SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

CH. S. D. ST. THERESA'S AUTONOMOUS COLLEGE FOR WOMEN

GAVARAVARAM, SANIVARAPU PET POST, ELURU, 534003, ELURU DISTRICT, ANDHRA PRADESH

534003

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

1.1 Introduction: St.Theresa's College for Women, Eluru was established in 1953. In the year 2023 the College celebrated its 70 glorious years of educational service to the Society and Women in particular. It is one of the premier women's colleges in the united Andhra Pradesh and Telangana States. The College was established with the motto 'Thamasoma Jyothirgamaya' by a dedicated band of sisters who dreamt of empowering the women and transforming the society. Our illustrious alumnae serve the nation and the world society in various capacities. The College campus is a lush green 25 Acres of land with a built up area of …. sq.ft. It is affiliated to Adikavi Nannaya University, Rajamahendravaram. The College was granted autonomy in 1987 and has completed 4 cycles of NAAC Accreditation in 1999, with A Five Star, in 2007 and 2012 with A Grade and in 2017 with A+ Grade with 3.56 CGPA. The College was granted the Status of College with Potential for Excellence (CPE) in 2006 and in 2018 the UGC & MHRD counted it as College of Excellence and granted a RUSA grant of 5 core for Quality Enhancement. The College has ISO 9001:2015 Certification and because of the quality culture in the campus received 4 -Star status and Band performer certificates in 2021 and 3.5- star status in 2022 in ARIIA ranking by the MoE. In 2019 the Youth Red Cross of the College received a State level award from Govenor .awarded by AP State Indian Red cross society.

Vision

Vision:

To create personally mature, professionally equipped and service oriented integrated women leaders committed to excellence and trained on the line of gospel truths to become assets to the community and Nation.

Mission

Mission :

True to the Theresian's Motto "Darkness to light" we strive to create integrated women leaders, empowered and committed to excellence, pro-active, innovative, custodians of culture and heritage, channels of human values and lights of God's Transforming love.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1.2 Strength, Weakness, Opportunity and Challenges (SWOC)

1. Institutional Strength - Institutional image and cultural heritage

- Highly supportive democratic and decentralized management system

- Conferment of autonomy in 1987 and CPE status in 2006+

- Endowed with State-of-art infrastructure & ICT enabled teaching-learning facilities

- Highly effective & functional IQAC which enhances quality cultures

- International Linkages, MoUs

- National and International staff and student Exchange programs

- Exceptional Learning opportunities through NEP – based reforms

- Integrated internships/apprenticeships/OJT in curriculum

- Interdisciplinary, multidisciplinary, skill based learning components.

- Credit transfer and Academic Bank of Credits

- Excellent Academic & institutional innovations

- Ongoing quality enhancement initiatives under RUSA2.0

- Social Responsibility enhanced through Service learning and outreach programs

- Strong student – support services and mentoring

- State-of art Library with INFLIBNET and thousands of e-books and journals

- Awards and Recognitions from Government and NGOS for NSS, NCC, YRC, RRC etc. - Well endowed hostels within the college campus for the comfortable stay of students

- Excellent placement support - Dedicated bank of faculty and support staff who promote excellence.

Institutional Weakness

Institutional Weakness

- Lack of sanctioning of retirement vacancies by th State Government.

- High percentage of unaided staff and high staff turnover

- Policies of the State government curtailing the autonomy & minority status

- Reduced student admissions

- Limited facilities to students for part-time jobs

- Rural setting and lack of locally corporate organizations making placement difficult.

Institutional Opportunity

Institutional Opportunities :

- Possibilities for increased International internships/placement of students

- Dual degree programs

- Free Certification programs from reputed international institutes/universities through

edX and other platforms

- Sharing of Expertise with & from reputed colleges through active MoUs.

- Exceptional opportunities for enhancing skills through internships & apprenticeship - Increased research orientation for staff and students.

Institutional Challenge

Institutional Challenges:

Increasing the student strength in the face of anti-poor government policies

Attracting students from other states and countries

Reduced number of experienced senior faculty

Financial constraints in recruiting highly qualified unaided staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

The college has been exercising academic autonomy since 1987 and hence has a greater role and the responsibility of designing a relevant curriculum with periodical revisions for assured graduate outcomes.

The curriculum planning, implementation and evaluation processes are monitored by the IQAC, Staff Council, Heads of Departments and Examination Committee. There is a systematic mechanism that follows the **University Academic Calendar, with College Academic Calendar, Department Calendar, College Handbook, Course Plans, Academic Work Diaries and Lesson Plans** to facilitate planning and time bound delivery. **ICT enabled, participatory** learning through LMS Moodle, Google classroom, Google Meet and Zoom, supplemented by **seminars and workshops on crosscutting issues ensures holistic education** and time bound delivery**. Bridge Courses and Remedial Sessions** are conducted to enable effective curriculum delivery. **Centralised Internal Assessment** and consistent result analysis is supported by a **well-documented feedback system.**

The current curriculum includes Community service project after the I Semester, Subject project after the

IV Semester and VI Semester internship and assessed through reports, follow up visits and Viva- voce examination. Monitored by the IQAC, the college implemented **Outcome Based Education**, in line with NEP 2020,

with well-defined POs, PSOs and COs. Other significant details are mentioned below:

The college offered 269 Value Added courses during the assessment period, with 70% students enrolled.

75 faculty and students enrolled in edX- online courses

1337 students undertook projects/ fieldwork/ internships in the last academic year

324 courses in the curriculum address crosscutting issues such as human values, gender sensitivity, professional ethics and environment sustainability

- Courses on Human Rights and the Environment and Organic Farming and Manure Making are compulsory components of the UG programme
- The crosscutting issues mentioned above are integrated into everyday experience of students through programmes **conducted by Departments, clubs, cells, NSS, YRC, RRC, NCC, UBA, Women cell** and through mentoring and value added courses
- **Feedback** on curriculum, academic performance and ambience of the institution were collected and corrective measures taken and recorded when the need arose.

Teaching-learning and Evaluation

St Theresa's College, is committed to providing such education that facilitates the growth of the whole person and brings out the best that they would serve our nation and humanity at large and the ecosystem, as intellectually competent, morally upright and spiritually inspired persons. This mission reflects in our Teaching, Learning and Evaluation processes.

The college has highly qualified academicians who are specialized in their respective subject areas. Many of the faculty are renowned authors, researchers and competent teachers who are undertaking student centric research projects, workshops, seminars, symposia and conferences at National and International levels.

Innovative teaching methods and ICT tools aid effective curriculum delivery. LMS Moodle and other learning platforms like Google Classroom and other open educational resources enhance effective teaching-learning process. Regular training programs are organized on new teaching, learning and evaluation methodologies to all academic staff to enhance and sharpen their teaching skills and enable them to bring about greater learning outcomes. In alignment with the National Education Policy, the College effectively implements activities to facilitate student-centric learning.

A transparent and fair method of assessment and evaluation is in place. Each semester the learner's competence is assessed in Formative and Summative formats. The COE office has it's exclusive software which is completely automated from online registration to downloading results. The students can peruse the valued answer scripts of the internal examination. There is a provision to apply for revaluation of answer scripts of the final examination. The IQAC conducts quality audit through department evaluation at the end of each year for improving the academic quality. The institution has a grievance redressal mechanism for exam related grievances.

Programme Outcomes (POs), Programme Specific Outcome (PSOs) and Course Outcome (COs) are stated and displayed on the website and in the department. At the end of each program, the PO/PSO attainment is calculated from the CO attainment of all courses in a Program. In each Course, the level of CO attainment is compared with the predefined targets. If not, the Course Coordinator/instructor takes necessary measures for improvement to reach the target.

Research, Innovations and Extension

Research, Innovations and Extension

The institution provides a conducive environment for research, innovation and extension, by implementing policies and practices favourable for attaining the desired outcomes. The institution has a vibrant research culture with **1 Research Center, 8 Research Guides, 03 Research Scholars** and a Research committee chaired by the Principal.

Research committee deal with Finance and Infrastructure, Research Programme and Policy Development, Collaboration and Community, Product Development Monitoring & Commercialization and IPR, Legal & Ethical Matters respectively.

34 collaborative patents, three patents granted to the college and 25 copy rights published during the assessment period. Faculty members are actively involved in research through research projects and publication. The institution granted a total amount of **Rs.14,20,588/-** in the form of Research Grants for 100 teachers during the period.

The institution has created an ecosystem for innovation, skill development, creation and transfer of knowledge and entrepreneurship among the students by dedicated centers for Research, Innovation and Incubation etc., Student Startup Incubation has commenced with the fund of Research Incubation Grant funded by Research Incubation Programme. Vermi Composting, organic farming, home needs & herbal cosmetic preparation, LED Bulbs manufacture and Dietary supplements for anemia eradication are other innovative highlights. Indian Knowledge Systems have been effectively incorporated into the PG syllabi of various Departments.

108 workshops, seminars and conferences on various themes, SDGs including Research Methodology, IPR and entrepreneurship were held during the assessment period. The College has 278 Research Journal publications, 154 Book Chapters and 15 books are authored by faculty members. As many as 207 Community Extension Activities were carried out in association with NCC, NSS, Youth Red cross, Red ribbon Club, UBA, WEC etc. Service Learning initiatives were carried out by various Departments. There are altogether **182 MoUs**, **Collaborations** and **Linkages** for Faculty/ Student Exchange, Internship, Field Project, On-the-job training, Research and other academic activities. These were initiated and related activities held during the assessment period.

Infrastructure and Learning Resources

The College has an eco-friendly, learning friendly and inclusive Campus that spreads over 8.95 Acres. It has 8 blocks namely Administrative block, Science block, Arts block, Commerce block, Home science block, PG block, Degree hostel and PG Hostel block with spacious rooms, and proper ventilation. There are 12 laboratories, 38 Classrooms with ICT facilities and interactive boards, Seminar halls, virtual classes, Digital classes, well equipped media centre, 2 Central Instrumentation centres where projects are undertaken and done successfully, museums (2). STC has a Computer centre, comprises of 8 computer labs with around 450 computers. The Institution has a language lab with 48 computers to develop their communication skills. The Campus is kept under CC Camera surveillance. The college has Net Resource Centre, Skill Development Centre with Laptops and Tabs, Organic farming Garden along with Herbal Medicinal Plants and a Green House apart from a Vermi Compost Unit and rain water harvesting pits. There is also a 6feet diameter aquarium.

St Theresa's college for women has an open rostrum to conduct all kinds of general gatherings, assemblies, celebrations, events, cultural activities etc. A magnificent auditorium and aesthetically constructed open air stage with efficient sound and light system are the necessary platforms for students vying to display their talents. Music Room and studio with excellent recording facility available The football court, a Basket Ball court, a Tennis Court, Shuttle Badminton Courts and Fencing facilities are available. A well-developed Fitness Centre – Gymnasium is designed. Two full-time faculties and four Trainers will be available.

The library is a Learning Resource Centre of the college with more than 1,01,133 text books, reference books, 45 journals. Library was transformed such as it provides Digital services. Master Soft provides library management system that allows institutions to efficiently manage all the in-house operations of the library. Currently, the Library is catering to the needs of 2,500 students, teaching staff on a daily basis. Infrastructure for Scholarly Content (N- LIST) of UGC INFLIBNET which provides remote online access to over 6000 ejournals and 799500+ e-books The Library is WiFi-enabled and provided with computer access to browse online contents

Student Support and Progression

Student Support and Progression

The college strives to facilitate a propitious domain for the students to augment their learning experience through adequate scholarships and bursaries, capacity building exercises, career guidance etc. The institutional endeavors have succeeded in nourishing a fertile and dynamic habitat for our students to attain befitting placements and academic progression as well as to realize their extracurricular potentials in sports and cultural arena, raising the status of the college to greater heights. The students find the grievance redressal mechanisms prompt, reassuring and not intimidating. The alumni have always been the biggest testament to our commitment tto students and have stood as a pillar of strength through their unremitting engagements in fostering student support.

The college is delighted to attest that:

We have been successful in identifying and apportioning various government, non-government and institutional scholarships and freeships to benefit 25% of students.

102 capacity building and skill enhancement programmes were conducted by the various departments, college union, NCC, NSS and other clubs to conscientize and train the students in soft skills, communication skills, life skills and to impart awareness of the trends in technology.

25 **% of the students** benefited through **20 competitive examinations and career guidance programmes** organised by different departments, College Union and other agencies.

The college has ensured effective and transparent mechanisms for **timely and speedy grievance redressal through statutory committees:** anti-ragging cell, women harassment prevention committee, grievance redressal committee, and internal complaints committee.

55.31% of the pass out students progressed to higher studies or secured placement,.

251 students qualified in various international/ national/ state level **competitive examinations.** Students won **108 medals/ awards in sports and cultural activities** at University/ State/ National level.

Students participated in 195 sports and cultural programmes conducted within the college or other institutions, averaging to 39 **programmes** per year.

The college has a registered Alumni Association and has always welcomed their contributions to boost our academic and non-academic environment. Regular alumni meetings have paved the way for financial assistance for infrastructure development and instituting endowments/ scholarships as well as enlightening the students through invited lectures.

Governance, Leadership and Management

A strong and effective leadership, zealous management and transparent governance is an excellent constitution in making an institution exceptional.

INSTITUTIONAL VISION & LEADERSHIP – The College aims at creating empowered women who are independent, creative, resourceful and responsible citizens. The college achieve this aim by admitting students from diverse backgrounds irrespective of their caste, region, religion or economic back ground. Being Minority institution special preference is given the girls from minority and backward groups.

Strategy development and deployment - Well defined strategy and policies help in ensuring success and enhancing quality, ICT enabled Teaching Learning, emphasis on research and innovation, avenues for community engagement, enhancement of skill are the focused areas.

Faculty Empowerment Strategies:- Empowering and developing the faculty is emphasized in the college to ensure quality in all aspects. Theresian Teacher Improvement Program Strategy (TTIPS) Committee a wing of the IQAC conducts orientation and training in methodology, class room management and periodic assessments of staff for 3 years for the newly recruited staff. Regular faculty forum, TDPS, workshops, conferences at the national and international level enhance their performance.

International MoUs and Linkages: The College has signed MoUs with various National and International Universities/Organizations/Institutes for enhancing the teaching-learning skill training/internship/apprenticeship and placements. Staff and Student Exchange with Universities of Sri Lanka, Thailand and Malaysia opened wider the horizon of learning.

