



Yearly Status Report - 2019-2020

Part A

Data of the Institution

1. Name of the Institution		St. Mary's College (Autonomous)
Name of the head of the Institution		Dr. A. S. J . Lucia Rose
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		04612321606
Mobile no.		9600409821
Registered Email		smctuty@gmail.com
Alternate Email		luciarose.osm1983@gmail.com
Address		104, North Beach Road,
City/Town		Thoothukudi
State/UT		Tamil Nadu
Pincode		628001
2. Institutional Status		

Autonomous Status (Provide date of Conformant of Autonomous Status)	01-Feb-2009
Type of Institution	Women
Location	Semi-urban
Financial Status	Self financed and grant-in-aid
Name of the IQAC co-ordinator/Director	Dr. B. Serena Margaret
Phone no/Alternate Phone no.	04612320946
Mobile no.	9486454537
Registered Email	iqacsmctuty@gmail.com
Alternate Email	serenamargaret@gmail.com

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://api.skydesk.in/v14/Default.aspx?dlink=http://api.skydesk.in/v14/Default.aspx?dlink=https://s4.sathyainfo.com/s/dc6a5e7dc3154bb/img
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4. Whether Academic Calendar prepared during the year

Yes

if yes, whether it is uploaded in the institutional website:
Weblink :

<http://api.skydesk.in/v14/Default.aspx?dlink=http://api.skydesk.in/v14/Default.aspx?dlink=https://s4.sathyainfo.com/s/20973d91ea7e491/img>

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
3	A	3.14	2013	05-Jan-2013	04-Jan-2018
4	A+	3.29	2019	01-May-2019	30-Apr-2024

6. Date of Establishment of IQAC

21-Jan-2004

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Qualitative Educators for Social Change Academic Performance Indicators and APIs for Promotion under Career Advancement Scheme (CAS)	14-Jun-2019 2	157
Students' Induction Programme	17-Jun-2019 7	910
View File		

8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/ Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
View File				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

20

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

No Data Entered/Not Applicable!!!

[View File](#)

13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes				
No Data Entered/Not Applicable!!!					
View File					
14. Whether AQAR was placed before statutory body ?	Yes				
<table border="1"> <thead> <tr> <th>Name of Statutory Body</th> <th>Meeting Date</th> </tr> </thead> <tbody> <tr> <td>Governing Body</td> <td>16-Jun-2021</td> </tr> </tbody> </table>		Name of Statutory Body	Meeting Date	Governing Body	16-Jun-2021
Name of Statutory Body	Meeting Date				
Governing Body	16-Jun-2021				
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No				
16. Whether institutional data submitted to AISHE:	Yes				
Year of Submission	2020				
Date of Submission	20-Feb-2020				
17. Does the Institution have Management Information System ?	Yes				
If yes, give a brief descripton and a list of modules currently operational (maximum 500 words)	The management conducts General Body Meetings for the faculty at the beginning of each semester to discuss the focal point of the academic plan for the particular semester, in the middle of the semester for discussing the activities and at the end of the semester for the analysis of the academic plan which is carried out successfully. Principal meets the heads of all the departments once in a month to discuss the newly added activities in the academic plan and the follow up of the academic plan of each department. The HoDs conduct meetings in their respective departments to convey the inputs from the HoDs meeting. The Principal and the Deputy Principal meet the office bearers of the Students' Council to discuss their participatory roles in mobilizing the views of the students. The deputy principal meets the class representatives once in a month to discuss the regulatory measures to be followed by the students and also the expectations and requirements of the				

students and communicates them to the principal. The management acts upon the issues discussed in the representatives' meetings. The HoDs meet the class representatives of their departments to inform them about the disciplinary measures to be followed and the importance of adhering to the rules and regulations. Specific modules are designed in the ERP to suit the requirements of the management information system. Personal information of the students is recorded using the Tekspear Software and personal ID cards with unique barcodes were issued to the students. This module has year wise student profile, and their scholarship details, Internal marks, attendance., attendance in Ethics/ Catechism classes, MentorMentee meetings, participation in NME, PartV, Certificate courses, details of the exams and the fees. Semester exam application and eHall tickets were uploaded in this module and students could download them from anywhere. Results are also uploaded. Students give their feedback on curriculum, teachers and infrastructure using this module. Class attendance will be taken by respective faculty at the beginning of each hour and attendance of the students will be uploaded in the module at the end of the first hour and information regarding the absence of the students will be intimated to their parents immediately. Faculty record their students' CIA marks and Consolidated mark statements are generated and notified to students every semester. Attendance to Ethics/Catechism, MentorMentee, NME, PartV (Sports/ NCC/NSS/ Clubs and forum), Certificate courses are entered by the respective faculty incharge. The Exam section maintains the semester application forms of the students, Hall tickets, Foil cards and time table of the exams in this module. The seating arrangements of the student are done using this module for the smooth conduct of examination. This module gives information about the books on due and due date. The entry and exit time of the faculty and the students are recorded in this module using a barcode scanner. The books available in the library along with their unique

book number are updated in this module for the easy access of all.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
BA	AUEN	English	01/02/2020
BA	AUHI	History	01/02/2020
View File			

1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
BA	English	01/07/1963	AUEN	17/06/2019
BA	English SSC	09/05/2012	SUEN	17/06/2020
View File				

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
View File		

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BA	English	17/06/2009
MA	English	17/06/2009
BA	English SSC	18/06/2012
MA	English SSC	17/06/2019
BA	History	17/06/2009
MA	History	17/06/2009
BA	Economics	17/06/2009
MA	Economics	19/06/2013
BSc	Botany	17/06/2009
MSc	Botany	17/06/2009
BSc	Zoology	17/06/2009
MSc	Zoology	17/06/2009
BSc	Microbiology	17/06/2009
MSc	Microbiology	17/06/2009

