



YEARLY STATUS REPORT - 2022-2023

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**
- 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. Kala M. S.**
- Phone No. **04842370198**
- Mobile No: **9446311938**
- IQAC e-mail ID **iqac.teresas@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year)

<https://teresas.ac.in/wp-content/uploads/2024/02/AQAR-2021-22.pdf>

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	1999	09/10/1999	08/10/2005
Cycle 2	A	87.90	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

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:

- Upload the latest notification regarding the composition of the IQAC by the HEI [View File](#)

9. No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website? **Yes**

- If No, please upload the minutes of the meeting(s) and Action Taken Report **No File Uploaded**

10. Did IQAC receive funding from any funding agency to support its activities during the year? **Yes**

- If yes, mention the amount **80000**

11. Significant contributions made by IQAC during the current year (maximum five bullets)

1. Conducted the Academic and Administrative Audit (AAA) of the college. 2. Conducted NAAC Sponsored National Seminar on 'Implementation of NEP in Higher Education'. 3. Technology-driven data collection software was launched. 4. Facilitated UG Syllabus restructuring. 5. Provided training/Consultancy sessions on Outcome Based Education for faculty members within and outside the college.

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
To Implement of self-designed data collection and management software.	Launched the phase 1 version of data collection and management software
To provide training for faculty members regarding NEP 2020	Conducted NAAC Sponsored National Seminar on 'Implementation of NEP in Higher Education'.
To restructure the UG syllabus by incorporating skill development and latest trends in the disciplines.	Syllabus restructured with more skill based components.
To promote internationalization within the campus	Organized International Symposium and Exchange Programmes
To give impetus to the domain of translational research	The project S.L.A.T.E (Sustainability Leadership and Agency Through Education

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	10/05/2024

14. Was the institutional data submitted to AISHE ? Yes

- Year

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
• 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. Kala M. S.

• Phone No.	04842370198
• Mobile No:	9446311938
• IQAC e-mail ID	iqac.teresas@gmail.com
3.Website address (Web link of the AQAR (Previous Academic Year)	https://teresas.ac.in/wp-content/uploads/2024/02/AQAR-2021-22.pdf
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	1999	09/10/1999	08/10/2005
Cycle 2	A	87.90	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
--	------------

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	
9.No. of IQAC meetings held during the year	4	
<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	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	No File Uploaded	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	Yes	
<ul style="list-style-type: none"> If yes, mention the amount 	80000	

11. Significant contributions made by IQAC during the current year (maximum five bullets)

1. Conducted the Academic and Administrative Audit (AAA) of the college. 2. Conducted NAAC Sponsored National Seminar on 'Implementation of NEP in Higher Education'. 3. Technology-driven data collection software was launched. 4. Facilitated UG Syllabus

restructuring. 5. Provided training/Consultancy sessions on Outcome Based Education for faculty members within and outside the college.

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
To Implement of self-designed data collection and management software.	Launched the phase 1 version of data collection and management software
To provide training for faculty members regarding NEP 2020	Conducted NAAC Sponsored National Seminar on 'Implementation of NEP in Higher Education'.
To restructure the UG syllabus by incorporating skill development and latest trends in the disciplines.	Syllabus restructured with more skill based components.
To promote internationalization within the campus	Organized International Symposium and Exchange Programmes
To give impetus to the domain of translational research	The project S.L.A.T.E (Sustainability Leadership and Agency Through Education

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	10/05/2024

14. Was the institutional data submitted to AISHE ?

Yes

- Year

Year	Date of Submission
2022-23	27/03/2024

15.Multidisciplinary / interdisciplinary

In the evolving realm of higher education, the conventional linear method of learning is being questioned due to the rise of multidisciplinary and interdisciplinary education. St. Teresa's College (Autonomous) in Ernakulam has welcomed this shift in approach, cultivating a setting where a variety of disciplines intersect to provide creative answers to intricate real-world challenges. Multidisciplinary education breaks free from conventional academic realms, promoting collaboration and the sharing of knowledge across diverse fields. Our institution provides open courses that blend elements from two disciplines, expanding the scope of learning for students. Through this interdisciplinary approach, students gain a thorough grasp of both disciplines, equipping them for future careers in their chosen fields. Going beyond multidisciplinary education, interdisciplinary education actively combines knowledge, methods, and viewpoints from various disciplines to tackle intricate problems. At our college, one effective method to foster this approach is offering hands-on projects to students, enabling them to grasp the interconnected complexities while exploring their own disciplines deeply. Additionally, our institution encourages interdisciplinary cooperation through seven research centres that promote cross-disciplinary discussions and collaboration via shared platforms created by the Teresian Research and Consultancy Cell (TRAAC). In addition to academic programmes and research initiatives, our institution emphasizes the importance of experiential learning opportunities that allow students to apply their interdisciplinary knowledge in real-world settings through the Teresian Research and development Centre and Teresian International division. The Centres provides students with the opportunity to participate in state, national and international projects, where they work alongside various professionals, to gain a deeper appreciation for the complexities of real world issues and solutions. In the pursuit of multidisciplinary and interdisciplinary education, our college also recognizes the pivotal role of languages in fostering holistic learning and global citizenship. Beyond being mere subjects of study, languages such as English, Hindi, Malayalam, and French serve as bridges that connect diverse disciplines, cultures, and perspectives, enriching the educational experience and preparing students for the complexities of a globalized world. Our

institution is dedicated to embracing both multidisciplinary and interdisciplinary methods in higher education, understanding the significance of equipping students to address intricate issues in a globally connected environment. Through promoting collaboration, innovation, and experiential learning, we enable our students to emerge as inventive problem solvers and leaders in their chosen areas. As we adapt to the changing demands of society, our commitment remains unwavering in delivering a transformative educational journey that empowers students with the expertise and capabilities to create a substantial influence on the world.

16.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) is a groundbreaking innovation in higher education that reshapes conventional academic frameworks and enables tailored learning routes. Emerging in response to increased calls for adaptable and accessible education, ABC provides a flexible environment where students can amass, transfer, and apply credits acquired through diverse learning encounters. The Academic Bank of Credits (ABC) tackles key challenges present in conventional education systems. It firstly encourages lifelong learning by acknowledging and appreciating a variety of learning experiences that go beyond traditional classroom settings. Secondly, it improves accessibility by dismantling obstacles linked to inflexible academic frameworks, enabling learners to pursue education at their preferred speed and convenience. Lastly, it promotes collaboration between educational establishments and industries, easing the transfer of credits and ensuring alignment with the needs of the workforce. St. Teresa's College (Autonomous), Ernakulam has enrolled in the Academic Bank of Credits. Yet, the implementation of ABC presents numerous hurdles. The standardization of credits across a range of learning opportunities demands careful coordination and cooperation among all involved parties. Moreover, guaranteeing the reliability and excellence of alternative learning sources like online classes or internships is essential. Furthermore, opposition from traditional establishments familiar with traditional accreditation frameworks could impede the broad acceptance of ABC. Nevertheless, ABC has the potential to transform higher education in multiple ways. It has the ability to enable students to create customized learning routes, thereby nurturing autonomy and skills for self-directed learning. Additionally, it may stimulate creativity in teaching methods, inspiring educators to experiment with a variety of teaching approaches to cater to the

unique requirements of each learner. Moreover, ABC could close the divide between academia and industry by connecting educational achievements with practical skills and capabilities, ultimately improving the job prospects of graduates. The Academic Bank of Credits signifies an innovative change in higher education, providing a flexible and all-encompassing framework that goes beyond conventional academic boundaries. By acknowledging and appreciating a range of learning experiences, ABC has the capacity to democratize education, empower learners, and close the divide between academia and industry. Nevertheless, achieving its complete potential necessitates collaborative endeavors from educators, policymakers, and stakeholders to conquer implementation hurdles and nurture a culture of lifelong learning and creativity. As we navigate the intricacies of the knowledge-driven economy of the 21st century, ABC emerges as a guiding light in educational reform, directing us towards a more fair, accessible, and vibrant learning environment.