Resource Mobilization: Major Financial Resource generated was through RUSA. St.Theresa's was one of the two colleges in the State having considered college of Excellence and granted 5 crore for enhancing quality under component 8. Research grants were obtained other Governmental projects. The College mentored College and funded. The projects of staff of College. Student projects were also increased.

Internal Quality Assurance Cell (IQAC): The IQAC of the College is the main force ensuring quality enhancing initiatives by the planning monitoring, implanting, evaluating processes. Internal and External Audits and accounts is within its purview

Institutional Values and Best Practices

Innovations and Best Practices:

The institution has adopted a progressive stance welcoming change and innovation for sustainable development. The **innovation Incubation Centre** plays a pivotal role in encouraging creativity in academic and research activities.

Integrating the **Sustainable Development Goals (SDGs)** into the fabric of the institution the best practices are carried on- one focusing the first three SDGs concerning poverty, malnutrition and health of the college students- **STARS** (St. **Theresa's Arogya Rakshitha Scheme)**, health insurance and nutrition supplementary and prophylactic program to fight the common unseen health problems of young women.

ASAKIRANAM a distinct Out Reach flag program of the college **Slum development** project, health and nutritional standard improvement of the Tribal nomadic Rag pickers, **Residential School for street children**, **NCLP school** for the Child labours and UGC-approved **community college** for the less privileged also focus on SDGs

PRAKRUTHI encompass the SDGs 15 and 16, creating Social responsibility among the students and society. **Eco-friendly initiatives** like **100 KW capacity solar energy** project green house, **RO water** plant, organic farming, rain water harvesting, Green house, Tree plantation programs, vermi-composting unit, drip irrigation system, medicinal herbal garden enable students to become conscious of sustainable environment for healthy growth. The paper **recycling unit**, collaborative mega**project with District Municipal Corporation** for educating the public towards proper disposal of solid wastes, **Green audit**, Geo **tagging of Eluru and St.Theresa's Campus on Bhuvan portal** has clearly mapped out the verdant green canopy and facilities that greets the eyes of visitors.

St. Theresa's college's proactive approach to sensitizing students and staff about gender-related issues through **Women's Study Centre**, and celebrations of national days of importance to women highlight the role they need to play as agents of positive change. The college has always been embarked on path of promoting community engagement, awareness and the development of civic responsibility.

Research Projects like **AKSHAJA** in **collaboration with district collector and administration**- ICDS, DMHO, ITDA finding solution to the societal problem of malnutrition and anaemia, **startups, Patents, copy rights,** Projects and courses with **National Remote Sensing Centre/ISRO** play vital role in creating, encouraging research and development culture among the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CH. S. D. ST. THERESA'S AUTONOMOUS COLLEGE FOR WOMEN
Address	Gavaravaram, Sanivarapu pet Post, Eluru, 534003, Eluru District, Andhra Pradesh
City	Eluru
State	Andhra Pradesh
Pin	534003
Website	www.stcelr.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sr.Mercy.P	08812-250380	7382786380	-	chsdtheresa@gmail.com
IQAC / CIQA coordinator	CA. Jyothirmayee	08812-251210	9951286980	-	angeline.dr@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Minority Cert. (3).pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	05-07-1953
Date of grant of 'Autonomy' to the College by UGC	31-05-1987

University to which the college is affiliated

State	University name	Document
Andhra Pradesh	Adikavi Nannaya University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-10-1974	View Document
12B of UGC	07-02-2020	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	19-05-2006
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Gavaravaram, Sanivarapu pet Post, Eluru, 534003, Eluru District, Andhra Pradesh	Rural	8.95	35800

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, Honours Special English	36	Intermediate	English	20	19
UG	BA,Telugu,Honours Special Telugu	36	Intermediate	English	20	0
UG	BSc,Mathematics And Statistics,Honours Statistics	36	Intermediate	English	20	0
UG	BSc,Mathematics And Statistics,Honours Mathematics	36	Intermediate	English	50	25

UG	BSc,Chemistry,Honours Chemistry	36	Intermediate	English	30	13
UG	BSc,Botany, Honours Botany	36	Intermediate	English	20	20
UG	BSc,Botany, Honours Agriculture and Rural development	36	Intermediate	English	50	43
UG	BVoc,Zoology,Honours Clinical and Aqua lab technology	36	Intermediate	English	20	20
UG	BSc,Zoology ,Honours Zoology	36	Intermediate	English	30	30
UG	BSc,Home Science,Honours Home Science	36	Intermediate	English	50	16
UG	BCA,Computer Science,Honours	36	Intermediate	English	50	18
UG	BVoc,Computer Science, Honours Web Technology and Multimedia	36	Intermediate	English	50	21
UG	BSc,Computer Science,Honours Computer Science	36	Intermediate	English	50	43
UG	BCom,Commerce,Honours Computer Applications	36	Intermediate	English	60	46

UG	BCom,Commerce,Honours General	36	Intermediate	English	80	12
UG	BBA,Management Studies,Honours	36	Intermediate	English	20	20
UG	BBA,Management Studies,Honours Digital marketing	36	Intermediate	English	50	28
UG	BSc,Physics And Electronics,Honours Physics	36	Intermediate	English	30	0
UG	BA,Social Sciences,Honours History	36	Intermediate	English	20	0
UG	BA,Social Sciences,Honours Psychology	36	Intermediate	English	20	0
UG	BA,Social Sciences,Honours Social work	36	Intermediate	English	20	0
UG	BA,Social Sciences,Honours Economics	36	Intermediate	English	40	14
UG	BSc,Nutrition,Honours Food Science and Technology	36	Intermediate	English	50	15
UG	BSc,Nutrition,Honours Food Science and Nutrition	36	Intermediate	English	50	40
UG	BSc,Applied Sciences,Honours	36	Intermediate	English	50	0

	Biochemistry					
UG	BSc,Applied Sciences,Honours Microbiology	36	Intermediate	English	50	23
PG	MA,English, English	24	Graduation	English	40	6
PG	MA,Telugu, Telugu	24	Graduation	Telugu	40	0
PG	MSc,Mathematics And Statistics,Statistics	24	Graduation	English	40	4
PG	MSc,Mathematics And Statistics,Mathematics	24	Graduation	English	30	0
PG	MSc,Chemistry,Organic Chemistry	24	Graduation	English	30	15
PG	MBA,Management Studies,	24	Graduation	English	60	40
PG	MSc,Physics And Electronics,Physics	24	Graduation	English	30	5
PG	MA,Social Sciences,Economics	24	Graduation	English	40	0
PG	MSc,Nutrition,Clinical Nutrition	24	Graduation	English	30	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				86				0			
Recruited	0	0	0	0	0	21	0	21	0	0	0	0
Yet to Recruit	0				65				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				91			
Recruited	0	0	0	0	0	0	0	0	8	83	0	91
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				61
Recruited	5	14	0	19
Yet to Recruit				42
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	9	20	0	29
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	3	3	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	20	0	0	7	0	27
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	8	77	0	85
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	388	20	1	0	409
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	85	0	0	0	85
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	232	181	259	406
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	25	16	22	26
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	207	199	366	470
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	75	116	171	209
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	41	33	37	62
	Others	0	0	0	0
Total		580	545	855	1173

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Applied Sciences	[View Document](#)
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Science	[View Document](#)
English	[View Document](#)
Home Science	[View Document](#)
Management Studies	[View Document](#)
Mathematics And Statistics	[View Document](#)
Nutrition	[View Document](#)
Physics And Electronics	[View Document](#)
Social Sciences	[View Document](#)
Telugu	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Ch SD St Theresa's College for women (A) always maintained an eagerness to develop interdisciplinary and multidisciplinary courses which combine content, theory, methodology and praxis. Any student can enroll for any course offered by any department in the college. From 2023-24 academic year Single major concept was introduced, the students have the possibility for the minor subject to be chosen across any discipline. All the Undergraduate programs are multidisciplinary in nature for more than 3 decades. The degree integrates courses from 3 disciplines (list enclosed), The triple – major curriculum permit the students a wide range of possibilities for progression into higher studies as well as job avenues. The curriculum has been redesigned in 2023-24 to usher-in changes envisaged in NEP 2020. From the single major – single minor model is followed. The new curriculum provides students much greater flexibility to choose courses and design their degree by picking the two disciplines that suit their interest. The 'build

	– your – own" approach is encouraged in the College. This personalized approach favors the advanced – learners and average – learners alike and helps to pace the study according to their ability. They can choose courses a combination of science – arts – commerce – management – language – culture etc. Multidisciplinary courses are integrated as mandatory programs for the students leaving them a cafeteria model with limited choices within the semester. Accordingly multidisciplinary any will study at least 2 mandatory multidisciplinary programs like a science stream student will do arts or commerce and vice versa. The College has also offered a number of courses from Knowledge Indian System 'KIS' as multidisciplinary option. These courses give insight into better understanding of Indian system of Agriculture, health, yoga, medicine etc. These courses are open for science, arts and commerce, management students. A student is further entitled to gain credits from Online platforms offering multidisciplinary or inter disciplinary programs with prior approval from the Academic Cell of the College. All the Discipline specific multidisciplinary and interdisciplinary programs are fixed with credits while non discipline specific programs, are 2 credits during add-on courses online or offline. Skill – based elective papers offers further avenues for multidisciplinary learning. Organic gardening, Yoga and Wellness Basic Life support, Self-defense, Indian Agriculture, Indian system of medicines, Indian arts and culture are few of the many programs offered to students across the disciplines. Multidisciplinary and interdisciplinary approach strengthens creativity, innovation, critical thinking besides preparing the students with remarkable skills that can empower them to pursue and thrive in a wide range of careers.
2. Academic bank of credits (ABC):	The College has registered with ABC on the lines of National Academic Depository (NAD) and started the process of registering the students in the data base of "Academic Bank of Credits" which will be linked to the exam cell to enable credit transfer in the future course of time as per the guidelines of UGC. ABC allows the students multiple entry and exit options. The institution is open to the principle of distributed and flexible teaching-learning that allows a student to learn as per the convenience. The College had introduced Choice Based Credit System (CBCS)

	since 2012. Flexibility in curriculum framework permitting Multidisciplinary/Interdisciplinary academic mobility, policies regarding credit transfer, from other higher education's as well as from approved On-line platforms like SWAYAM/NPTEL/MOOC courses makes ABC successful and meaningful. The APSCHE initiated Edx platform further gives license to students to do courses without any financial burden from foreign as well as Indian Universities. The credits of these programs are accepted in place of skill-based or multidisciplinary courses as per their choice with 2 credits. Acquiring credit from other HEIs is made possible currently with the institutions with whom the College has MoU. It will be extended to other Institutions in general gradually. Credit transfer from foreign Universities with whom the College has MoU like University of Malaysia, Srilanka and Thailand is also made possible. Apprenticeships and corporate internships are other possible sources of credit transfer open for the students currently.
3. Skill development:	Imparting skill – based education was one of the important goals of the College from its inception in 1953. Multifaceted approach is adopted for this purpose. (1) Skill Enhancement courses (SEC) are made mandatory in the I, II, III and IV Semesters – with two papers each in I & II Semester and one paper each in III & IV Semesters – Communication skills, Leadership skills, Analytical skills, Entrepreneurship Development skills, Digital literacy, Business writing, Business forecasting, Data analysis, Cyber security, Digital marketing, Design thinking are few of the choices available. (2) Every department offers skill based certificate courses of 30 – 40 hrs. duration. (3) Skill – Development is enhanced through students undertaking multiple free courses on On-line platforms. EdX is a platform introduced by the State Government from which every student has to do a minimum. One course mandatorily. These courses are challenging as well as interesting providing multidisciplinary learning of skills offered by world renowned universities like Hardward and numerous foreign and Indian Universities and Institutions. (4) Every subject and paper in every discipline has introduced the skill – enhancing component in their syllabus. (5) Advanced learning is made possible through specialized skill

	based Add on courses. (6) Nodal Centre for IIRSC (Indian Institute Remote Sensing Centre), ISRO from Jan 2019 which offers advanced courses to the learners. (7) Our College has a centre of APSSDC (Andhra Pradesh State Skill Development Cooperation through which many skill based courses are offered free of cost to the registered students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	St.Theresa's College efficiently Integrated Indian Knowledge system into the curriculum in different ways. (1) Following the NEP, 2020 guidelines the Indian Knowledge System (IKS) courses are integrated into the revised curriculum from 2023-24. Every UG student has to do a minimum of two courses from a list of courses offered in this section either as multidisciplinary course or skill based course. (2) Indian Knowledge and Culture is encouraged through regular celebrations of cultural festivals – As we have students from different states of Indian celebrations related to that has become part of participated in big numbers and won prizes and appreciation certificate for the College. (3) Yoga and wellness – Indian Health Sciences, Indian Agriculture etc. are some of the direct IKS programs done regularly by the students. (4) CBCS permits students to choose different Indian Languages like Sanskrit, Hindi, Telugu, Tamil, Oriya and Urdu as the 2nd Language in UG I Year. (5) Our students are trained on the philosophical and didactic songs and literature of Indian Writers, Poets and Philosophers particularly in literature and languages. (6) The language lab enables students to use ICT in learning languages on-line. The Language software has been installed to facilitate this.
5. Focus on Outcome based education (OBE):	All the programs and courses offered by St.Theresa's are intended to work effectively with a well defined are intended to work effectively with a well defined objectives. Outcome Based Education is the watchword for the past one decade. Program Outcomes (POs), Course Outcomes (COs) and Program Specific Outcomes (PSDs) have been clearly defined to meet the local, regional and international needs. They reflect the Institutional vision and mission of the Higher Education as well as National goals. The staff have been trained to be experts in managing the new curriculum based on OBE. The outcomes at various levels are communicated to the stakeholders. Every department

