offerings are enriched by workshops, collaborations with cultural institutions, and practical training sessions, ensuring students gain both theoretical knowledge and hands-on experience. History Department's Contributions to Indian Knowledge Systems The Department of History enhances the understanding of Indian knowledge traditions through specialized postgraduate courses, including: History of Medicine and Health Systems in Modern India. Knowledge Systems in Pre-Modern India. These courses provide

insights into the evolution of India's intellectual, medical, and cultural domains, offering students a nuanced understanding of the country's historical and intellectual heritage. Certificate Programs in Indian Arts To foster an appreciation for traditional knowledge and culture, the college offers certificate courses in Fundamentals of Bharatanatyam and Carnatic Music. These programs aim to develop a profound affinity for India's artistic legacy while cultivating critical skills such as discipline and creativity. Teresian Additional Skill Acquisition Centre (TASAC) Under the Teresian Additional Skill Acquisition Centre (TASAC), the college has launched 36 skill-oriented programs in collaboration with government and non-governmental agencies. These include new-generation certificate courses that focus on reskilling and upskilling students in areas aligned with modern industry requirements, while maintaining a foundation in traditional Indian knowledge systems. Linguistic Inclusivity A key feature of the institution's pedagogy is its commitment to linguistic inclusivity, ensuring that instructional content is delivered in both English and regional languages. This code-switching approach celebrates linguistic diversity, enhances accessibility, and enables students to engage with subjects in their native languages. The college has also established a dedicated postgraduate department for Malayalam and included Hindi as a common course, reinforcing its commitment to preserving and promoting regional languages in an era of globalization. Experiential Learning and Cultural Engagement St. Teresa's College extends learning beyond the classroom through: Field trips to heritage sites. Workshops with traditional practitioners. Hands-on activities that immerse students in India's cultural heritage. The college encourages mother tongue as an instructional method based on the idea of code switching. Use AI-based tools (e.g., Google Translate, Duolingo) and language-specific apps for teaching and learning Indian languages. St. Teresa's College celebrates Indian festivals and traditions in the academic calendar to develop understanding of Indian culture. These experiences allow students to connect theoretical knowledge with real-world applications, deepening their understanding and appreciation of Indian traditions.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Curriculum Restructuring In 2018, the college undertook a comprehensive curriculum restructuring for undergraduate programmes by embedding OBE principles. This restructuring aligns the curriculum with the institution's vision and mission, emphasizing application-oriented and participatory learning methodologies. Key highlights of the curriculum redesign include: Mapping Course

Outcomes (COs) to Program Specific Outcomes (PSOs): A systematic approach to ensure that each course contributes to overarching program goals. CO Attainment Analysis: Automated evaluation of CO attainment levels through a dedicated portal to monitor and enhance learning outcomes. Supplementary Learning Opportunities: Introduction of value-added courses, certificate programs, and bridge courses to address curriculum gaps and enhance skill development. Value-Based Education: Integration of ethical, social, and cultural values through curricular and co-curricular activities. Experiential Learning The institution emphasizes experiential learning as a cornerstone of OBE. Initiatives include: Field Activities and Industrial Visits: Opportunities for students to apply theoretical knowledge in real-world contexts. Internships: Practical exposure to industry settings, fostering professional competencies. Project-Based Learning: Encouraging innovation and critical thinking through hands-on projects. Research-Oriented Pedagogy: Promoting investigative learning approaches to build analytical and problem-solving skills. Faculty Development for OBE Recognizing the pivotal role of faculty in OBE implementation, the college has invested significantly in capacity building: Workshops and FDPs: Faculty members participate in national and international webinars, workshops, and Faculty Development Programs focused on OBE. Master Trainers: Designated faculty members mentor peers, ensuring uniformity and proficiency in OBE practices. Guidelines for POs, PSOs, and COs: The curriculum team has meticulously framed Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), along with mapping guidelines to ensure consistency and alignment with institutional goals. Revised Bloom's Taxonomy: Question banks have been redesigned to enhance cognitive thinking and align with COs, fostering deeper learning. Assessment and Continuous Improvement Continuous refinement of the curriculum is facilitated through robust feedback mechanisms involving: Stakeholder Engagement: Inputs from faculty, students, alumni, parents, and employers inform curriculum updates and enhancements. Outcome Analysis: Regular reviews of CO-PSO mapping and attainment levels to identify areas for improvement. Innovative Teaching Methods: A shift towards application-oriented strategies to foster skill-based and participatory learning. Dissemination of Best Practices St. Teresa's College extends its expertise in OBE beyond its campus by: Conducting training sessions and workshops at partner colleges. Sharing best practices to foster the wider adoption of OBE within the academic community. Promoting collaboration among institutions to enhance the collective quality of education. By aligning teaching, learning, and assessment strategies with OBE principles, the college ensures that students are well-prepared to excel in a rapidly evolving global environment. This proactive

approach positions the institution as a leader in educational reform, dedicated to empowering students to achieve their fullest potential.

20.Distance education/online education:

In the digital era, our college recognizes the transformative potential of online education and aligns its practices with the National Assessment and Accreditation Council (NAAC) framework to maintain quality standards and implement best practices. The college has adopted a multi-faceted approach to deliver a comprehensive and inclusive online education experience within the campus that is fully Wi-fi enabled.

Key Components of Online Education Curriculum Design for Online Delivery The curriculum is tailored for virtual platforms, ensuring alignment with learning objectives while incorporating innovative teaching methodologies for effective online delivery.

Blended Learning Models The college implements blended learning models that combine online instruction with traditional face-to-face interactions. By integrating synchronous (live sessions) and asynchronous (self-paced modules) modalities, students benefit from a balanced learning approach.

Interactive Virtual Classrooms State-of-the-art platforms enable dynamic real-time engagement through video conferencing, screen sharing, interactive whiteboards, and chat discussions. These tools foster collaboration between students and instructors.

Online Learning Resources Comprehensive learning materials, including lecture videos, e-books, scholarly articles, multimedia presentations, and interactive modules, are accessible to students, promoting self-directed learning and revision.

Robust Online Assessment Tools The college employs advanced platforms for administering quizzes, assignments, exams, and other assessments. These tools enable efficient evaluation, provide immediate feedback, and enhance learning outcomes.

Teresian Teaching Learning Centre (TLC) Established in 2020-21, the Teresian Teaching Learning Centre (TLC) focuses on fostering innovative educational practices for both students and faculty. Key initiatives include: Organizing student and faculty development programs. Coordinating the Knowledge Partner Spoken Tutorial Program, offered by IIT Bombay, as part of the National Mission on Education through ICT (Ministry of Education, Govt. of India), aimed at spreading IT literacy. Faculty Development for Online Education The college helps in building faculty competencies for online teaching by conducting workshops and faculty development programmes (FDPs). These programs focus on: Online teaching methodologies. Instructional design principles. Technology integration strategies. Student engagement techniques. Student Support Services The college offers comprehensive support tailored

to the needs of online learners, including: Academic Advising and Counselling: Personalized guidance for academic planning and mental well-being. Technical Support: Assistance with accessing and navigating online platforms. Accessibility Accommodations: Ensuring inclusivity for differently-abled students. Career Guidance: Support for professional growth and employment opportunities. Online Orientation Programs: Familiarizing students with virtual learning tools and resources. St. Teresa's College remains committed to leveraging the latest technologies and innovative practices to ensure the delivery of high-quality education in the digital age, fostering excellence and inclusivity across all aspects of online learning.

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	56
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File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1 Total number of students during the year:	4031
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File Description	Documents
Institutional data in Prescribed format	View File

2.2 Number of outgoing / final year students during the year:	1393
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File Description	Documents
Institutional Data in Prescribed Format	View File

2.3 Number of students who appeared for the examinations conducted by the institution during the year:	3469
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File Description	Documents
Institutional Data in Prescribed Format	View File
3.Academic	
3.1 Number of courses in all programmes during the year:	1475
File Description	Documents
Institutional Data in Prescribed Format	View File
3.2 Number of full-time teachers during the year:	212
File Description	Documents
Institutional Data in Prescribed Format	View File
3.3 Number of sanctioned posts for the year:	212
4.Institution	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	893
4.2 Total number of Classrooms and Seminar halls	147
4.3 Total number of computers on campus for academic purposes	448
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	?4429.41 lakhs

Part B**CURRICULAR ASPECTS**

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

St. Teresa's College (Autonomous), Ernakulam, designs its curricula to address local, national, regional, and global needs, in alignment with Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) across 56 academic programs, including undergraduate and postgraduate programmes and 7 Ph.D. programmes.

- **Empowering Women through Education:** The curriculum aligns with the mission of the college to provide life-oriented education that empowers women for transforming society.

- **Experiential learning based Curriculum:** The curriculum is mapped to POs, PSOs, and COs, including continuous assessments such as assignments, seminars, case studies, field visits, internships, and research projects.

- **Focus on Skill Development:** In addition to core courses, the college offers 24 discipline-specific value-added courses and 36 skill-based certificate courses to equip students for a globalised workforce.

- **Alignment with NEP:** The curriculum aligns with the National Education Policy (NEP) focusing on economic growth, technological advancements, and social equity, while fostering employability, professional ethics, gender equity, sustainability, and innovation.

- **Feedback:** Feedback from stakeholders and annual audits by the IQAC ensures the comprehensiveness of the curriculum.

- **International Standards:** Curricula meets international standards and trends like focus on AI and sustainability, preparing students for global career opportunities.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:c9b9befe-b1fd-48b5-94cf-c14c340c06a0

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

24

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

1120

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced across all programmes offered during the year**

0

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The College promotes holistic educational model into its curriculum aligning with critical themes. Societal and Developmental Alignment: There are 145 courses on human values which addresses societal needs and with regional and national developmental goals. Professional Ethics and Gender Equity: The college offers 162 courses on professional ethics, and 107 on gender studies. Environmental Studies for Sustainability: Environmental Studies, a mandatory core subject for undergraduates since 2018, reflects a strong commitment to sustainability in line with UGC guidelines. The curriculum integrates Sustainable Development Goals (SDGs) through courses, research projects, and practical activities like field visits and green initiatives. Topics such as climate change, biodiversity, and waste management are key components. There are 124 courses on environmental sustainability. Language Courses for Inclusivity: Language courses integrate themes like gender sensitization, human values, and empathy to promote inclusivity.

Interrdisciplinary perspective: Courses on human rights, environmental science, and ethics ensure students are equipped to tackle societal and ecological challenges responsibly.

Value Education : An hour is allotted for value education in the time table to ensure the ethical dimension.

There are continuous assessments, outreach activities, and feedback mechanisms, ensuring the curriculum remains relevant to critical issues in society.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

23

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

577

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

3239

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained **A. All 4 of the above**

**from 1) Students 2) Teachers 3) Employers
and 4) Alumni**

File Description	Documents
Provide the URL for stakeholders' feedback report	https://acrobat.adobe.com/id/urn:aaid:sc:AP:99016d21-e0ee-42ba-ae6e-afa0ca9fb6de
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://acrobat.adobe.com/id/urn:aaid:sc:AP:99016d21-e0ee-42ba-ae6e-afa0ca9fb6de
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1330

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

893

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Slow and advanced learners are identified through pre-admission interactions, academic mentoring, ipsative assessments, and participation in curricular and extracurricular activities.

Support for Advanced Learners

Enrichment Activities: Leadership training, collaborative assignments (e.g., History Department documentaries).

Awards and Competitions: to encourage academic excellence.

Internships and OJTs: internships with reputed institutions.

Mentorship: by Alumni and industry professionals .

Cross-Grade Grouping: collaborative learning between students of different levels.

Accelerated Programs: Online courses (NPTEL, MOOC, edX), AI research projects (AICON Club), hackathons

Coaching for Competitive Exams: Support from initiatives like Hedge School of Economics and IIT Bombay's Spoken Tutorial.

Publication Opportunities: Academic writing workshops .

Volunteering: Engagements like Sociology students' participation in the Tribal Heritage Workshop.

Support for Slow Learners

Personalized Learning: Individualized learning plans, differentiated instruction, and regular feedback.

Peer Learning: Initiatives like "Mechu Sessions" (Commerce) and

"Think Tank Tribe" (English).

Compensatory Teaching: Remedial sessions .

Multisensory Learning: Engaging multiple learning modalities to facilitate comprehension.

Mentorship: Alumni and professionals mentor to guide academic and personal development.

SLMs and IEPs: Self-Learning Materials and customized Individualized Education Plans.

Curated Study Materials: Simplified sources and language development assistance.

Emotional Support: Parent involvement and a nurturing environment.

Inspirational Case Studies: Success stories of alumni to motivate learners.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://files.teresas.ac.in/uploads/20250120110837am2.2.1%20all%20files%20merged_compressed.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/05/2024	4031	212

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Experiential Learning:

- study tours, internships, on-the-job training, cultural exchange programs, case studies, and entrepreneurial ventures. Service learning integrates academic content with community service, developing civic responsibility and practical skills. For. eg.The Department of Computer Science runs "Yuvavigyan," where students teach computer skills to senior citizens in a one-to-one learning environment. The SLATE project (Sustainability, Leadership, and Agency Through Education) follows the NEP 2020's Project-Based Learning model, encouraging inquiry, research, and social entrepreneurship, while connecting schools, higher education institutions, and communities. Fashion Design students gain hands-on experience by creating accessories inspired by ancient civilizations, reinforcing material knowledge and design techniques. They executed a visual merchandising project for Khadi Soubhagya on the theme "Vishu", enhancing practical skills and promoting sales.