BSc	Physics	17/06/2009
MSc	Physics	18/06/2015
BSc	Chemistry	17/06/2009
MSc	Chemistry	16/06/2016
BSc	Mathematics	17/06/2009
BSc	Mathematics SSC	16/06/2010
MSc	Mathematics	17/06/2009
BSc	Computer Science	17/06/2009
MSc	Computer Science	16/06/2016
BSc	Psychology	17/06/2017
BSc	Visual Communication	17/06/2017
BCom	Commerce	17/06/2009
MCom	Commerce	17/06/2009
BCom	Corporate	17/06/2009
BCom	Commerce	18/06/2015
BCom	Computer Application	18/06/2014
BBA	Business Administration	16/06/2010
MPhil	History	17/06/2009
MPhil	Botany	17/06/2009
MPhil	Zoology	17/06/2009
MPhil	English	18/06/2015
MPhil	Commerce	18/06/2014
MPhil	Mathematics	17/06/2017

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Value Education	17/06/2019	866
Women Synergy	17/06/2019	992
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BSc	Physics	9
BSc	Computer Science	17
BSc	Botany	21
BSc	Zoology	10
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
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Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution?
(maximum 500 words)

Feedback Obtained

Feedback is received from students, alumni, teachers, parents and stakeholders for every semester in written and oral form. Pros and cons of the feedback are thoroughly analysed. Feedback received from the stake holders reflects the perception of every individual on curriculum, Teaching learning and evaluation processes and the obligation to take necessary measures for the betterment of institutional performance. Feedback triggers the possibility of a lot of avenues to progress and paves the way for establishing necessary mechanism to further the performance in all indices. It helps the institution spot the areas which are considered to be inadequate by the stakeholders and improve the methodology to address the issue. After framing a schedule of actions to be taken and a review within the time frame shows our open-mindedness in accepting criticism and ability to devise a positive solution. Feedback serves as a great inspiration for us as the stakeholders acknowledge the productive work done by the institution in promoting the holistic development of the students. It also projects the new challenges and guides us in evolving new avenues to overpower the challenges. It provides a clear expectation on the institution's performance and improves the operational procedures and ensures the retention of loyalty to the institution. It increases collective awareness, offers guidance and encourages the stakeholders' participation in the developmental measures. It enhances the students' learning and the overall performance of the institution. Feedback helps bridge the gap between student's expectation and the performance of the institution. It monitors, regulates the quality of education imparted by the institution. It highlights a wide spectrum of the work done by the institution for the advancement of learners with the focus on their career in the future. Feedback analysis helps the institution in comprehending the views of the stakeholders on the quality of education imparted by the institution and envisage the remedial measures to overcome the new challenges. It is essential to enhance the progress of the institution. It serves as an indicator of self -analysis and an important component in the assessment of the quality enhancement, in promoting the future plan of the institution. The stakeholders through the feedback recognise and appreciate the impressive performance of the faculty and the institution. Feedback from the alumni offers an opportunity for a comparative study of the previous academic year and the present year. Feedback from the parents mobilises the public opinion and views about our institution. Feedback from the academia paves the way for devising a job oriented curriculum which could ensure better career opportunities for the students in the present scenario.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BA	History	64	82	65
BA	English	64	267	74

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	2719	386	78	20	77

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
179	162	28	15	15	10

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

Students Mentoring system functions effectively in our institution with the mentor mentee ratio of 1: 15. The mentors meet their wards once in a week. They discuss the progress of the students and their shortcomings in their day today learning and formulate conducive learning strategies for each one of their wards. They ensure that the wards continue to perform well in all the academic as well as the extracurricular endeavours. They notify all the information about their wards in the special individual mentee hand books and keep a track record of their marks in both CIA and ESE examinations. They interact with them on their physical and psychological wellbeing. They counsel the students on how to face challenges, overcome learning disabilities and peer pressures. They pick out the needy wards who require special counselling and refer them to the Special counsellor of the institution. They follow up the particular wards and ensure that their special psychological issues are met with utmost attention. Students are given remedial coaching and are encouraged to refer to the resources both in the library and the N- list web portal. The specific problems of the wards related to learning are discussed in the departments and effective solutions are wrought out. The mentoring system helps the students face the challenges both in the academic and social life. Wards with personal family problems are identified and given moral and psychological support to emerge out of the suffocating problems and concentrate on their studies. Economically weak students are rendered financial help in times of their need. Students with low self esteem are boosted to bloom with their potentials. This Mentor Mentee system serves as a home away from home to the students and prepares them to face the challenges in life with a sound mind in a sound body.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
3105	172	1:18

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
97	79	2	16	64

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from	Designation	Name of the award, fellowship, received from
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	state level, national level, international level		Government or recognized bodies
2019	Dr. D. Amutha	Associate Professor	Received MTC Global Award for Distinguished Teacher Award in Economics 2019 at the 9th World Edu Summit, Bangalore, on 7th September 2019.
2020	Ms. A. Amora	Assistant Professor	I2OR- National Eminent Educator Award 2020
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2.5 – Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BA	AUEN	VI/2020	25/09/2020	14/10/2020
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2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
Nil	Nil	0

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://stmaryscollege.edu.in/syllabus.html>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
AUHI	BA	History	51	51	100
AUEN	BA	English	69	68	98.55
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<http://stmaryscollege.edu.in/stakeholders.html?APIKEY=17477f8-8dc274cb2e191747-8404>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – The institution provides seed money to its teachers for research

Yes

Name of the teacher getting seed money

History

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3.1.2 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
National	Dr G Stella Beatrice Nirmala	Best Professor Award	25/02/2020	V Can Trust

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3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Any Other (Specify)	365	UGC	0.15	0.15

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3.2.2 – Number of ongoing research projects per teacher funded by government and non-government agencies during the years

2

3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Writing Research Proposals for Funded Projects	Research Forum	14/09/2019

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3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nil	Nil

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3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Pre Incubation Centre	Nanette Tech	Institution	Bio Composting	Students Start Up	10/07/2019
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3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
English	3
History	1
Mathematics	1
Commerce	1
Zoology	2

3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Economics	4	5.11
International	English	4	Nil
View File			

3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Commerce	34
View File	

3.4.4 – Patents published/awarded during the year

Patent Details	Patent status	Patent Number	Date of Award
Biometrically Activated Self Defense Device for Women Safety	Published	201941043621	01/11/2019
View File			

3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Tamil il lakiyangal ilkal anth orumthamil arnagarega mumpanpadu	Dr.A.M.S onal	Tholkapp iyammuthal navenailla kiyamvarai	2019	Nil	St. Marys College (Autonomous)	Nil