	displays it in the Labs/Class rooms and the College has specifically displayed it in the website. The College has adopted on ERP which includes the assessment of the students' performance on OBE lines. Outcome attainments are calculated and visible in the staff and students login of the Exp. This helps the staff to assess the students at various levels. This assures that while assessing the program and course outcomes, the students' entire growth is given the significance it deserves. The OBE is student centric and frequently driven and serves as a guide for the teaching-learning programs within the Institution. Assessment is correlated with learning outcomes that are achieved by the student after completion of each Semester. This helps in helping the student to do better and reach perfect as well as advanced learners.
6. Distance education/online education:	Online education in the form of skill-based and certificate courses was in practice for a long time. Our College is a Nodal Centre for ISRO, since January 2019 and have conducted certification programs. NEP 2020 and the redesigning of the curriculum framework permits Online education easier to achieve by the students permitting credit transfer. 3 Virtual class rooms furnished by RUSA 2.0 makes it possible for staff expertise to be shared across the Institutions. The students Teaching-learning process without the distance barrier is made possible. Expertise could be shared cost – effectively. Lecture series by alumnae and renowned scientists is materialized through this. After the COVID many skill development programs are being offered on-line. Our College has a Centre of APSSDC (Andhra Pradesh State Skill Development Centre) through which a number of free certifications are taken up by students every year. Andhra Pradesh State Higher Education has signed MoU with edX Company giving free licenses to both staff and students learn any advanced/basic courses at their own pace and interest. At least two courses are made mandatory for students during their study. The courses are offered by renowned overseas and Indian Institutes and Universities. The academic cell approved courses can be chosen as electives for discipline specific courses on skill based courses. It gives ample opportunities for the students and staff.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	YES
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	YES
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The College has Electoral Literacy club from 2012 onwards. It functions under the aegis of Social Science department with a Lecturer in Political Science as Coordinator. The ELC members are empowered as citizens with necessary knowledge and understanding of the electoral processes. They in turn organize various awareness campaigns and programs both within the College as well as in the rural villages – through educational initiatives and interactive discussions. Besides creating awareness among the student community, the club involves in Voter Enrollment program, awareness ralleys, competitions and organizes programs in collaboration with the district Electoral Commission. The College has 5 NSS Units and the volunteers also participate actively in spreading the 'message' 'my vote – my right'. The ELC co-ordinations and 4 ELC students received Best campus 4. Systematic Voters Education and Electoral Participation (SVEEP) was jointly organized by the College and District Panchayat Office in which more than 1500 Youth voters participated SVEEP program at the District level in collaboration with District administration and Election Commissioner for Andhra Pradesh was another high profile program involving all the district officers and public. Participation of about 100 rural women in the Rangoli competition with electoral themes was another significant program conducted by ELC of the College and NSS volunteers. Voter enrollment of about 200 students of the campus amazing results. In collaboration with Mandal Revenue Officer regular programs are conducted and received Ambassador award from the District Collector, in 2019.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,	Systematic Voters Education and Electoral Participation (SVEEP) was jointly organized by the College and District Panchayat Office in which more

publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	than 1500 Youth voters participated SVEEP program at the District level in collaboration with District administration and Election Commissioner for Andhra Pradesh was another high profile program involving all the district officers and public. Participation of about 100 rural women in the Rangoli competition with electoral themes was another significant program conducted by ELC of the College and NSS volunteers. Voter enrollment of about 200 students of the campus amazing results. In collaboration with Mandal Revenue Officer regualar programs are conducted.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	St. Theresa's College for Women and the ELC of the College ensures that every student above the age of 18 are enrolled as voters. Having about 1700 girl students above 18 years as well as working in the 5 NSS Units and one Unnat Bharat Abhiyan (UBA) adopted villages/slums brings appreciation from the district administration almost every year. 10 days of voter enrollment campaigns are conducted every year by ELC of the College.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1793	2147	2616	2745	2625
File Description			Document	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format (data			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
721	851	918	796	869
File Description			Document	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format (data			[View Document](#)	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	124	144	143	135
File Description			Document	
Provide Links for any other relevant document			[View Document](#)	
Institutional data in the prescribed format			[View Document](#)	
Certified list of full time teachers			[View Document](#)	

2.2

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

Response: 135

File Description	Document
Provide Links for any other relevant document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
183.37067	362.36005	301.37144	767.82011	254.77038

File Description	Document
Provide Links for any other relevant document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Ch S D St Theresa's college for women (A), ELURU has effectively utilized the autonomous status to identify the Local, Regional, National and Global developmental needs and design curricula that aids in meeting those needs. The institute has always been sensitive to respond positively in developing and implementing its curricula relevant. The primary objective of the Institute is to be a catalyst in producing generations who alongside being competent professionals across the globe turnout to be patriotic, eco-friendly with wholesome values and attribute. Ch SD St. Theresa's College for women (A) Eluru led by vision, mission and core values the college endeavors to create an academic atmosphere with quest for excellence in all dimensions of teaching, learning and research. The innovative curricular design in teaching, research and outreach activities have led the institution to the present level of College with Potential for Excellence, College of excellence and making fast strides under Rastriya Uchhatar Sikshabiyan (RUSA).

Autonomy provides for the Academic Flexibility to introduce new courses for overall development and up gradation to the current job market needs. The choice based credit system adopted in the institute has given scope to student to learn cross domain subjects and take up inter disciplinary project work for the development of all round personality. The curriculum demands development of skills like collaborative thinking and cognitive flexibility. To inculcate the culture of life-long learning, the course matrix under the choice-based credit system (CBCS) has been built to ensure that Life skill courses, skill development courses are incorporated into the curriculum framework. Student Projects, Field works, Internships and collaborative surveys are included as apart of curriculum. The societal development needs, legal and cultural issues, environmental considerations, technical knowhow are met by introducing these courses as mandatory with credits.

All programmes and courses have clearly defined learning objectives, including the Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). Apart from Programme Specific Domain courses, subjects having social relevance that help in achieving objectives like awareness of societal needs and problems and in line with the initiatives of Government of India, are incorporated in the program. The Academic Cell, Individual Departments and members of the Board of Studies updated the syllabi relevantly keeping in mind the emerging advancements in the discipline. The courses are developed to meet the Course Outcomes which in turn cherish Programme Specific Out comes and ultimately Programme outcomes.

Compulsory Community service project at the end of the first year mandated for degree students creates awareness regarding their community and facilitates community development. Communicative

English for all to address global developmental needs. Advanced learning encouraged through Value Added Courses, Skill development courses, internships and Online Courses through Swayam and Coursera. Curricula enable acquisition of deeper knowledge at specialized areas of interest, develop character, ethical and constitutional values, intellectual curiosity, scientific temper, creativity, and spirit of service proposed in NEP 2020. Alignment of PO-PSO-CO framework depicts the level of attainment of knowledge acquisition and skill development in students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

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

Response:

In the college in all the programmes around 80% courses syllabi are designed with a primary focus on employability, entrepreneurship, and skill development among students. Students are trained in a wide range of skills such as critical thinking, problem-solving, communication, leadership, and teamwork. These factors are closely related and important in today's world, where there is a growing need for individuals to be self sufficient and self-reliant. Students are encouraged to think creatively and develop an entrepreneurial mindset.

Introduction of B.Com. Finance, BBA and M.Sc. Clinical Nutrition and expansion of B.Com. Computer Science, BSc Agriculture with a view to offer job orientation. Two Bachelor of Vocational Courses - Clinical and Aqua Lab Technology, Web Technology and Multimedia were launched to provide skill orientation in upcoming areas.

All course syllabi together incorporate these factors given below to develop employability, entrepreneurship, and skill among students.

1. **Incorporating practical training:** The college collaborates with industry partners to provide students with hands-on training in their field of study. This helps the students to develop real-world skills and gain experience which make them more employable after graduation. Trainings by Andhra Pradesh State Skill Development Corporation (APSSDC), CRT training for all the final years by Nandi foundations, 100 hour certification program by BAJAJ FINSERVE, training at KRISHI VIGNAN KENDRA (KVK) is a regular feature.
2. **Building communication and presentation skill:** The college incorporates communication and presentation skills training into their syllabi to help students develop their abilities to present, write, and articulate their thoughts.
3. **Encouraging collaboration:** Collaborative projects help the students to develop teamwork and

leadership skills, which are important for employability. The college encourages the students to work in groups on projects that require them to collaborate and communicate effectively. **Internship programmes and Project work carried out by all the disciplines train students to develop professional acumen. Field trips are organized by all departments to familiarize students with practical knowledge and hands-on experience. These visits include companies, industries, libraries, museums, hotels, hospitals, diagnostic labs, villages and research centers.**

4. **Focusing on innovation:** Innovation is a critical aspect of entrepreneurship and employability. The college encourages innovation by offering courses on creativity, design thinking, and problem-solving. The college also have innovation center which promotes start-up activity.

5. **Ethical & language Skill**: The college has introduced courses which incorporates various domains of English literature. It not only enhances student's literature knowledge but the program is designed in such a manner that it improves their soft skills and life skills also like in Professional English and Soft Skills. It provides them deep sight in personality development, gender equality, professional ethics, human values, ecological balance, sustainability etc.

Review of courses and programmes is done in consideration with following:

• Industry trends and feedback to identify new demands of industry.

• Norms/requirements and standards of relevant statutory, regulatory and accreditation bodies.

• Structured feedback from students, alumni, employers and experts from academia, industry and research through course/programme review feedback.

• Analysis of current trends in market.

• Consultation with the members of Board of Studies.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 101

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

Response: 101

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

 St. Theresa's College, Eluru envisions the transformation of youth towards an enlightened society made possible through the conscious efforts of integrating cross cutting issues relevant to Gender, Environment, Human values, and Sustainability enshrined in Sustainable Development Goals and National Education Policy 2020.

All the UG programmes have English and Telugu/ Hindi as a common course and these papers address contemporary issues like secularism, human rights, ecology, gender equality, integrates the values specific to Indian culture with special emphasis on the protection of the environment, interpersonal relationships, the relationship between man and God and values like truth non-violence, tolerance etc. Several courses in the curriculum directly focus on: Development of socially responsible and ethical behavior addressing professional ethics and ethical issues in the respective disciplines. Common courses in Languages, Gender Studies, Voices of Women are some which have thrust area on gender sensitization. Topics related to environment studies and mandatory audit courses on Environment Studies and Disaster Management integrates the values with special emphasis on the protection of the environment. This is essential for objective understanding of the past and present to pave path for future. It is inculcated, through seminars, group discussions, debates and projects.

To inculcate the required simple life-long skills, Life Skill Courses and Skill Development Courses are made mandatory in the revised curriculum framework. Four life skill courses namely Human Values and Professional Ethics, Environment Education, Personality Enhancement & leadership and Information

&Communication Technology have been introduced in the college. The courses are designed keeping in mind the necessity for holistic development of students in order to enable them to become successful citizens of our nation. To train students in broad-based multiple career oriented general skills, in Arts, Commerce and Science streams, a wider choice is given to students in opting for skill development courses.

Women Empowerment Cell takes up gender related problems and counselling activities. Inclusion is addressed through incorporating ideal topics in curriculum of suitable courses like languages, History and co-curricular activities to ensure equality and fraternity. The most penetrating cross cutting issue of time, is being tackled in a multi-tasked way. Relevance of rights is discussed while teaching in the classroom. Consumer rights and protection forms a part of Business law course of commerce programme. National integration is integrated into curriculum of domain specific courses of History, Telugu Literature, and English Literature are discussed at appropriate places in the domain subjects and also in the form of various extra-curricular activities like competitions, rallies, awareness programmes, etc. Renewable Energy Management is a programme designed to reduce the gap between technical aspects of renewable energy and the sustainable development. Renewable energy has the potential of being used without causing harmful repercussions to future generation.

To inculcate the value of secularism and environment sustainability, the college organizes Unity Day, Ethnic day, National girl child day, International women's day, Voter's day, Ozone day, World environment day, Earth day, Energy conservation week etc. In addition, the Eco club, Center for women studies, Red cross & Red ribbon club, NCC and NSS units of the college ensure awareness on social and legal matters.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 64

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

1.3.3

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

Response: 100

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

Response: 69

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

Response: 69

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 53.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
580	545	855	1173	967

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

2022-23	2021-22	2020-21	2019-20	2018-19
1620	1570	1570	1490	1490

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
505	429	684	964	762

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

2022-23	2021-22	2020-21	2019-20	2018-19
505	429	684	964	762

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

The college has put in place an effective mechanism to assess the learning levels of the students, and

thereafter, to organize specific programmes for advanced learners and slow learners. During Student Induction Programme post-admission, the freshers are oriented on the importance of assessment of learning levels, apart from orientation towards college curricula, various curricular, co-curricular and extra-curricular activities of the college, learning opportunities available in the campus, available facilities and infrastructure. The classification of students on learning levels is based on their previous academic records, future plan of academic mobility,the marks scored in the Continuous assessment and their participation in the classroom activities. With a view to devising different strategies for curricular transaction and to providing scaffolding for meaningful learning experiences the students are usually streamed into three categories on the basis of pedagogical convenience. They are

1. Advanced learners or high achievers who are quite visible
2. Average learners who are often but not always dependent on teachers and
3. Slow learners who need extra help outside the classroom.

Identification of Learning Styles:

The institution is very careful not to create in students any psychological division and labelling them as particular type of learners. However, it is aware of general scholastic abilities (intelligence) of students. Teachers and mentors make a close observation of students' learning styles.

Strategies for High Achievers/High Ability Students

The high ability students are given more challenging learning experiences through

1. Project Work in place of class quizzes / assignments
2. Extended Library Use
3. Exemption from attending easy papers and using this time to learn higher level papers online
4. Engagement in Peer Teaching
5. Tutoring slow learners
6. Academic recognition such as membership in Boards of Studies, Annual Feedback Sessions
7. More challenging questions in the Examination Question Paper through Choices set at K5 and K6 levels.
8. Writing Assignments on more Challenging Topics.

Strategies for Slow Learners

1. Compensatory teaching
2. Remedial teaching
3. Developing self-learning materials (SLM)
4. Frequently varying instructional techniques in the classroom itself
5. Providing peer tutoring by high ability classmates
6. Encouraging them to articulate orally in the class & providing more chances for classroom participation
7. Teaching learning skills such as note-taking, outlining, and active listening
8. Mentoring by faculty mentors
9. Encouraging them to spend more time on reading in libraries outside the class hours
10. Additional learning opportunities though online sources like Youtube, Whatsapp, etc.

Based on above strategies the following are being carried out:

Special programmes for advanced learners:

1. Higher studies at foreign institutions
2. In plant training at premium research institutes and higher education institutes.
3. Knowledge dissemination
4. Online courses
5. Conferences, Seminars, Webinars, Online quizzes
6. Professional and Proficiency examinations
7. Scholarships
8. Science Academies' Lecture Workshop
9. Summer Internships
10. Wild life surveys

Special programmes for slow learners:

1. Orientation Programme – bridging the gap
2. Remedial Class
3. Self-learning materials.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 16.01

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

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used by the college to enhance the learning experiences of the students. These methodologies result in improved and holistic development of the students making them fit-for- life and fit- for-job.