Participatory Learning:

- group discussions, collaborative projects, debates, peer learning, and digital platforms like discussion forums and collaborative documents. For example, Mathematics students engaged in group problem-solving to solve challenging calculus problems sharing ideas and strategies, peer teaching, in-class activities like quizzes and group discussion with immediate feedback to enhance learning and understanding.

Problem-Solving Methodology:

- Students engage in self-directed inquiry, research, and collaboration to understand problems and develop solutions. Example: Sociology students are given mini projects on social issues.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:939adec0-b7c0-43a9-b76c-2e59a0427b8c

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

Learning Management Systems (LMS):

- Platforms like Moodle, Canvas, Blackboard, and Google Classroom facilitate course management, content delivery, assessments, communication.
- Moodle facilitate synchronous and asynchronous learning, offers features like screen readers and captions for PWD, and self-paced learning for slow learners.

IIT Spoken Tutorial Courses:

- Provide self-paced video lectures and digital resources to enhance technical skills, digital literacy, technical competency, and industry-relevant certifications.

• Video Conferencing Tools:

- Tools like Zoom, Microsoft Teams, Google Meet, and Skype facilitate virtual classrooms, online meetings, and real-time collaboration for engaged teaching.

• Educational Websites and Portals:

- Websites like Khan Academy, Coursera, edX, and TED-Ed are integrated into the teaching process to enhance learning with videos and digital articles.

• Interactive Whiteboards and Presentation Tools:

Platforms like Pear Deck, Nearpod, and Prezi allow for engaging presentations with interactive features.

• Online Assessment Tools:

Tools like Kahoot!, Quizizz, and Google Forms are used to create quizzes, surveys, and assessments to track student progress.

• Multimedia Creation Tools:

Applications like Adobe Spark and Canva allow students to create multimedia presentations and infographics to demonstrate learning creatively.

• Collaboration and Productivity Tools:

Tools like Google Drive, Microsoft Office 365, and Dropbox enable collaborative document creation and project management.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://acrobat.adobe.com/id/urn:aaid:sc:AP:a184b163-ec68-48b8-b4eb-68b3c1ac3b07
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

212

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Academic Calendar Preparation:

- The College Council, IQAC, and Controller of Examinations prepare a comprehensive academic calendar that includes academic sessions, examinations, and institutional events.
- Departmental Action Plans:
 - Each department creates action plans for curricular, co-curricular, and extracurricular activities, ensuring alignment with the academic calendar.
- Communication of Schedules:
 - Examination schedules, evaluation blueprints, and activity timelines are shared through the website, notice boards, and circulars to keep all stakeholders informed.
- DIGNA Web Portal:

- Teachers enter lesson plans into the DIGNA portal at the start of each semester and update them after each class, tracking course outcomes and ensuring progress.

• **Review and Evaluation:**

- Department Heads regularly review teaching plans, and the Principal evaluates them at the end of each semester to assess faculty performance and alignment with academic goals.

• **Feedback and Flexibility:**

Feedback from students and faculty is used to improve the planning process for subsequent years, fostering continuous improvement. The academic calendar and teaching plans are flexible to accommodate changes or new opportunities for academic growth.

• **Continuous Improvement:**

- The integrated approach ensures the smooth execution of academic activities while fostering accountability, transparency, and quality education.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

212

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

93

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

2675.08

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

12

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

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

1. Digitalization of Examination Processes:

- **Online Exam Registration:** Students register for exams through DIGNA (ERP software of the college), eliminating paperwork.
- **E-Hall Tickets:** Digital hall tickets are generated and accessed via the college portal.
- **Automated Question paper generation through ERP.**
- **Online Timetable Publication:** Examination schedules are published online for better communication.
- **Digitalized Result Publication:** Results are published online for timely access.
- **Digitalised seat allocation:** Online seat allocation for students ensuring transparency and minimizing malpractice.

2. Integration of Continuous Internal Assessment (CIA):

- **Online Submission of Assignments and Projects:** Facilitates timely evaluation and feedback.
- **Automated Attendance Tracking:** Attendance is digitally recorded and accessible via the DIGNA portal.
- **Online Test Conduct and Evaluation:** Provides standardized, efficient assessment methods.
- **Flexibility in Assessment:** Multi faceted assessment systems.

3. Data Management and Analysis:

- **Centralized Database:** Efficient storage and retrieval of student, course, and exam data.
- **Data-Driven Decision Making:** Tools used for trend analysis, performance assessment, and policy decisions.

4. Improved Transparency and Accountability:

- **Real-Time Tracking:** Transparent tracking of processes from registration to result publication.
- **Reduced Human Intervention:** Automation minimizes errors and irregularities.

5. Additional Measures:

- Model question papers, session assessments, and malpractice prevention policies introduced.
- Supplementary Examinations (SAY) offer a second chance for students.
- Efficient reevaluation process ensures timely resolutions.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:27cff31c-fc84-4c29-af12-eccb13d73806

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Faculty Training for Effective OBE Implementation:

- Annual faculty training sessions focus on:
 - Crafting and implementing assessment methods aligned with Programme Specific Outcomes (PSOs), Programme Outcomes (POs), and Course Outcomes (COs).
 - Evaluating indirect assessment techniques and rubrics.

Development and Review of PSOs, POs, and COs:

- Department Faculty, guided by the OBE team, develop PSOs, POs, and COs in alignment with the vision and mission of the college.
- Outcomes are reviewed and finalized by the respective Board of Studies.
- Feasibility of achieving outcomes is assessed based on course difficulty levels.

Communication and Transparency:

- PSOs, POs, and COs for undergraduate and postgraduate programs are documented and shared through:

- The college website.
- Various communication channels to ensure broad accessibility.

Raising Awareness among Students:

- Department heads actively raise awareness about the significance of PSOs, POs, and COs in shaping students' educational journeys.
- Faculty, class teachers, mentors, and course coordinators regularly emphasize the importance of achieving these outcomes in student interactions.

Cultivating Outcome-Driven Learning:

- A culture of outcome-driven learning and growth is fostered throughout the institution, encouraging students to understand and work towards achieving the desired academic outcomes.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://teresas.ac.in/

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Assessment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs):

- POs, PSOs, and COs are assessed throughout the academic year using diverse evaluation methods, including internal exams, assignments, presentations, viva-voce, and projects.
- The outcomes and their interconnections are displayed on the college website for transparency.

Integration of Outcome-Based Education (OBE):

- Since 2020, Outcome-Based Education principles have been integrated into the academic framework, including question banks and Internal Student Assessment A forms.

- Question banks have been redesigned to align with cognitive levels specified by COs and Revised Bloom's Taxonomy.
- Programme syllabi provide a detailed breakdown of the course content structure.

Monitoring and Evaluation:

- The Internal Quality Assurance Cell (IQAC) oversees activities to monitor the attainment of POs.
- Programme Educational Objectives (PEOs) are assessed annually through employer and alumni surveys, placement records, and internal-external audits.
- An automated college portal analyzes CO attainment levels based on CO-PSO mapping, providing insights for continuous improvement.

Continuous Improvement and Academic Excellence:

- The automated portal facilitates data-driven decision-making, ensuring a robust system for tracking and improving academic outcomes.
- Regular assessments and audits contribute to a culture of academic excellence and ensure alignment with POs, PSOs, and COs.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1233

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://acrobat.adobe.com/id/urn:aaid:sc:AP:c7b79137-bd2b-4fa1-9cae-57d3aa9ec961

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://acrobat.adobe.com/id/urn:aaid:sc:AP:4ca7d4b9-b6b2-4057-859e-6dd8ee9f0079>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

The Teresian Research and Consultancy Cell (TRACC) fosters a research-driven culture by assessing research activities, identifying infrastructure needs, and utilizing project revenue to enhance facilities.

- **Interdisciplinary Research:** The institution promotes interdisciplinary and multidisciplinary collaborations to create synergistic research opportunities and improve outcomes.
- **Intellectual Property Rights:** TRACC emphasizes the importance of IPRs and supports the patenting process, encouraging innovation.
- **Seed Funding:** Through MARG (Management Aided Research Grant), faculty members are empowered to initiate pioneering research projects, promoting academic advancements.
- **Collaborations and MOUs:** The college partners with leading research organizations and industries through MOUs, facilitating knowledge exchange and enhancing research output.
- **Research Dissemination:** The college encourages the publication of

research and participation in seminars and conferences, contributing to global knowledge.

- **Innovation Ecosystem:** Teresian Innovation and Business Incubation Centre (TIBIC) provides an environment conducive to innovation, incubation, and the dissemination of new ideas.

- **Community-Oriented Research:** The college leads research initiatives addressing societal challenges and ensuring research outcomes benefit community development.

- **Advanced Facilities:** The institution has a state-of-the-art Common Instrumentation Facility Centre offering advanced instrumentation and equipment to researchers.

Collectively, these research facilities provide an optimal environment for fostering research, innovation, and the advancement of knowledge.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://acrobat.adobe.com/id/urn:aaid:sc:AP:f75b8fb9-911c-403c-b5d4-18e67815213a
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

370000

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

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

3

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

112.35

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

10

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:106b7307-a3d3-4162-905a-bdcb77e3fe15
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

36

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

10

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	chrome-extension://efaidnbmninnibpcajpcglclefindmkaj/https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdiI6ImpvckRKOW4wU3hWNWx2anVFMzBKRHc9PSIsInZhbHVlIjoiwjIwWjZNB2xIUE96bFptWVNOZFBhOWRNbXdzYmVvOjVsSUVXbVRLbHl1RVFDV0RFdXFyYVd4K2FubUFFK0JpYiIsIm1hYyI6ImM4OTRlNjg1YTljNzYxYzhjMDBmMmUwMTAyOTUxYjYyOTZhYzkyMDJlNGYwMGM0ZTQ1NmZmNzEzMTYyYmI2YWUiLCJ0YWciOiIifQ==
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge

supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Teresian Innovation Ecosystem: A dynamic hub promoting innovation and entrepreneurship, comprising the Institution's Innovation Council (IIC), Innovation and Entrepreneurship Development Centre (IEDC), Teresian Innovation and Business Incubation Cell (TIBIC), RED CELL, and ED CLUB.

Notable Initiatives:

- STEP (Society for Teresian Environment-Friendly Products): Produces eco-friendly products.
- T-Jalakam: An online platform supporting women entrepreneurs.
- BhuMe Women's Collective: Upcycles tailoring waste into educational toys.
- Entrepreneur In Residence (EIR): Nurtures entrepreneurial talent.

Awards and Recognition:

- The project "Sensory Cards from Banana Stem Fibre," led by Alumni Ms. Abirami A.K., received a Rs. 4 Lakh grant at the Yukti National Innovation Challenge 2023.
- Student Entrepreneurship Award 2023: Awarded to Ms. Juliya Varghese and Ms. Reshma M.
- Entrepreneurs selected for KSUM's "We Start" pre-incubation program and recognition at Bharat IPR Yathra 2023-24.

Flagship Events:

- Teresian Innovation Summit - EDITH (December 11, 2023) with workshops on incubation, green entrepreneurship, and financial markets.
- LEEP 2024: Organized in partnership with EY & MBT.
- Entrepreneurial events like "Onam Rendezvous" and "Teresian Week Sale" showcased talent.

Impact: These initiatives and events underscore the commitment to innovation, empowerment, and community development.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:0b0233d2-4e3c-40c4-b9b2-a4ec309a6cee

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

108

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software **A. All of the above**

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

112

File Description	Documents
URL to the research page on HEI website	https://teresas.ac.in/teresian-research-and-consultancy-cell/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

63

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

35

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:30cf9f54-2846-49d7-b303-0d3f4439d37b

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

96

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

4

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

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

8.47 Lakhs

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

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Under our Community Engagement Program (CEP), collaborative efforts with various partners drive our institution's community outreach initiatives. Six local communities—Kunnukara, Njarackal, Cheranalloor, Mulavukad, Kuzhupilly, and Kumbalangi—have been adopted, with each assigned to a specific department for focused development efforts. NSS and NCC also plays a pivotal role in community engagement. Key initiatives include:

- Facilitating digital locker account creation to promote digital literacy.
- Conducting nature and energy conservation drives, and drug awareness campaigns for school students.
- Developing educational resources to help local authorities align activities with Sustainable Development Goals (SDGs).
- Empowering women entrepreneurs through Women's Day celebrations and related activities.
- Restoring public spaces and organizing community-led cleaning projects.
- Providing educational resources and conducting career counselling for students.
- Educating on road safety, food safety, and waste management; distributing waste segregation bins.
- Promoting sustainable menstruation awareness among women.
- Encouraging youth to foster empathy by organizing interactions with senior citizens.