17.Skill development:

Following the guidelines outlined by the University Grants Commission (UGC) for the advancement of skill-based higher education, St. Teresa's College inaugurated two-degree programs in 2015, namely and B. Voc. Food Processing Technology and B.Voc. Software Development. These programmes offer multiple exit points such as Diploma/Advanced Diploma in accordance with the National Skills Qualifications Framework (NSQF). Concurrently, the college introduced a one-year diploma programme in Health Care Assistance in the same year, tailored to address the holistic health care needs of individuals and families. These initiatives have demonstrated sustained success since their inception. In line with the overarching goal of aligning higher education with changing global needs, the college introduced six additional programmes in the academic year 2020-21. These programs include- 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 (in 2022-23) These programs have garnered significant interest and continue to operate successfully throughout the academic year 2022-23. Furthermore, through its array of value-added courses and Add-on courses, the college endeavours to impart essential career-oriented skills and life skills to its students. These encompass advanced subjects such as Robotics and Automation, Quantum Chemistry, Certified Management Accountant (CMA-USA), and ACCA (UK), among others. Supplementary to the academic curriculum, the college facilitates various skill

development and enhancement initiatives like seminars, workshops, field visits etc aimed at augmenting students' capabilities in soft skills, language and communication skills, life skills, and technological proficiency. In addition to the aforementioned initiatives, St. Teresa's College has embarked on several other endeavours aimed at fostering holistic skill development among its student body. Industry Collaboration and Internship Programs: Recognizing the pivotal role of industry exposure in skill development, the college has established partnerships with leading companies in relevant sectors. These collaborations facilitate internship programmes wherein students gain practical experience, enabling them to apply theoretical knowledge in real-world settings. Furthermore, these internships often serve as avenues for networking and potential employment opportunities post-graduation. Entrepreneurship Development Initiatives: Beyond traditional employment pathways, the college fosters an entrepreneurial mindset among its students through development programmes, workshops, and mentorship opportunities to aspiring student entrepreneurs. Through the Institution Innovation Council (IIC), and Teresian Innovation and Business Incubation Centre (TIBIC), students are equipped with the necessary knowledge and skills to ideate, plan, and launch their ventures, thereby contributing to economic growth and innovation. Research and Innovation Initiatives: The college actively supports student-led research projects and innovation challenges across various disciplines. Through these initiatives, students are encouraged to explore new ideas, develop critical thinking skills, and contribute to knowledge creation and technological advancement. By embracing a comprehensive approach to skill development, encompassing academic, practical, entrepreneurial, and professional dimensions, St. Teresa's College endeavours to empower its students to thrive in an ever-evolving global landscape.

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

The enduring cultural heritage and diverse knowledge systems of India have garnered global acclaim over an extended period. Nonetheless, there persists a conspicuous schism within academic curricula, wherein traditional Indian knowledge often remains marginalized vis-à-vis modern education. To bridge this gap, it is imperative to integrate elements of traditional Indian knowledge into educational frameworks. Bharathanatyam, a classical Indian dance form, stands as a quintessential embodiment of the country's cultural ethos. Its intricate

choreography, emotive expressions, and narrative essence encapsulate profound symbolism, drawing from the wellspring of Indian mythology, history, and philosophy. The inclusion of Bharathanatyam within academic curricula not only serves to preserve this venerable art form but also facilitates a deeper appreciation and comprehension of Indian cultural nuances among students. Consequently, our institution offers Bharathanatyam as a major program, complemented by courses such as Mohiniyattam =Adavu, which enriches students' exposure to diverse traditional Indian art forms. The curriculum encompasses an array of themes ranging from an in-depth exploration of Natyasastra to the study of various dance forms, folk traditions, ritualistic practices of India, and the analysis of Sanskrit dance treatises. Moreover, the department endeavors to enrich the educational experience through workshops and collaborations with cultural institutions, thereby ensuring a holistic learning milieu. In parallel, the Department of History augments the academic landscape with specialized courses within its postgraduate program, delving into domains such as the History of Medicine and Health Systems in Modern India, as well as the intricate Knowledge Systems prevalent in Pre-Modern India. These courses serve as conduits for elucidating the multifaceted dimensions of Indian Knowledge Systems within a historical framework, thereby enriching students' understanding of the cultural and intellectual tapestry of India. To further cultivate an appreciation for traditional knowledge and culture, our college offers supplementary certificate courses in Fundamentals of Bharatanatyam and Fundamentals of Carnatic music. These initiatives aim not only to nurture a deeper affinity towards traditional art forms but also to cultivate a discerning appreciation thereof among students. The pedagogical ethos of our institution is underscored by a commitment to linguistic inclusivity, exemplified by the practice of code-switching—wherein instructional content is delivered in both English and regional languages. This approach not only celebrates linguistic diversity but also ensures educational inclusivity and accessibility. By offering courses in regional languages alongside the standard curriculum, we empower students to engage with subjects in their native linguistic milieu, thereby augmenting their comprehension and retention. Furthermore, this initiative serves to revitalize regional languages, safeguarding them against obsolescence in the contemporary era of globalization. Moreover, the establishment of a dedicated postgraduate department in Malayalam and the incorporation of Hindi as a common course further underscores our commitment to fostering linguistic proficiency and cultural appreciation among students. In tandem with classroom

instruction, our college organizes immersive field trips, experiential workshops, and hands-on activities that afford students direct engagement with Indian knowledge systems. These experiential learning opportunities, whether through visits to heritage sites, participation in traditional workshops, or interactions with local practitioners, serve to deepen students' understanding and appreciation of Indian cultural heritage. Ultimately, the integration of Indian knowledge systems within our educational paradigm serves as a catalyst for cultivating critical thinking, nurturing creativity, and honing problem-solving abilities among students. By embracing local knowledge and traditions, our institution endeavors to forge stronger bonds with surrounding communities, fostering mutual respect and understanding while nurturing a generation of culturally aware and intellectually astute individuals. The enduring cultural heritage and diverse knowledge systems of India have garnered global acclaim over an extended period. Nonetheless, there persists a conspicuous schism within academic curricula, wherein traditional Indian knowledge often remains marginalized vis-à-vis modern education. To bridge this gap, it is imperative to integrate elements of traditional Indian knowledge into educational frameworks. Bharathanatyam, a classical Indian dance form, stands as a quintessential embodiment of the country's cultural ethos. Its intricate choreography, emotive expressions, and narrative essence encapsulate profound symbolism, drawing from the wellspring of Indian mythology, history, and philosophy. The inclusion of Bharathanatyam within academic curricula not only serves to preserve this venerable art form but also facilitates a deeper appreciation and comprehension of Indian cultural nuances among students. Consequently, our institution offers Bharathanatyam as a major program, complemented by courses such as Mohiniyattam =Adavu, which enriches students' exposure to diverse traditional Indian art forms. The curriculum encompasses an array of themes ranging from an in-depth exploration of Natyasastra to the study of various dance forms, folk traditions, ritualistic practices of India, and the analysis of Sanskrit dance treatises. Moreover, the department endeavors to enrich the educational experience through workshops and collaborations with cultural institutions, thereby ensuring a holistic learning milieu. In parallel, the Department of History augments the academic landscape with specialized courses within its postgraduate program, delving into domains such as the History of Medicine and Health Systems in Modern India, as well as the intricate Knowledge Systems prevalent in Pre-Modern India. These courses serve as conduits for elucidating the multifaceted dimensions of Indian Knowledge Systems within a historical

framework, thereby enriching students' understanding of the cultural and intellectual tapestry of India. To further cultivate an appreciation for traditional knowledge and culture, our college offers supplementary certificate courses in Fundamentals of Bharatanatyam and Fundamentals of Carnatic music. These initiatives aim not only to nurture a deeper affinity towards traditional art forms but also to cultivate a discerning appreciation thereof among students. The pedagogical ethos of our institution is underscored by a commitment to linguistic inclusivity, exemplified by the practice of code-switching—wherein instructional content is delivered in both English and regional languages. This approach not only celebrates linguistic diversity but also ensures educational inclusivity and accessibility. By offering courses in regional languages alongside the standard curriculum, we empower students to engage with subjects in their native linguistic milieu, thereby augmenting their comprehension and retention. Furthermore, this initiative serves to revitalize regional languages, safeguarding them against obsolescence in the contemporary era of globalization. Moreover, the establishment of a dedicated postgraduate department in Malayalam and the incorporation of Hindi as a common course further underscores our commitment to fostering linguistic proficiency and cultural appreciation among students. In tandem with classroom instruction, our college organizes immersive field trips, experiential workshops, and hands-on activities that afford students direct engagement with Indian knowledge systems. These experiential learning opportunities, whether through visits to heritage sites, participation in traditional workshops, or interactions with local practitioners, serve to deepen students' understanding and appreciation of Indian cultural heritage. Ultimately, the integration of Indian knowledge systems within our educational paradigm serves as a catalyst for cultivating critical thinking, nurturing creativity, and honing problem-solving abilities among students. By embracing local knowledge and traditions, our institution endeavors to forge stronger bonds with surrounding communities, fostering mutual respect and understanding while nurturing a generation of culturally aware and intellectually astute individuals. The enduring cultural heritage and diverse knowledge systems of India have garnered global acclaim over an extended period. Nonetheless, there persists a conspicuous schism within academic curricula, wherein traditional Indian knowledge often remains marginalized vis-à-vis modern education. To bridge this gap, it is imperative to integrate elements of traditional Indian knowledge into educational frameworks. Bharathanatyam, a classical Indian dance form, stands as a quintessential