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3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Trend and Growth of Individual Household Latrines in India	Dr.D.Amutha	Journal of Social Welfare and Management	2019	6	6	St. Mary's College (Autonomous)

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3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	386	1241	286	167

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3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultant(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
Botany	Research work in Paddy	SKHMC, Kulasekharam	1000

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3.5.2 – Revenue generated from Corporate Training by the institution during the year

Name of the Consultant(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
Nil	Nil	Nil	0	0

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3.6 – Extension Activities

3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Plastic free environment	NSS in Collaboration with Eco club	6	150

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3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	Nil	Nil	Nil
View File			

3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
UBA	CDP	Water Conservation and Plastic Free Village in Korampallam (Kalangarai)	2	40
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3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Short Term Project	Students	DBT, Star College Scheme	90
View File			

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
On the Job Training	Value Added Fishery Products	Department of Fish Processing Technology, Fisheries College and Research Institute, Thoothukud	19/08/2019	26/08/2019	15
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3.7.3 – MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Government Museum	22/07/2019	Job Career Seminar -Museology	172

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
8015000	34975231

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
MODERNLIBN	Fully	2017	2017

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	48936	Nil	461	114715	49397	114715

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Nil	Nil	Nil	Nil

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4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	254	119	19	8	51	8	12	50	37
Added	14	5	0	0	0	7	2	0	0
Total	268	124	19	8	51	15	14	50	37

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

50 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Communication Laboratory	http://stmaryscollege.edu.in/evideo1.html?APIKEY=USMW-SNUZ-ROKD-RCIP-GPIK1747-4787

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
19750000	20824023	8015000	34975231

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website)

The institution has provided a physical environment that is comfortable, safe, secure, accessible, well illuminated, well ventilated, and aesthetically pleasing. It affirms that the proficient physical, academic and support facilities are effectively utilised for its teaching and research programmes.

The physical facilities are an integral component of the conditions of learning. The layout and design of a facility contributes to the place experience of students, educators, and community members. All the facilities are well maintained regularly and consistently to ensure competent functioning throughout the year. The maintenance and utilisation of the College physical facilities are carried out by the College Physical Prettification Committee with the secretary of the institution as the head. Maintenance Policy of the Institution St. Mary's College has an extensive area of buildings utilised to deliver its teaching and research programmes. A consistent approach to the maintenance of all facilities of the college is done. Objectives:

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

Planning and Functioning:

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

Facilities Protection:

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

Environmental Concerns:

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

Ensure if it is in compliance with pollution control Maintenance Features:
 Daily • Daily cleaning of classrooms, library and office • Daily lab maintenance of chemicals, instruments and ICT tools • Proper arrangement of books and periodicals in libraries • Cleaning toilets twice a day with disinfectant and ensure round the clock supply of water • Daily cleaning of field, track, indoor stadium and gymnasium • Watering plants and trees and cleaning the garden

<http://api.skydesk.in/v14/Default.aspx?dlink=http://api.skydesk.in/v14/Default.aspx?dlink=https://s4.sathyainfo.com/s/8ef51b7eba1e497/img>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Management	23	93977
Financial Support from Other Sources			
a) National	Backward Scholarship	473	1109695
b) International	Nil	Nil	Nil

[View File](#)

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Bridge Course	17/06/2019	866	Department of English, St. Mary's College (Autonomous), Thoothukudi

[View File](#)

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2019	NET/SET coaching	53	2719	Nil	117

[View File](#)

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
7	6	6

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Nil	Nil	Nil	11	527	117
View File					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2019	21	BA	English	St. Marys College (Autonomous), Thoothukudi	MA
View File					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	3
View File	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Athletic Meet	National	1
View File		

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	Nil	Nil	Nil	Nil	Nil	Nil
View File						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The management of St. Mary's College has been instrumental in the establishment of students' council, intending them to play an integral and important role in the Marian community. The Students' Council of St. Mary's College represents the entire student body of the institution. The students' council body is formed at the beginning of every academic year to assist and further the activities of the college. A committee of staff members is chosen every year as the Students' Council Advisors to assist and guide the members of the Students' Council. Students' council provides a representative structure through which students can debate issues of concern and undertake initiatives of benefit to

the college and the wider community. Students voice their views on issues of concern to them in the college. They are listened to and encouraged to take an active part in promoting the aims and objectives of the college. St. Mary's College has achieved a breakthrough by incorporating the best suggestions from the students who are given formidable positions in the academic and administrative bodies. Every student can make a difference, Through the Students' Council, the students made great strides in areas of weakness and laid strong foundations for continued growth. They carried forward the momentum fostered in the past years to even greater heights. They instill the values of self motivation, self confidence and sensibility within all our students. The goals of student empowerment, development of leadership skills and community feeling are achieved through the council through its various activities throughout the year. Competent candidates with leadership qualities and consistent academic record are nominated from III year UG Course by the students and the department staff members, to contest in the election. The interview panel comprising the Principal, Deputy Principle and Staff Council Advisors conduct interviews and acknowledge their candidature. The nominated contestants solicit votes from their fellow students. About 2600 students cast their e-votes, the electronic system of voting efficiently maneuvered by the faculty of the department of Computer Science, and the election proceedings under the supervision of the Election Committee. The results are announced within an hour and the winners are allotted respective positions according to the number of votes they had won in the election. The representative structure of the Students Council includes the President, Secretary, Vice-President, Coordinators, President - SSC, Secretary - SSC, Class Representatives, Representatives of Clubs and Forums. They organise the events and programmes throughout the year like the inter-departmental fine arts competitions, religious and national festivals. They serve as the bridge between the management and the student community. The students are given significant role in the overall functioning of the college. They are part of the important academic bodies and committees. Their valuable suggestions in the Board of Studies, the Academic Council, and the Planning and Evaluation Committee are taken into consideration and the necessary changes are carried out for further proceedings.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of registered Alumni:

1108

5.4.3 – Alumni contribution during the year (in Rupees) :

15800

5.4.4 – Meetings/activities organized by Alumni Association :