These extension activities foster a culture of social responsibility among students, equipping them with critical life skills and experiential learning opportunities while significantly impacting community welfare. By engaging in these programs, students grow into socially conscious citizens dedicated to societal betterment.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://files.teresas.ac.in//uploads/20250120071528pmMerged%20File_compressed%20%282%29.pdf

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

15

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

90

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

3200

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

218

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

108

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

Strategically located in the heart of the city of Kochi, the college is spread over four campuses with area of 16.40 acres - the Administrative Arts Block, the Central Block, the Centenary Block and Science Block. The College offers 56 programmes in Arts, Science, Commerce and Management streams and also offers Ph. D. programmes in seven disciplines. The College has 138 classrooms with LCD

facilities, 13 smart board classrooms, 9 seminar halls, 3 Auditoriums, 4 Audio-Visual Rooms, 7 Video-conferencing facility, Multi-media Lab, E-learning Centre and Business Centre, 448 computers for academic purposes, 9 xerox machines and 72 printers. Every classroom has LCD projector and is Wi-Fi supported for effective teaching. All science departments have well-equipped laboratories and facilities updated manually. The community radio - Radio Kochi 90 FM - under Ministry of Information and Broadcasting started was set up in 2021.. ERP software is being utilized for efficient data management . All computers are equipped with high-speed internet of 500 Mbps speed. Firewall FG 600E Fortigate E and Firewall Sonicwall TZ600 are provided for robust security. Teresian Media Centre was inaugurated on April 12th 2022 with the purpose of serving as a pedagogical intervention in the college. The Centre standardizes documentation and multimedia content based on the branding policy of the Institution that goes to the public.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/college-resource/

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

The institution has developed extensive infrastructure to support both academic and extracurricular activities. To promote physical well-being, the campus includes an indoor multi-purpose sports facility equipped with a Multi Gym station, training equipment, treadmills, an elliptical trainer, a designated yoga floor, a fitness centre, and a wellness centre. Additional facilities such as a diet clinic, a whole-body analyzer, and modernized canteens and cafeterias are available to enhance the health and convenience of students and staff.

The Arts Block features two large auditoriums that host a variety of events, including music concerts, dance performances, drama productions, talent showcases, Arts Day celebrations, College Annual Day programs, departmental association activities, and guest lectures. These venues serve as platforms for student talent development and cultural interaction.

Recognizing the benefits of yoga for mental and physical health, the institution has established a dedicated yoga centre. This facility offers regular yoga classes, workshops, and mindfulness sessions, providing a tranquil space for practice and promoting holistic well-being.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/extracurricular-activities/

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

147

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

₹4429.41 lakhs

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

The Golden Jubilee Memorial Library located in the main campus on three floors with a total area of 1679.25 Sq. m, spacious with a total seating capacity of 550 and with 103760 available Printed books. Library is fully automated with SPAN, SPACEAGE, SOUL, CLASS and KOHA since 2003.

ILMS Software KOHA (installed - 2013, Updated - 2021)

Name of ILMS software: KOHA

Nature of automation: Fully Version: 3.21.00.010;

updated Version: 20.05.09.000

Year of automation: 2003

Library link: 192.168.1.214

Details of Learning Resource

Print Books - 103760 (One Lakh Three Thousand Seven Hundred and Sixty)

E-books - 208917+ titles

Journals/Periodicals -56 Printed Journals +44 Printed Periodicals

E-Journals-11,570+

Databases- 04+ access through NLIST & DELNET(Springer, EBSCO, JSTOR, Science Direct)

Infrastructure of the Library consists of Video Conferencing, Multi-Media Lab, bio-metric door security system, JAWS and NVDA software to enable use by visually challenged students,

Installed 4 servers -Koha-ILMS, D-space-Institution Repository, Antivirus, and Moodle/e-book, SARA CE Instant Text

Reading Machine for low Vision persons, Pearl Portable Instant Hi-Speed Reader with Open book Scanning & Reading Software was installed for visually challenged users, internet bandwidth from 50 mbps, RFID gate and book tags are introduced for anti-book theft, & KIOSK - Circulation.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://library.teresas.ac.in/

4.2.2 - Institution has access to the following: e- A. Any 4 or more of the above journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

Rs. 896558/-

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

480

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The college has established systems and procedures to maintain and utilize physical, academic, and support facilities, including classrooms, laboratories, library, sports complex, and computers.

The IT policy of the college ensures effective IT security measures aligned with management objectives. The Department of Computer Applications, supported by a team of Instrumentation/Technical Assistants, oversees and maintains IT resources. Regular updates of antivirus and anti-malware software are conducted at scheduled intervals to enhance the security infrastructure. To mitigate hardware and software issues, all systems are connected to UPS, ensuring uninterrupted power supply.

In the current financial year, Rs. 9,981,427 was allocated for computers, and Rs. 1,346,580 was spent on computer software. For maintenance, systems are either covered under Annual Maintenance Contracts (AMCs) or serviced by authorized engineers as required. Internet access is provided through wired and Wi-Fi networks, facilitating academic activities for faculty, staff, and students. Wi-Fi coverage extends across the campus and individual departments, with access restricted to registered users.

Users are required to comply with applicable national and state cyber laws and regulations, including those related to privacy, copyright, trademarks, obscenity, and pornography. The college strictly enforces the IT Act, 2000, prohibiting activities such as hacking, cracking, spoofing, and other breaches.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:0f658861-4e3f-47bf-9d74-1f2b9753e9d2

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4031	448

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. 50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development:

A. All four of the above

Facilities available for e-content development
Media Centre
Audio-Visual Centre
Lecture Capturing System (LCS)
Mixing equipments and software for editing

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/teresian-media-centre/
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

₹4429.41 lakhs

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

Maintenance Protocols

Classrooms, laboratories, and other facilities are cleaned and maintained regularly under the supervision of the administrative team. A designated maintenance committee oversees repairs and upgrades, ensuring minimal disruption to academic activities.

Library Facilities

A dedicated library management system is in place for cataloging and lending, ensuring efficient access for students and faculty. Periodic stock verification is conducted to maintain an updated inventory.

IT Infrastructure

The IT resources, including computers and software, are maintained by the Technical Assistants. Regular updates of antivirus and anti-malware software are performed to secure the network. All systems are connected to UPS to ensure uninterrupted power supply, reducing hardware and software issues. Wi-Fi access is restricted to registered users to ensure secure usage.

Sports and Recreational Facilities

Maintenance is carried out periodically to ensure that the facilities remain in excellent condition, supporting students' physical well-being and extracurricular engagement.

Budget Allocation

Significant budgetary provisions are made annually to support the maintenance and upgradation of facilities.

Policy Adherence

The institution ensures compliance with all relevant laws and regulations, including the IT Act, 2000. Users are expected to adhere to national and state cyber laws regarding privacy, copyright, and security.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:25a1dbb3-0ae7-46c3-b1bc-571251a55aa3

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

1580

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

742

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

A. All of the above

File Description	Documents
Link to Institutional website	https://teresas.ac.in/
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

975

File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

352

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

839

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	No File Uploaded

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

76

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

221

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Composition of the Student Union

The Student Union comprises the following members:

- Chairperson
- Vice Chairperson
- General Secretary
- Two University Union Councillors
- Magazine Editor
- Arts Club Secretary
- Nominated Member
- Sports Secretary

Additionally, UG and PG program representatives and class prefects play a pivotal role in the union.

The Union elections follow a parliamentary mode and were conducted online on August 7, 2023, using a secure digital voting system designed and developed by the Department of Computer Applications.

Key Responsibilities

1. **Translating Student Ideas into Actions:** Collaborates with faculty and management to implement actionable outcomes based

on students' input.

2. **Nurturing Talents:** Identifies and nurtures students' skills and talents, contributing to individual achievements of the college.
3. **Coordinating Activities:** Organizes and manages co-curricular, extracurricular, outreach, and fundraising activities .

Student Union actively participates in the college's administrative framework:

- The Chairperson serves as a member of the Governing Body, representing student interests.
- Two student representatives from each class contribute to the IQAC, ensuring a student-centric approach in policy-making.
- The Chairperson and General Secretary are members of the Library Advisory Committee, playing an integral role in library-related initiatives and enhancements.
- The Student Editor leads the publication of the College Magazine, fostering creative expression and communication among students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/students-union/

5.3.3 - Number of sports and cultural events / competitions organised by the institution

118

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The College's Alumnae Association, 'AstA,' is registered under the Travancore-Cochin Literary, Scientific and Charitable Societies Act, 1955, on June 21, 2017 (Reg. No. EKM/TC/406/2017).

Alumni serve on Boards of Studies, IQAC, and Advisory Committees, offering valuable feedback on academic matters. Alumni volunteers conduct career and placement-oriented seminars, value education sessions, and remedial classes.

Community Initiatives:

- Distributed school kits and fans to 52 students at Govt. Fisheries School, Panambukad.
- Donated Rs. 67,600 worth of kits for AIDS patients via NGO FACES (Nov 16, 2023).
- Contributed Rs. 50,000 for the medical treatment of PGDM student Devika Sunil (Feb 5, 2024).
- Organized a fun day for children from Valsalya Bhavan orphanage during Onam (Sep 6, 2023).

Events

- Co-organized the "Protect ur Mom Campaign" with the Health Club, featuring hair donation and a cancer survivor meeting.
- Collaborated with the Dept. of Home Science and NSI for the "Nutrillets" Millet Recipe Competition.
- Held the annual Christmas sale (Nov 9-10, 2023) involving alumni and students.
- Hosted the first Art Exhibition for alumnae at Durbar Hall Art Gallery (Jan 1-3, 2024).
- Co-organized the 47th Mother Digna Debate Competition with the Debate Club (Feb 12, 2024).

Annual General Body Meeting and reunion were held on Aug 12, 2023.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:5ba84327-e85a-4961-919a-f2b0eb7cf6c2

5.4.2 - Alumni's financial contribution during the year D. 2 Lakhs - 5 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

The CSST congregation follows a secular governance model inspired by its foundress, Mother Teresa of St. Rose of Lima, emphasizing life-oriented education that empowers students to address social issues proactively.

? **Mission:** The institution's mission focuses on quality, integral education that is life, vocation, and career-oriented.

? **Centennial Vision:** As the College approaches its 100th year, the management revisits its vision with aspirations to become the First Women's University in Kerala.

? **Participatory Governance:** Decentralized governance is strengthened by involving more faculty and management in policy-making processes.

? **New Administrative Positions:** New roles include Vice Principal, Dean of Examinations, Dean of Self-Financed Programmes, Senior Administrator, and Dean of Extension and Incubation to enhance participatory leadership.

? **Management Support:** The Provincial Superior and Manager of the CSST Congregation, in collaboration with the College Director, shape innovative strategies for progress.

? **Centre for Inclusive and Sustainable Design:** A new centre will promote holistic student development, focusing on entrepreneurship, self-employment, and social productivity.

? **Entrepreneurship and Self-Employment:** The centre aims to groom women for leadership in entrepreneurship with sustainable and inclusive approaches.

? **Commitment to Empowerment:** The overarching goal remains the empowerment of women through progressive education and proactive social engagement.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/leading-ladies/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

? **Participatory Leadership:** The college practices decentralized governance with extensive consultation between management and major stakeholders.

? **Perspective Plan:** Institutional development is guided by a comprehensive plan aligned with stated policies for academic and administrative activities.

? **Multi-Tier Leadership Structure:**

- **Manager:** Apex governance role.
- **Director:** Oversees decision-making across all governance levels.
- **Principal:** Supported by Vice-Principal, IQAC, Academic Deans, and Deans of Student Affairs.

? **Statutory Bodies:**

- **Governing Council, Academic Council, BOS, Finance Committee:** Responsible for strategic planning, policy drafting, curriculum development, and quality assurance.

? **Autonomy and Expansion:** Autonomy led to increased courses, faculty, and student numbers in self-financing streams.

? **Administrative Enhancements:**

- **Dean of Self-Financed Programmes (2020-21):** Addresses self-financing programme needs.
- **Dean of Examination Affairs:** Supports examination processes, valuation, and result publication.

? **Social Responsibility Initiatives:**

- **Teresian Rural Outreach Programmes (TROP) and NSS:** Connect students with community engagement.
- **Unnat Bharat Abhiyan (UBA):** Participation in rural development efforts.

? **Entrepreneurial Development:**

- **Teresian Innovation and Incubation Centre, Entrepreneurship Development Club, IEDC, IIC:** Foster entrepreneurial culture for students, alumni, and community women.

? **Dean of Extension and Incubation:** Coordinates extension and incubation activities to strengthen campus-community connections.

? **SDG Localization:** Initiatives aligned with Sustainable Development Goals demonstrate participative management and community engagement.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/statutory-body/

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Stakeholder-Inclusive Planning: Annual action plans are developed with input from all institutional stakeholders.

? **Response to COVID-19:** The pandemic prompted innovative strategies for online teaching, outcome-based education (OBE), well-being initiatives, and entrepreneurial skill enhancement.

? **Hybrid Teaching Mode:** Emphasis on hybrid learning with robust internet connectivity to facilitate Moodle-based classes and participation in webinars.

? **Sumanasu Scheme:** Provides laptops to financially needy students to ensure digital learning access, with regular auditing of the scheme.

? **Unarvu Project:** Offers expert-led talks focusing on various aspects of physical and mental health for student well-being.

? **Outcome-Based Education (OBE):**

- Focus on clearly defined learning outcomes for courses and programmes.
- Ensures students gain knowledge, skills, and competencies by the end of their studies.

? **Skill-Based Programmes:** Designed to foster innovative thinking, upgrade student skills, and enhance employability.

? **Collaborations and MOUs:** The college actively partners with educational institutions and industries at national and international levels.

? **Collaborative Activities:** Student exchange programmes, seminars, workshops, and other initiatives are conducted through these collaborations.

? **Commitment to Quality Education:** The institution integrates technology, well-being initiatives, and global partnerships to ensure holistic student development and academic excellence.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://teresas.ac.in/about-us/
Upload any additional information	View File

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

1. Governance Structure:

- **Board of Management:** Headed by the President (Head of

CSST Educational Agency), with an Advisory Committee and a Local Managing Committee.

- Statutory Bodies: Governing Council, Academic Council, and Board of Studies frame and execute policies the Planning Committee, Finance Committee, and IQAC.