embodiment of the country's cultural ethos. Its intricate choreography, emotive expressions, and narrative essence encapsulate profound symbolism, drawing from the wellspring of Indian mythology, history, and philosophy. The inclusion of Bharathanatyam within academic curricula not only serves to preserve this venerable art form but also facilitates a deeper appreciation and comprehension of Indian cultural nuances among students. Consequently, our institution offers Bharathanatyam as a major program, complemented by courses such as Mohiniyattam =Adavu, which enriches students' exposure to diverse traditional Indian art forms. The curriculum encompasses an array of themes ranging from an in-depth exploration of Natyasastra to the study of various dance forms, folk traditions, ritualistic practices of India, and the analysis of Sanskrit dance treatises. Moreover, the department endeavors to enrich the educational experience through workshops and collaborations with cultural institutions, thereby ensuring a holistic learning milieu. In parallel, the Department of History augments the academic landscape with specialized courses within its postgraduate program, delving into domains such as the History of Medicine and Health Systems in Modern India, as well as the intricate Knowledge Systems prevalent in Pre-Modern India. These courses serve as conduits for elucidating the multifaceted dimensions of Indian Knowledge Systems within a historical framework, thereby enriching students' understanding of the cultural and intellectual tapestry of India. To further cultivate an appreciation for traditional knowledge and culture, our college offers supplementary certificate courses in Fundamentals of Bharatanatyam and Fundamentals of Carnatic music. These initiatives aim not only to nurture a deeper affinity towards traditional art forms but also to cultivate a discerning appreciation thereof among students. The pedagogical ethos of our institution is underscored by a commitment to linguistic inclusivity, exemplified by the practice of code-switching—wherein instructional content is delivered in both English and regional languages. This approach not only celebrates linguistic diversity but also ensures educational inclusivity and accessibility. By offering courses in regional languages alongside the standard curriculum, we empower students to engage with subjects in their native linguistic milieu, thereby augmenting their comprehension and retention. Furthermore, this initiative serves to revitalize regional languages, safeguarding them against obsolescence in the contemporary era of globalization. Moreover, the establishment of a dedicated postgraduate department in Malayalam and the incorporation of Hindi as a common course further underscores our commitment to fostering linguistic proficiency and cultural

appreciation among students. In tandem with classroom instruction, our college organizes immersive field trips, experiential workshops, and hands-on activities that afford students direct engagement with Indian knowledge systems. These experiential learning opportunities, whether through visits to heritage sites, participation in traditional workshops, or interactions with local practitioners, serve to deepen students' understanding and appreciation of Indian cultural heritage. Ultimately, the integration of Indian knowledge systems within our educational paradigm serves as a catalyst for cultivating critical thinking, nurturing creativity, and honing problem-solving abilities among students. By embracing local knowledge and traditions, our institution endeavors to forge stronger bonds with surrounding communities, fostering mutual respect and understanding while nurturing a generation of culturally aware and intellectually astute individuals. The enduring cultural heritage and diverse knowledge systems of India have garnered global acclaim over an extended period. Nonetheless, there persists a conspicuous schism within academic curricula, wherein traditional Indian knowledge often remains marginalized vis-à-vis modern education. To bridge this gap, it is imperative to integrate elements of traditional Indian knowledge into educational frameworks. Bharathanatyam, a classical Indian dance form, stands as a quintessential embodiment of the country's cultural ethos. Its intricate choreography, emotive expressions, and narrative essence encapsulate profound symbolism, drawing from the wellspring of Indian mythology, history, and philosophy. The inclusion of Bharathanatyam within academic curricula not only serves to preserve this venerable art form but also facilitates a deeper appreciation and comprehension of Indian cultural nuances among students. Consequently, our institution offers Bharathanatyam as a major program, complemented by courses such as Mohiniyattam =Adavu, which enriches students' exposure to diverse traditional Indian art forms. The curriculum encompasses an array of themes ranging from an in-depth exploration of Natyasastra to the study of various dance forms, folk traditions, ritualistic practices of India, and the analysis of Sanskrit dance treatises. Moreover, the department endeavors to enrich the educational experience through workshops and collaborations with cultural institutions, thereby ensuring a holistic learning milieu. In parallel, the Department of History augments the academic landscape with specialized courses within its postgraduate program, delving into domains such as the History of Medicine and Health Systems in Modern India, as well as the intricate Knowledge Systems prevalent in Pre-Modern India. These courses serve as conduits for elucidating the multifaceted

dimensions of Indian Knowledge Systems within a historical framework, thereby enriching students' understanding of the cultural and intellectual tapestry of India. To further cultivate an appreciation for traditional knowledge and culture, our college offers supplementary certificate courses in Fundamentals of Bharatanatyam and Fundamentals of Carnatic music. These initiatives aim not only to nurture a deeper affinity towards traditional art forms but also to cultivate a discerning appreciation thereof among students. The pedagogical ethos of our institution is underscored by a commitment to linguistic inclusivity, exemplified by the practice of code-switching—wherein instructional content is delivered in both English and regional languages. This approach not only celebrates linguistic diversity but also ensures educational inclusivity and accessibility. By offering courses in regional languages alongside the standard curriculum, we empower students to engage with subjects in their native linguistic milieu, thereby augmenting their comprehension and retention. Furthermore, this initiative serves to revitalize regional languages, safeguarding them against obsolescence in the contemporary era of globalization. Moreover, the establishment of a dedicated postgraduate department in Malayalam and the incorporation of Hindi as a common course further underscores our commitment to fostering linguistic proficiency and cultural appreciation among students. In tandem with classroom instruction, our college organizes immersive field trips, experiential workshops, and hands-on activities that afford students direct engagement with Indian knowledge systems. These experiential learning opportunities, whether through visits to heritage sites, participation in traditional workshops, or interactions with local practitioners, serve to deepen students' understanding and appreciation of Indian cultural heritage. Ultimately, the integration of Indian knowledge systems within our educational paradigm catalyzes cultivating critical thinking, nurturing creativity, and honing problem-solving abilities among students. By embracing local knowledge and traditions, our institution endeavors to forge stronger bonds with surrounding communities, fostering mutual respect and understanding while nurturing a generation of culturally aware and intellectually astute individuals.

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

The incorporation of Outcome-Based Education (OBE) into academic curricula is paramount for modern educational institutions to prepare students effectively for real-world challenges. Our

institution has taken proactive measures to integrate OBE into its educational framework. Through a series of strategic initiatives and concerted efforts, the institution has embraced OBE to foster a conducive learning environment conducive to holistic student development. The comprehensive curriculum restructuring process in 2018 for undergraduate programmes, was done by integrating the OBE principles into its framework. Recognizing the pivotal role of faculty members in OBE implementation, our institution organized a range of capacity-building initiatives. These included participation in national and international webinars, online workshops, and Faculty Development Programs (FDPs) centered on OBE. The institution designated master trainers to mentor faculty members, ensuring their proficiency as facilitators of OBE. The Curriculum team meticulously crafted Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) in alignment with the institution's vision and mission. Furthermore, guidelines for framing PSOs and COs, along with mapping rules, were drafted to facilitate effective implementation. The redesigning of question banks based on Revised Bloom's Taxonomy underscored the institution's commitment to enhancing cognitive thinking levels aligned with COs. In tandem with curriculum redesign, teaching, and assessment strategies were revamped to align with OBE principles. The focus shifted towards application-oriented and participatory learning methodologies, fostering skill-based development. Project-based learning, experimental approaches, and research-oriented pedagogies were emphasized to enhance student engagement and learning outcomes. A cornerstone of the OBE integration efforts is a commitment to continuous improvement and stakeholder engagement. Regular feedback mechanisms involving faculty, students, alumni, parents, and employers facilitate ongoing refinement of the curriculum. This iterative process ensures responsiveness to evolving educational needs and industry demands. Other steps implemented include - Mapping COs to PSOs Analysis of CO attainment level automatically from portal based on CO-PSO mapping Value added/ certificate courses/Bridge courses to supplement existing gaps in the curriculum Value-based education through curricular and co-curricular activities Field activities/ Industrial visits/Internship under outcome-based education OBE Beyond internal initiatives, St. Teresa's College actively disseminates OBE best practices to other educational institutions. Master trainers conduct sessions and workshops at partner colleges, enabling them to implement OBE effectively in their curricula. This collaborative approach contributes to the wider adoption of OBE within the educational landscape. In conclusion, the proactive integration of Outcome-Based Education

at [Institution's Name] exemplifies its commitment to academic excellence and innovation. By fostering a culture of continuous improvement, faculty development, and stakeholder engagement, the institution remains at the vanguard of educational leadership, preparing students to excel in an ever-changing world.