Seminars, assignments, project works, field trips, lab works, industry visits etc. are incorporated into the regular curriculum for all the programs in UG as well as PG.

Experiential Learning: Every department conducts the following **Experiential Learning** practices to improve creativity and cognitive levels of the students:

- Exhibitions and fairs to show- cause their skills
- Community service projects at the end of the 2nd semester to know the first hand societal problems
- Short term internship/ apprenticeship/ OJT at the end of the 4th semester for all the UG programs
- One semester long industry interface internships/ Apprenticeship/ OJT during the 6th semester.
- Mini research projects for all PG courses during 4th semester.

Participatory Learning:

Students are encouraged to participate in activities to sharpen their technical and management skills, enhance their organization skills.

- Annual cultural programs
- Intra or inter-departmental & institutional subject oriented Quizzes and competitions.
- Seminar Presentations
- Individual and group assignments and projects
- MOOCS and add- on courses.

Problem-solving methods of learning is encouraged through :

Department encourages students to acquire and develop problem- solving skills. For this, the department organizes expert lectures on different topics, participate in different technical tests and other competitions.

- Case studies & discussions
- Business idea contests and techno fests
- Theme based competitions
- Social projects

- Debates

In addition to the traditional teaching-learning methods, the institute is providing innovative student-centric methods such as Hackathons, Workshops, Seminars, Virtual Lab, Simulation, Role play, Review web literature, Video, Demonstration, Activity-based learning, Flipped Classroom, Guest lecture, Professional practice school, GD/ debate, Peer learning groups, MOOCs, Google Classroom, Project-based learning, Real-time case studies, Worksheets, PPT, Mind map, Journal Review, Proto-type model, Crosswords, Research projects, Language games, Viva, Poster presentation, Public Speaking to encourage Participative, Problem-solving and Experiential learning.

Majority of the classrooms are ICT enabled. The college has a well equipped media centre with shooting floors, audio recording studio. Interactive panels have been set up at multiple locations to support interactive ICT-enabled teaching. Innovative Student Centric Pedagogies like online Seminars, discussions, quizzes, and interaction sessions with eminent personalities were organised. The digital library of the college avails online content to the college community.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

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

Response:

The institution adopts effective Mentor-Mentee Schemes to address academic / emotional / psychological or any other issues of the students

Objectives of mentorship in the college:

• Assist the mentee in setting and achieving professional development and personal growth objectives in line with societal needs.

• Assistance with acquiring the knowledge, skills, and capabilities needed to tackle real-world situations.

• Encourage increased levels of involvement and career aspirations.

• Give mentors the resources they need to improve their performance in their existing positions.

• Expand cultural borders or create opportunities for stakeholders to connect and collaborate.

• Establish a culture where mentoring is seen as a productive strategy for producing competent people.

SOP for Mentors in St Theresa's college:

• Mentor meetings are conducted every week.

• Mentor discusses Objectives of Mentorship with the newly admitted mentees to provide clarity on the concept.

• Mentor circulates the form and collects the proper filled-in forms from his/her mentee having all the details.

 Mentor assess the financial / health / special conditions if any, and recommends her for suitable support from the management like SNEHITA / THH / management scholarships, SNEHAHAR etc.

• Mentor discusses with mentee any problem faced by the student in her personal / academic growth

 • After every meeting, the mentor records the discussion in mentor form for future reference viz. attendance, achievements, participation in extra-curricular and co-curricular activities, suggestions etc.

• End-Sem marks of the previous semester is recorded by the mentor to assess the mentee's learning abilities. Based on this the mentor plan a strategy for further improvement of the mentee.

• Mentors maintain semester-wise mentees record of CGPA, SGPA and Total Credits earned, collect the internship/training certificate of the previous semester.

• Mentors inform mentee about various initiatives taken by the college towards the all-round development of the students.The mentors of final year (Pass out Batch) collect the information related to progressing to higher studies/ placements / future endeavours of the allotted mentees. Mentor conducts periodic meetings with the parents at least once a year and more often if any mentee requires it.

 • Mentors also ensure that students maintain discipline in the college and inform parents and college administration if student is involved in any act of indiscipline. The implementation of the effective mentor-mentee system results in inculcating and nurturing right attributes, virtues and qualities in the students. S They feel free to discuss their issues and get effective timely solutions. This satisfaction helps in their overall development.

Mentors serve as role models and provide valuable insights on personal development, goal setting, and career planning. They help mentees explore their interests, strengths and weaknesses and encourage them to take on new challenges. They provide guidance on managing stress, building resilience, and seeking help when needed. By implementing effective mentor-mentee schemes as stated above for both academic and psychological needs, the college is creating a supportive and nurturing environment where students feel empowered to succeed academically and thrive personally.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

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

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

Response:

The Academic Calendar is prepared by the calendar committee comprising the Principal, IQAC – Coordinator, Heads of departments taking into account the annual plans prepared by the departments, IQAC and the office of the Controller of examinations. The calendar committee gets the schedule of examinations from the Examination committee comprising the Principal, Controller of examinations and senior faculty and schedules all the important events of the following academic year while considering the University calendar. It is then ratified by the College Staff Council and then printed. The Academic Calendar ensures the systematic functioning of the Institution. The Calendar includes the details of all the working days with day order, holidays, dates of the Continuous Internal Assessment Tests, Summative Examinations, dates to remit the College and Examination Fee, list of activities of academic year and the dates of national as well as religious importance.

The academic calendar is incorporated into the handbook, printed and distributed to all students and staff at the beginning of the academic year. The same is also uploaded on the website. The institution carries out the activities as per the calendar. Every department is given a separate detailed academic calendar including administrative and academic events. The Departments and other service units prepare their activities and programme calendar resonating with the calendar of common programmes. It helps micro level planning by scheduling most of the activities in advance and maximise the use of infrastructure and ICT facilities. The handbook provides all needed information such as academic programmes, curriculum structure, details of the courses, rules, regulations, facilities, scholarships, endowments, list of the staff, committees, and so on.

Teaching Plan of the College has a well-defined unitized syllabus with timeframe that is provided to the students at the beginning of the course. The course teachers prepare unit-wise teaching plan, describing timescale, teaching aids, methods of teaching-learning and assessment of the same. The teaching plan for each course visualizes the plan of the teacher to make each class more informative, interesting, analytical and resourceful. Teaching plan creates a self- informed and self-monitored innovative teacher, and it provides a plan of action for the teacher and guidance for the students. The faculty are encouraged to update the methods of teaching and evaluation, especially of the use of ICT enabled tools and facilities. The course teachers are able to assess the learning ability of the students periodically on the basis of their respective teaching plans. It, thus, helps both the teacher and the learners to take part in the teaching and learning process effectively. The principal reviews the teaching learning environments and processes in

the annual department review meeting and certifies the teaching plans of the next academic year which is incorporated into the planning of the academic calendar by the academic calendar committee. The **College Staff Council monitors the adherence to the Academic Calendar in its monthly meetings.**

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	124	144	143	135

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

2.4.2

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

Response: 28.89

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

Response: 39

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

2.4.3

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

Response: 11.11

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

Response: 1244

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

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

Response: 57.78

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

Response: 78

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years

Response: 27.6

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
22	29	31	26	30

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

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 1.54

2.5.2.1 **Number of complaints/grievances about evaluation year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	0	0	24	21

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

2022-23	2021-22	2020-21	2019-20	2018-19
721	851	918	664	732

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

2.5.3

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

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

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

Response:

Response:

The College has taken numerous steps to reform the examination procedures and processes and integrate Information Technology into the evaluation system. Automation of examination registration, auto generation of Hall Tickets, IT integration of Internal Assessment Process, Publication of Results and Mark list generation are some of the reforms that have improved the College's Examination Management efficacy. Use of OMR sheet, Bar coding of papers and use of scanners for marks entry ensures accuracy and speed of process.

IT Integration and Reforms:

Mark entry, Grade, Percentage and Cumulative Grade Point Average (CGPA), preparation and analysis of results are automated. The mark statement is accessible to mentors, to assess the performance of students periodically and guide them properly. The payment of Examination Fee has been upgraded to online mode. The students can login to the portal of the Controller of Examinations for downloading their hall tickets. During the COVID-19 situation, the College was able to conduct the Continuous Internal Assessment Tests as well as the Summative Examinations Online hassle free. Students have access to view their overall marks using their Log in credentials. WhatsApp groups of each class makes it possible to communicate information instantly to the students.

Outcome Based Education:

The curricula of different programmes have been incorporated in the Outcome Based Education (OBE) structure and the evaluation pattern has also been modified accordingly. It helps the Institution in terms of assessing different levels of knowledge of the learners based on the Revised Bloom's Taxonomy. This structure facilitates adopting required changes in the teaching and learning process and also knowing the outcome levels of the learners in the evaluation process using the college ERP.

Methods of Evaluation:

The Examination pattern consists of two components, namely, Continuous Internal Assessment (CIA) and Summative Examination (SE) with equal weightage. The performance of the students is assessed for 100 marks in each course through CIA and SE. Two Continuous Internal Assessment Tests (CIA) are conducted in a semester for 15 marks each, the schedule of which is included in the college handbook . The remaining 20 marks are assigned on the basis of various classroom performance and activities, such as, Assignments, Snap Tests, Activity Based Tests, Library Works, Seminars, Field and Industrial Visits, and so on. Teachers can securely log in and enter marks of the various components of Continuous Assessments. Question Papers of Summative Examinations are set and the answer scripts are valued by External Examiners. The results of the Summative Examinations are published within the period of three weeks. Viva Voce, project and internship evaluation are parts of Summative Examinations.

Transparency:

 As part of ensuring transparency in the CA, the valued answer scripts are displayed to students on request and grievances regarding the award of marks are resolved as per the procedure.

Instant Examinations:

The conduct of the instant Examination is a healthy practice of the Examination System allowing the outgoing students to clear a maximum of one course in any semester in order to complete their programme within the stipulated time.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

The college has incorporated Outcome-based education (OBE) paradigm into its curriculum and syllabi, after having organized several training programs and workshops for the faculty and members of Boards of Studies. OBE ensures that educational activities focus on Learning, based on achievable and measurable outcomes. The number of training programs, workshops, and internal deliberations on OBE for the faculty and involvement of employers, alumni and academic experts helped the institution define the POs, PSOs and COs for respective programmes and courses. The Vision, Mission, POs, PSOs and COs are communicated to the faculty members at the beginning of every semester. These are communicated to the students, through the College website and through the Department Notice Boards. Soft copies of syllabus with PSOs and COs are shared with the students through Google classroom and WhatsApp groups. During the Students Induction Programme for the fresher's vision, mission and core values of the college are explained to the new comers extensively. Teachers who handle various courses explain course outcomes and relate such outcomes to POs and PSOs while introducing the course at the beginning of a semester.

Programme outcomes (POs), Program Specific Outcome (PSOs) and Course Outcomes (COs) are a set of competencies, skills, and abilities that the students develop, along with disciplinary and interdisciplinary knowledge that they procure. The concept of Bloom's Taxonomy is deployed in all programmes.

Integration into the assessment process:

Programme Outcomes (POs), Program Specific Outcome (PSOs) and Course Outcomes (COs) are well integrated into the assessment process.

The assessment process is as follows:

• As a part of direct attainment, while framing the questions for assessment of students in assignments, quiz, mid-sem and end-sem, the related/concern outcomes are displayed against the questions.

• As a part of indirect attainment, feedback from various stakeholders are collected and analyzed. Further on the basis of the analysis, appropriate actions are taken.

• During evaluation of each course, every framed course outcome is analysed on the basis of the marks obtained by all the students in all the questions related to that concerned course outcome.

• Based on pre-defined threshold, attainment level of all COs is determined.

• Attainment of Course Outcomes of all the courses of a particular program help in calculating the attainment of PSOs and POs.

• Finally attainment level of POs and PSOs are checked for the alignment with Mission of the Department and further of the college. The attainment is evaluated twice in a semester.

This attainment is analyzed and discussed and it becomes the basis for revising the curriculum if required. The outcomes are assessed and measured to identify the extent to which goals are accomplished. Proper action plans are laid down to identify the gaps that may have accrued after the detailed analysis. Different direct and indirect measurement methods are used to assess the learning outcomes of the students.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

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

Response: 94.31

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

Response: 680

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

St Theresa's college for women (A) has a strong commitment to the highest standards of ethical research and practice. The Institution has a well-articulated and progressive policy for promoting research which is uploaded on the institutional website and implemented among the faculty and students. To promote research the institution provides different facilities to the faculty and students.

The institute provides all necessary infrastructural facilities and a conducive environment to promote research activity in the campus. Due to limited resources, the institute may not be able to fund all the research activities taken up by the faculty and students. Faculty are encouraged to apply for various funding agencies and pursue their research. However, the institute is ready to provide seed funding or partial funding based on the merit of proposals submitted by faculty or student. The faculty and students are encouraged to present their ideas/project proposals before the research committee for getting the sanction of seed funding in accordance with institute guidelines.

The faculty and students are given the freedom to choose the research area of their choice and guidance is given to seek funding from various funding agencies and industries. Seed Money is provided to the young teachers/researchers to work out research and development activities in their respective specialization. The institute encourages the faculty by providing incentives for peer-reviewed publications, writing books, and filing patents. The institute takes care of the patent filing process, which is governed by the Research policy of the institute. The institute gives a free hand to report research results and findings. However, a thorough review is done for all research proposals seeking funding from various funding agencies by consulting the research committee. This committee also monitors the impact of research and consultancy and ensures non-violation of research & consultancy ethics, professional ethics, the privacy of the people, human rights, causing problems to health & safety of human beings, and damage of the property.

Research Centres are established in various departments of the institute for carrying out research activities. Every year the library is enhanced. The research departments of science are entirely equipped with requisite instruments. The institution provides financial assistance to the faculty for becoming members of varies professional bodies and for attending workshops and conferences. Research Centres are recognized by Adi Kavi Nannaya University and full-time research scholars are allotted by the University to pursue their research work in these centres under the guidance of the college faculty.