29-02-2020

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

6.1.1.1 Mention two practices of decentralization and participative management during the last year (maximum 500 words) Decentralization of the institution

improves the democratic participation, the learning capabilities and the fair distribution of resources and also the quality of higher education and learning outcomes. Functional decentralization plays a vital role in the school system and makes each school responsible to work on their specific and thrust areas to explore new avenues. It promotes coordination and synergies among the schools which lead to the advancement of the institution. Representation of students in the academic council and Board of studies promote the effective and efficient education more responsive to local needs. E-voting for electing students Union Chairman on democratic basis emphasises the democratic principles in decision making even at the grass root level. Students' council enables the students to reveal their grievances and reduces it through democratic procedure. It helps them uphold their responsibilities and render service for the smooth running of the institution. Territorial decentralisation resulted further in the distribution of power from the Principal to Deputy principal, Deans, Heads of various departments and faculty. It envisages every member to be more responsible and exercise their authority to fulfill the needs. Participative management gives space and role for the Deputy Principal, Deans, Heads of the departments through Governing Body meetings, Academic council meetings in policy making. Innovative ideas and valuable suggestions are always recognised and utilised by the management. It creates cordial relationship and facilitates a healthy environment. It helps to pool the intellectual resources for the progress of the institution. Decentralisation and participative management in every aspect enhance the potentialities of the institution. Decentralisation attempts to concentrate on every nook and corner and helps to bring out the best in different perspectives. As part of the innovative measures in upgrading the teaching learning process and decentralizing for effective functioning of the academic system, the college has adopted the School System and Centres for Excellence, from 2016-17. The academic activities of the College are undertaken through its Schools of Studies. This facilitates not only an interdisciplinary exchange of expertise within the curriculum but also bifurcation of responsibilities into singular units with common ideologies and components. All disciplines are grouped into four schools to augment research, design pioneering courses, enable efficient teaching, facilitate effective learning and promote smooth functioning among the departments. The Schools also aim to provide many interdisciplinary courses and enable the students to meet the global demands, facilitate movement of students with their choice of courses and credits and credit transfer across disciplines by strengthening the choice based credit system (CBCS), School system and Centres of Excellence

6.1.2 – Does the institution have a Management Information System (MIS)?

Yes

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	CURRICULUMDEVELOPMENT ? Courses on the geography of the region, culture and social position offered ? Provides Entrepreneurial skills / shipping management, employability skills ? Knowledge on the local plant species, bio reserves, marine studies provided ? Policies of the State, Human Rights and Women Empowerment offered ? Courses on communication and computing skills offered in all disciplines ? Study of scientific and mathematical theories

applied to local needs ? Research on the History of Thoothukudi, Coastal History, Economic status and conditions done ? Yoga has been integrated in the curriculum for II UG students ? Courses on Value Based Education and Environmental Studies build concerns for humanity ? Recent trends in all disciplines of study offered ? Part V activities NCC, NSS, Sports promote community and national development ? Language competency developing courses offered ? ICT learning and Soft skill training integrated ? Introduction of MOOC, Field Projects, Student Projects, Domain Specific English Language Teaching, CLIL ? Internships ? Components of courses combine both national and international standards ? Eco-concern oriented in Environmental studies, Literature and Commerce ? Courses related to Environment, Professional Ethics, Universal Human Values included in the curriculum provided ethical learning, noble values and personality development. ? Referring national and global syllabi ? Expertise counsel obtained in framing components for all types of learners integrated ? Application oriented segments integrated ? E- Content development for respective courses of study

Teaching and Learning

Participative Learning ? Teachers make classroom atmosphere from directive to consultative with student involvement. Group discussion, role play, dramatization, which enriches student participation ? Reading newspaper, quote for the day, character evolution games, activity based learning promotes LSRW skills ? Articulation of speech sounds, quizzical questioning by students on turn enlivens learning ? Eliciting examples from social media, movies, Ted talks, life situations steers ahead interactive learning ? Peer teaching instigates Peer learning pathways. ? Widened student participation in academic/ nonacademic competitions within and outside campus ? Group projects broaden the scope of interactive learning ? PG students undertake research through Minor Projects. The Curriculum, Teaching Learning Methods, ICT tools usage, Laboratories, Interdisciplinary

learning offered by the institution have enriched the students experiential and practical learning. Problem Solving Methodologies in curriculum have increased critical and analytical ability of the students. ? Taking seminars in classes, power point presentations are regular features in III year UG and PG students ? About 65 of courses offer problem solving methodologies ? Schools of Computing and Physical Sciences and School of Management and Economics offer 98 problem solving units in courses ? Schools of Language and Culture and Biological Sciences offer 40 problem solving methodologies in units ? Evaluative patterns formulate Analytical and Critical thinking questions ? Students are trained in appreciative enquiry in Tamil and English literatures ? Life Sciences, Value Based Education, Ethics classes prepare students to apply the moral standards to life ? Research Centres and student centered research activities promote the scientific analytical temper ? Projects in recent trends in science and on regional concerns exemplify critical thinking

Examination and Evaluation

EXAMINATION AND EVALUATION The components of CIA are as follows. Three internal tests (T1, T2 and T3) Online Quiz/Quiz/Snap test etc. Seminar/Viva voce. Every CIA consists of an on-line objective type test to promote computer literacy among the students. Minimum pass mark in CIA is mandatory (40 for UG and 50 for PG). Retest is conducted only for those students who represent the institution or the university or the state or the nation in a competition or a meet at the time of CIA. End Semester Examinations ESE is conducted for three hours for 100 marks and converted to 60 (40:60 ratio) or 50 (50:50 ratio). All the I and II year students undergo a Spoken English Viva and French students Spoken French Viva for 10 marks in the even semesters. Minimum pass mark for ESE is 40 for UG and 50 for PG. The project report submitted at the end of semester VI by UG students and at the end of III semester by PG is evaluated for 100 marks UG: (50 marks internal and 50 marks external). PG: (40 marks internal and 60 marks external). M.Phil

candidates submit a dissertation at the end of the second semester. Practical examinations are conducted in the presence of an external and an internal examiner. No improvement is allowed for CIA and ESE. Regularity in attendance is obligatory. Candidates shall have 80 of minimum attendance per semester.

Hall tickets are used online.