20.Distance education/online education:

In the digital era, St. Teresa's College recognizes the transformative potential of online education. Our college aligns its online education practices with NAAC's assessment framework, ensuring compliance with quality standards and best practices. The college emphasizes parameters such as curriculum design tailored for online delivery, innovative teaching methodologies suited for virtual platforms, robust assessment strategies compatible with online formats, state-of-the-art technological infrastructure, personalized learner support services, continuous faculty development programmes, and outcome-based evaluation mechanisms. St. Teresa's College leverages interactive virtual classroom platforms that facilitate real-time engagement and collaboration among students and instructors. These platforms feature tools for video conferencing, screen sharing, chat discussions, and interactive whiteboards, enabling dynamic and interactive teaching-learning experiences. Our college has implemented blended learning models that combine online instruction with traditional face-to-face learning activities. By blending synchronous and asynchronous learning modalities, students benefit from a balanced approach that integrates the advantages of both online and offline learning environments. The college provides students with access to comprehensive online learning resources and materials, including lecture videos, e-books, scholarly articles, multimedia presentations, and interactive learning modules. These resources supplement course content and facilitate self-directed learning and revision. The college employs online assessment tools and platforms to administer quizzes, assignments, exams, and other forms of assessment remotely. These tools enable timely and efficient evaluation of student performance and provide immediate feedback to students, enhancing their learning outcomes and academic progress. The Teresian Teaching Learning Centre, established in the year 2020- 21, with the idea of developing, implementing and promoting innovative educational practices among the teachers and students, organized a number of Student and Faculty development Programmes during the current year. TLC coordinates the Knowledge Partner Spoken Tutorial Program, offered by IIT Bombay and is a part of the National Mission on Education through ICT, MoE, Govt.

of India, to spread IT Literacy all over India. The college offers faculty development programs and workshops focused on enhancing online teaching skills, instructional design principles, technology integration strategies, and student engagement techniques. These programs equip faculty members with the necessary competencies to deliver high-quality online instruction effectively. Our college provides comprehensive student support services tailored to the needs of online learners. These services include academic advising, counselling, technical support, accessibility accommodations, career guidance, and online orientation programs, ensuring that students receive personalized assistance and guidance throughout their online learning journey. By implementing these strategies and initiatives, St. Teresa's College effectively promotes online education and creates a vibrant and inclusive online learning environment that empowers students to achieve their academic and professional goals.

Extended Profile

1.Programme

1.1

56

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1

4071

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2

1498

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3

3821

Number of students who appeared for the examinations conducted by the institution during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
3.Academic		
3.1	1475	
Number of courses in all programmes during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
3.2	214	
Number of full-time teachers during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
3.3	214	
Number of sanctioned posts for the year:		
4.Institution		
4.1	483	
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
4.2	130	
Total number of Classrooms and Seminar halls		
4.3	448	
Total number of computers on campus for academic purposes		
4.4	2028	
Total expenditure, excluding salary, during the year (INR in 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 meticulously designs its 56 academic programs to meet the dynamic demands of local, national, regional, and global developmental needs. Emphasizing professional ethics, gender equity, and sustainability, the curriculum is shaped to align with industry relevance and societal aspirations. Faculty members undergo workshops facilitated by the IQAC to ensure a comprehensive understanding of National Education Policy (NEP) implementation and Outcome-Based Education (OBE) principles, fostering a shared vision for curriculum design.

Continuous and end-semester assessments are integrated, encompassing assignments, seminars, projects, case studies, and internships to address both local and global concerns while enhancing student employability. Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are intricately woven into the assessment framework, ensuring a holistic development approach.

Moreover, the college acknowledges regional characteristics and challenges, exemplified by the Master of Travel and Tourism program catering to Kerala's prominent tourism industry. Global perspectives are seamlessly incorporated through foreign language courses and collaborative initiatives with international institutions via the Teresian International initiative.

In essence, St. Teresa's College stands committed to offering need-based, industry-relevant, and society-driven courses that not only fulfill the nation's manpower requirements but also contribute to broader national and global developmental agendas.

File Description	Documents
Upload additional information, if any	View File
Link for additional information	https://teresas.ac.in/psoscos-pso-co-mapping/

1.1.2 - Number of Programmes where syllabus revision was carried out during the year	
0	
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

St. Teresa's College is committed to crafting a curriculum that imparts knowledge, instills values, empowers women, promotes gender sensitivity, enhances communication skills, fosters personality development, and nurtures environmental consciousness among its students. To achieve these goals, the institution has integrated a variety of courses into its curriculum.

For instance, it has included 124 courses specifically focused on Professional Ethics ensuring ethical values and 88 courses dedicated to Gender-related topics, covering a wide range of subjects such as gender equality, women's rights, intersectionality, and LGBTQ+ issues.

Furthermore, the curriculum includes 127 courses centered on Human Values, aiming to instill virtues such as empathy, compassion, integrity, and social responsibility in students. Moreover, the institution has integrated 112 courses focusing on Environment and Sustainability, aiming to raise awareness about environmental issues and promote sustainable practices among students.

Language courses across all programs are structured to sensitize students to gender issues, nurture empathy towards marginalized communities, and instill human values. In addition, the institution offers an array of courses covering various topics like human rights, research methodologies, communication strategies, administration and management principles, entrepreneurship, law, information security, cultural studies, human nutrition, textile science, design, decoration, food and dietetics, child development, counseling, etc.

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

44

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

1538

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

3015

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

A. All 4 of the above

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

File Description	Documents
Provide the URL for stakeholders' feedback report	https://files.teresas.ac.in/uploads/20240523110413amilovepdf_merged.pdf
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://files.teresas.ac.in/uploads/20240523110413amilovepdf_merged.pdf
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

1519

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)

483

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.

By understanding each student's unique profile, the faculty members gain insights into how best to support their learning journey. The advanced and slow learners are identified by various methods as follows:

- Interaction at the time of admissions
- Academic mentoring sessions
- Performance in Sessional and External Examinations
- Participation in curricular, and extracurricular activities.
- Group Discussions
- Presentations and projects

The needs of Advanced Learners are addressed by providing -

- Leadership training
- Collaborative learning
- Internships and On-the-Job Trainings in industries and organisations
- Interaction with illustrious alumnae
- Coaching for competitive examinations
- Publication of papers in Journals/ writing books / articles to newspapers
- Volunteering activities
- Participation in Certificate programmes, MOOC courses and
- Hackathons

For students identified as slow learners, specialized programs are designed like additional instructional support, small group tutoring sessions, differentiated assignments, and adaptive learning technologies. Other programmes include-

- Simplified Learning Materials
- Peer group support
- Counselling for weak students

- Guidance in language & examination writing skills
- Providing case studies of illustrious alumnae

Crucially, the success of these tailored initiatives hinges on collaboration among educators, administrators, parents, and students themselves.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://files.teresas.ac.in/uploads/20240417115501am2.2.1%20Special%20programmes%20for%20advanced%20and%20slow%20learners.xlsx

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/06/2023	4071	214

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:

It is promoted among the student community by active engagement, developing problem-solving skills, and cultivating a deeper appreciation for learning by doing. This is facilitated by study tours, internships, on the job training, culture exchange programmes, case studies and entrepreneurial ventures.

Participatory Learning

It is facilitated through group discussions, collaborative projects, debates, peer learning, and by making use of digital platforms and tools, such as discussion forums, or collaborative documents, to interact, share resources, and co-create content asynchronously.

Problem solving methodology

Working in groups, students engage in self-directed inquiry, research, and collaboration to understand the problem, identify relevant information, and develop potential solutions. Students working collaboratively on extended, interdisciplinary projects that address real-world problems or challenges is another problem-solving strategy evolved by the institution along with case study-based learning paradigms.

In the contemporary educational paradigm, our institution has shifted the focus from traditional teacher-centred approaches to student-centric methods aimed at fostering deeper engagement and meaningful learning experiences. This shift acknowledges that students learn best when they are actively involved in the learning process.

File Description	Documents
Upload any additional information	View File
Link for additional Information	https://files.teresas.ac.in/uploads/20240517121259pm2.3.1%20proof.pdf

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

There are numerous ICT (Information and Communication Technology) enabled tools and online resources used in the college for effective teaching and learning.

- **Learning Management Systems (LMS):** Platforms like Moodle, Canvas, Blackboard, and Google Classroom facilitate course management, content delivery, assessments, and communication between teachers and students.
- **Video Conferencing Tools:** Tools like Zoom, Microsoft Teams, Google Meet, and Skype allow for virtual classroom sessions, online meetings, and collaboration among students and teachers in real-time.
- **Educational Websites and Portals:** Websites such as Khan Academy, Coursera, edX, TED-Ed, and BBC Bitesize offer a wide range of educational content, including videos, articles, interactive lessons, and quizzes across various subjects and grade levels.
- **Interactive Whiteboards and Presentation Tools:** Platforms

like Pear Deck, Nearpod, and Prezi enable teachers to create engaging presentations with interactive features, quizzes, polls, and collaborative activities.