2. Principal's Leadership:

- The Principal leads administrative, academic, and financial matters supported by Manager and Director.
- Vice Principal and Senior Administrator: Assist the Principal in managing college activities.

3. Academic and Administrative Support:

- College Council: Includes HODs and nominated members supporting administrative functions.
- Academic Deans: Oversee academic matters; HODs manage departmental activities.

4. Management of Self-Financing Courses:

- Dean of Self-Financing Courses: Supports administration of self-financing programmes.

5. Examination Cell:

- Headed by the Controller of Examinations and Dean of Examinations to manage evaluation processes.

6. Student Governance:

- Elected Student Council: Guided by three Student Deans appointed by the Principal.

7. Student Welfare:

- Managed through the Student Support Cell, Equal Opportunity Centre, Placement Cell, Grievance Cell, Council for Value Education, PTA, and Alumnae Association.
- Student Quality Assurance Cell (SQAC): Promotes quality enhancement initiatives.

8. Administrative Office:

- Coordinated by the Office Superintendent and administrative staff.

File Description	Documents
Paste link to Organogram on the institution webpage	https://acrobat.adobe.com/id/urn:aaid:sc:AP:fd0de120-3f9c-4a88-874e-01555fd402f5
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/policies/

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

Welfare Schemes for Teaching Staff

1. Group Insurance Scheme for financial security.
2. IQAC Support for career advancement procedures.
3. Financial Assistance through personal loans.
4. Recreational Activities: Annual picnics, tours, and festival celebrations.
5. Freedom for Deputation Work.
6. Recognition: Felicitations for academic and research achievements.
7. Post-Retirement Engagement: Retaining retiring faculty in self-financed streams.
8. Technological Access: Free Wi-Fi, institutional email, computers, laboratories, and research rooms.
9. Hostel Accommodation for staff.
10. Family Support: Summer camps for staff children.
11. Research Support: Seed money, FDP/UGC fellowships, and leave for summer school, extension, and community work.
12. Professional Development: Freedom to attend/organize workshops and conferences.
13. Skill Development through motivational lectures, orientation, and technical training.
14. Hobby Support with platforms for nurturing interests.
15. Subsidized Canteen Facilities.

Welfare Schemes for Non-Teaching Staff

1. Group Insurance Scheme for security.
2. Financial Assistance: Loans, interest-free loans, and aid for medical and educational needs.
3. Support for Housing and Healthcare.
4. Children's Welfare: Assistance for economically challenged children and free medical check-ups.
5. Technological Access: Free Wi-Fi and institutional email.
6. Recreational Activities: Picnics, tours, and festival celebrations.
7. Subsidized Canteen Services.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:6c655678-8d91-4e00-a426-43d1e17af767

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

7

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

7

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

174

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Internal and External Audits:

- The Finance committee conducts regular internal audits.
- External audits are carried out by the Deputy Director of Collegiate Education and the Accountants General of India.

? Personal Deposit Account:

- Internal audits follow KSR guidelines.
- External audits occur at the financial year-end or before the Principal's tenure concludes.

? Autonomy Grant:

- Monitored by the Internal Audit team.
- MG University-appointed Finance Officer oversees allocation and utilization.

? DBT Star College:

- Life Science faculty and Finance Officer serve as internal auditors.

? B.Voc and Community College Funds:

- Utilization statements are prepared by the Office Assistant and verified by the Internal Finance team before external

audits.

? Government Fund Audits:

- Conducted in line with government norms.
- Utilization certificates audited by Chartered Accountants are submitted.

? Audit Compliance:

- Audit clarifications and objections are addressed promptly, and anomalies are resolved.

? Transparency:

All funds are utilized transparently, as evidenced by audit reports

? Transparency:

All funds are utilized transparently, as evidenced by audit reports

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:84de9764-ef8e-4ab1-8c04-71a6ef847bee

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

3.58

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

? Budget Preparation and Approval:

- The Director, Principal, and Heads of Departments prepare the college budget.
- The budget is scrutinized and approved by the Management and Governing Council.

? Fund Allocation and Monitoring:

- The Finance Committee allocates funds in consensus with the Planning Committee.
- Designated faculty members monitor fund utilization.

? Purchase and Financial Management:

- All purchases are approved by the Purchase Committee.
- The Head Accountant maintains accounts, with the Principal accountable for all financial transactions.
- The institution maintains a reserve corpus fund.

? Government Funds:

- The institution has received funds from Kerala Government, NSI, SERB, Cochin Shipyard Ltd., and Central Government schemes like RUSA, WOSA, PARAMARSH, Autonomy, DBT Star College, Bhoomithra Sena Club, and research project funds.

? Non-Government Funds:

- Funds are mobilized by leadership and stakeholders, including PTA, Alumnae Association, and retired staff associations.
- Additional resources come from MP and MLA funds, department activities, and philanthropic contributions.
- The St. Teresa's College Welfare Society Fund is sustained by alumni, PTA, and philanthropists.
- Sophia University (Japan) contributed for an Academic Exchange Programme, and ESAF and Holmarc supported seminars.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:712b438b-86d4-437b-aa5d-6bd59a462049

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

1. Introduction of New Programmes & Curriculum Restructuring:

- IQAC led the curriculum design and restructuring process.
- Launched 10 new programs in 2020-21 addressing local, national, and global needs (e.g., Global Business, Healthcare, Industry, and Entrepreneurship).
- Revised syllabi for all PG programs, ensuring alignment with outcome-based education.
- Monitoring of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) to maintain curriculum effectiveness.

2. Infrastructure Augmentation:

- IQAC initiated the enhancement of IT infrastructure, including improved server capacity and Moodle platform upgrades.
- Software for online admissions was upgraded.
- Provided laptops and connectivity access for both students and faculty.
- Added three storeys to the Central Block, including new classrooms and an air-conditioned auditorium.

3. Teaching Learning Centre (TLC):

- Established to promote innovative educational practices among teachers and students.
- Organized 2 Student Development Programs and 3 Faculty Development Programs.
- Focused on developing and implementing new educational strategies to enhance

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/internal-quality-assurance-cell/

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

? Equipping Faculty and Students:

- IQAC established a Teaching-Learning Centre to promote new online teaching techniques and methodologies.
- Support, including duty leave and funds, was provided to teachers for professional development.
- Faculty participated in academic enhancement webinars and courses through platforms like SWAYAM, NPTEL, ASAP, EdX, Udemy, and Coursera.

? Survey Among Students:

- A survey was conducted to assess students' access to devices and internet connectivity.
- 10% of students reported lacking devices or internet access, with 3% attending sessions using borrowed devices.

? Project Sumanasu:

- IQAC continues to implement Project Sumanasu, focusing on student digital welfare and support.

? Feedback Mechanism:

- A structured mechanism is in place to collect feedback from students through the Learning Management System.
- Feedback is analyzed to help faculty make continuous improvements and enhance teaching standards.
- Curriculum feedback is also gathered from other stakeholders to ensure relevance and effectiveness.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/internal-quality-assurance-cell/

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://teresas.ac.in/internal-quality-assurance-cell/agar/
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

- **Educational Opportunities for Women:** St. Teresa's College focuses on gender equity by offering a range of academic programs designed to empower women in various fields, fostering their academic and social development.
- **Gender-Sensitive Curriculum:** The college incorporates a gender-sensitive curriculum aimed at addressing gender disparities

and equipping students with the skills and knowledge needed to assume leadership roles in society.

- **Promotion of Women Entrepreneurs:** To drive economic growth, the college actively supports entrepreneurship among women. The National Seminar titled "Plate to Prosperity: Food Innovation and Entrepreneurship" served as a platform to share knowledge and explore opportunities in food entrepreneurship.
- **Legal Awareness Programs:** The institution organized sessions on legal literacy to combat gender-based violence, focusing on educating participants about existing legal frameworks, identifying challenges, and proposing solutions to uphold women's rights.
- **Health Awareness and Medical Support:** On World Diabetes Day, the college conducted a medical camp offering affordable diabetes tests. The initiative aimed to enhance awareness about lifestyle diseases and promote preventive healthcare practices.
- **Integration of Social Responsibility:** St. Teresa's College integrates education with social responsibility by encouraging students to engage in community service and contribute positively to societal development.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:3be05117-1b53-432f-9135-7afee4625542

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

- **Green Protocol Implementation:** Based on the 2020 Green Audit recommendations, the College implements the Teresian Green Protocol to promote eco-conscious practices campus-wide.
- **Ban on Single-Use Plastics:** The college strictly prohibits single-use plastics, replacing them with sustainable alternatives such as reusable steel glasses, Bhoomitram Sanchis, and steel utensils.
- **Adoption of Eco-Friendly Alternatives:** Flex boards and plastic files have been replaced by digital displays and sustainable materials.
- **Green Awareness and Monitoring Mechanisms:** Green awareness through display boards across the campus, while student teams actively monitor events to ensure compliance with the Teresian Green Protocol.
- **Efficient Waste Management:** Classrooms are equipped with separate waste bins, emptied daily, and color-coded bins are used for biodegradable and non-biodegradable waste to facilitate proper segregation.
- **Waste-to-Energy Conversion:** Biodegradable waste from the Arts block is converted into biogas for hostel cooking, while an electric composting machine in the Science block produces manure.
- **Recycling Partnerships:** Collaborating with Plan@Earth, the college recycles paper waste into A4 paper and processes plastic waste for recycling.
- **Water and Liquid Waste Management:** Recycled water from hostels is repurposed for toilets, and a Sewage Treatment Plant ensures efficient management of liquid waste, contributing to

water conservation.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus **A. Any 4 or all of the above**

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: **B. Any 3 of the above**

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

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

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

A. Any 4 or all of the above

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

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of

B. Any 3 of the above

reading materials, screen reading, etc.

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

- **Celebrating Cultural Diversity:** St. Teresa's College promotes cultural diversity through events, festivals, and cultural exchange programs. Key events include Ethnic Day, where students showcase their cultural heritage.

- **Language and Linguistic Diversity:** Language clubs and activities organized by language departments encourage students to explore and appreciate multiple languages, fostering linguistic diversity.

- **Interfaith Dialogue and Communal Harmony:** The college hosts interfaith dialogues, quiz competitions, seminars, and workshops to promote interaction and understanding among different religious communities.

- **Value Education and National Unity:** Value education classes teach respect for diverse religious practices. National events like Independence Day and Republic Day are celebrated across departments to reinforce national unity.

- **Celebration of Secular Festivals:** Secular festivals such as Onam, Kerala Piravi, Diwali, and Christmas are celebrated with enthusiasm to encourage cultural inclusivity.

- **Community engagement:** Alumni Meets, inaugurations of clubs, cells and associations strengthening connections with alumni and the broader community.

- **Socio-Economic Inclusivity:** The college offers scholarships, financial aid, and mentorship programs for economically

disadvantaged students to ensure equal access to education.

- **Support for Marginalized Groups:** The SC/ST monitoring cell addresses the needs of marginalized students, and the Office of Disability Services provides support to differently-abled students, promoting inclusivity.

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Various Departments organized programs to sensitize the stakeholders to constitutional values, duties, and responsibilities of citizenship, nurturing civic consciousness and social responsibility.

- **National and Global Celebrations:** Key days like Independence Day were celebrated with flag hoisting, quizzes, skits, poster-making, patriotic songs, and essay contests, promoting patriotism. On Kargil Vijay Diwas, a flash mob performed to honor Kargil heroes through dance, rhythm, and vocals.

- **National Girl Child Day:** Students performed a tableau to raise awareness about girls' rights and their role in society.

- **Mental Health Awareness:** World Mental Health Day featured stress-management sessions by mental health professionals focusing on emotional well-being.

- **Environmental Consciousness:** Activities like International Plastic-Free Day and Beach Clean-Up Day raised awareness about reducing plastic waste and protecting marine ecosystems.

- **Swachh Bharat Mission:** National Cleanliness Day promoted cleanliness through awareness programs.

- **Election and Voting Awareness:** Mock elections and voting awareness sessions encouraged civic participation.

- **Human Rights, Social Awareness and inclusivity:** Seminars on human

rights, anti-narcotics, and organ donation raised awareness on equality, justice, and saving lives. Programs on elder abuse and child welfare emphasized protecting society's vulnerable. Sign language classes and cybersecurity sessions educated staff and students on inclusivity and digital safety.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

St. Teresa's College promotes cultural, social, and environmental awareness through a variety of commemorative events and observances, encouraging inclusivity and active participation.

• **National Celebrations:** Key national events such as Independence Day, Republic Day, and Gandhi Jayanti foster patriotism and honor

the nation's legacy.

- **International Observances:** The college celebrates International Women's Day, World Mental Health Day, and International Yoga Day to promote global awareness and community engagement.
- **Environmental Consciousness:** Events like World Environment Day, Ozone Day, and Wildlife Week emphasize sustainability and ecological protection.
- **Health and Wellness Initiatives:** Days like World Diabetes Day, World Cancer Day, and National Nutrition Month feature workshops, seminars, and campaigns promoting healthy lifestyles.
- **Social Issue Awareness:** The college addresses critical social issues with observances such as Anti-Narcotics Day, World Elder Abuse Awareness Day, and International Day for the Elimination of Violence Against Women.
- **Academic and Professional Development:** Events like National Technology Day, World Statistics Day, and National Youth Skill Day nurture academic and career growth.
- **Cultural Celebrations:** Festivals like Onam, Diwali & Christmas promote unity, joy, and community spirit on campus.