Evaluation process is transparent. Central valuation is followed for UG and PG courses. There is a single valuation for UG and double valuation for PG and M.Phil. Results are scrutinized by the awards committee and published within 11 days after the last exam. Statement of marks for each semester and a consolidated statement of marks are issued. Letter grades O, D, D, A, A, B and C are awarded at the end of the semester. The students are assigned a grade based on their combined performance in ESE and CIA.

The grades indicated carry a qualitative letter grade as well as the grade point number. The letter grade stands for quality of performance and also is associated with points in a quantified hierarchy. Based on the grades obtained by a student in all the subjects, a Grade Point Average (GPA) is calculated. Semester Grade Point Average (SGPA) for each semester and for the entire programme Cumulative Grade Point Average (CGPA) is calculated. A student is awarded I class with Distinction and First class Exemplary, if the student passes all the subjects required in the first attempt with in the permitted period.

Supplementary Examinations are conducted for final year students after the publication of results. Final year students who have only three arrear paper to complete the course are eligible for supplementary exams. UG students can apply for revaluation of only theory papers in ESE within 10 days from the date of publication of results. Re-totaling of marks is possible within 7 days from the date of publication of results. Special

Supplementary Examinations are conducted for NCC and sports candidates who represent the college at state or national level during the time of examinations.

institution prioritises research wherein knowledge is applied for new learning. Faculty publications, projects, practicals, experiments provide pathways for knowledge transfer. ? Research forum of the college provides a platform to share knowledge with student community ? 'Marian Quest' research journal - an in house interdisciplinary journal has an avid circulation ? The College encourages student participation in seminars and conferences organized in and outside the campus ? Faculty share acquired research inputs in forums within and outside the institution ? Projects undertaken by UG and PG students highlight the new knowledge trends to which faculty have been exposed.

Library, ICT and Physical Infrastructure / Instrumentation

LIBRARY, ICT AND PHYSICAL INFRASTRUCTURE / INSTRUMENTATION
 ICT Facility ? Effective visual aided learning provided in 10 smart classrooms ? 30 classrooms have LCD facility ? Departments provided with computers, laptops, LCD projectors and internet facilities ? Internet-cum computing centre for students available ? Large LCD screen monitor in the auditorium ? A Lab with 22 systems and a Server established with funds from DST- FIST ? Computer Lab in the Department of Computer science, Physics and two Computer Labs in the Self Supporting Block ? Language Lab with the Licensed Software "Shinotech" with 31 systems and 31 headsets ? WiFi enabled campus ? Eight generators [2-62 KV, 2-40 KV, 3-15 KV] to provide uninterrupted power supply
 Library Facility ? Library Hall accommodating 250 students ? Separate Air Conditional Digital Wing for accessing Electronic Resources ? Equipped with books and digital resources internet, barcode and OPAC - Online Public Access -800 per month ? Accession to e-resources under UGC INFLIBNET (N-LIST facilities), National Digital Library (NDL) Enabled with Wi-Fi facility, LED monitor with DVR ? Digital and electronic resources, DVD collections available ? Photocopier cum scanner and printer facilities available ? Biometric/Digital gate register to record entry and exit of users ? PG departments with own libraries Information Service Facility

? Common electronic address system and intercom facility ? Digital information board Lab Facility ? Computer lab with 53 computers, 6 printers, 5 air conditioners, 2 UPS (4KV) and a 40 KV generator for uninterrupted power supply for the Computer Science Department. ? Computer lab with 17 computers for the department of MHRM ? Physics laboratory with three separate wings for electronic, non-electronic and computer oriented practical's ? Chemistry department with three spacious and cross ventilated laboratories ? Botany laboratory equipped for inter-related and interdiscipline practical's ? Microbiology lab with modern equipment ? Zoology laboratory equipped with sophisticated instruments ? Lecture Hall Facility for Multipurpose two spacious auditoriums for conducting seminars, conferences ? Seven lecture halls for utility of student centered meetings and gathering ? Well equipped modern conference hall College Archives ? Zoology Museum exhibits a collection of rare species ? Herbarium in the Botany department ? Well maintained Botanical gardens serve as virtual learning experience ? History department has an archive of manuscripts and philately collection Other facilities ? Counseling centre ? Health centre ? Ramp facility for disabled students ? Instrumentation Centre ? Student service facility centre ? CCTVs to monitor discipline ? 15 solar panels as alternate source of energy ? Guest house for visiting faculty/guests ? Hostel within the campus ? Purified drinking water supply ? Adequate rest rooms ? Good canteen facility ? Vehicle parking sheds. These physical facilities available meet the requirements of students in the teaching learning process.

Human Resource Management

Our college management and faculty bring unique and valuable skills to the workplace and impart the skills in turn to the student community and spread for the welfare of the society. The management recruits highly qualified, committed faculty purely on meritorious basis and who can face the challenges of today's classrooms. So faculties use their teaching methodology process to the students to reach their potential.

Faculties concentrate and focus on the talented students' and slow learners and provide conducive environment. The faculty motivates every individual and recognizes their worth and enhances their feeling of responsibility in their life. Students' talents are recognized through annual sports meet, Fine arts, College day etc., Students participate in competitions held at various levels and expose their potentials and excelled it. Parents also support the mission of the college and they play important role in achieving its mission. Students learn and reinforce the learning and use the learned behaviour in their life. Strong relationship between teachers and students' with good communication elevates the institution to higher platform. Students' valuable feedback emphasizes the academic content and pedagogical techniques. The college management effectively utilize the human resource including faculty and student resources confidently provide theoretical and practical knowledge to achieve our mission.

Industry Interaction / Collaboration

MoUs are signed with great institutes and specific research programmes are conducted periodically.