- **Online Assessment Tools:** Tools like Kahoot!, Quizizz, Socrative, and Google Forms allow teachers to create and administer quizzes, surveys, and assessments to gauge students' understanding and track their progress.
- **Multimedia Creation Tools:** Applications like Adobe Spark, Canva, and Piktochart enable students to create multimedia presentations, infographics, videos, and digital stories to demonstrate their learning in creative ways.
- **Collaboration and Productivity Tools:** Tools like Google Drive, Microsoft Office 365, Dropbox, and Evernote facilitate collaborative document creation, file sharing, and project management among students and teachers.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://teresas.ac.in/learning-and-teaching/ http://117.239.78.99/moodle/login/index.php https://nlist.inflibnet.ac.in/ https://delnet.in/
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

The process for preparing the academic calendar and ensuring academic activities are well-organized and communicated and involves several key steps and stakeholders.

- **Initial Meeting for Academic Calendar Drafting:**The College Council, IQAC (Internal Quality Assurance Cell), and the Controller of Examinations come together to draft the academic calendar for the upcoming academic year. This calendar includes all academic activities and their schedules.
- **Departmental Action Plan:** Each department creates an action plan outlining various activities such as competitions, workshops, seminars, conferences, and association activities proposed for the upcoming year. These plans encompass departmental, inter-departmental, and inter-collegiate activities.
- **Publication and Display of Information:** Examination schedules, evaluation criteria, and blueprints are published on the college website and displayed on departmental and common noticeboards. This ensures that students and faculty members are aware of important dates and assessment criteria.
- **Teacher's Handbook:** Teachers are provided with a handbook that serves as a guide and tool for self-appraisal. This handbook includes the teaching plan for each semester, which is reviewed before and after sessional/final assessments.

Department heads scrutinize the handbooks monthly, and at the end of the academic year, the Principal evaluates them, making them an integral part of teaching evaluation.

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

214

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**89**

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)**1870**

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****14**

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

The examination reforms introduced by the College have significantly enhanced transparency, expediency, and fairness in assessment procedures, leading to prompt result publication and effective grievance redressal. Key elements of IT integration in these reforms encompass the development and implementation of Digna Digital software, facilitating various examination processes. Notable aspects of this integration include the online generation of internal marksheets, advance notification of final examination registration and timetable one month ahead of schedule, and the option for students to apply online for examinations following fee payment through banking channels. Furthermore, computerized hall ticket generation has streamlined logistical aspects.

Exam procedure reforms include the specification of model question papers, blueprints, and assessment components across all programmes, enhancing clarity and consistency. The establishment of the Sessional Assessment and Malpractice Prevention Committee underscores a commitment to maintaining academic integrity. The introduction of the Supplementary Examination (SAY-Save An Year) for fifth-semester undergraduate and third-semester postgraduate students provides an opportunity to rectify academic setbacks without losing a year. Revaluation requests are efficiently processed to minimize delays. External examiners revalue 20% of undergraduate answer scripts to ensure impartial evaluation, while double valuation is employed for all postgraduate programs, involving both internal and external examiners for thorough assessment.

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

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

St. Teresa's College has adopted Outcome Based Education (OBE) in line with contemporary educational ideologies, including Future Work Skills 2020, Global Higher Education Trends (UNESCO 2009), American Association of Higher Education (AAHE) standards, and directives from the Kerala State Higher Education Council (HEC). To ensure the efficacy of OBE, the college conducts annual faculty training sessions focused on crafting and implementing appropriate assessment methodologies tailored to Programme Specific Outcomes (PSOs), Programme Outcomes (POs), and Course Outcomes (COs). These sessions also delve into evaluating the efficacy of indirect assessment techniques and rubrics employed for evaluation purposes. Departments offering programs meticulously develop outcomes through extensive consultations involving faculty members and stakeholders. These outcomes are carefully reviewed and agreed upon before being widely shared through various communication channels. Programme Outcomes, Programme Specific Outcomes, and Course Outcomes for all undergraduate and postgraduate programs are meticulously documented and separately posted on the college website. Department heads actively raise awareness of POs, PSOs, and COs among students, highlighting their significance in shaping their educational journey. Moreover, faculty members, class teachers, mentors, and course coordinators consistently stress the importance of achieving these outcomes during interactions with students, nurturing a culture of outcome-driven learning and growth within the institution.

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/ug-2018-syllabus-sem-i/

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

We evaluate Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) throughout the academic year using a variety of assessment techniques- mid-semester exams, assignments, presentations, viva-voce, and projects. Feedback from stakeholders, including students, parents, faculty, staff, and alumni, is taken into consideration during the assessment process. The outcomes, and their corresponding POs, PSOs, COs, and PSO-CO connections, are clearly outlined on the college's website. Since 2020, the integration of Outcome Based Education (OBE) principles has been expanded to include the question bank and Internal Student Assessment (ISA-A) forms. The question banks have been revamped to match the cognitive levels required by COs and the Revised Bloom's Taxonomy. Each programme's syllabi provide a detailed overview of the course content structure.

Various assessment tools, such as mid-semester and end-semester exams, tutorials, assignments, projects, labs, presentations, and feedback from employers and alumni, are used to evaluate COs. The Internal Quality Assurance Cell (IQAC) supervises these processes to measure POs. The achievement of Programme Educational Objectives (PEOs) is evaluated through annual surveys of employers and alumni, placement records, and internal-external audits.

The automated college portal analyses of CO attainment levels based on CO-PSO mapping, offering valuable insights for continuous improvement .

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/wp-content/uploads/2021/12/PROGRAMME-OUTCOMES.pdf

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****1379**

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://files.teresas.ac.in/uploads/20240522011200pmReport%20of%20the%20Examination%20Cell%20%202022%20-%202023%20%281%29.pdf

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://files.teresas.ac.in/uploads/20240523120506pmInstituteFeedback23_05_2024_05_02_PM-1.pdf

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) serves as the nucleus for fostering meticulous evaluation of the research pursuits across various departments, coupled with the systematic collation of their requisite infrastructure needs. TRACC leverages the revenue generated from diverse projects to augment and modernize the research facilities, thereby fortifying its scientific capabilities.

Our college has articulated a robust policy framework aimed at galvanizing research activities and it encompasses-

- Championing interdisciplinary collaborations for synergistic research endeavours.**

- Nurturing intellectual capital by instilling awareness about Intellectual Property Rights (IPRs) and fostering a conducive environment for patent applications.
- Empowering faculty members through seed funding, thereby catalyzing the pursuit of pioneering research endeavours.
- Cultivating linkages, collaborations, and Memoranda of Understanding (MOUs) with prominent research organizations and industries, thereby fostering knowledge exchange and amplifying research output.
- Promoting the dissemination of research findings through publication in esteemed international and national journals and facilitating their presentation at seminars and conferences, thereby catalyzing knowledge dissemination and scholarly discourse.
- Cultivating an innovation ecosystem conducive to the incubation and dissemination of novel ideas, thus fostering a culture of creativity and entrepreneurialism.
- Spearheading community-oriented research initiatives aimed at addressing societal challenges which transfer research findings for community development.

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://teresas.ac.in/wp-content/uploads/2018/07/Research-Policy.pdf
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)

2.5

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)

5.5

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

3

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/research-projects/
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

35

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

3

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://sls.cusat.ac.in/nrmcentre https://ncert.nic.in/ https://icssr.org/ https://dst.gov.in/
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.

Society for Teresian Environment Friendly Products (STEP): It is a social entrepreneurship unit producing eco-friendly products made of clothes . PM Shri. Narendra Modi recently lauded the initiative in his 'Mann Ki Baat' programme. Our college is selected as a

finalist for the 'International Green Gown Awards' 2023 by the UNEP under the categories 'Benefitting Society' and 'Next Generation Learning and Skills'. STEP generated an income of Rs. 55390/- this year.

IEDC (Innovation and Entrepreneurship Development Centre): With a support from Kerala Start Up Mission, it organized 100 activities for innovation and entrepreneurship promotion & awareness.

Teresian Innovation and Business Incubation Centre (TIBIC): BhuMe Women's Collective, incubated under TIBIC, upcycles tailoring waste into educational toys. It has won the Green Innovation Fund for setting up educational toy units in the Western Ghats area.