Faculty and students are encouraged by giving the incentives for research projects and publications. The students undertaking research and development work are given due recognition and other incentives. Faculty and students are encouraged to work with researchers from other Institutes and industry.

740 indexed Research articles in Scopus/Web of Science/UGC care list/other peer reviewed journals, **15**

books and **154 book chapters** in edited volumes published. **Three institutional Patents and 34 collaborative Patents published.** Online Course on Research Publication and Ethics was conducted. 33 Seminars conducted on Research/ IPR leading to **25 Copy Rights and 3 Trade Marks**.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 14.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.76600	4.57065	6.08500	1.15907	1.62516

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

3.1.3

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

Response: 25.19

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

Response: 34

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 31.15525

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

3.2.2

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

Response: 0.28

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

Response: 38

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

3.2.3

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

Response: 7.14

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

Response: 8

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

Response:

ECOSYSTEM FOR INNOVATIONS:

The Institute has a vibrant and robust system to promote innovations, creation, and transfer of knowledge by developing desirable human resources and to provide conducive environment for promotion of innovation and incubation. It has an excellent ecosystem for innovations including incubation centre.

The college established an **Institutional Innovation Centre** (IIC), **STCEIS - St. Theresa's Centre for Entrepreneurship Innovation and Start-ups** to facilitate innovative, flexible and economical solutions to various research related problems. The STCEIS aims to instil the spirit of innovation and Entrepreneurial Skill in students and Faculty, creating a suitable ecosystem and environment to promote innovations and start-ups, Conduct awareness programs to promote Innovation and Entrepreneurship and enhance community Outreach programs in the neighbourhood. STCEIS deign curricular Modules to encourage start-ups and entrepreneurship, to accord mentorship and incubation model for potential start-ups and to build partnership with industries and organizations in the district of Eluru and conduct Seminars and workshops on entrepreneurship.

ECOSYSTEM FOR INDIAN KNOWLEDGE SYSTEM:

The institution has always imbibed Indian Knowledge System into all areas of learning and activities. The curriculum includes studies into the rich cultural heritage of India, historical perspective through the History Discipline, the political thought through the Political Science and the physiological aspects through Psychological studies. Languages are rich source of knowledge and as such fluency in Hindi/ Telugu/Tamil gives insight into the Indian Knowledge System. Participation in various inter-state activities, cross-cultural studies, study tour, projects etc. Learning about other Indian culture through student exchange, faculty exchange, NSS and NCC activities. Language fluidity through Spoken English courses… embracing Indian sports and other activities. Learning the rich cultural heritage of India through curriculum content as well as observation of nationally significant days/events.

IKS courses are included into the redesigned NEP-based curriculum from 2022-23 admitted batches. In the 2nd, 3rd and 4th semesters IKS papers are studied as electives in place of skill papers while in the 7th semester IKS course is a compulsory component.

INTELLECTUAL PROPERTY RIGHTS CELL:

The institution has an **IPR Cell** which has built a progressively innovative culture amongst the students and faculty. IPR Awareness Seminars are held every year and even during the Covid-19 Pandemic, it was held virtually. IPR cell operates under the guidance of the IQAC and supports the staff and students on **filing procedures for copy rights, Trademarks and Patents**. The efforts of the IPR cell have resulted in an increased awareness and research activities:t during the assessment period.

Outcomes:

1. **Three patents published by the college in the technical field.**
2. Successful **publication of 34 Patents, 25 copy rights, 3 Trademarks** during the assessment

period.

3. Student startup incubation commenced with the funding of Research Incubation Programme,
4. College automatic bell system, programme Outcome attainment calculation software installed.
5. The institution has established an environment that encourages innovation and the sharing of information among its stakeholders
6. The organization has built up a portfolio of successful Memorandum of Understandings with Industry & Education Institutes.

File Description	Document
Upload any additional information	**View Document**
Link for Any other additional information	**View Document**

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

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

Response: 0.38

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

Response: 3

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

3.4.3

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

Response: 5.48

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

Response: 740

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

3.4.4

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

Response: 1.25

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

Response: 169

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

3.4.5

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

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6

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

Response: 0

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

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

Response: 39.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.1	0.1	0.05	15.05	23.82375

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

3.6 Extension Activities

3.6.1

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

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

Response:

The College takes pride in twinning community service with academics as part of realizing the vision of creating professionals of integrity and character. The institution has designed and implemented an ample number of extension activities this year with the aim of imparting social commitment and inculcating the value of empathy among students. The institution has further conducted health awareness programs and organized free health camps in adopted villages. Various departments of our college visited orphanages, old age homes, juvenile homes and offered them clothes, blankets, food as a part of "Joy of Giving". These activities could bring about a feeling of compassion among the students to the marginalized people in the society. Preparation of Hand Sanitizer, facilitating the conduct of vaccination programs, organizing blood donation camps in the college, initiatives for the Swatch Bharat Abhiyan, Aids Awareness, Anti-Drug Drive, Community Village Engagement, Gender Equality, observing vehicle free day, plastic ban on campus, tree plantation, awareness programs on health and hygiene in the neighbourhood & solid waste management are the diverse extension activities conducted by the college.

The college runs effectively National Service Scheme and National Cadet Corps Units. Through these units, the college undertakes various extension activities in the neighbourhood community. NSS

organizes a residential seven day camp in nearby adopted village and several activities were carried out by NSS volunteers addressing social issues which include cleanliness, tree plantation, water conservation, Shramdan, Social interaction, Group discussion on Eradication of superstition, Beti Bachao, Beti Padhao, Environmental awareness, Women empowerment, National Integrity, Aids awareness, Blood donation camp, Health check-up camp, Farmers meet etc., The NCC unit of the college aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure and the ideal of self service. The NCC unit of the college organizes various extension activities as tree plantation, Road safety awareness, Ekta daud for health, Save fuel save country programme, Swachhta Abhiyan, National equality awareness.

Other than NSS and NCC units, the various departments of the college is conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Breast feeding week, Energy conservation week, Ozone day celebrations, Environmental Awareness, Personal Health and Hygiene, Diet awareness, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day, National girl child day, Programme on female foeticide,   organizing visit to Orphanages and Anganwadi, Voters awareness, Blood group detection, Health check -up camps, Blood donation camps, Dental check-up camp, etc. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 207

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	46	25	48	53

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

3.7 Collaboration

3.7.1

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

Response: 182

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

Response:

The institutional goal being the creation of professionally equipped women committed to excellence, it is the policy of the Institution to provide state-of-art infrastructure for the growth and overall development of the students. Modernized buildings, fully furnished classrooms, laboratories furnished with modern equipments, aesthetically appealing ambience, meticulously maintained hostels and well managed libraries are the assets of this glorious Institution making it on par with the best in the Country. Optimal utilization of infrastructure is ensured by making them accessible to all streams of students in allocated time slots. Creation of the best learning atmosphere for excellence in educational practices has been thus prioritized in this institution.

The College has a systematic policy in the creation and enhancement of suitable infrastructure to suit the growing needs of educational practices geared towards equipping learners with skills, knowledge and training. The Heads of Departments put forward proposals in the Staff Council Meet regarding the need to augment infrastructure in every discipline. The IQAC collects feedback, conducts review and presents the infrastructural requirement to the College development team. The proposals are presented to the Governing Body who approves the plan. The College has an Administrative Officer and two supervisors to oversee the maintenance of buildings, classrooms, laboratories and computing equipment.

The College has an eco-friendly, learning friendly and inclusive Campus that spreads over 25Acres. It has 9 blocks namely Administrative block, Science block, Arts block, Commerce block, Home science block, PG block, Degree hostel, PG Hostel block and community college block. Each and every block has a good number of spacious rooms, with proper ventilation. There are 12 laboratories, 38 Classrooms with ICT facilities (LCD projectors, LED TVs and interactive boards), Seminar / Conference halls, virtual classes, Digital classes, 1 media centre, 1 Central Instrumentation Lab, 1 Multipurpose Hall and 1 open-air auditorium. Major departments are having research centres, museums (2), instrumentation centres (2) in which good number of projects are undertaken and done successfully. STC has a Computer centre, comprises of 8 computer labs with around 450 computers. The Institution has a language lab with 48 computers where students can develop their communication skills. It provides a very different experience from the traditional system of teaching and learning languages, offering more advanced features and functionalities. The Campus is kept under CC Camera surveillance. The college has Net

Resource Centre, Skill Development Centre with Laptops and Tabs, Organic farming Garden along with Herbal Medicinal Plants and a Green House apart from a Vermi Compost Unit and rain water harvesting pits. There is also a 6 feet diameter aquarium.

- A mini hall for cultural activities
- Yoga centre .
- The handball court,
- Basket Ball court,
- Tennis Court,
- Shuttle Badminton Courts
- well equipped studio for recording
- A modern Fitness Centre – Gymnasium is St. Theresa's Caters to the total personality of the students, Staff and local women folk. The 1500 sq ft gym is equipped with Treadmill, twisters, fit kit., etc., where in the students enjoy the facilities to keep themselves fit and healthy.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 28.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.56085	77.38917	15.53708	362.61781	70.50932

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Response:

Library is automated using Integrated Library Management System (ILMS). The WiFi enabled library is a Learning Resource Centre of the college with more than 325 seating capacity,

- 1,04,040 text books and reference books, invaluable collection of UN repositories, encyclopaedia Americana, encyclopaedia Britannica, Guinness book of records
- 49-journals.
- 6027 –e- journals
- Digital library with a Browsing Centre, 16 individual reading carrels and computers, magazine lounge
- Master Soft provides library management system that allows institutions to efficiently manage all the in-house operations of the library like Acquisition & Cataloguing, Circulation, OPAC (Online Public Access Catalogue), Serial Control, Newspaper, Utility. Similarly, this product also has features of generating reports like the Accession register report, total number of books in a library, bill payment report and many more.
- Barcode printing competence for printing barcode.
- Information Services Infrastructure for Scholarly Content (N- LIST) of UGC INFLIBNET providing remote online access.

Library Automation

- The library is fully computerized using LIBMAN Integrated Library management software developed by IITMS, Nagpur. The library automation is completed at various levels such as

Acquisition, cataloguing, serial control circulation and other library reports. Circulations of books are done by using Barcode technology for three laser printers and two barcode scanners are used.

- **Online Public Access Catalogue (OPAC)**

This section includes library Online Public Access Catalogues in the world, Web-interfaced OPACs, magazines and newspaper databases on the Internet. The library catalogue is base for most of the library activities such as acquisition, reference, Inter-library loan etc. OPAC is connected to 8 systems to fast retrieve of library resources.

DELNET-Developing Library Network, New Delhi is a major resource sharing library Network in India connecting more than 8600 institutions in 28 States and 6 Union Territories in India and few other countries comprising of Universities, Colleges, R&D organisations, medical hospitals, etc. The portals have sophisticated features for advance knowledge discovery. It is a simple, single window discovery layer which encourages the users to explore the networked library/knowledge resources offered through DELNET in a feature-rich environment. DELNET is a great boon for faculty, researchers, scholars, students, our college is an institutional member of DELNET- Developing Library Network. The bonafide faculty, students, Research scholars and officials are entitled to DELNET resources and services.

IEEE membership offers access to technical innovation, cutting-edge information, networking opportunities, and exclusive member benefits. The memberships build a platform to introduce careers in technology to students around the world. As the world's largest technical professional organization, IEEE offers a number of ways to get involved with technical and local communities. These communities are active participants in research and authorship, conferences, and important conversations about today's most relevant technical topics locally and globally. The faculty and students make use of this opportunity.

Library week celebrations:

National Library Week is celebrated on 14-20 November in our college. Library Committee organises every year various programmes and conduct competitions to create awareness about the purpose, importance and benefits of library resources.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

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

Response: 0.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.43844	2.39338	0.93408	3.94309	1.01139

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution has a comprehensive IT policy in place which covers various aspects such as Wi-Fi connectivity, cyber security measures, and more. Moreover, the institution has dedicated a specific budget to ensure the regular updating and enhancement of its IT facilities. The college is deeply committed to providing a secure and advanced Information Technology Infrastructure within its campus, encompassing cutting-edge hardware, software, and internet services. With a focus on staying current with technological advancements, the college prides itself on having the latest IT infrastructure and features available to its faculty, students, and research scholars. Recognizing the indispensable role of the Internet in modern society for information sharing and knowledge dissemination, the institution has fortified its various departments and research centers with individual computers. By adhering to a robust IT policy, STC fosters an environment that enables collegiate programs to be carried out seamlessly in a secure e-supported setting. With a substantial emphasis on providing accessible technological resources,

faculty, students, and research scholars alike have greatly benefited from the institution's IT facilities. The college boasts state-of-the-art IT infrastructure, including 450 computers spread across six Computer Laboratories, in addition to an English Language Lab and a Cyber café – all of which enjoy a robust Internet bandwidth of 250 Mbps. Further enhancing connectivity, the campus buildings are interlinked through a fiber-optic cable network utilizing LAN technology. These strategic infrastructure investments underscore the institution's commitment to fostering a technologically advanced and conducive learning environment for its community.

College IT Infrastructure Overview

1. 450 computers distributed across six Computer Laboratories, English Language Lab, and Cyber Cafe.
2. Connected to internet via 250 Mbps band width.
3. Campus buildings interlinked via fiber-optic cable network and LAN connectivity.
4. Computer lab programmers receive comprehensive training in computer maintenance.
5. Regular maintenance upheld through Annual Maintenance Contract (AMC).
6. Anti-virus software equipped for protection against cyber threats.
7. IT assets closely monitored and managed through AMC framework.
8. Hardware technicians stationed on campus for immediate support.
9. LAN connectivity extends to classrooms, laboratories, and departments.
10. Wi-Fi connectivity available.
11. Noteworthy proprietary and open-source software enhances technological capabilities. (Linux, MM Studio, MATLAB, Latex, LIBMAN (Library), Windows OS, EXE.)

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 3.98

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

Response: 450

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

4.3.3

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

Response:

Response:

St Theresa's College for Women recognizes the pivotal role of audiovisual technology in enhancing the quality of education and facilitating e-content development. To this end, the institution has established a dedicated Audio Visual Centre equipped with state of-the-art facilities, including mixing equipment, editing facilities, a media studio, and a Lecture Capturing System (LCS), along with the necessary hardware and software.

Audio Visual Centre (AVC)

• The AVC serves as a centralized hub for audiovisual production and content development activities. It is equipped with modern equipment and facilities to support various multimedia projects and initiatives.