Admission of Students

The norms of the government in selection of candidates for all majors were followed. 50 for the minority and the rest 50 were distributed as follows: 31 for open competition, 20 for MBC/DNC, 26.5 for BC other than BC Muslim and 3.5 for BC Muslim, 15 for SC and 3 for Arunthathiyars (SCA) and 1 for ST(Physically handicapped OC-3, BC/MBC - 3 of seats, Ex- Service Man - 6 seats) Candidates as per G.O. MS. No. 133 Edn., SC Tech. Dept (GI), dept 15.04.2019 and 18 seats for Sports.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	Software provided by TEKSPEAR Solutions Made Simple, 4/33-11 Tharuvaikulam Main Road, Davispuram, Tuticorin-628001, exclusively for the institution from 2017
Administration	Software provided by TEKSPEAR Solutions Made Simple, 4/33-11 Tharuvaikulam Main Road, Davispuram, Tuticorin-628001, exclusively for the

	institution from 2017
Finance and Accounts	Software provided by Balu computers, 17/4D, Chidambara Nagar Main Road, Thoothukudi, , exclusively for the institution from 2010
Student Admission and Support	Software provided by TEKSPEAR Solutions Made Simple, 4/33-11 Tharuvaikulam Main Road, Davispuram, Tuticorin-628001, exclusively for the institution from 2018
Examination	Software provided by NETZ Solution, 26 G/14, Sivan Kovil Street, Thoothukudi, exclusively for the institution from 2013

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Dr. K. Vinitha	International Conference on Reshaping Librarianship : Innovations and Transformations (ICRLIT - 2019)	Arignar Anna Central Library, Bharathiar University, Coimbatore	2000
2020	Dr. Irudaya Antonat Sophia, Assistant Professor of Chemistry	United Board sponsored workshop entitled Advanced Leadership Training for the Heads of Rural Institutions (ALTR - 2020)	Nesamony Memorial Christian College, Marthandam	1000

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6.3.2 – Number of professional development / administrative training programmes organized by the Colleges for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	Qualitative educators for social	Nil	14/06/2019	14/06/2019	163	Nil

	change					
2019	Nil	Strengthening Mental Health through Effective Practices	19/12/2019	19/12/2019	Nil	60
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
MOOCS and E-Content Development	1	22/05/2019	04/06/2019	14
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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
45	Nil	1	Nil

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
Nil	Nil	Nil

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

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

norms. The fee accounts are duly audited by the Internal Auditor • The UGC accounts are audited and certified by the Chartered Accountant. UGC grants are being released only after the accounts are audited and utilization certificates are submitted for the grant already received • The audited financial statements comprising the salary, fee collection, Scholarship and UGC accounts are submitted every year to the Regional Joint Director of Collegiate Education • Therefore, all the finance accounts are pre-audited by the concerned Government departments and Chartered Accountant. • The Scholarship for the students is released by the concerned departments after case by case securitization. Therefore, they are also pre-audited. • The Accounts have been audited and Audit report issued till 31.03.2019 • Based on the Audited financial statements of all the units, the society also files the Return of Income for every Assessment year relevant to the respective financial years. • The Return of Income has been filed till the Assessment year 2019/20 relevant to the Financial year 2018/19. • No objections were raised by the statutory auditor • The institution thus regularly audits all its Financial Accounts and also salaries and fees annually.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Mrs. Anila Maily	11869	College Fees
View File		

6.4.3 – Total corpus fund generated

674550

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	External Experts	Yes	IQAC
Administrative	Yes	External Experts	Yes	Procurator

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

<p>PTA meeting for the freshers on 28.6.2018 Orientation about the College, Rules and regulations to be followed Virtues of life Holistic development of college</p> <ul style="list-style-type: none"> • PTA meeting for the parents of II PG and III UG on 11.8.2018 -Mental and Physical growth of students • PTA meeting for the parents of II UG on 6.10.2018- Parenting the College Student • PTA meeting for the parents of I UG on 8.2.2018- The Role of Parents towards dedication of their childrens' happiness apart from their studies.
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6.5.3 – Development programmes for support staff (at least three)

Strengthening Mental Health through Effective Practices

6.5.4 – Post Accreditation initiative(s) (mention at least three)

e- Content Development Strengthening School System Focus on Outcome Based Curriculum
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6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	Yes
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Qualitative Educators for Social Change Academic Performance Indicators and APIs for Promotion under Career Advancement Scheme (CAS)	14/06/2019	14/06/2019	15/06/2019	157
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Young Women as Entrepreneurs	07/03/2019	07/03/2019	130	Nil
Chemist as Entrepreneur	18/07/2019	18/07/2019	177	Nil
Employability Skills	19/07/2019	19/07/2019	135	Nil
Empowering Women through Self-Help Groups	10/08/2019	10/08/2019	68	Nil
Entrepreneurial Training Programme for women	12/09/2019	12/09/2019	47	Nil
Strategic Human Resource Management- A Global Perspective	13/09/2019	13/09/2019	257	Nil

Legal Status and Rights of Women and Children in Indian Constitution	26/09/2019	26/09/2019	54	Null
One Stop Centres (OSCs)	24/10/2019	24/10/2019	52	Null
Women Safety and Health Campaign: Crime Awareness and Prevention	25/10/2019	25/10/2019	74	Null
Empowering Women through Training programme	07/12/2019	07/12/2019	261	Null
Women Empowerment and Women Entrepreneurship	09/12/2019	09/12/2019	232	Null
Need for Women Entrepreneurship	10/12/2019	10/12/2019	216	Null
Laws for Women	23/01/2020	23/01/2020	62	Null
Dynamism of women Entrepreneurship	27/01/2020	27/01/2020	128	Null
Eve's Physical Health and Mental Health programme	10/02/2020	10/02/2020	74	Null
Entrepreneurship Training for Rural Women on "Palm leaf Products"	10/02/2020	21/02/2020	33	Null
Prevention of sexual harassment of women	24/02/2020	24/02/2020	1110	Null
Women's Day celebrations	09/03/2020	09/03/2020	1188	Null

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

Percentage of power requirement of the College met by the renewable energy sources, Total lighting requirements, Lighting through LED Bulbs, Lighting through other sources 3336 0.22 0.006594724. Power requirement met by Renewable energy sources, Total power requirement, Renewable energy source, Renewable

energy generated and used Energy supplied to the grid 0.218 139510 Solar
0.000156261 0.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	4
Ramp/Rails	Yes	4

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	1	1	19/07/2019	1	Employment Skills	Hurdles in securing employment in the present Scenario	134

[View File](#)