IIC (Institution's Innovation Council): IIC has been ranked Four Stars&has currently 746 student members. It's Toy Making Project is approved by KSUM (Kerala Startup Mission) with a grant amount of rupees 7 lakhs. This year a total of Rs.2,71,500/- was spent on promotional activities on Innovation& Entrepreneurship. A total of Rs. 3594000/-was given to support student & faculty led innovations, start-ups and IPR.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/innovation-and-entrepreneurship/

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

140

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

A. All of the above

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

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

9

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

70

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

96

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://files.teresas.ac.in/uploads/20240515015018pmpdf24_merged%20%282%29_compressed.pdf

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

105

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

18

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)

4.78

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	No File Uploaded
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

The community outreach initiatives of our institution are conducted through the collaborative efforts of various stakeholders under the umbrella of our Community Engagement Programme (CEP). We have adopted six local communities - Kunnukara, Njarackal, Cheranalloor, Mulavukad, Kuzhupilly, and Kumbalangi- allocating each to different departments within our institution for tailored development interventions. Our projects encompass a wide array of activities-

- Facilitating the establishment of digital locker accounts to promote digital literacy within the Kumbalangi Panchayat

community.

- Employing a Result-Based Framework (RBF) for monitoring project advancement towards the attainment of Sustainable Development Goals (SDGs) by 2030.
- Facilitating interactive sessions with elderly individuals to cultivate empathy among students.
- Conducting outreach programs to raise awareness about online payment procedures among rural populations.
- Developing informative materials to aid other institutions and local governments in aligning their efforts with the Sustainable Development Goals (SDGs).
- Undertaking community-driven cleanup initiatives and rejuvenating public areas.
- Educating communities about the adverse effects of narcotics and advocating for anti-narcotics initiatives.
- Offering educational resources to women on the subject of domestic violence and its consequences.
- Providing career counselling sessions for students within the local community.
- Organizing community events that foster patriotism and commemorate significant national milestones.
- Educating community members on proper waste management practices and distributing waste receptacles for segregation purposes.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/teresian-rural-outreach-programme-trop/

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

14

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)

158

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

9520

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

209

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)

93

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 three campuses with area of 16.40 acres - the Administrative Arts Block, the Central Block and Science Block. The College offers 57 programmes in Arts, Science, Commerce and Management streams and also offers Ph. D. programmes in seven disciplines.

The College has 120 classrooms with LCD facilities, 2 smart classrooms, 5 seminar halls, 3 Auditoriums, E-learning Centre, Audio-Visual Room with Video-conferencing facility, Multi-media Lab and Business Centre, 448 computing systems, 9 xerox machines and 78 printers. Every classroom has LCD projector and is Wi-Fi supported for effective teaching. All science departments have well-equipped laboratories and the facilities are updated as per the requirements annually. The community radio - Radio Kochi 90 FM - sanctioned by Ministry of Information and Broadcasting started functioning in 2021 for which a state-of-the art media station has been set up.

ERP software is being utilized for efficient management of all processes at the Institution. 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.

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.)

In alignment with the overarching vision of fostering a comprehensive environment that encompasses both academic pursuits and a spectrum of extracurricular engagements, the institution has meticulously curated and established ample infrastructure within its campus .

The Gym Plaza stands as a testament to the institution's commitment to fostering physical well-being, serving as an indoor multi-purpose sports facility complete with a Multi Gym station, Training Equipment, Tread Mills, Elliptical Trainer, Yoga Floor, Fitness Centre, and a Wellness Centre. Additionally, amenities such as a Diet Clinic, Whole Body Analyzer, and modernized canteens and cafeterias further enhance the overall well-being of the college community. The institution's Arts Block boasts two expansive auditoriums which serves as a hub for various cultural events, including music concerts, dance performances, drama productions, Talent displays, Arts day celebrations, College Annual Day observances, Departmental associations' initiatives and guest lectures. This platform not only showcases the talents of students but also fosters cultural exchange and community engagement..

Understanding the importance of yoga in promoting mental and physical health, the institution has established a specialized yoga centre. This facility provides a serene and conducive environment for practitioners of all levels, offering regular yoga classes, workshops, and mindfulness sessions.

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

120

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)

1198.7

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 103004 available 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 - 102872 (One Lakh Two Thousand Six Hundred and one)

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, D-space, 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)

2.79

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

93

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 IT policy of the college is designed to uphold effective IT security measures in alignment with management objectives. IT resources within the college are overseen and maintained by the Department of Computer Applications along with a team of Instrumentation/Technical Assistants. Regular updates of antivirus/anti-malware software are conducted at designated intervals to fortify the security infrastructure. Additionally, all systems are connected to UPS to mitigate hardware and software issues by providing continuous power.

This year a budget of Rs. 9981427/- was spent on computers and Rs. 1346580/- was spent on computer software. To address maintenance needs, systems are either covered under Annual Maintenance Contracts or serviced by authorized engineers when required. Access to the internet is facilitated through both wired and Wi-Fi networks to support academic endeavours for faculty, staff, and students. Wi-Fi coverage extends throughout the campus and individual departments, with access restricted to registered users.

Users are expected to adhere to applicable National/State/Cyber laws and regulations, including those pertaining to privacy, copyright, trademarks, obscenity, and pornography. Strict adherence to the IT Act 2000, which prohibits activities such as hacking, cracking, spoofing, and similar breaches, is mandatory.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/wp-content/uploads/2021/09/IT-Policy.pdf

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
4071	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: 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)

790.3

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.

St. Teresa's College is dedicated to maintaining an optimal learning environment through our comprehensive Maintenance and Utilization Policy. This policy encompasses the upkeep of physical, academic, and support facilities, including classrooms, laboratories, library, sports complex, and computers. The college operates a Planning Committee comprising the Director, Principal, IQAC Coordinator, and Academic Deans, which convenes regular meetings to formulate strategies for proper maintenance and utilization of facilities. Through regular inspections, prompt repairs, and preventive maintenance schedules, we ensure the longevity and functionality of these vital resources. Our guidelines dictate strict utilization protocols: classrooms are exclusively reserved for academic pursuits, laboratories for experiments, the library for scholarly endeavours, and the sports complex for physical activities. External agencies are engaged for maintenance of infrastructure and equipment through annual maintenance contracts. Compliance is enforced through diligent monitoring mechanisms, with avenues for feedback and suggestions readily available. At St. Teresa's College, we are committed to continual improvement, periodically reviewing and revising our policies to ensure they align with our mission of providing a superior educational experience. Through responsible utilization and adherence to policy, we foster an environment conducive to academic excellence and personal growth.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://teresas.ac.in/wp-content/uploads/2021/09/Quality-Policy.pdf

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

1282

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

636

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

7703

File Description	Documents
Any additional information	View File
Number of students benefited 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

304

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

610

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	View File

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

62

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

179

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

The Student Union comprises of the following members:

- **Chairperson**
- **Vice Chairperson**

- General Secretary
- 2 University Union Councillors
- Magazine Editor
- Arts Club Secretary
- Nominated Member
- Sports Secretary

Representatives from undergraduate (UG) and postgraduate (PG) programs, along with class prefects, provide support to the Union.

The Union elections in the parliamentary mode was conducted online on September 27th, 2022, using a digitalized voting system developed by the Department of Computer Applications.

Major activities of the College Union include:

- Translating students' ideas and interests into tangible outcomes with the support of faculty and management.
- Identifying and nurturing students' skills, talents, and creativity to enhance their achievements and contribute to the recognition of the college at regional, state, national, and international levels.
- Coordinating co-curricular, extra-curricular, and outreach activities, as well as fundraising initiatives.

Role in administrative bodies:

- The Chairperson holds a position as a member of the Governing Body of the College.
- Two student representatives from each class are nominated as IQAC representatives to ensure student participation in all policy matters.
- The Chairperson and General Secretary of the Student Union serve as members of the Library Advisory Committee.
- The Student Editor is tasked with the responsibility of overseeing the publication of the College Magazine.

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

48

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 has its Alumnae Association 'AstA' (Association of St.Teresa's Alumnae), registered under the Travancore-Cochin Literary, Scientific and Charitable Societies Act, 1955 on June 21, 2017 (Reg.No. EKM/TC/406/2017). Alumni are members of Boards of Studies, IQAC and Advisory Committee and provide feedback on academic matters. Alumni volunteers are resource persons for career and placement-oriented seminars, value education and remedial classes.

An annual get-together is organized in July-August every year. Departmental alumni gatherings are also conducted annually. On March 20th, 2023, AstA hosted an enriching international Chapter meeting of the Teresians, attracting participants from the USA, Europe, and the Middle East. This year, AstA made a commendable financial contribution of Rs. 403990/- for various outreach activities as well as charitable endeavours within the college.

An Annual Christmas Fair exclusively for women is organized and the income generated is utilized for outreach activities. AstA has also instituted awards for alumni achievers who have excelled in their chosen fields.