• The AVC provides a conducive environment for faculty and students to engage in e-content creation, including video lectures, tutorials, presentations, and educational documentaries.

• Trained staff members are available to assist users in utilizing the equipment and software effectively, ensuring optimal utilization of resources and maximizing the quality of output.

Mixing Equipment and Editing Facilities

• The AVC is equipped with professional-grade mixing equipment and editing facilities, allowing users to create high-quality audio and video content.

• Faculty members and students can access editing software suites to enhance their multimedia projects, incorporating visual effects, graphics, and sound editing to create engaging and impactful e-content.

Media Studio

• The media studio within the AVC provides a dedicated space for audio and video recording, photography, and green screen productions.

• Equipped with professional lighting, soundproofing, and backdrop options, the media studio offers a versatile environment for creatin- professional-grade multimedia content.

Lecture Capturing System (LCS)

• The institution has implemented a Lecture Capturing System (LCS) to record classroom lectures, presentations, and academic events in real-time.

• The LCS allows faculty members to capture their lectures digitally, making them accessible to students for review and revision purposes. It also enables asynchronous learning, allowing students to access course content at their convenience.

Hardware and Software

• The AVC is equipped with the latest hardware and software tools necessary for e-content development, including high-definition cameras, audio recording devices, video editing suites, and content management systems

• Licensed software applications such as Adobe Creative Suite, Final Cut Pro, Camtasia, and Blackboard Collaborate are available to users, providing a comprehensive suite of tools for multimedia production and collaboration.

• In conclusion, the Audio Visual Centre, equipped with cutting-edge technology and resources, serves as a catalyst for e-content development and multimedia production. By leveraging these facilities, faculty members and students can create engaging and interactive learning materials, enriching the academic experience and fostering innovative teaching learning practices.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 17.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
59.10854	86.56115	76.77582	70.91540	33.28886

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

4.4.2

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

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

Response:

Response:

St Theresa's college for women with its 70 years long experience has established systems and procedures for maintaining and utilizing every facility under its domain. Every year the management spends a large amount for maintaining the physical, academic and support facilities. The care and regular maintenance of the entire college and the Campus is monitored by a team of staff who supervises daily functioning. The college has well-defined Policy and Procedure for maintenance of infrastructure and facilities and its utilization. The college office maintains a maintenance report register. Logbooks and stock registers are maintained. Security and safety equipment are maintained with the support of experts. To utilize common amenities, bookings are done with the approval of the principal by the technical staff is in charge of Preventive and Corrective maintenances.

A technical committee comprising 3 faculties is responsible for college LMS. E-Waste strategies are followed for obsolete IT equipment. The laboratory assistants take care of the laboratories. Calibration and modernization of equipment are attended to by the professional agencies. Logbooks are maintained in laboratories. Fire Extinguishers are installed. The proper utilization and maintenance of the sports

Infrastructure is the responsibility of Physical Education Department. Library maintenance and augmentation of the library facilities are regularly done Pest management is executed as a preventive maintenance. Smoke/Fire Detectors are annually checked. Water and Waste Management systems are in place in the campus and biogas plant.

The care and regular maintenance of the entire college and the Campus, is monitored by a team of staff supervise daily functioning. They regularly ensure the cleanliness and maintenance of the college. A group of workers are deployed in doing all the cleaning tasks regularly. The roads, common places, faculty and class rooms, laboratories, research centers, rest rooms are cleaned daily and mopping is done periodically. Labs are maintained by lab assistants. The stocks and records of all laboratories are maintained by storekeepers and record assistants under the supervision of Heads of various departments. Department wise annual stock verification was done by committees.

The campus of St. Theresa's has become synonymous with elegance and neatness. This is made possible with the dedicated efforts made by the Management in undertaking...

- 100 KW Solar power plant and solar street lights
- Innovation and Incubation Centre
- Paper Recycling Unit.
- Up gradation of office and exam cell automation
- Three silent energy efficient generators with capacity of 30 KVA
- Steam cookers for energy conservation in the hostel
- R.O. Plants in college and hostel
- Centralised Information Kiosk
- waste disposal bins and Plastic waste collection units at strategic points
- Replacing of outdated and damaged equipment in laboratories through an internal audit called stock verification conducted at the end of every academic year.
- Annual electrical maintenance work is carried out.
- Reconstruction and repair of roads
- Painting of the class rooms and all the buildings.
- Renovation of the wash rooms and basic amenities.
- Face lift to the campus ambience and landscaping.
- Upgrading and repairing classroom furniture.
- Upgrading the parking facilities.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 53.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
165	708	1306	2224	1975

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

Response:

Response:

Since its establishment, the college has produced numerous leaders who have made significant

contributions in various fields. St Theresa's College have been increasingly recognizing the importance of career counselling and guidance for their students. The initiatives taken towards Guidance for career counselling including e-counselling are as follows:

The college primarily provides **regularcareer counselling programmes** to its students, encompassing a wide range of disciplines such as Science, Arts and Humanities, Commerce and Management, Agriculture, and other science streams. These counselling programmes cater to all our students. The college offer **orientation programmes** for incoming students, aimed at familiarising them with various tactics and platforms to enhance their effectiveness in learning curriculum and securing employment opportunities in esteemed, high-paying firms. During and after the COVID-19 pandemic, multiple departments implemented numerous **online programmes** with the objective of enhancing students' employment prospects. College proactively undertook the task of arranging Motivational Talks on Personality Development, Conceptual Research etc.,

Placement cell have coordinated training programmes focused on interview skills, current trends in job prospects programmes aimed at enhancing soft skills. Guidance for **competitive examinations**: In today's competitive world, students are required to pass several competitive exams, such as GATE, CAT, TOEFL, GRE, GMAT, CMAT etc. as well as those for the Defence Services, Banks, Railways, Public Sectors, and Corporations. It is important to provide support and guidance to students as they prepare for these challenging tests. Seminars and expert lectures on career guidance and counselling help students gain the knowledge, skills, and experience needed to understand opportunities, consider alternatives, and succeed in society. Students are trained for placement drives and higher studies.

St. Theresa's Centre for Entrepreneurship Innovation and Start-ups STCEIS and **IPR cell** prepares students for starting their own ventures and start-ups. These activities aim to prepare students for the evolving workplace of the twenty-first century.

- Institution conducts personality and aptitude assessments to help students understand their strengths, interests, and skills, which can assist them in making informed career decisions.
- Institution arranges interactions with alumni who have successful careers in different fields. This allows students to gain insights into various career paths and learn from real-life experiences.
- Career fairs and placement events are organized by institution to bring employers and recruiters to campus, giving students a chance to explore job opportunities and gain insights into the job market.
- Online Resources and Portals: Institution often provides access to online resources and portals that offer information about various career options, industry trends, and job prospects.

Career counsellors work with students individually to create personalized career plans, taking into account their interests, goals, and academic performance. It's always a good idea for students to proactively seek out career counselling services and resources available at institution to make the most of the opportunities provided.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 55.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
430	410	364	496	598

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

graduated students during the last five years

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

Response: 0.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	2	0	1

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

5.3 Student Participation and Activities

5.3.1

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

Response: 108

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	6	2	23	50

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

5.3.2

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

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

Response:

Students have active representation on academic and administrative bodies and committees of the Institute. Student Union/Council is the highest body of the student union to promote and facilitate co-curricular and extra- curricular activities of the college. They are elected in a democratic poll conducted by class representatives and are inducted formally during the ceremonial Union Inauguration held in the month of July every year. Student parliament consists of office bearers and the representatives of various groups.

The student council ignite the very spirit of student leadership in the youth of today and provide training to the students to help inculcate public spirited and socially sensitive values right during their formative years. We aim to raise the extent of sensitivity, awareness, involvement, responsiveness, access and the sway of youth in the political and democratic processes, so that a healthy democratic system is evolved. We hope to produce competent public leaders and policy makers from the grass roots and from all walks of life and to create most ethical, spirited and competent public leadership in the country, which also shape our policies, make our democracy vibrant and bridge the chasm between the way we are governed in the future. The **student parliament** is conducted periodically with the participation of the representatives from the management, staff and office Superintendent. This forum is mainly helpful for resolving issues if any and teach the students towards positive leadership. The student parliament also organizes mock parliament meetings.

Organization of Special Events:

Union Office bearers and Class representatives are elected on basis of their communication skills, disposition, academic performance and involvement in extra and co-curricular activities. The class representatives play a vital role of liaising with the faculty, management and the student body for the smooth conduct of all activities and programmes. The college union takes up a vital share of the following activities.

- Overseeing the conduct of morning assembly
- Organising college union induction and valedictory programmes
- Organising celebrations like Teachers' Day and other days of significance.
- Supporting the faculty and departments in all co-curricular activities
- Members of Student Quality Circles.
- Event management by the MBA and BBA students for techno fests, college days, Graduation days etc.

Student representatives are included in both Academic and Administrative bodies to enable Student-centricity. Training in Leadership Qualities, sharing of innovative ideas, enhancing of confidence and capabilities are made possible in such capacity building activities.

They are inducted into the following bodies:

- Internal Complaints Committee
- Grievance Redressal Committee
- Anti-Ragging Cell
- IQAC
- Career Guidance and Placement Cell
- Fine Arts Committee

- Curriculum Development Committee
- Equal Opportunity Cell
- Women Empowerment Cell
- Campus Ambassadors Committee
- Cultural Committee
- Boards of Studies
- Academic Council
- College Newsletter/Magazine Committee
- Hostel Committee
- Sports and Games Committee
- Library Committee.

The Student Parliament and the Student Quality Circles play a vital role in bringing about Quality culture on campus. The activities enhance their communication skills, management skills, leadership skills, team-work, time-management, resource management skills and builds confidence in each student.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 12.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	1.76885	8.86665	1.45755

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

5.4.2

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

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

Response:

The formation of the Alumni Association aimed to provide a unified platform for interaction within the alumni community, fostering philanthropic and professional support for their alma mater. The college has an Alumnae Association – "TAA" which functions effectively in making a great impact on the uplift of economically disadvantaged students and in upgrading infrastructure of the institution.

Theresian Alumnae Association, TAA meet once in a year on the 2nd Saturday of the month of December at the college. In the annual general body, meeting prominent Alumnae are recognized and felicitated. Alumnae from all around the globe turned up for the Platinum jubilee celebrations in December 2023 and cherished their memories Mrs Taneti Vanitha, our prominent alumni and Home Minister of Andhra Pradesh was the Chief guest of the Platinum Jubilee celebrations. Mrs. Raja Kumari, IPS, DIG- AP and Dr. T. Jyothi, IFS, Visakhapatnam our alumnae were the guests of honour.

Activities of the Theresian Alumnae Association:

- Striking links and networking with Theresian Alumnae spread in all parts of the world and bringing them together annually on the second Saturday of December for planning constructive activities and fellowship
- Securing vital feedback from alumnae about curricular, co-curricular, extracurricular activities for the purpose of upgrading the same.
- SNEHITHA - Theresian Alumni Association organized a cultural extravaganza at the Diamond Jubilee of the establishment in 2013 and raised funds towards scholarship of Rs. 5,000 for 60 students every year.
- SNEHAHAAR – free mid-day meal scheme for nearly 60 students has also been launched in 2013 to provide nutritious meals to needy students.
- Inviting alumnae who are prominent entrepreneurs, industrialists, principals of schools and colleges to conduct campus recruitment drives.
- Encouraging alumnae to institute scholarships, medals (gold and silver) and proficiency prizes to

meritorious and deserving students.
- Alumni are included as members in the Board of studies. They are invited for meetings at the college and they interact with their teachers and express their suggestions on curriculum revision.
- Alumni gave Guest lecturers to the students on some contemporary technological developments and career guiding focuses.
- Lecture series by prominent alumnae of some departments to motivate and connect the students to the Industry.

TAA aspires to build a global community of Alumnae by launching new chapters in different countries. TAA has contributed towards the welfare of students and alumni of the college. TAA avails 31 merit scholarships to deserving meritorious students of the college. Alumni has organized Webinars and Invited lectures for the benefit of the students of the college. Alumni actively support placement training and placements of students of college. TAA has honoured distinguished alumni of the college who have significantly contributed to the society.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Ch.S.D.St. Theresa's college for women was founded in 1953 by the visionary sisters who dedicated their lives to the mission of educating Indian youth. Responding to the needs of the society and the signs of the time they established it to empower the women. The leadership of the college continues to be committed to this vision and mission.

Vision

Create personally mature, professionally equipped and service oriented, integrated women leaders committed to excellence and trained on the lines of Gospel truth to become assets to the community and nation.

Mission

True to the Thresian Motto **"From Darkness to Light**" we strive to create integrated women leaders, empowered and committed to excellence, proactive, innovative, custodians of culture and heritage, channels of human values and lights of God's transforming love.

The Board of Management (BoM) comprising of the Provincial Superior and her council form the apex body of the management. The management frames the overall policies and direction, the executive leadership of the College is assisted by a number of academic and administrative bodies help in efficient and effective running of the College. The visionary leadership has ensured that our college is one of the first colleges that has **started implementing the NEP curriculum from 2021-22 onwards** highlighting the college's commitment to wholesome education.

The Principal and senior staff have extensive knowledge experience and National and International exposure which helps in the effective leadership, in ensuring the growth of the institution and providing excellent educational standards. Reinforcing culture of excellence the Management**, IQAC** , Coordinators and members of various committees, **Student Parliament, Student Quality Circles** and representatives elected in various capacities ensure that a culture of excellence is promulgated on campus. The regular meetings of the Staff Council, IQAC, College Development Committee, Curriculum Development Committee, Examination Committee, TTIPS, Counselling Cell, Academic Council, Students Parliament, address various issues pertaining to development in curricular, co-curricular, infrastructural, evaluation aspects and help in a continuous review of the growth dimensions of the college.

Interaction with stakeholders, the Parent Teachers Meet and Alumnae Association meets provide scope to discuss and debate with various stakeholders to give their valuable insights and suggestions on academic, non-academic, research and administrative parameters of the college.

Identifying needs and championing Organizational Development (OD), an excellent **feedback mechanism** along with the smooth functioning of various bodies that set goals, plan well ahead and execute the plans systematically helps in identifying lacunae and work for overall quality enhancement in the college.

Academic Audit, Academic Performance Indicators, regular assessments and reviews favour continuous improvement.