7.1.5 – Human Values and Professional Ethics

Title	Date of publication	Follow up(max 100 words)
Code of Conduct	17/06/2019	<p>St. Mary's College as a premier institution is esteemed for the value it imparts to its students.</p> <p>Ethics and code of behaviour are the prime components of its entire system of functioning.</p> <p>The institution has drafted uniform code of conduct for the stakeholders which ensures responsibility, righteous conduct and harmonious living among them and in the society.</p> <p>The prescribed code of conduct for the various stakeholders are analysed at regular intervals.</p> <p>Counselling is given to the respective member as and when she does not adhere to the set of standards.</p>

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
International Yoga Day	26/06/2019	26/06/2019	1005
View File			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Eco friendly phases:

- Organic Oyster Mushroom cultivation which ensures High Nutrients value, Income generation – Medicinal value.
- Vermicompost – Rich organic fertilizers. Improves soil structure – water holding capacity -- Increasing productivity – Neutralizes PH of soil-Adds living micro-organisms to soil – reduces erosion.
- Bio compost: Enriches nutrients to the soil-valuable organisms – good for environment reduces landfill waste-soil amendment natural fertilizer. Non-practice of burning of fallen leaves debris and waste inside campus.
- Reduces plant pathogens- Azadirachta Indica (Neem).
- Medicinal herb – produces oxygen in abundant amount- Even during night time.
- Peacocks – keep pest population under control.
- Plastic free zones – Ban on recycle water bottles, aerated drinks and flex boards.
- Use of Bi-cycles- Eco-friendly Public transport – Swing for students stress relief – Motor skills and Co-ordination – Improves health – Natural method of Vestibular stimulation.
- Green Audit
- Environmental studies (EVS) included as a mandatory course under part IV and Bio-diversity and Conservation course in PG Botany programme.
- Green landscape with trees and plants enhance carbon neutrality. E-communication minimizing usage of paper.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Response: The institution has two distinct best practices that cater to the student well-being both in and off the campus. They strengthen the morale and integrity of the young women in a world of challenges. Best Practice - I Title of the practice: Experiential Learning Objectives of the Practice: Experiential learning focuses on the idea that the best way to learn things is by actually experiencing it. Those experiences help the students retain information and remember facts. The departments have under taken various measures to enhance the experiential learning features.

- To illustrate the important aspects of plants providing knowledge and skills
- To appreciate the historicity of the region through Spot Study
- To promote integrated work through Field Projects
- To enhance the skills of Artisans and Craftsmanship work through Spot Study
- To inculcate the importance of Professional Ethics
- To impart the importance of Instrumentation Context of the Practice

Thoothukudi is a semi-urban town located in the eastern coast of Tamil Nadu. About 80 of the students come from the marginalised sections of the society and first-generation learners consisting of fisher folk, labourers, masons and from uneducated background. The rapidly changing society, its demands and inadequacy to adapt to the changes perturb the student's community. Outdoor classroom focuses on practical learning, eco-friendly living and a complete shift from the formal educational system emulates progressive learning space and helps prune various skills, which would trigger their professional interest. Experiential learning motivates the students to attend the classes without walls regularly. The Practice:

- To illustrate the important aspects of plants providing knowledge and skills Taxonomy and Horticulture classes are taught in the botanical garden of our institution which motivates the students. Students visited various beaches for the collection of Algae and knew about the tidal action of coastal environment. Vermicompost, Biocompost, Organic Oyster Mushroom Cultivation and the Herbal medicine enrich the nutrients of the soil and greenery landscape, generate income and provide the natural cure for ailments.
- To appreciate the historicity of the region through Spot Study Our institution supports spot

study in the historical sites, museums, archives and archaeological sites which enhances the knowledge of the students on the local historicity of their region. Students visit the Archives and recognise the historical facts and learn the skills of artisans and their craftsmanship. Spot study and Heritage walk teaches the students to preserve the antiquities of the past and know the value of the treasure troves of art. To promote integrated work through Field Projects Field work and field projects of our students promote their integrated work with different communities and helps in finding out the solutions for the challenges of the society and nation. • To inculcate the importance of Professional Ethics Students of the Department of BBA visited Indian small and rural BIZ expo and Kannan Devan Hills Plantations PVT Ltd, Munar, to learn the professional skills of marketing and consumers purchasing taste and ability.

Students of Microbiology visited Rajiv Gandhi Centre for Biotechnology, Trivandrum and AMI-Bioscience Coimbatore and gained knowledge on molecular biology and genetics. Students of Zoology visited centre for Marine Science and Technology, Rajakmangalam and Central Marine Fisheries Research Institute, Mandapam and learnt the techniques of aquaculture farming and basic research techniques. Students of Computer Science were exposed to the actual working environment of Manakkula Vinayagar Digital Network, Pondicherry. • To impart the importance of Instrumentation Students of the department of Physics visited the Railway station to learn and experience the Doppler effects, Hospitals and BSNL offices to learn about instrumentation, thermal power station to study the conversion and conservation of energy. Students of the department of Chemistry visited Sikri, Karaikudi which promoted scientific learning and internship of students in Sikri. Evidence of Success Experiential learning raised the interests, the insights and the curiosity, kindled their thirst for knowledge.

Student's could cross check their theory and outdoor classes. It built cooperation and cordial relationship between the students and the faculty, and provided a comfort zone in learning and teaching process. Field visits created solidarity and they were able to respect their rich heritage of the past and the greatness of their ancestors' intellectual capacity. It also supported and encouraged the self learning among the students. The visual testimony in their concerned subjects induced them to aim higher. It highly motivated the research aptitudes of the students to identify the problems in the research gap and to find solutions for it. Problems Encountered and Resources Required Experiential learning needs modalities of transport at affordable rate. Safety and security of the students in the outdoor class is highly risky in few instances.