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

5.4.2 - Alumni's financial contribution

D. 2 Lakhs - 5 Lakhs

during the year	
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	
<p>The governance of St. Teresa's College (Autonomous), Ernakulam, exemplifies effective leadership aligned with its vision and mission, fostering a vibrant educational environment rooted in values and excellence. At the helm of this institution is a leadership team, from the Provincial manager to the Deans of the college, who are committed to upholding the legacy of St. Teresa through innovative strategies and inclusive policies. Firstly, the leadership emphasizes transparent communication and collaborative decision-making, involving stakeholders in shaping the direction of the institution. This method guarantees that every voice is heard, cultivating a feeling of inclusivity and collective accountability among faculty, staff, students, and alumni. The leadership prioritizes continuous improvement, regularly evaluating policies and procedures to enhance effectiveness and relevance.</p> <p>Aligned with the institution's mission of equipping students with knowledge and skills for holistic growth, the leadership cultivates a caring and encouraging atmosphere. They champion programmes that enhance academic achievement, personal development, and community engagement, fostering a culture of continual learning and altruism.</p> <p>Overall, the governance of our college reflects visionary leadership committed to realizing its mission of nurturing individuals equipped to contribute meaningfully to society.</p>	
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

The college has a clear strategic plan for institutional growth, and both academic and administrative operations are carried out in accordance with the established policies. Currently, the institution operates under a multitier system of leadership, with the Manager and the Director at the apex of governance followed by the Principal, Vice-Principal, IQAC coordinator, Academic Deans, and Deans of Student Affairs. Additionally, statutory bodies including the Governing Council, Academic Council, BOS, College Council, and the Finance Committee play integral roles in formulating strategic plans, drafting policies, and ensuring quality and excellence in all endeavours. These strata of leaders decentralize decision-making power, empowering departments or units within the college to make decisions relevant to their area of expertise. This fosters a sense of ownership and responsibility among faculty and staff.

Our encourage participative management, where faculty, staff, and even students are involved in the decision-making processes which leads to better decisions and the faculty and staff in the college feel valued when their input is solicited and considered in decision-making processes, which is evidenced from their higher morale and job satisfaction. Leaders also actively seek feedback from stakeholders with regular meetings and use it to drive improvements in institutional practices.

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

St. Teresa's College has meticulously outlined and executed its institutional Strategic/Perspective plan, reflecting a commitment to excellence in education and holistic development. By amalgamating stakeholder insights, educational best practices, and

foresight into emerging trends, the plan delineates strategic initiatives across academic, administrative, and infrastructural domains. It champions innovation, inclusivity, and sustainability, ensuring relevance in a rapidly evolving educational landscape. The activities under TROP, TIBIC and other initiatives form all the departments is a testimony for this fact. Central to the plan's success is its alignment with the college's ethos and core values, nurturing a culture of integrity, compassion, and social responsibility. Through robust implementation mechanisms and periodic feedback mechanisms, St. Teresa's College demonstrates a steadfast commitment to realizing its strategic objectives while remaining responsive to evolving needs and aspirations. Embracing a collaborative approach, the college fosters partnerships with industry and academia through MoUs at national and international level, wherein various student exchanges, seminars and workshops have got underway through these collaborative ventures.

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.

St. Teresa's College operates under a structured governance system overseen by the Board of Management, led by the President of the CSST Educational Agency. Statutory bodies like the Governing Council, Academic Council, and Board of Studies, along with committees such as the Planning and Finance Committees, contribute to policy formulation. The Principal, supported by the Vice-Principal and Senior Administrator, manages overall administration, while the College Council, Academic Deans, and Dean of Self-financing oversee academic affairs. The Exam Cell, led by the Controller of Examination, manages exam-related matters. The Student Council, guided by Students' Deans, ensures student welfare. Various support services, including the Equal Opportunity Centre, Placement Cell, and Discipline Cell, aid student development. Administrative and support staff, supervised by the Office Superintendent, handle day-to-day operations. This hierarchical structure efficiently manages St. Teresa's College's administrative, academic, and financial affairs, fostering an

environment conducive to student success and development.

File Description	Documents
Paste link to Organogram on the institution webpage	https://teresas.ac.in/wp-content/uploads/2019/01/6.2.2-Organogram.pdf
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

For Teaching Staff:

- **Life Insurance Schemes: Ensuring financial security for teachers and their families during unforeseen circumstances.**
- **IQAC Assistance: Guiding teachers in career advancement through support from the Internal Quality Assurance Cell.**
- **Annual Staff Events: Organizing picnics, tours, and festival celebrations to foster camaraderie and relaxation.**
- **Deputation Work: Granting freedom for pursuing diverse professional opportunities.**
- **Academic Recognition: Honoring exceptional academic and research achievements to inspire continued excellence.**
- **Retention Initiatives: Retaining retiring faculty in self-financing streams to leverage their expertise.**

- **Technological Support:** Providing free Wi-Fi and institutional email addresses for seamless communication and research.
- **Summer Camps:** Offering engaging activities for staff children during vacations.

For Non-teaching Staff:

- **Group Insurance Scheme:** Providing coverage for medical and educational expenses, ensuring financial stability.
- **Interest-Free Loans:** Offering financial support for emergencies, education, or housing construction.
- **Housing and Medical Support:** Assisting with housing construction and medical expenses.
- **Free Annual Medical Checkup:** Prioritizing employee health through regular assessments.
- **Staff Events:** Organizing communal celebrations to foster a sense of belonging.

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

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

0

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

12

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.)

96

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

A core committee constituted by the management conducts regular internal audits while External audits are conducted by the Deputy Director of Collegiate Education and by the Accountants General of India. Financial audits are conducted regularly for following accounts:

1. PERSONAL DEPOSIT ACCOUNT: Periodic internal audit is conducted as

per KSR. External audit is done at the end of the financial year or

before the end of the tenure of the Principal.

2. AUTONOMY GRANT: Internal Audit team monitors the utilization. A finance officer appointed by MG University also monitors

allocation

and utilisation.

3. DBT-STAR COLLEGE: Teachers from Life Science Departments and the

finance officer are internal auditors.

4. B. Voc and Community College Funds: The UC prepared by the Office

Assistant is verified by the Internal Finance team before external auditing.

For government funds, audits are conducted as per norms and the UCs audited by the authorised Chartered Accountant are duly submitted. Audit clarifications/objections if any are resolved immediately and anomalies cleared. A transparent procedure and proper utilization of all allocated funds is done as indicated by the Audit Reports.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://files.teresas.ac.in/uploads/20240527020204pmOffice%20Audit%20Report.pdf

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)

3.33

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

The institution ensures prudent budgetary allocations through collaborative efforts of the Director, Principal, and Heads of Departments, meticulously formulated and scrutinized by the Management and Governing Council. Funds are judiciously allocated by the Finance Committee, with oversight from faculty members. Procurement activities adhere to institutional protocols and are scrutinized by the Purchase Committee. Financial records are meticulously maintained by the Head Accountant, with the Principal assuming ultimate accountability. A reserve corpus fund bolsters financial stability. Grants from Central Government schemes, research projects, and contributions from the Parent-Teacher Association, Alumnae Association, and retired staff associations augment funding. Philanthropic contributions and initiatives led by faculty address specific student needs. Corporate Social Responsibility funds from corporate entities supplement financial requirements, showcasing a diverse approach to financial sustainability.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://files.teresas.ac.in/uploads/20240514124630ampdf24_merged%20%2847%29.pdf

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)

Facilitation of Faculty Development Programs: The IQAC has spearheaded numerous faculty development programs aimed at enhancing the professional competencies and pedagogical skills of teaching staff. By organizing workshops, seminars, and training sessions on innovative teaching methodologies, research methodologies, and emerging trends in higher education, the IQAC has empowered faculty members to excel in their roles and contribute effectively to the institution's academic mission. This commitment to faculty development has not only fostered a culture of excellence but also contributed significantly to the overall academic growth and reputation of the college.

Empowering Student-Led Quality Assurance Initiatives: The IQAC has empowered students to actively participate in quality assurance processes through student-led initiatives. By establishing student feedback mechanisms, organizing focus groups, and involving student representatives in decision-making forums, the IQAC ensures that student voices are heard and valued in shaping the quality of education and institutional practices. This participatory approach not only enhances student engagement and satisfaction but also fosters a sense of ownership and responsibility among the student body towards academic excellence and institutional improvement. By actively involving students in quality assurance efforts, the IQAC promotes a culture of transparency, accountability, and continuous improvement, ultimately enriching the overall educational experience for students.