Reflecting the college's vision, there is ample involvement of students, alumni, PTA and community leaders in academic and non-academic activities.

The college remains committed to its vision by promoting ideals of ecumenism and secularism. In tandem with this, students and other stakeholders of all faiths are considered equal, even though the college is run by a group of minority Christian communities of India. The institution's perspectives about NEP Implementation and other strategic decisions project a commitment to wholesome education

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Response:

The Institutional Perspective plan is very effectively deployed and the Institutional bodies function effectively as visible from policies, administrative set up, appointment, service rules and procedures etc.

At St.Theresa's a culture of participative management prevails at all levels thereby promoting streamlined administration and effective functioning. All statutory bodies are duly filled and functions as per the pre-planned Academic Calendar.

The Board of Management (BoM) is the Apex decision–making body with Provincial Superior of the Eastern Indian Province and her councillors as members. Resolution from the Governing Body and Internal College Development Committee require approval of the BoM.

Governing Body established as per the norms of the UGC for Autonomous Colleges comprises of Provincial Superior, Correspondent, Principal, other Management members, UGC Representative, Government Nominee, Affiliating University nominee, management nominated representatives from educational and corporate fields, leading citizens and staff representatives.

Academic Council established on the lines of UGC guidelines for Autonomous Colleges comprises representatives from University, Management, Faculty, Subject experts, specialists from Industry, educational fields and students. It ratifies the resolutions of the Boards of Studies.

Boards of Studies evaluates and updates the syllabus keeping in mind the global competencies and various exigencies for the all-round development of the students.

Finance Committee manages the financial aspects of all schemes / programs of the College.

Examination Committee plans and reviews student performance and progression. It brings to effect the decisions of the apex bodies regarding Curriculum, Examination and Evaluation.

IQAC is responsible for planning and quality monitoring.

Staff Council comprising the Principal and Heads of Department of academics, discipline and calendar of activities. The decisions made are communicated as the departmental meeting to the faculty.

Appointment of the Staff:

The Government aided staff are appointed as per the norms of the State Government. However, staff recruitment has been stopped by the Government since 2002. The retirement vacancies are filled by the Staff Selection Committee appointed by the management.

Adherence to service rules: The College adheres to the service rules of the Andhra Pradesh State Government as well as the rules of the Education Policy of the Sisters of St.Ann, Eastern Province.

The **SPDD** is an effort to scribble out a pathway towards achievement of goals the institution has set. Mere formulating the strategic plan doesn't ensure success, but it provides a guiding framework which is a collective wisdom delivered by the process of participative brain storming of stakeholders. The proper implementation of strategies through teamwork with good spirit leads to success and sustainability over a longer time. The strategic planning is not a static document but it is dynamic process which must respond to the changing environment. There are restrictions in spelling out the detailed processes to be deployed to get the desired outcomes. Hence it needs continuous evolution to incorporate the lessons we learn during the implementation. It emphasizes the role of IQAC in ensuring the quality of implementation by periodic evaluations of outcomes.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

The college has a well-structured and effective mechanism for performance appraisal, avenues for career development, and effective welfare measures for the teaching and non-teaching staff.

Performance appraisal is conducted at different levels:

Academic, Administrative and Development Performance Indicators (AADPI): Annually the principal submits AADPI report on the NAAC- based criterion wise performance report to the Regional Joint Director, Collegiate education.

Annual Academic Audit (AAA) by the external and IQAC members assess the overall performance of the college department wise.

Annual Self-Appraisal Report (ASAR) as per G.O Ms. No14 Higher education is submitted with documentary evidences, by every faculty to the IQAC who forwards it to the principal who in turn certifies and upload data on the government portal.

Faculty appraisal by the students – Annually the students submit online their assessment of the staff. It is evaluated by the principal.

Heads of each department regularly monitor performances of the staff based on the academic work diary.

Student feedback about the performance of teachers is collected by the Heads of the Departments and necessary correctives initiated based on suggestion and remarks in the feedback. The promotion of staff is based on their performance evaluated by an external selection/ screening committee appointed by the university.

Staff welfare and benefits

The Staff welfare and benefits are assured by IQAC and the following bodies:

1. **Theresian Teacher Improvement Programs** (T-TIPS): Professional development of the staff is monitored by the T-TIPS committee under the aegis of IQAC. Faculty forums, staff seminars, FDPs, Orientation of the newly recruited staff, Training for class room management, evaluation of the student satisfaction are all under this committee. T-TIPS organizes FDPs and OJTs for the administrative and non-teaching staff.

2. **Theresian Staff Club**: A forum to address the welfare and development of the teaching staff. The office bearers take lead to organize get together, sharing moments of togetherness and achievements, addressing any issues with the government, management, establishing linkages with other academic and social bodies for the benefit of the staff.

3. **Non-Teaching Staff Association**- A forum for the welfare of administrative and other non-teaching staff members.

4. **Bank of St. Theresa (BoS)** – Quick loans from the Bank of Theresa which is a commerce-students managed bank with loan facility to the teaching and non-teaching staff members.

The welfare measure adopted by institution includes

- Quick loans from the Bank of Theresa and the management
- ESI facility for self-financing employees.
- Scholarship and 50% concession for children of staff members
- Incentives and recognition of staff for publishing papers, acquiring Ph.D.
- Financial Assistance for participating in conferences/ seminar and for joining professional bodies provided from college.
- Medical Insurance for all unaided staff under STARS program.
- Staff get-together, staff tour, cultural events, and sports for the recreation and mental wellbeing of teaching and non-teaching staff.
- Maternity Leave, Medical Leave and other categories of Leave are provided to staff members as per government rules.
- Faculties are encouraged to take Research Guide ship and to apply for Projects from various funding agencies.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 41.95

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	44	84	119	13

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

6.3.3

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

Response: 64.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	30	205	31	145

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

Response:

The fund utilization and the working of the financial system is effectively monitored by the Superintendent, who is a faculty member of the College, the correspondent and the Principal. They are the active members of the administrative and organizational hierarchy of the college. They preside over the infrastructural and academic financial requirement layout streamlined by more than other committees and take necessary action for mobilization of funds and resources. These committees are highly participatory in structure and form, and include members of the teaching and non-teaching staff.

An Annual Budget foreseeing the economic policies and financial requirements is formulated by the end of every year by the stakeholders and presented by the Superintendent for approval in the Finance committee and Managing Council. The Committees which give the majority of recommendations are as follows:

Planning and Management subcommittees address the requirements of departmental financial

requirements and funds for salary, and routine academic and non-academic activities. College management council evaluate the development and maintenance of infrastructure in the college and make necessary recommendations. The Purchase Committee headed by the Principal monitors the need for infrastructural development and invite tenders, quotations and funds are released accordingly. The financial recommendations from the various committees are scrutinized by the Principal and Superintendent and recommended for the approval of the Governing Body.

The college is able to implement various quality enhancement activities with its ability to mobilize resources. Remuneration and Reward Government pays the salary for the aided Faculty. The self-financed staff are paid by the management. Funds are allocated for effective teaching-learning practices such as organizing seminars for the faculty, departmental seminars and training programmes. Faculty members are honoured on the college day for their achievements in research in arts and science streams separately. The research seed money is paid by the management for publication in referred peer reviewed journals.

Management grants funds for carrying out teaching learning and research activities and for infrastructure augmentation. Alumni and well-wishers contribute to the college for infrastructure augmentation and academic activities.

The funds released from the various external bodies such as UGC, RUSA, CSIR, DBT, DST, CPE, Autonomy Grants etc., shall be audited by the Charted Accountant hired by the institution. The respective bodies shall perform the audit for the funds utilized. The college Financial Administrator maintains the records of the audited statements, utilization certificates, Income and Expenditure statements and bills. If any, discrepancy/ objection is raised by the external bodies/audit parties during the external audits and internal audits performed by the Commissionerate of Collegiate Education or Regional Joint Director of Collegiate Education, they will send a report/ letter to the institution. Accordingly, the Principal will submit the required data to the respective departments for the concerned objections.

Major sources of Funds:

- Grant-in-aid
- Income from Self Financing Courses
- Scholarships & Grants for students
- Contribution from retired faculty, alumni and philanthropists.
- Funding for Projects from various Government (RUSA) and Non-Government agencies

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.4.2

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

Response: 217.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.1	8.0	5.0	198.54370	3.0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

Ch SD St Theresa's college for women (A) Eluru, is known for its integrity in its functioning since its inception in 1953. The college is able to implement various quality enhancement activities with its ability to mobilize resources. The funds released from the various external bodies such as UGC, RUSA, CSIR, DBT, DST, CPE, Autonomy Grants etc., shall be audited by the Charted Accountant hired by the institution. The respective bodies shall perform the audit for the funds utilized. The college Financial Administrator maintains the records of the audited statements, utilization certificates, Income and Expenditure statements and bills. If any, discrepancy/ objection is raised by the external bodies/audit parties during the external audits and internal audits performed by the Commissionerate of Collegiate Education or Regional Joint Director of Collegiate Education, they will send a report/ letter to the institution. Accordingly, the Principal will submit the required data to the respective departments for the concerned objections.

Financial Audits are regularly conducted to ensure accountability. Government and management accounts are maintained and subjected to internal and external audit. External audits are conducted by Government agencies, Deputy Director of Collegiate Education and the Accountant General's office annually. The audit comments are acted upon and defects rectified. The major and minor projects funded by agencies are also externally audited.

Management accounts undergo external audit by authorized Chartered Accountant. Internal audits are conducted annually by the Administrative Office of the college, which is verified by the Principal. The reports of the audits are placed for discussion and approval before the Governing Body(GB).

Internal and external Audits are conducted regularly:

Stock verification is conducted annually in every department to check the status and effective utilization of the equipment, to attend to repair or maintenance issues.

The Office Superintendent and personnel check the monthly cash ledgers. Quarterly and internal audit is conducted by the internal auditors appointed by the Society.

Management appointed External auditors audit the accounts annually.

Government aided program audits are carried out by the Government appointed auditors

File Description	Document
Upload any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The IQAC of the college has institutionalized many practices which eventually augmented the quality culture of the campus.

1.Implementing and institutionalizing NEP 2020

IQAC played a key role in institutionalizing the NEP 2020 in letter and spirit. The implementation commenced in the academic year 2021-22.

- Student-centric, experiential, collaborative and inquiry-based approach is emphasized.
- Restructuring of curriculum on the basis of National Credit Framework (NCrF).
- Mandatory community Service projects, in-house projects and Semester-long internship/OJT/Apprenticeship.
- Compulsory multidisciplinary/ skill-enhancing/ IKS components with wide choices

- Mandatory credited and non-credited courses like Yoga, self-defense, Basic Life Support courses.
- Inter institutional credit transfers and course sources.
- Compulsory courses from ONLINE Platforms with choices.
- Free courses from EdX and other platforms for International certifications
- Academic Bank of Credits
- Internationalization through MoUs and collaborations enhancing credit transfer and dual degree.
- All UG programs converted to 4-year honors program with Research components and upward mobility to PG programs.
- IPR, Innovations, and Start-ups a regular feature in curriculum.
- Recognition for research projects and innovation.
- Integration of Industry-based skill training and internships, live projects
- Multiple entry and exit potions with Certification.

The IQAC members having completed many training programs concerning the paradigm shift, motivated and trained the staff for the great change. The IQAC members were also in the panel of the State curriculum development committee. The redesigned curriculum aims to move away from rote learning method and encourage critical thinking, problem solving, creativity and conceptual understanding. The system facilitates Online and hybrid Classrooms setting and encourages learners to engage in investigation and research study. The students have great options to design the course of study according to their aptitude considering their personal aptitude and learning capacities. Greater flexibility is planned for the future.

2. **Consultancy and Mentoring**

Since the 4th cycle of NAAC accreditation in 2017, with a CGPA of 3.56 the college was in the list of colleges which has the added responsibility of MENTORING other Non-Accredited colleges. UGC identified our college under the PARAMARSH scheme and sanctioned a financial assistance of 30 lakhs for this purpose. The IQAC team of the college shouldered the responsibility and has ever since been engaged in both formal and informal mentoring. Formal mentoring was given to 6 colleges initially with functional MoUs.

Consultancy services and mentoring was a regular feature of the college. The sub teams of IQAC members took in charge of select colleges and mobilized the staff and students of the colleges and encouraged them towards opting for NAAC accreditation. The process and functioning of accreditation and quality enhancing methods were shared. St. Ann's college for women, Visakhapatnam completed accreditation with A grade. Other colleges are in the process.

Under RUSA 2.0 -component 8 from which the college got a grant of 5 crore, the college had additional responsibility to Mentor other colleges. Consultancy in Quality enhancement and research was taken up in five of colleges in the district.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

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

Response:

Response:

IQAC strives to sustain and enhance quality measures in all academic endeavors in the institution, since its inception on 08-12-2003. The IQAC of the college periodically reviews teaching learning process, its structures and methodologies of operations and learning outcomes. It has developed effective norms to review and achieve the best learning outcomes. The IQAC has devised an effective on-line feedback mechanism on teaching learning scenario in the college. It conducts student feedback on teachers, feedback on curricular aspects from students, alumni, parents, employers, stake holders and general feedback on different aspects of the campus from students, alumni, parents, employers, performance based evaluation for teachers as per the direction of the Staff council, exit (survey) poll on all aspects of the life in campus to provide valuable feedback for quality sustenance and improvement in teaching, learning and research experiences in the College. In student feedback on teachers, students evaluate subject knowledge, teaching skills, commitment, impartiality and attitude of the teacher. In feedback on curricular aspects from students, they voice their concern about relevance of syllabus, learning value in terms of skills, analytical abilities.

Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC:

1. Administrative and Academic Audit (AAA): IQAC collect the self-evaluative reports from the departments as well as the reports of the internal peer teams led by senior faculty members through an **internal audit.** Peers from different institutions assist in conducting the **external audit**. Evaluative reports of all department and executive summary highlighting the strengths and areas for improvements are consolidated and compiled by the audit panel. It is then submitted to the Higher Education departments.

Academic review through periodical meetings with the departments, Internal Examination Committee, Staff Council, the principal throughout the academic year ensure effectiveness and continuous development of the teaching-learning processes.