These initiatives inspire a sense of responsibility and unity among students, staff, and the broader community.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

1. Teresian Innovation and Business Incubation Centre Objective: To develop a global business network with infrastructure for innovation, prototyping, and establishing new benchmarks . Context:

TIBIC was set up with support from the Startup Mission and KSIDC, probably the only such initiative in a nonengineering women's college in Kerala. The Practice: TIBIC nurtures early-stage startups by providing them with infrastructural, management, and networking support. Evidence of Success: TIBIC won recognitions from national and state governments and by the UNDP. Problems encountered/Resources required: Raising the capital, especially from government schemes, is difficult.

2. Localizing SDG's

Objective: To promote a 'Result Based Framework' to keep track of the progress of the SDGs at local government level. Context: focused projects under SAGY (Saansad Adarsh Gram Yojana) formulated by Kumbalangi Grama Panchayat, Kerala.

Practice: The students' team sensitised elected representatives and officials of Kumbalangi Panchayat on the various indicators and also nudge them towards achieving the goals through a result based framework.

Evidence of Success: The Joint Secretary of the Ministry of Panchayati Raj, Govt of India issued a circular containing the concept note of the project, requesting all states to circulate the concept note and instruct all Higher Education Institutes and Panchayati Raj Institutions to emulate the model

File Description	Documents
Best practices in the Institutional website	https://teresas.ac.in/
Any other relevant information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:ba534095-9705-4b59-8ad0-d0fa40fa4ec0

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

S.L.A.T.E. - Sustainability, Leadership and Agency Through Education

S.L.A.T.E. is a translational research approach designed according to PBL (Project-Based Learning) stipulated by NEP (National Education Policy) 2020 and to realise the goals of the United Nations to promote Education for Sustainable Development (ESD). It envisions

transformational education where the students engage in self-paced learning which is action-oriented, collaborative, and inter and transdisciplinary.

The objectives of the S.L.A.T.E. programme are:

- 1) To enhance the student's engagement in the SDGs, and its localisation.
- 2) It helps to fill the gaps in education and help the students equip themselves for the jobs of tomorrow.
- 4) This model connects HEIs communities around them through academics, research and extension.
- 5) This model inculcates into their curriculum experiential learning projects.

Outcomes:

Learners will have an enhanced knowledge of each SDG and its implementation, particularly in their lives and surrounding communities and develop the following capabilities.

- participatory/collaborative learning;
- Social Entrepreneurship
- problem-based learning;
- interdisciplinary learning;
- multi-stakeholder social learning;
- critical and systemic thinking-based learning;
- action learning;
- learning outside the classroom;
- experiential learning;
- reflective evaluation and
- using relevant real-world contexts.

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which are reflected in Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the various Programmes offered by the Institution.

St. Teresa's College (Autonomous), Ernakulam, designs its curricula to address local, national, regional, and global needs, in alignment with Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) across 56 academic programs, including undergraduate and postgraduate programmes and 7 Ph.D. programmes.

- **Empowering Women through Education:** The curriculum aligns with the mission of the college to provide life-oriented education that empowers women for transforming society.
- **Experiential learning based Curriculum:** The curriculum is mapped to POs, PSOs, and COs, including continuous assessments such as assignments, seminars, case studies, field visits, internships, and research projects.
- **Focus on Skill Development:** In addition to core courses, the college offers 24 discipline-specific value-added courses and 36 skill-based certificate courses to equip students for a globalised workforce.
- **Alignment with NEP:** The curriculum aligns with the National Education Policy (NEP) focusing on economic growth, technological advancements, and social equity, while fostering employability, professional ethics, gender equity, sustainability, and innovation.
- **Feedback:** Feedback from stakeholders and annual audits by the IQAC ensures the comprehensiveness of the curriculum.
- **International Standards:** Curricula meets international standards and trends like focus on AI and sustainability, preparing students for global career opportunities.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:c9b9befe-b1fd-48b5-94cf-c14c340c06a0

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

24

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

1120

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility**1.2.1 - Number of new courses introduced across all programmes offered during the year**

0

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

56

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

The College promotes holistic educational model into its curriculum aligning with critical themes. Societal and Developmental Alignment: There are 145 courses on human values which addresses societal needs and with regional and national developmental goals. Professional Ethics and Gender Equity: The college offers 162 courses on professional ethics, and 107 on gender studies. Environmental Studies for Sustainability: Environmental Studies, a mandatory core subject for undergraduates since 2018, reflects a strong commitment to sustainability in line with UGC guidelines. The curriculum integrates Sustainable Development Goals (SDGs) through courses, research projects, and practical activities like field visits and green initiatives. Topics such as climate change, biodiversity, and waste management are key components. There are 124 courses on environmental sustainability. Language Courses for Inclusivity: Language courses integrate themes like gender sensitization, human values, and empathy to promote inclusivity.

Interrdisciplinary perspective: Courses on human rights, environmental science, and ethics ensure students are equipped to

tackle societal and ecological challenges responsibly.

Value Education : An hour is allotted for value education in the time table to ensure the ethical dimension.

There are continuous assessments, outreach activities, and feedback mechanisms, ensuring the curriculum remains relevant to critical issues in society.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

23

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

577

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

3239

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://acrobat.adobe.com/id/urn:aaid:sc:AP:99016d21-e0ee-42ba-ae6e-afa0ca9fb6de
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following

A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://acrobat.adobe.com/id/urn:aaid:sc:AP:99016d21-e0ee-42ba-ae6e-afa0ca9fb6de
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

1330

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

893

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

Slow and advanced learners are identified through pre-admission interactions, academic mentoring, ipsative assessments, and participation in curricular and extracurricular activities.

Support for Advanced Learners

Enrichment Activities: Leadership training, collaborative assignments (e.g., History Department documentaries).

Awards and Competitions: to encourage academic excellence.

Internships and OJTs: internships with reputed institutions.

Mentorship: by Alumni and industry professionals .

Cross-Grade Grouping: collaborative learning between students of different levels.

Accelerated Programs: Online courses (NPTEL, MOOC, edX), AI research projects (AICON Club), hackathons

Coaching for Competitive Exams: Support from initiatives like Hedge School of Economics and IIT Bombay's Spoken Tutorial.

Publication Opportunities: Academic writing workshops .

Volunteering: Engagements like Sociology students' participation in the Tribal Heritage Workshop.

Support for Slow Learners

Personalized Learning: Individualized learning plans, differentiated instruction, and regular feedback.

Peer Learning: Initiatives like "Mechu Sessions" (Commerce) and "Think Tank Tribe" (English).

Compensatory Teaching: Remedial sessions .

Multisensory Learning: Engaging multiple learning modalities to facilitate comprehension.

Mentorship: Alumni and professionals mentor to guide academic and personal development.

SLMs and IEPs: Self-Learning Materials and customized Individualized Education Plans.

Curated Study Materials: Simplified sources and language development assistance.

Emotional Support: Parent involvement and a nurturing environment.

Inspirational Case Studies: Success stories of alumni to motivate learners.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://files.teresas.ac.in/uploads/20250120110837am2.2.1%20all%20files%20merged_compressed.pdf

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
30/05/2024	4031	212

File Description	Documents
Upload any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences:

Experiential Learning:

- study tours, internships, on-the-job training, cultural exchange programs, case studies, and entrepreneurial ventures. Service learning integrates academic content with community service, developing civic responsibility and practical skills. For. eg.The Department of Computer Science runs "Yuvavigyan," where students teach computer skills to senior citizens in a one-to-one learning environment. The SLATE project (Sustainability, Leadership, and Agency Through Education) follows the NEP 2020's Project-Based Learning model, encouraging inquiry, research, and social entrepreneurship, while connecting schools, higher education institutions, and communities. Fashion Design students gain hands-on experience by creating accessories inspired by ancient civilizations, reinforcing material knowledge and design techniques. They executed a visual merchandising project for Khadi Soubhagya on the theme "Vishu", enhancing practical skills and promoting sales.

Participatory Learning:

- group discussions, collaborative projects, debates, peer learning, and digital platforms like discussion forums and collaborative documents. For example, Mathematics students engaged in group problem-solving to solve challenging calculus problems sharing ideas and strategies, peer teaching, in-class activities like quizzes and group discussion with immediate feedback to enhance learning and understanding.

Problem-Solving Methodology:

- Students engage in self-directed inquiry, research, and collaboration to understand problems and develop solutions. Example: Sociology students are given mini projects on social issues.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:A P:939adec0-b7c0-43a9-b76c-2e59a0427b8c

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

Learning Management Systems (LMS):

- Platforms like Moodle, Canvas, Blackboard, and Google Classroom facilitate course management, content delivery, assessments, communication.
- Moodle facilitate synchronous and asynchronous learning, offers features like screen readers and captions for PWD, and self-paced learning for slow learners.

IIT Spoken Tutorial Courses:

- Provide self-paced video lectures and digital resources to enhance technical skills, digital literacy, technical competency, and industry-relevant certifications.

•Video Conferencing Tools:

- Tools like Zoom, Microsoft Teams, Google Meet, and Skype facilitate virtual classrooms, online meetings, and real-time collaboration for engaged teaching.

• Educational Websites and Portals:

- Websites like Khan Academy, Coursera, edX, and TED-Ed are integrated into the teaching process to enhance learning with videos and digital articles.

• Interactive Whiteboards and Presentation Tools:

Platforms like Pear Deck, Nearpod, and Prezi allow for engaging presentations with interactive features.

- **Online Assessment Tools:**

Tools like Kahoot!, Quizizz, and Google Forms are used to create quizzes, surveys, and assessments to track student progress.

- **Multimedia Creation Tools:**

Applications like Adobe Spark and Canva allow students to create multimedia presentations and infographics to demonstrate learning creatively.

- **Collaboration and Productivity Tools:**

Tools like Google Drive, Microsoft Office 365, and Dropbox enable collaborative document creation and project management.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://acrobat.adobe.com/id/urn:aaid:sc:A P:a184b163-ec68-48b8-b4eb-68b3c1ac3b07
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

212

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Academic Calendar Preparation:

- **The College Council, IQAC, and Controller of Examinations**

prepare a comprehensive academic calendar that includes academic sessions, examinations, and institutional events.

• Departmental Action Plans:

- Each department creates action plans for curricular, co-curricular, and extracurricular activities, ensuring alignment with the academic calendar.

• Communication of Schedules:

- Examination schedules, evaluation blueprints, and activity timelines are shared through the website, notice boards, and circulars to keep all stakeholders informed.

• DIGNA Web Portal:

- Teachers enter lesson plans into the DIGNA portal at the start of each semester and update them after each class, tracking course outcomes and ensuring progress.

• Review and Evaluation:

- Department Heads regularly review teaching plans, and the Principal evaluates them at the end of each semester to assess faculty performance and alignment with academic goals.

• Feedback and Flexibility:

Feedback from students and faculty is used to improve the planning process for subsequent years, fostering continuous improvement. The academic calendar and teaching plans are flexible to accommodate changes or new opportunities for academic growth.

• Continuous Improvement:

- The integrated approach ensures the smooth execution of academic activities while fostering accountability, transparency, and quality education.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

212

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

93

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

2675.08

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms**2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year**

12

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	View File

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

1. Digitalization of Examination Processes:

- **Online Exam Registration:** Students register for exams through DIGNA (ERP software of the college), eliminating paperwork.
- **E-Hall Tickets:** Digital hall tickets are generated and accessed via the college portal.
- **Automated Question paper generation through ERP.**
- **Online Timetable Publication:** Examination schedules are published online for better communication.
- **Digitalized Result Publication:** Results are published online for timely access.
- **Digitalised seat allocation:** Online seat allocation for students ensuring transparency and minimizing malpractice.

2. Integration of Continuous Internal Assessment (CIA):

- Online Submission of Assignments and Projects: Facilitates timely evaluation and feedback.
- Automated Attendance Tracking: Attendance is digitally recorded and accessible via the DIGNA portal.
- Online Test Conduct and Evaluation: Provides standardized, efficient assessment methods.
- Flexibility in Assessment: Multi faceted assessment systems.

3. Data Management and Analysis:

- Centralized Database: Efficient storage and retrieval of student, course, and exam data.
- Data-Driven Decision Making: Tools used for trend analysis, performance assessment, and policy decisions.

4. Improved Transparency and Accountability:

- Real-Time Tracking: Transparent tracking of processes from registration to result publication.
- Reduced Human Intervention: Automation minimizes errors and irregularities.

5. Additional Measures:

- Model question papers, session assessments, and malpractice prevention policies introduced.
- Supplementary Examinations (SAY) offer a second chance for students.
- Efficient reevaluation process ensures timely resolutions.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:27cff31c-fc84-4c29-af12-eccb13d73806

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

Faculty Training for Effective OBE Implementation:

- Annual faculty training sessions focus on:
 - Crafting and implementing assessment methods aligned with Programme Specific Outcomes (PSOs), Programme Outcomes (POs), and Course Outcomes (COs).
 - Evaluating indirect assessment techniques and rubrics.

Development and Review of PSOs, POs, and COs:

- Department Faculty, guided by the OBE team, develop PSOs, POs, and COs in alignment with the vision and mission of the college.
- Outcomes are reviewed and finalized by the respective Board of Studies.
- Feasibility of achieving outcomes is assessed based on course difficulty levels.

Communication and Transparency:

- PSOs, POs, and COs for undergraduate and postgraduate programs are documented and shared through:
 - The college website.
 - Various communication channels to ensure broad accessibility.