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

During the 2022-23 academic year, the Internal Quality Assurance Cell (IQAC) conducted a comprehensive audit of academic and administrative processes, evaluating teaching methodologies and departmental operations. Based on findings, corrective measures were devised to enhance institutional effectiveness. A structured feedback system via the Learning Management System gathers student insights on faculty, curriculum, and overall experience. Faculty receive constructive feedback for professional growth, while curriculum efficacy is assessed through stakeholder input, ensuring alignment with industry demands. Institutional feedback channels complaints and suggestions for management review, fostering a culture of accountability. These mechanisms, overseen by the IQAC, reflect the institution's dedication to continual improvement and student-centricity.

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

St. Teresa's College, ensures establishing and enforcing policies that ensure equal opportunity for all students and staff regardless of gender. All the departments in the college takes special interests in offering workshops, seminars, or training sessions to raise awareness about gender bias, discrimination, and ways to promote inclusivity. This year, the Women's Cell of St. Teresa's college in collaboration with' World Okinawa Shorin Ryu Karate Do Kyudokan Federation of India' organized a workshop on self-defence 'Safety through Self Defence' on March 6th. On

Women's Day 8th March 2023, the seminar 'DigitAll: Innovation and Technology for Gender Equality' was held to discuss the ways in which technology can be used to empower women. The seminar helped to promote the importance of digital equality and the role it plays in promoting women's access to education, employment, and other opportunities. Student support services such as counselling, and mentorship programmes, are specifically tailored to address the issues of gender equity and inclusivity. A gender-Responsive Curriculum, ensuring that course materials, teaching methods, and curriculum content are inclusive and representative of diverse gender perspectives are prompted by the college.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://teresas.ac.in/wp-content/uploads/2023/03/Gender-Sensitization-Action-Plan-1.pdf

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)

At St. Teresa's College, strict adherence to the Teresian Green Protocol, formulated upon the principles of scientific waste management, is observed. The protocol incorporates the recommendations derived from the Green Audit conducted in 2020, which are actively being put into effect in the following manner-

- Wastebaskets for dry waste are emptied daily, and colored bins aid in segregating bio-degradable and non-biodegradable waste.
- Biodegradable waste is processed in two biogas plants,

supplying renewable energy for hostel cooking.

- Non-biodegradable waste is recycled, while damaged furniture and paper waste are directed to Municipal collection centres.
- Sanitary pads are disposed of using incinerators.
- Used hostel water is recycled for toilet use, with excess liquid waste drained into concealed soak pits.
- Initiatives include replacing disposable cups with reusable steel glasses, promoting Bhoomitram Sanchis over plastic bags, and avoiding flex boards and plastic files in favor of digital displays.
- Plastic covering on student projects is banned, and the use of steel food containers is encouraged.
- Green protocol promotion is facilitated through messages on campus display boards.
- LED lights are used for energy 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:

1. Restricted entry of automobiles

A. Any 4 or All of the above

- 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:

- 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	View File
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**

A. Any 4 or all of the above

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.

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).

The college celebrates and honours diverse cultural traditions through events, festivals, and cultural exchange programmes. Ethnic Day is celebrated in the college where students from different cultural backgrounds showcase their heritage, fostering mutual respect and understanding. Language clubs, and events organized by language departments instil linguistic diversity while providing opportunities for students to learn and appreciate languages other than their own. The college actively promotes communal harmony by organizing inter-faith dialogues, seminars, and workshops that encourage dialogue among different religious communities. Students are encouraged to respect and learn from each other's religious practices and beliefs through value education classes. Azadi Ka Amrit Mahotsav and Republic Day are celebrated across all Departments to reinstate the feeling of oneness of our nation. Secular festivals like Onam and Kerala Piravi are celebrated with great vigour. The college implements various measures to ensure socio-economic inclusivity, such as providing scholarships, financial aid, and mentorship programs for students from economically disadvantaged backgrounds. This ensures that all students have equal access to educational opportunities and resources. The SC/ST monitoring cell specifically caters to the needs of the marginalized learners in the college. The Office

of Disability Services cater to the needs of the differently abled students.

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:

All the departments in the college commemorates important national days such as Independence Day, Republic Day, and Gandhi Jayanthi to instil a sense of patriotism among the staff and students. Every year, the Planning Forum and the Electoral Literacy Cell host events, facilitate discussions, and organize debates centred around socio-economic matters. As part of the 'Azadi Ka Amrit Mahotsav' celebrations, almost all the departments in the college organized several events including quizzes, essay writing competitions, seminars, visits etc which provided a platform for insightful discussions on the journey of democracy in the nation. These endeavours collectively underscored the institution's commitment to fostering awareness, inclusivity, and intellectual discourse on matters of national and societal importance. Constitutional studies are integrated into the academic curriculum across various disciplines. Through dedicated courses or modules, students gain insights into the constitutional framework, democratic principles, and the role of citizens in upholding constitutional values. For example, the department has a course on 'Political Sociology' which deals with diverse aspects of democracy and constitutional rights.

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

A. All of the above

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

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

The institution actively celebrates and coordinates a diverse range of national and international commemorative events, festivals, and days throughout the academic calendar. These efforts aim to cultivate cultural awareness, advocate for inclusivity, and involve the community in meaningful engagements. From recognizing key national observances such as Independence Day, Republic Day, and Gandhi Jayanti to engaging in global campaigns like International Women's Day, the institution ensures active participation of students and staff in honouring these significant events. Moreover, the college hosts special gatherings and festivals that highlight various cultural practices, support environmental sustainability, and raise awareness on social matters. Through these festivities and initiatives, the institution cultivates a lively and dynamic campus atmosphere that fosters engagement, cooperation, and mutual respect among its constituents.

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

Objective:

The objective of TROP is uplifting and empowering rural communities in the surrounding areas.

Context:

The college has adopted six villages - Kunnukara, Njarackal, Cheranalloor,

Mulavukad , Kuzhupilly and Kumbalangi and each Panchayat has been allocated to

different departments of the college to carry out development activities.

Practice: All the departments collaborated in various developmental and sustainable activities in the assigned target community.

Evidence of Success

- More than thousand digilocker accounts were created in Kumbalangi Panchayat.
- Result based framework (RBF) in order to track the progress of the SDG project so to achieve the SDG Goals by the year 2030

Problems Encountered

The financial resources for the activities to be undertaken was limited and it constrained many of the potential developmental activities.

Teresian Innovation and Business Incubation Centre

Objective: To develop a global business network with infrastructure for innovation, prototyping, and establishing new benchmarks in the industry.

Context: TIBIC was set up with support from the Startup Mission and KSIDC, probably the only such initiative in a non-engineering women's college in Kerala.

The Practice: The target groups are Female entrepreneurs. TIBIC nurtures early-stage startups by providing them with infrastructural, management, and networking support.

Evidence of Success: The initiatives of TIBIC have won recognitions from national and state governments (Prime minister's Mann Ki Baath and Haritha Kerala Mission) and by the UNDP.

Problems encountered/Resources required:

Raising the capital, especially from government schemes, is difficult.

File Description	Documents
Best practices in the Institutional website	https://teresas.ac.in/teresian-rural-outreach-programme-trop/ https://teresas.ac.in/teresian-innovation-and-business-incubation-centre-2/
Any other relevant information	https://files.teresas.ac.in/uploads/20240514125925pmLetter%20Head.pdf

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)

Integrating Curricular, Co-curricular and Extra-curricular Engagements for Holistic Development

Objectives:Our practice aims to promote gender equity, empower women, foster critical thinking, create a supportive community, facilitate personal growth, and instill a sense of social responsibility among students.

Context:Within the educational framework, it's imperative to address gender disparities and empower individuals. Thus, our college emphasizes the integration of curricular&co-curricular engagements to create a comprehensive learning environment.

Practice:In our curriculum, gender perspectives are integrated across various disciplines, ensuring students develop a nuanced understanding of gender issues. We offer skill-building workshops designed to enhance students' employability, preparing them for the professional world.

Our clubs and cells actively organize events, workshops, and discussions focused on gender equality, leadership development& personal growth. The Youth Festival serves as a platform for students to showcase their talents and creativity, fostering a culture of expression and inclusivity.

Students participate in service projects and volunteer with local organizations. Our students actively engage in advocacy efforts to address gender-based discrimination and violence, contributing to societal change.

By integrating these curricular and co-curricular activities, we aim to cultivate a generation of empowered individuals who are not only academically proficient but also socially conscious and equipped to make meaningful contributions to society.

File Description	Documents
Appropriate link in the institutional website	https://teresas.ac.in/teresian-rural-outreach-programme-trop/ https://teresas.ac.in/teresian-innovation-and-incubation/
Any other relevant information	View File

7.3.2 - Plan of action for the next academic year

Internal Academic and Administrative Audit of departments, Administrative Office, Examination Cell, Library.

Faculty Development Programme for faculty members.

Training sessions for faculty members on National Education Policy 2020.

Launching of Phase Two of technology-based data management.

International Workshop/ Seminar/ Symposium.

Student Exchange Programme.