Sometimes financial shortcomings change the schedule of the outdoor classes and field visits. Concessional fee for the entry of students to the significant places should be considered. Special privileges should be given to the students who opt for spot study and basic amenities should be provided to them. Best Practice II Title of the Practice: Adopt to Adapt- Community Development Programme (CDP) TOUCH St. Mary's college orients its mission in educating youngsters to contribute to social progress. It believes in instilling the worth of every human being in each. The curriculum extension interface has educational values Motto of the programme is 'Serve While You Learn'. This aspect of education emphasizes Social services integrated with curriculum. The extension activities help students serve, reflect and learn Objectives • To construct a mutual link with the students and society • To generate conscious collective living • To instil human and social concern • To bring transformation for social betterment • To adopt and adapt for good living The Context The younger generation, though 80 of them categorically belong to the underprivileged section lives in a world of competition and by strenuous efforts tries to win the race. There is little awareness or rather an attitude of indifference towards the social circumstances and there is a huge difference between the haves and the have-nots. It is essential to make them realize the hardcore reality of life based on the concern for the other which can enhance sustainable life. Outreach programmes for the welfare of the society is part of

the learning process. The Practice Our institution works towards the upliftment of rural areas and thereby elevating their social and economic status. Community development programme encompasses the human values, the concepts, the practices and the issues of different communities and help the students learn solutions to the issues in a community group. This programme shapes the students as community volunteers to learn about the challenges and benefits brought about by the inclusion of minorities in a community development programme. It extends to the adopted villages of Korampallam, Maravanmadam, Palayakayal, Servaikaranmadam and Tharuvaikulam. Various development schemes such as Terrace gardening, Water conservation, Rain water harvesting, Tree plantations, Soft skills Training and self-employment development schemes such as tailoring, fashion designing, were implemented. Our college offers different training programmes and hands on training for the rural women to meet their basic financial, economic and social needs. It sponsored eco-friendly programmes on water harvesting, roof garden, pond cleaning and making cloth bag. • Socio-economic surveys • Three awareness programmes • Sponsored Nila Vembu Kasayam to the adopted villages • Organise a free Dental camp • Distribution of cloth bags, seeds, tree and medicinal herb saplings. • Hands on training programmes on vermicomposting, Tailoring, paper bag making, soap making, Palm leaf craft and Roof gardening. • Digital literacy programmes for school children. • Planting of saplings and awareness in ecological concerns promoted. • Promoting Self Help Groups • Relief camp at calamity affected areas and Welfare activities • Training programme on palm leaf craft to 1190 women in Korampallam village. It provided tailoring machines and offered three months training programme to the women • Evidence of Success The CDP has led the transformation of the college community as well as the adopted villages. Involvement of the faculty and the students in the service of the rural poor has created a positive impact on the quality of life. Appreciation of service by the people and the NGOs has added credibility to the programme. Students are able to restore the health and hygiene of the self and the natural environment. Measures to reduce poverty through imparting knowledge for self-employment and availability of government schemes have created positive response. The hands on training on the preparation of Handworks, paper bag, soap and vermicompost, Health Awareness programme on the importance of Medical plants and eradication of Dengue, and the Academic enlightenment to young under privileged students help the people. Eco-consciousness programmes on water conservation, seeds distribution, Area cleaning and Ban on plastic were the progressive measures which empower the rural people and empower the needy. Problems Encountered and Resources Required Problems encountered are overcome with the willingness to extend activities of social concern. However, the common constraints of time and distance are crucial.. Modalities of transport and financial status of few students was a hurdle to the programme. Stray incidents expose the reluctance of the people

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<http://stmaryscollege.edu.in/igac1.html?APIKEY=1747e0f-401c6065eca11747-10085>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Education to the under privileged girls who belonged to fishermen folk and poor is proven to be one of the important strategies for the national development and economic growth. Our college gave free concession for those students to encourage and support their Higher Education. Faculty also sponsor financial aid to the students to continue their education. Educating the first generation learners enhances and inspires compassionate values in them which benefits the

entire community. When these students receive education they obtain courage and make independent decisions which promote their skills to earn for their living.

These students are given priority in the admission and are enrolled in the college. When they encounter difficulties during the course of study, the institution strives hard and supports them to continue their education. The institution provides placement opportunities through the placement cell and supports them to get job. Through these measures the institution elevates their status and reduces inequalities. Imparting quality education to the marginalised students reduces the social and economic inequalities. Inclusive education fosters in them positive self-image, problem solving skills, and ensures respect from others.

Provide the weblink of the institution

<http://stmaryscollege.edu.in/profile.html?APIKEY=1747cd4-eb8ccf911add1747-10086>

8.Future Plans of Actions for Next Academic Year

- To conduct International Seminars, FDP.
- To motivate students to write poems and publish it as a book
- To organise webinars on the impact of global pandemic on foreign languages and different online sources to learn French.
- To encourage students to take up MOOCs and guide them to emerge as toppers so that they get the benefit of attending training programmes offered by IIT Madras.
- To arrange for Internships for the students.
- Conduct Seminars / Workshops in Ecological Studies.
- Digital Archiving Reminiscences of History
- To evolve Archival Audio Files
- To encourage Philatelic and Numismatic collections and exhibitions
- To publish research papers in indexed journals both by faculty and students.
- To organise International Webinar and Virtual Workshop on i) Application of ICT tools for students ii) Bioinformatics for students
- To establish sericulture farm within the campus
- To encourage the students to participate in summer internship programs offered by various national level research institutions like ICMR, ICAR, IISc and NIT.
- Organise Workshops and Virtual Practical sessions to help the students gain practical knowledge.
- To conduct Coaching classes for NET, SET and Competitive Exams.
- Creating Website for the department, with placement, Alumni, Research publications.
- To initiate "SDP" (Student Development Programme), that will enlighten the students on management and management prospects.
- To orchestrate Reconvene 20', an event where the alumni administrate inbound and outbound training sessions.
- To promote mathematical knowledge to the Rural / Village people.
- To give hands on training to students in commonly used physical appliances.
- To introduce an online short term Innovative course "Cheminformatics" to the students.
- To set up a virtual chemistry lab for volumetric analysis. (Inorder to minimize the usage of chemicals and keep the environment clean and green).
- Organise national and international seminars and conduct hands- on training program in LATEX and MATLAB
- To allow other schools of spirituality through Indianised meditation
- Sensitise students to social issues through periodical dialogue, discussions and screening visuals
- To facilitate expert talks, conferences and hand on training and workshops in order to bridge the skill gap between the industry and academia.
- To organise a training session to enhance oratorical and rhetorical skills
- Organising Awareness campaign about Pandemic Situations
- Virtual Demonstration on Disaster Management at Home and Environment.