Raising Awareness among Students:

- Department heads actively raise awareness about the significance of PSOs, POs, and COs in shaping students' educational journeys.
- Faculty, class teachers, mentors, and course coordinators regularly emphasize the importance of achieving these outcomes in student interactions.

Cultivating Outcome-Driven Learning:

- A culture of outcome-driven learning and growth is fostered throughout the institution, encouraging students to understand and work towards achieving the desired academic outcomes.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	View File
Upload any additional information	View File
Link for additional Information	https://teresas.ac.in/

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

Assessment of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs):

- POs, PSOs, and COs are assessed throughout the academic year using diverse evaluation methods, including internal exams, assignments, presentations, viva-voce, and projects.
- The outcomes and their interconnections are displayed on the college website for transparency.

Integration of Outcome-Based Education (OBE):

- Since 2020, Outcome-Based Education principles have been integrated into the academic framework, including question banks and Internal Student Assessment A forms.
- Question banks have been redesigned to align with cognitive levels specified by COs and Revised Bloom's Taxonomy.
- Programme syllabi provide a detailed breakdown of the course content structure.

Monitoring and Evaluation:

- The Internal Quality Assurance Cell (IQAC) oversees activities to monitor the attainment of POs.
- Programme Educational Objectives (PEOs) are assessed annually through employer and alumni surveys, placement records, and internal-external audits.
- An automated college portal analyzes CO attainment levels based on CO-PSO mapping, providing insights for continuous improvement.

Continuous Improvement and Academic Excellence:

- The automated portal facilitates data-driven decision-making, ensuring a robust system for tracking and improving

academic outcomes.

- Regular assessments and audits contribute to a culture of academic excellence and ensure alignment with POs, PSOs, and COs.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

1233

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	View File
Upload any additional information	View File
Paste link for the annual report	https://acrobat.adobe.com/id/urn:aaid:sc:AP:c7b79137-bd2b-4fa1-9cae-57d3aa9ec961

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

<https://acrobat.adobe.com/id/urn:aaid:sc:AP:4ca7d4b9-b6b2-4057-859e-6dd8ee9f0079>

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

The Teresian Research and Consultancy Cell (TRACC) fosters a research-driven culture by assessing research activities, identifying infrastructure needs, and utilizing project revenue to enhance facilities.

- **Interdisciplinary Research:** The institution promotes interdisciplinary and multidisciplinary collaborations to create synergistic research opportunities and improve outcomes.

- **Intellectual Property Rights:** TRACC emphasizes the importance of IPRs and supports the patenting process, encouraging innovation.

- **Seed Funding:** Through MARG (Management Aided Research Grant), faculty members are empowered to initiate pioneering research projects, promoting academic advancements.

- **Collaborations and MOUs:** The college partners with leading research organizations and industries through MOUs, facilitating knowledge exchange and enhancing research output.

- **Research Dissemination:** The college encourages the publication of research and participation in seminars and conferences, contributing to global knowledge.

- **Innovation Ecosystem:** Teresian Innovation and Business Incubation Centre (TIBIC) provides an environment conducive to innovation, incubation, and the dissemination of new ideas.

- **Community-Oriented Research:** The college leads research initiatives addressing societal challenges and ensuring research outcomes benefit community development.

- **Advanced Facilities:** The institution has a state-of-the-art Common Instrumentation Facility Centre offering advanced instrumentation and equipment to researchers.

Collectively, these research facilities provide an optimal environment for fostering research, innovation, and the advancement of knowledge.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://acrobat.adobe.com/id/urn:aaid:sc:AP:f75b8fb9-911c-403c-b5d4-18e67815213a
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

370000

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

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

3

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	View File

3.2 - Resource Mobilization for Research**3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)**

112.35

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

10

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:106b7307-a3d3-4162-905a-bdcb77e3fe15
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

36

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

10

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdjI6ImpvckRKQW4wU3hWNWx2anVFMzBKRHc9PSIsInZhbHVlIjojIiwjIwWjZNb2xIUE96bFptWVN0ZFBhOWRNbXdzYmVvQjVsSUVXbVRLbH11RVFDV0RFdXFyYVd4K2FubUFFK0JpYiIsIm1hYyI6ImM4OTRlNjc1YTljNzYxYzhjMDBmMmUwMTAyOTUxYjYyOTZhYzkyMDJlNGYwMGMOZTQ1NmZmNzEzMTYyYmI2YWUiLCJ0YWwciOiIifQ==
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Teresian Innovation Ecosystem: A dynamic hub promoting innovation and entrepreneurship, comprising the Institution's Innovation Council (IIC), Innovation and Entrepreneurship Development Centre (IEDC), Teresian Innovation and Business Incubation Cell (TIBIC), RED CELL, and ED CLUB.

Notable Initiatives:

- STEP (Society for Teresian Environment-Friendly Products): Produces eco-friendly products.
- T-Jalakam: An online platform supporting women entrepreneurs.
- BhuMe Women's Collective: Upcycles tailoring waste into educational toys.
- Entrepreneur In Residence (EIR): Nurtures entrepreneurial talent.

Awards and Recognition:

- The project "Sensory Cards from Banana Stem Fibre," led by Alumni Ms. Abirami A.K., received a Rs. 4 Lakh grant at the Yukti National Innovation Challenge 2023.

- Student Entrepreneurship Award 2023: Awarded to Ms. Juliya Varghese and Ms. Reshma M.
- Entrepreneurs selected for KSUM's "We Start" pre-incubation program and recognition at Bharat IPR Yathra 2023-24.

Flagship Events:

- Teresian Innovation Summit - EDITH (December 11, 2023) with workshops on incubation, green entrepreneurship, and financial markets.
- LEEP 2024: Organized in partnership with EY & MBT.
- Entrepreneurial events like "Onam Rendezvous" and "Teresian Week Sale" showcased talent.

Impact: These initiatives and events underscore the commitment to innovation, empowerment, and community development.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:0b0233d2-4e3c-40c4-b9b2-a4ec309a6cee

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

108

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through

A. All of the above

authenticated software	
File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File
3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year	
3.4.2.1 - Number of PhD students registered during the year	
112	
File Description	Documents
URL to the research page on HEI website	https://teresas.ac.in/teresian-research-and-consultancy-cell/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File
3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year	
63	
File Description	Documents
List of research papers by title, author, department, and year of publication	View File
Any additional information	View File
3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year	
35	

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:30cf9f54-2846-49d7-b303-0d3f4439d37b

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

96

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

4

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

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

8.47 Lakhs

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

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

File Description	Documents
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View File
List of training programmes, teachers and staff trained for undertaking consultancy	View File
List of facilities and staff available for undertaking consultancy	View File
Any additional information	View File

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

Under our Community Engagement Program (CEP), collaborative efforts with various partners drive our institution's community outreach initiatives. Six local communities—Kunnukara, Njarackal, Cheranalloor, Mulavukad, Kuzhupilly, and Kumbalangi—have been adopted, with each assigned to a specific department for focused development efforts. NSS and NCC also plays a pivotal role in community engagement. Key initiatives include:

- Facilitating digital locker account creation to promote digital literacy.
- Conducting nature and energy conservation drives, and drug

awareness campaigns for school students.

- Developing educational resources to help local authorities align activities with Sustainable Development Goals (SDGs).
- Empowering women entrepreneurs through Women's Day celebrations and related activities.
- Restoring public spaces and organizing community-led cleaning projects.
- Providing educational resources and conducting career counselling for students.
- Educating on road safety, food safety, and waste management; distributing waste segregation bins.
- Promoting sustainable menstruation awareness among women.
- Encouraging youth to foster empathy by organizing interactions with senior citizens.

These extension activities foster a culture of social responsibility among students, equipping them with critical life skills and experiential learning opportunities while significantly impacting community welfare. By engaging in these programs, students grow into socially conscious citizens dedicated to societal betterment.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://files.teresas.ac.in/uploads/20250120071528pmMerged%20File_compressed%20%282%29.pdf

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

15

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	View File
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

90

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

3200

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

218

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

108

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipments, etc.

Strategically located in the heart of the city of Kochi, the college is spread over four campuses with area of 16.40 acres - the Administrative Arts Block, the Central Block, the Centenary Block and Science Block. The College offers 56 programmes in Arts, Science, Commerce and Management streams and also offers Ph. D. programmes in seven disciplines. The College has 138 classrooms with LCD facilities, 13 smart board classrooms, 9 seminar halls, 3 Auditoriums, 4 Audio-Visual Rooms, 7 Video-conferencing facility, Multi-media Lab, E-learning Centre and Business Centre, 448 computers for academic purposes, 9 xerox machines and 72 printers. Every classroom has LCD projector and is Wi-Fi supported for effective teaching. All science departments have well-equipped laboratories and facilities updated manually. The community radio - Radio Kochi 90 FM - under Ministry of Information and Broadcasting started was set up in 2021.. ERP software is being utilized for efficient data management . All computers are equipped with high-speed internet of 500 Mbps speed. Firewall FG 600E Fortigate E and Firewall SonicwallTZ600 are provided for robust security. Teresian Media Centre was inaugurated on April 12th 2022 with the purpose of serving as a pedagogical intervention in the college. The Centre standardizes documentation and multimedia content based on the branding policy of the Institution that goes to the public.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/college-resource/

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

The institution has developed extensive infrastructure to support both academic and extracurricular activities. To promote physical well-being, the campus includes an indoor multi-purpose sports facility equipped with a Multi Gym station, training equipment, treadmills, an elliptical trainer, a designated yoga floor, a fitness centre, and a wellness centre. Additional facilities such as a diet clinic, a whole-body analyzer, and modernized canteens and cafeterias are available to enhance the health and convenience of students and staff.

The Arts Block features two large auditoriums that host a variety of events, including music concerts, dance performances, drama productions, talent showcases, Arts Day celebrations, College Annual Day programs, departmental association activities, and guest lectures. These venues serve as platforms for student talent development and cultural interaction.

Recognizing the benefits of yoga for mental and physical health, the institution has established a dedicated yoga centre. This facility offers regular yoga classes, workshops, and mindfulness sessions, providing a tranquil space for practice and promoting holistic well-being.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/extracurricular-activities/

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

147

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

₹4429.41 lakhs

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	View File

4.2 - Library as a Learning Resource

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

The Golden Jubilee Memorial Library located in the main campus on three floors with a total area of 1679.25 Sq. m, spacious with a total seating capacity of 550 and with 103760 available Printed books. Library is fully automated with SPAN, SPACEAGE, SOUL, CLASS and KOHA since 2003.

ILMS Software KOHA (installed - 2013, Updated - 2021)

Name of ILMS software: KOHA

Nature of automation: Fully Version: 3.21.00.010;

updated Version: 20.05.09.000

Year of automation: 2003

Library link: 192.168.1.214

Details of Learning Resource

Print Books - 103760 (One Lakh Three Thousand Seven Hundred and Sixty)

E-books - 208917+ titles

Journals/Periodicals -56 Printed Journals +44 Printed Periodicals

E-Journals-11,570+

Databases- 04+ access through NLIST & DELNET(Springer, EBSCO, JSTOR, Science Direct)

Infrastructure of the Library consists of Video Conferencing, Multi-Media Lab, bio-metric door security system, JAWS and NVDA software to enable use by visually challenged students,

Installed 4 servers -Koha-ILMS, D-space-Institution Repository, Antivirus, and Moodle/e-book, SARA CE Instant Text

Reading Machine for low Vision persons, Pearl Portable Instant Hi-Speed Reader with Open book Scanning & Reading Software was installed for visually challenged users, internet bandwidth from 50 mbps, RFID gate and book tags are introduced for anti-book theft, & KIOSK - Circulation.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://library.teresas.ac.in/

**4.2.2 - Institution has access to the following:
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources**

A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

Rs. 896558/-

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

480

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	View File

4.3 - IT Infrastructure

4.3.1 - Institution has an IT policy covering Wi-Fi, cyber security, etc. and has allocated budget for updating its IT facilities

The college has established systems and procedures to maintain and utilize physical, academic, and support facilities, including classrooms, laboratories, library, sports complex, and computers.

The IT policy of the college ensures effective IT security measures aligned with management objectives. The Department of Computer Applications, supported by a team of Instrumentation/Technical Assistants, oversees and maintains IT resources. Regular updates of antivirus and anti-malware software are conducted at scheduled intervals to enhance the security infrastructure. To mitigate hardware and software issues, all systems are connected to UPS, ensuring uninterrupted power supply.

In the current financial year, Rs. 9,981,427 was allocated for computers, and Rs. 1,346,580 was spent on computer software. For maintenance, systems are either covered under Annual Maintenance Contracts (AMCs) or serviced by authorized engineers as required. Internet access is provided through wired and Wi-Fi networks, facilitating academic activities for faculty, staff, and students. Wi-Fi coverage extends across the campus and individual departments, with access restricted to registered users.

Users are required to comply with applicable national and state cyber laws and regulations, including those related to privacy, copyright, trademarks, obscenity, and pornography. The college strictly enforces the IT Act, 2000, prohibiting activities such as hacking, cracking, spoofing, and other breaches.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:A P:0f658861-4e3f-47bf-9d74-1f2b9753e9d2

4.3.2 - Student - Computer ratio	
Number of Students	Number of Computers
4031	448
File Description	Documents
Upload any additional information	View File
4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	
A. 250 Mbps	
File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File
4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing	
A. All four of the above	
File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/teresian-media-centre/
List of facilities for e-content development (Data Template)	View File
4.4 - Maintenance of Campus Infrastructure	
4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)	
24429.41 lakhs	

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

Maintenance Protocols

Classrooms, laboratories, and other facilities are cleaned and maintained regularly under the supervision of the administrative team. A designated maintenance committee oversees repairs and upgrades, ensuring minimal disruption to academic activities.

Library Facilities

A dedicated library management system is in place for cataloging and lending, ensuring efficient access for students and faculty. Periodic stock verification is conducted to maintain an updated inventory.

IT Infrastructure

The IT resources, including computers and software, are maintained by the Technical Assistants. Regular updates of antivirus and anti-malware software are performed to secure the network. All systems are connected to UPS to ensure uninterrupted power supply, reducing hardware and software issues. Wi-Fi access is restricted to registered users to ensure secure usage.

Sports and Recreational Facilities

Maintenance is carried out periodically to ensure that the facilities remain in excellent condition, supporting students' physical well-being and extracurricular engagement.

Budget Allocation

Significant budgetary provisions are made annually to support the maintenance and upgradation of facilities.

Policy Adherence

The institution ensures compliance with all relevant laws and

regulations, including the IT Act, 2000. Users are expected to adhere to national and state cyber laws regarding privacy, copyright, and security.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:25a1dbb3-0ae7-46c3-b1bc-571251a55aa3

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

1580

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

742

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga,

A. All of the above

Physical fitness, Health and Hygiene)	
Awareness of Trends in Technology	
File Description	Documents
Link to Institutional website	https://teresas.ac.in/
Details of capability development and schemes	View File
Any additional information	View File
5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year	
975	
File Description	Documents
Any additional information	View File
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File
5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees	A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	View File

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

352

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

839

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	No File Uploaded

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

76

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

221

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Composition of the Student Union

The Student Union comprises the following members:

- Chairperson
- Vice Chairperson
- General Secretary
- Two University Union Councillors
- Magazine Editor
- Arts Club Secretary
- Nominated Member
- Sports Secretary

Additionally, UG and PG program representatives and class prefects play a pivotal role in the union.

The Union elections follow a parliamentary mode and were conducted online on August 7, 2023, using a secure digital voting system designed and developed by the Department of Computer Applications.

Key Responsibilities

1. Translating Student Ideas into Actions: Collaborates with

faculty and management to implement actionable outcomes based on students' input.

2. **Nurturing Talents:** Identifies and nurtures students' skills and talents, contributing to individual achievements of the college.
3. **Coordinating Activities:** Organizes and manages co-curricular, extracurricular, outreach, and fundraising activities .

Student Union actively participates in the college's administrative framework:

- The Chairperson serves as a member of the Governing Body, representing student interests.
- Two student representatives from each class contribute to the IQAC, ensuring a student-centric approach in policy-making.
- The Chairperson and General Secretary are members of the Library Advisory Committee, playing an integral role in library-related initiatives and enhancements.
- The Student Editor leads the publication of the College Magazine, fostering creative expression and communication among students.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/students-union/

5.3.3 - Number of sports and cultural events / competitions organised by the institution

118

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The College's Alumnae Association, 'AstA,' is registered under the Travancore-Cochin Literary, Scientific and Charitable Societies Act, 1955, on June 21, 2017 (Reg. No. EKM/TC/406/2017).

Alumni serve on Boards of Studies, IQAC, and Advisory Committees, offering valuable feedback on academic matters. Alumni volunteers conduct career and placement-oriented seminars, value education sessions, and remedial classes.

Community Initiatives:

- Distributed school kits and fans to 52 students at Govt. Fisheries School, Panambukad.
- Donated Rs. 67,600 worth of kits for AIDS patients via NGO FACES (Nov 16, 2023).
- Contributed Rs. 50,000 for the medical treatment of PGDM student Devika Sunil (Feb 5, 2024).
- Organized a fun day for children from Valsalya Bhavan orphanage during Onam (Sep 6, 2023).

Events

- Co-organized the "Protect ur Mom Campaign" with the Health Club, featuring hair donation and a cancer survivor meeting.
- Collaborated with the Dept. of Home Science and NSI for the "Nutrillets" Millet Recipe Competition.
- Held the annual Christmas sale (Nov 9-10, 2023) involving alumni and students.
- Hosted the first Art Exhibition for alumnae at Durbar Hall Art Gallery (Jan 1-3, 2024).
- Co-organized the 47th Mother Digna Debate Competition with

the Debate Club (Feb 12, 2024).

Annual General Body Meeting and reunion were held on Aug 12, 2023.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:A P:5ba84327-e85a-4961-919a-f2b0eb7cf6c2

5.4.2 - Alumni's financial contribution during the year

D. 2 Lakhs - 5 Lakhs

File Description	Documents
Upload any additional information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

The CSST congregation follows a secular governance model inspired by its foundress, Mother Teresa of St. Rose of Lima, emphasizing life-oriented education that empowers students to address social issues proactively.

? **Mission:** The institution's mission focuses on quality, integral education that is life, vocation, and career-oriented.

? **Centennial Vision:** As the College approaches its 100th year, the management revisits its vision with aspirations to become the First Women's University in Kerala.

? **Participatory Governance:** Decentralized governance is strengthened by involving more faculty and management in policy-making processes.

? **New Administrative Positions:** New roles include Vice Principal, Dean of Examinations, Dean of Self-Financed Programmes, Senior

Administrator, and Dean of Extension and Incubation to enhance participatory leadership.

? **Management Support:** The Provincial Superior and Manager of the CSST Congregation, in collaboration with the College Director, shape innovative strategies for progress.

? **Centre for Inclusive and Sustainable Design:** A new centre will promote holistic student development, focusing on entrepreneurship, self-employment, and social productivity.

? **Entrepreneurship and Self-Employment:** The centre aims to groom women for leadership in entrepreneurship with sustainable and inclusive approaches.

? **Commitment to Empowerment:** The overarching goal remains the empowerment of women through progressive education and proactive social engagement.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/leading-ladies/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

? **Participatory Leadership:** The college practices decentralized governance with extensive consultation between management and major stakeholders.

? **Perspective Plan:** Institutional development is guided by a comprehensive plan aligned with stated policies for academic and administrative activities.

? **Multi-Tier Leadership Structure:**

- **Manager:** Apex governance role.
- **Director:** Oversees decision-making across all governance levels.
- **Principal:** Supported by Vice-Principal, IQAC, Academic Deans, and Deans of Student Affairs.

? **Statutory Bodies:**

- **Governing Council, Academic Council, BOS, Finance Committee:** Responsible for strategic planning, policy drafting, curriculum development, and quality assurance.

? **Autonomy and Expansion:** Autonomy led to increased courses, faculty, and student numbers in self-financing streams.

? **Administrative Enhancements:**

- **Dean of Self-Financed Programmes (2020-21):** Addresses self-financing programme needs.
- **Dean of Examination Affairs:** Supports examination processes, valuation, and result publication.

? **Social Responsibility Initiatives:**

- **Teresian Rural Outreach Programmes (TROP) and NSS:** Connect students with community engagement.
- **Unnat Bharat Abhiyan (UBA):** Participation in rural development efforts.

? **Entrepreneurial Development:**

- **Teresian Innovation and Incubation Centre, Entrepreneurship Development Club, IEDC, IIC:** Foster entrepreneurial culture for students, alumni, and community women.

? **Dean of Extension and Incubation:** Coordinates extension and incubation activities to strengthen campus-community connections.

? **SDG Localization:** Initiatives aligned with Sustainable Development Goals demonstrate participative management and community engagement.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/statutory-body/

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

Stakeholder-Inclusive Planning: Annual action plans are developed with input from all institutional stakeholders.

? **Response to COVID-19:** The pandemic prompted innovative strategies for online teaching, outcome-based education (OBE), well-being initiatives, and entrepreneurial skill enhancement.

? **Hybrid Teaching Mode:** Emphasis on hybrid learning with robust internet connectivity to facilitate Moodle-based classes and participation in webinars.

? **Sumanasu Scheme:** Provides laptops to financially needy students to ensure digital learning access, with regular auditing of the scheme.

? **Unarvu Project:** Offers expert-led talks focusing on various aspects of physical and mental health for student well-being.

? **Outcome-Based Education (OBE):**

- Focus on clearly defined learning outcomes for courses and programmes.
- Ensures students gain knowledge, skills, and competencies by the end of their studies.

? **Skill-Based Programmes:** Designed to foster innovative thinking, upgrade student skills, and enhance employability.

? **Collaborations and MOUs:** The college actively partners with educational institutions and industries at national and international levels.

? **Collaborative Activities:** Student exchange programmes, seminars, workshops, and other initiatives are conducted through these collaborations.

? **Commitment to Quality Education:** The institution integrates technology, well-being initiatives, and global partnerships to ensure holistic student development and academic excellence.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://teresas.ac.in/about-us/
Upload any additional information	View File

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

1. Governance Structure:

- **Board of Management:** Headed by the President (Head of CSST Educational Agency), with an Advisory Committee and a Local Managing Committee.
- **Statutory Bodies:** Governing Council, Academic Council, and Board of Studies frame and execute policies the Planning Committee, Finance Committee, and IQAC.

2. Principal's Leadership:

- The Principal leads administrative, academic, and financial matters supported by Manager and Director.
- Vice Principal and Senior Administrator: Assist the Principal in managing college activities.

3. Academic and Administrative Support:

- **College Council:** Includes HODs and nominated members supporting administrative functions.
- **Academic Deans:** Oversee academic matters; HODs manage departmental activities.

4. Management of Self-Financing Courses:

- **Dean of Self-Financing Courses:** Supports administration of self-financing programmes.

5. Examination Cell:

- Headed by the Controller of Examinations and Dean of Examinations to manage evaluation processes.

6. Student Governance:

- **Elected Student Council:** Guided by three Student Deans appointed by the Principal.

7. Student Welfare:

- Managed through the Student Support Cell, Equal Opportunity Centre, Placement Cell, Grievance Cell, Council for Value Education, PTA, and Alumnae Association.
- **Student Quality Assurance Cell (SQAC):** Promotes

quality enhancement initiatives.

8. Administrative Office:

- Coordinated by the Office Superintendent and administrative staff.

File Description	Documents
Paste link to Organogram on the institution webpage	https://acrobat.adobe.com/id/urn:aaid:sc:AP:fd0de120-3f9c-4a88-874e-01555fd402f5
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/policies/

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

Welfare Schemes for Teaching Staff

1. Group Insurance Scheme for financial security.
2. IQAC Support for career advancement procedures.
3. Financial Assistance through personal loans.
4. Recreational Activities: Annual picnics, tours, and festival celebrations.
5. Freedom for Deputation Work.
6. Recognition: Felicitations for academic and research achievements.

7. Post-Retirement Engagement: Retaining retiring faculty in self-financed streams.
8. Technological Access: Free Wi-Fi, institutional email, computers, laboratories, and research rooms.
9. Hostel Accommodation for staff.
10. Family Support: Summer camps for staff children.
11. Research Support: Seed money, FDP/UGC fellowships, and leave for summer school, extension, and community work.
12. Professional Development: Freedom to attend/organize workshops and conferences.
13. Skill Development through motivational lectures, orientation, and technical training.
14. Hobby Support with platforms for nurturing interests.
15. Subsidized Canteen Facilities.

Welfare Schemes for Non-Teaching Staff

1. Group Insurance Scheme for security.
2. Financial Assistance: Loans, interest-free loans, and aid for medical and educational needs.
3. Support for Housing and Healthcare.
4. Children's Welfare: Assistance for economically challenged children and free medical check-ups.
5. Technological Access: Free Wi-Fi and institutional email.
6. Recreational Activities: Picnics, tours, and festival celebrations.
7. Subsidized Canteen Services.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:6c655678-8d91-4e00-a426-43d1e17af767

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

7

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

7

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

174

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

Internal and External Audits:

- The Finance committee conducts regular internal audits.
- External audits are carried out by the Deputy Director of Collegiate Education and the Accountants General of India.

? Personal Deposit Account:

- Internal audits follow KSR guidelines.
- External audits occur at the financial year-end or before the Principal's tenure concludes.

? Autonomy Grant:

- Monitored by the Internal Audit team.
- MG University-appointed Finance Officer oversees allocation and utilization.

? DBT Star College:

- Life Science faculty and Finance Officer serve as internal auditors.

? B.Voc and Community College Funds:

- Utilization statements are prepared by the Office Assistant and verified by the Internal Finance team before external audits.

? Government Fund Audits:

- Conducted in line with government norms.
- Utilization certificates audited by Chartered Accountants are submitted.

? Audit Compliance:

- Audit clarifications and objections are addressed promptly, and anomalies are resolved.

? Transparency:

All funds are utilized transparently, as evidenced by audit reports

? Transparency:

All funds are utilized transparently, as evidenced by audit reports

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:84de9764-ef8e-4ab1-8c04-71a6ef847bee

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

3.58

File Description	Documents
Annual statements of accounts	View File
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	View File

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

? Budget Preparation and Approval:

- The Director, Principal, and Heads of Departments prepare the college budget.
- The budget is scrutinized and approved by the Management and Governing Council.

? Fund Allocation and Monitoring:

- The Finance Committee allocates funds in consensus with the Planning Committee.
- Designated faculty members monitor fund utilization.

? Purchase and Financial Management:

- All purchases are approved by the Purchase Committee.
- The Head Accountant maintains accounts, with the Principal accountable for all financial transactions.
- The institution maintains a reserve corpus fund.

? Government Funds:

- The institution has received funds from Kerala Government, NSI, SERB, Cochin Shipyard Ltd., and Central Government schemes like RUSA, WOSA, PARAMARSH, Autonomy, DBT Star College, Bhoomithra Sena Club, and research project funds.

? Non-Government Funds:

- Funds are mobilized by leadership and stakeholders, including PTA, Alumnae Association, and retired staff associations.
- Additional resources come from MP and MLA funds, department activities, and philanthropic contributions.
- The St. Teresa's College Welfare Society Fund is sustained by alumni, PTA, and philanthropists.
- Sophia University (Japan) contributed for an Academic Exchange Programme, and ESAF and Holmarc supported seminars.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:A P:712b438b-86d4-437b-aa5d-6bd59a462049

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

1. Introduction of New Programmes & Curriculum Restructuring:

- IQAC led the curriculum design and restructuring process.
- Launched 10 new programs in 2020-21 addressing local, national, and global needs (e.g., Global Business, Healthcare, Industry, and Entrepreneurship).
- Revised syllabi for all PG programs, ensuring alignment with outcome-based education.
- Monitoring of Program Outcomes (POs), Program

Specific Outcomes (PSOs), and Course Outcomes (COs) to maintain curriculum effectiveness.

2. Infrastructure Augmentation:

- IQAC initiated the enhancement of IT infrastructure, including improved server capacity and Moodle platform upgrades.
- Software for online admissions was upgraded.
- Provided laptops and connectivity access for both students and faculty.
- Added three storeys to the Central Block, including new classrooms and an air-conditioned auditorium.

3. Teaching Learning Centre (TLC):

- Established to promote innovative educational practices among teachers and students.
- Organized 2 Student Development Programs and 3 Faculty Development Programs.
- Focused on developing and implementing new educational strategies to enhance

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/internal-quality-assurance-cell/

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

? Equipping Faculty and Students:

- IQAC established a Teaching-Learning Centre to promote new online teaching techniques and methodologies.
- Support, including duty leave and funds, was provided to teachers for professional development.
- Faculty participated in academic enhancement webinars and courses through platforms like SWAYAM, NPTEL, ASAP, EdX, Udemy, and Coursera.

? Survey Among Students:

- A survey was conducted to assess students' access to devices and internet connectivity.
- 10% of students reported lacking devices or internet access, with 3% attending sessions using borrowed devices.

? Project Sumanasu:

- IQAC continues to implement Project Sumanasu, focusing on student digital welfare and support.

? Feedback Mechanism:

- A structured mechanism is in place to collect feedback from students through the Learning Management System.
- Feedback is analyzed to help faculty make continuous improvements and enhance teaching standards.
- Curriculum feedback is also gathered from other stakeholders to ensure relevance and effectiveness.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/internal-quality-assurance-cell/

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://teresas.ac.in/internal-quality-assurance-cell/aqar/
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

- **Educational Opportunities for Women:** St. Teresa's College focuses on gender equity by offering a range of academic programs designed to empower women in various fields, fostering their academic and social development.
- **Gender-Sensitive Curriculum:** The college incorporates a gender-sensitive curriculum aimed at addressing gender disparities and equipping students with the skills and knowledge needed to assume leadership roles in society.
- **Promotion of Women Entrepreneurs:** To drive economic growth, the college actively supports entrepreneurship among women. The National Seminar titled "Plate to Prosperity: Food Innovation and Entrepreneurship" served as a platform to share knowledge and explore opportunities in food entrepreneurship.
- **Legal Awareness Programs:** The institution organized sessions on legal literacy to combat gender-based violence, focusing on educating participants about existing legal frameworks, identifying challenges, and proposing solutions to uphold women's rights.
- **Health Awareness and Medical Support:** On World Diabetes Day, the college conducted a medical camp offering

affordable diabetes tests. The initiative aimed to enhance awareness about lifestyle diseases and promote preventive healthcare practices.

- **Integration of Social Responsibility:** St. Teresa's College integrates education with social responsibility by encouraging students to engage in community service and contribute positively to societal development.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://acrobat.adobe.com/id/urn:aaid:sc:A P:3be05117-1b53-432f-9135-7afee4625542

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

- **Green Protocol Implementation:** Based on the 2020 Green Audit recommendations, the College implements the Teresian Green Protocol to promote eco-conscious practices campus-wide.
- **Ban on Single-Use Plastics:** The college strictly prohibits single-use plastics, replacing them with sustainable

alternatives such as reusable steel glasses, Bhoomitram Sanchis, and steel utensils.

- **Adoption of Eco-Friendly Alternatives:** Flex boards and plastic files have been replaced by digital displays and sustainable materials.
- **Green Awareness and Monitoring Mechanisms:** Green awareness through display boards across the campus, while student teams actively monitor events to ensure compliance with the Teresian Green Protocol.
- **Efficient Waste Management:** Classrooms are equipped with separate waste bins, emptied daily, and color-coded bins are used for biodegradable and non-biodegradable waste to facilitate proper segregation.
- **Waste-to-Energy Conversion:** Biodegradable waste from the Arts block is converted into biogas for hostel cooking, while an electric composting machine in the Science block produces manure.
- **Recycling Partnerships:** Collaborating with Plan@Earth, the college recycles paper waste into A4 paper and processes plastic waste for recycling.
- **Water and Liquid Waste Management:** Recycled water from hostels is repurposed for toilets, and a Sewage Treatment Plant ensures efficient management of liquid waste, contributing to water conservation.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction

A. Any 4 or all of the above

of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	
File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File
7.1.5 - Green campus initiatives include	
7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	B. Any 3 of the above
File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	View File
7.1.6 - Quality audits on environment and energy undertaken by the institution	
7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

B. Any 3 of the above

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

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

• Celebrating Cultural Diversity: St. Teresa's College promotes cultural diversity through events, festivals, and cultural exchange programs. Key events include Ethnic Day, where students showcase their cultural heritage.

- **Language and Linguistic Diversity:** Language clubs and activities organized by language departments encourage students to explore and appreciate multiple languages, fostering linguistic diversity.
- **Interfaith Dialogue and Communal Harmony:** The college hosts interfaith dialogues, quiz competitions, seminars, and workshops to promote interaction and understanding among different religious communities.
- **Value Education and National Unity:** Value education classes teach respect for diverse religious practices. National events like Independence Day and Republic Day are celebrated across departments to reinforce national unity.
- **Celebration of Secular Festivals:** Secular festivals such as Onam, Kerala Piravi, Diwali, and Christmas are celebrated with enthusiasm to encourage cultural inclusivity.
- **Community engagement:** Alumni Meets, inaugurations of clubs, cells and associations strengthening connections with alumni and the broader community.
- **Socio-Economic Inclusivity:** The college offers scholarships, financial aid, and mentorship programs for economically disadvantaged students to ensure equal access to education.
- **Support for Marginalized Groups:** The SC/ST monitoring cell addresses the needs of marginalized students, and the Office of Disability Services provides support to differently-abled students, promoting inclusivity.

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

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Various Departments organized programs to sensitize the stakeholders to constitutional values, duties, and responsibilities of citizenship, nurturing civic consciousness and social responsibility.

- **National and Global Celebrations:** Key days like Independence Day were celebrated with flag hoisting, quizzes, skits, poster-making, patriotic songs, and essay contests, promoting patriotism. On Kargil Vijay Diwas, a flash mob performed to honor Kargil heroes through dance, rhythm, and vocals.
- **National Girl Child Day:** Students performed a tableau to raise awareness about girls' rights and their role in society.
- **Mental Health Awareness:** World Mental Health Day featured stress-management sessions by mental health professionals focusing on emotional well-being.
- **Environmental Consciousness:** Activities like International Plastic-Free Day and Beach Clean-Up Day raised awareness about reducing plastic waste and protecting marine ecosystems.
- **Swachh Bharat Mission:** National Cleanliness Day promoted cleanliness through awareness programs.
- **Election and Voting Awareness:** Mock elections and voting awareness sessions encouraged civic participation.
- **Human Rights, Social Awareness and inclusivity:** Seminars on human rights, anti-narcotics, and organ donation raised awareness on equality, justice, and saving lives. Programs on elder abuse and child welfare emphasized protecting society's vulnerable. Sign language classes and cybersecurity sessions educated staff and students on inclusivity and digital safety.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes

A. All of the above

for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

St. Teresa's College promotes cultural, social, and environmental awareness through a variety of commemorative events and observances, encouraging inclusivity and active participation.

- **National Celebrations:** Key national events such as Independence Day, Republic Day, and Gandhi Jayanti foster patriotism and honor the nation's legacy.

- **International Observances:** The college celebrates International Women's Day, World Mental Health Day, and International Yoga Day to promote global awareness and community engagement.

- **Environmental Consciousness:** Events like World Environment Day, Ozone Day, and Wildlife Week emphasize sustainability and ecological protection.

- **Health and Wellness Initiatives:** Days like World Diabetes Day, World Cancer Day, and National Nutrition Month feature workshops, seminars, and campaigns promoting healthy lifestyles.

- **Social Issue Awareness:** The college addresses critical social issues with observances such as Anti-Narcotics Day, World Elder Abuse Awareness Day, and International Day for the Elimination of Violence Against Women.

- **Academic and Professional Development:** Events like National

Technology Day, World Statistics Day, and National Youth Skill Day nurture academic and career growth.

- Cultural Celebrations: Festivals like Onam, Diwali & Christmas promote unity, joy, and community spirit on campus.

These initiatives inspire a sense of responsibility and unity among students, staff, and the broader community.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

1. Teresian Innovation and Business Incubation Centre Objective: To develop a global business network with infrastructure for innovation, prototyping, and establishing new benchmarks .

Context: TIBIC was set up with support from the Startup Mission and KSIDC, probably the only such initiative in a nonengineering women's college in Kerala. **The Practice:** TIBIC nurtures early-stage startups by providing them with infrastructural, management, and networking support. **Evidence of Success:** TIBIC won recognitions from national and state governments and by the UNDP. **Problems encountered/Resources required:** Raising the capital, especially from government schemes, is difficult.

2. Localizing SDG's

Objective: To promote a 'Result Based Framework' to keep track of the progress of the SDGs at local government level. **Context:** focused projects under SAGY (Saansad Adarsh Gram Yojana) formulated by Kumbalangi Grama Panchayat, Kerala.

Practice: The students' team sensitised elected representatives and officials of Kumbalangi Panchayat on the various indicators and also nudge them towards achieving the goals through a result

based framework.

Evidence of Success:The Joint Secretary of the Ministry of Panchayati Raj, Govt of India issued a circular containing the concept note of the project, requesting all states to circulate the concept note and instruct all Higher Education Institutes and Panchayati Raj Institutions to emulate the model

File Description	Documents
Best practices in the Institutional website	https://teresas.ac.in/
Any other relevant information	https://acrobat.adobe.com/id/urn:aaid:sc:AP:ba534095-9705-4b59-8ad0-d0fa40fa4ec0

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

S.L.A.T.E. - Sustainability, Leadership and Agency Through Education

S.L.A.T.E. is a translational research approach designed according to PBL (Project-Based Learning) stipulated by NEP (National Education Policy) 2020 and to realise the goals of the United Nations to promote Education for Sustainable Development (ESD). It envisions transformational education where the students engage in self-paced learning which is action-oriented, collaborative, and inter and transdisciplinary.

The objectives of the S.L.A.T.E. programme are:

- 1) To enhance the student's engagement in the SDGs, and its localisation.
- 2) It helps to fill the gaps in education and help the students equip themselves for the jobs of tomorrow.
- 4) This model connects HEIs communities around them through academics, research and extension.
- 5) This model inculcates into their curriculum experiential learning projects.

Outcomes:

Learners will have an enhanced knowledge of each SDG and its implementation, particularly in their lives and surrounding communities and develop the following capabilities.

- participatory/collaborative learning;
- Social Entrepreneurship
- problem-based learning;
- interdisciplinary learning;
- multi-stakeholder social learning;
- critical and systemic thinking-based learning;
- action learning;
- learning outside the classroom;
- experiential learning;
- reflective evaluation and
- using relevant real-world contexts.

File Description	Documents
Appropriate link in the institutional website	https://teresas.ac.in/s-l-a-t-e/
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year**1. Academic Excellence**

- **Outcome-Based Education (OBE):**
 - Finalize and publish the Campus OBE framework document .
 - Organize regular training sessions for faculty on implementing OBE in curriculum design, delivery, and evaluation.
- **Curriculum Enrichment:**
 - Facilitate the periodic revision of UG and PG syllabi in line with industry and societal needs.
 - Introduce more skill based courses, especially with industry partnerships

2. Research, Innovation and Development

- **Research Productivity:**
 - Encourage interdisciplinary and translational research , student research and establish incentive schemes for research for faculty.

- Encourage student start ups & incubatees
- Grant Proposals:
 - Increase faculty applications for funded research projects from agencies like ICSSR and DST.

3. Faculty Development

- Professional Development Programs:
 - Sessions on topics like NAAC reforms, emerging pedagogies, and advanced research methodologies.

4. Infrastructure and Resources

- Central Instrumentation Centre-Develop more consultancy through the centre
 - Provide more academic and physical infrastructure for the students.

5. Student Support and Engagement

- Placements and Internships:
 - Conduct regular career guidance and skill development workshops.

6. Collaboration and Outreach

- Collaborative Initiatives:
 - Foster community engagement through village-based translational projects.
- Networking:
 - Actively participate in forums like the Xavier Board of Higher Education in India (XBHEI) to promote shared learning.
 - Establish international collaborations.

8.Reinforce sustainability initiatives

9. Promote Translational Research and innovation