2. Use and enrichment of ICT infrastructure:

The use of ICT tools has become an integral part in teaching -learning process. IQAC always encouraged teachers to utilize these tools in academic and laboratories. IQAC prepares the plan to include the use and enrichment of ICT infrastructure expecting from each department. The IQAC has advised the administration to enrich ICT infrastructure by purchasing advanced ICT tools and broadband internet Wi-Fi facility. Training programs were organised for the teaching and administrative staff to maximise the use of Learning Management system. E- content development, completion of MOOC, Swayam and other

online platforms and incorporating it into the curriculum for the students have become a regular practice. Many Staff completed Training of Trainers program and in turn trained all the other faculty. The staff teachers are now adept in developing course modules using the State of the art Multi Media Studio of the college.

Feedback forms as an essential evaluative tool for measuring the quality of educational steps taken. Feedback forms are given to the teachers and students to voice out the suggestions. Thus, the gap between the learner's needs and the teacher's expectations are sorted.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:

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

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Response:

Gender equity and sensitization

Ch.S.D. St. Theresa's College for Women (A) Eluru is committed to actively integrating Sustainable Development Goals (SDG's) and principles into both its curricular and co-curricular activities to align with its vision and mission. This dedication is clearly demonstrated through a proactive approach to raising awareness about gender-related issues among students and staff. At the start of each academic year, the institution meticulously plans awareness programs as part of its action plan, emphasizing the importance of gender equality. The institution's policies and practices further reflect its strong commitment to fostering fairness and creating an inclusive learning environment. Moreover, the college provides a range of essential facilities specifically tailored for women on campus, essential for establishing a supportive and inclusive atmosphere. These facilities include programs on women's awareness, self-defence training, safety measures, security provisions, and diverse learning opportunities promoting self-reliance. With amenities such as an NCC wing, NSS, residential hostels for both staff and students, well-lit pathways monitored by security personnel, and round-the-clock CCTV surveillance across the campus, the college ensures a safe and conducive environment for its community.

The coordination between the institution's IQAC, Women's cell, NCC, NSS and other clubs enhances the scope of organizing various programs that engage students holistically in a wide array of activities. Annually planned awareness programs serve as a vital platform for educating the college community on issues related to gender-based discrimination, the impact of stereotypes, legal awareness, mental and physical health, and other pertinent topics. This ongoing dialogue fosters a culture of respect, tolerance and mutual understanding among both students and staff emphasizing the importance of gender inclusivity.

Women's cell of the college stands as a dedicated entity focused on addressing concerns related to staff and students. It remains actively engaged in receiving and addressing grievances, ensuring a safe and respectful environment within and outside the college premises. Additionally, various committees such as the Anti-Harassment Committee, Anti- Ragging cell, Students' Grievance Redressal Cell and Internal Complaints Committee work diligently to prevent and address any form of harassment, providing a confidential platform for reporting incidents and implementing measures to maintain a secure environment for all members of the college community. Access to counselling services that cater to the unique needs and concerns of students contributes significantly to the inclusive environment fostered

within the campus. Through collaborative efforts with multiple clubs and organizations, the college enriches the student experience by not only focusing on academic excellence but also emphasizing social responsibility. This approach nurtures a campus culture that values and supports gender diversity and inclusivity, promoting a harmonious and accepting environment for all individuals involved in the college community.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

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

7.1.3

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**

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

Response:

Response:

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

Ch.S.D. St. Theresa's diligently implements various waste management measures in collaboration with local municipal bodies and through internal **recycling and reusing** methods to address both degradable and non-degradable waste on the college premises. The types of waste generated include solid waste, liquid waste, e-Waste, paper waste, and Non- Hazardous chemical waste from the Chemistry labs.

Solid waste management at the college involves the segregation and processing of food waste from the canteen and hostel mess, as well as the collection and decomposition of tree-trimmed waste to produce **organic manure**. A well set-up **vermicomposting unit** has been effectively utilized since 2006. This organic manure, specifically utilized by the Department of Botany and the Department of Agriculture and Rural Development, plays a vital role in the cultivation processes for various crops such as black rice, sweetcorn, millets, and vegetables. The harvested produce is either sold to the Theresian family (staff members) or to external markets. On the other hand, liquid waste management focuses on collecting the waste water from the RO water plant into the underground water tank from which it is recycled for watering the garden. The rainwater is harvested for irrigation purposes to sustain the greenery and landscaping on the campus.

Additionally, the institution prioritizes proper e-Waste management practices by responsibly disposing of outdated monitors, mouse, keyboards through recycling initiatives or through authorized channels provided by local municipal authorities. Furthermore, the college has established an efficient waste recycling system to handle paper waste in the forms of records, prints, or any other paper materials, emphasizing the importance of reducing environmental impact through the **PAPER RECYCLING UNIT** established within the campus.

In the Chemistry labs, although the chemicals used for academic purposes are not deemed hazardous, the waste generated is disposed of with strict adherence to regulations, ensuring compliance and safety. Any chemical waste from both undergraduate and postgraduate experiments is managed meticulously with necessary communications and notifications sent to the appropriate local authorities for proper disposal methods. In the chemistry laboratories hazardous chemicals and dyes are not used. Dilute acids are used in chemistry laboratories and discharged directly. When it is necessary to use strong acids or bases, they are neutralised before discharge. No radioactive elements of any kind and form are used.

The Theresian Green campus initiative called **PRAKRUTI** and Eco club emphasise prevention / reduction of waste at its source. One of the best practices in the reduction of plastic waste on the campus is **PLASTIC COLLECTION BANKS** set up in the campus at various spots to facilitate recycling and prevent pollution. The college has well maintained and pollution free environment because of the meticulous green initiatives and the annual GREEN **AUDITS**.

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

Response:

Green campus Initiatives at Ch.S.D.St.Theresas encompass a wide array of sustainable practices that are meticulously designed to actively contribute to the creation and maintenance of an eco-friendly environment within the campus grounds. These holistic initiatives, which constitute a cornerstone of the institution's commitment to environmental responsibility, involve the strategic implementation of various measures aimed at reducing the ecological footprint of the campus and promoting a culture of sustainability.

For instance, among the many initiatives undertaken, one can find measures such as the restriction of automobile entry on campus, an initiative that not only minimizes emissions and noise pollution but also promotes alternative modes of transportation that are more environmentally friendly, such as the use of bicycles, battery-powered vehicles, and college buses for transport. Additionally, the creation of pedestrian-friendly pathways serves to not only ensure the safety of individuals on foot but also encourages a healthier lifestyle by promoting walking as a means of getting around the campus.

Moreover, the campus has taken significant steps towards waste reduction by imposing a ban on plastic usage, a move that not only helps in minimizing plastic pollution but also fosters a more sustainable waste management system. Furthermore, the enhancement of the landscape through tree planting and greenery initiatives underscores the institution's dedication to creating a vibrant and aesthetically pleasing environment that is in harmony with nature.

In line with these efforts, the campus has distributed approximately 200 saplings per annum as part of various occasions such as **World Earth Day**, **World Environment Day** and **Independence Day** thereby encouraging a culture of environmental consciousness and green practices among students and staff. This commitment to fostering an eco-friendly culture is rooted in the belief that small individual actions, when combined, can lead to significant positive impacts on the environment and society as a whole.

The integration of these initiatives has transformed the campus into a unique and welcoming space that seamlessly combines modern sustainability practices with a natural and tranquil ambiance. Visitors and members of the college community alike can bask in the benefits of a greener, more environmentally conscious environment that not only nurtures a stronger connection to nature but also promotes overall well-being and sustainability.

Additionally, the rich history and cherished memories of the college are further enriched by the nostalgic lunch gatherings of the first batch of students, marked by the **iconic 70+ year old neem tree located at the heart of the college ground**. This revered tree serves as a symbol of continuity and tradition, bearing witness to the passage of time and the enduring spirit of camaraderie among students over the years. Its sprawling branches offer shade and sanctuary, creating a sacred space where memories are etched into the very fabric of the campus, serving as a reminder of the legacy and values that have stood the test of time at Ch.S.D.St.Theresas.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

maximum of 500 words

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

Response:

Response:

St. Theresa's College takes immense pride in its unwavering commitment to cultivating a warm and inclusive atmosphere that caters to the diverse needs of differently-abled individuals, also known as Divyangjan. By proactively ensuring accessibility and eliminating obstacles across the entire campus, the college symbolizes its dedication to fostering an environment where everyone feels welcome and valued. One key aspect of this commitment is the extensive measures taken to create a truly barrier-free setting within the built environment. This includes the strategic placement of ramps and support for steps in every block, allowing for seamless access to classrooms and promoting inclusivity and fluid movement for all students. Moreover, the provision of Divyangjan-friendly washrooms on the ground floor significantly enhances the convenience and comfort of individuals with disabilities, reflecting a thoughtful and empathetic approach to facility design.

In addition to physical enhancements, the college has also prioritized the implementation of comprehensively informative signage across all departments. These signs, which encompass tactile paths, well-illuminated areas, display boards, and clear signposts, play a crucial role in facilitating navigation and communication for all individuals, regardless of their abilities. Furthermore, the institution has established robust provisions to ensure inquiry and information accessibility cater to various learning styles and needs. From offering scribes, and soft copies of reading materials, St. Theresa's College continually strives to accommodate diverse requirements, ultimately fostering a dynamic learning environment tailored to every student.

Notably, the availability of screen reading technology (support from staff and students), study materials, conducting open book exam (Since the approval of Autonomy) upon request represents yet another example of the college's proactive approach to supporting students facing challenges such as low IQ. By ensuring equitable access to educational resources through innovative technological solutions, the institution demonstrates its unwavering dedication to promoting academic success for all individuals, regardless of their physical or cognitive obstacles. The Equal opportunity cell of the college headed by senior staff enlists every specially abled student, assess their cognitive and learning levels and difficulties if any and addresses it. The college has a special room for the specially challenged students where they can relax and study. Overall, St. Theresa's College remains resolutely committed to creating a nurturing and empowering environment where every individual can flourish and excel, irrespective of their unique circumstances.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

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

Response:

At our college, fostering unity amidst diversity is a foundational principle that underpins our strong dedication to cherishing a wide range of festivals with unyielding joy and zeal among our students. This dedicated approach seeks to imbue within our student body a profound reverence for the myriad religions, cultures, and languages that coexist within our community. Through actively championing an atmosphere of inclusivity and empathy, we aim to nurture harmonious relationships and uphold religious, social, and communal concord by engaging in the observance and reciprocal exchange of well wishes during various significant occasions rooted in our diverse Indian heritage.

In our continuous effort to cultivate an understanding and admiration for the myriad facets of our culture, encompassing regional customs, linguistic subtleties, and communal rituals, we thoughtfully coordinate a diverse array of captivating events such as ethnic week, communal harmony week, Telugu Divas, Hindi Bhasha Dinotsavam, Christmas, Joy of Giving, Sankrathi, Eid, and more. These meticulously organized celebrations not only display the richness and liveliness of our cultural mosaic but also act as a potent force in fostering a profound sense of social and religious unity within our college community. Youth Festivals are conducted by the District and State level youth services every year. St. Theresa's college is often the destination venue for many such events where young students from over the district come together and present the cultural diversity of the Nation. Our students actively compete and bring home state level prizes and in the past enen the Golden Nandi award from the Government of Andhra Pradest.

The strategic implementation of these culturally enriching events, overseen collaboratively by both the management and faculty, has significantly contributed to the instillation of values like Courtesy, Courage, Compassion, Creativity, and Commitment among our students. Through these collective acknowledgments of diversity, we endeavor to establish a dynamic and nurturing environment that encourages a spirit of togetherness, comprehension, and mutual regard among all individuals associated with our college institution.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

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

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

Response:

Sensitizing students and staff members of Ch.S.D.St. Theresa's College for Women (A) Eluru to their constitutional obligations stands as a critical and foundational pillar within the institution, serving as a cornerstone for imparting the essential values, rights, duties, and responsibilities that define active citizenship. Through a multifaceted approach, this educational process strives to cultivate a profound understanding and a genuine appreciation for the guiding principles enshrined in the Constitution of India, thereby encapsulating the very essence of responsible and conscientious citizenship. One of the key goals of this comprehensive initiative is to inspire a deep-seated reverence for the democratic ethos and constitutional ideals that lie at the heart of our nation's governance framework.

In order to realize this overarching objective, St. Theresa's meticulously orchestrates a diverse array of engaging and enlightening activities that not only inform but also motivate and empower individuals within the college community. These activities range from the lively and educational Constitution Day celebrations to the thought-provoking events held on Voters Day, Independence Day, Andhra Pradesh Formation Day, Human Rights Day, Peace Day, Youth Day, Gandhi Jayanti and other days of national and international importance. By curating these events with precision and purpose, the institution successively fosters an environment where each participant is encouraged to actively contribute towards upholding the foundational democratic principles enshrined in our national constitution.

The crux of these meticulously planned activities is dedicated towards cultivating a community that wholeheartedly embodies the values of integrity, equality, justice, and a keen sense of civic responsibility. Through a concerted effort aimed at nurturing a vibrant and inclusive society, St. Theresa's not only educates its students and staff but also instils in them a deep-rooted commitment to safeguarding the fundamental rights and liberties that underpin the democratic tapestry of our nation. By fostering a sense of civic consciousness and promoting active involvement, St. Theresa's creates a nurturing environment where individuals are not merely aware of their constitutional duties but are ardently dedicated to upholding the democratic principles that form the bedrock of our shared national identity.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice-1

Title: STARS –St. Theresa's Arogya Rakshita Services

Objectives:

1. Instil in the students a scientific approach to the issues and health problems of students and society.
2. Identify and help the students with health and nutritional problems.
3. Through Research and Innovation add value to life.
4. Enthuse the students to respond to the needs of the society and become agents of change.
5. Generate social power for growth and escalate Institutional and Individual social responsibility.

The Context:

St. Theresa's College for Women is basically situated in a rural surrounding and caters to a great many students of the rural/tribal communities. It is known that anaemia and micronutrient deficiency are hidden problems that erase the zest from life. The students of the poorer classes suffer the most.

Departments of Food Science and Nutrition and Home Science took up to study this issue and find solution to the problem by:

- **Research:** Health issues with special reference to adolescent girls and women.
- **Innovation:** product development and supplementary food interventions.
- **Extension:** the findings of the study to be made use for the society at large.

The Practice:

The best practice STARS developed and evolved over a period of a decade from 2014 to 2024 based to the study and findings of the period. Initially started as a health welfare scheme to the College students with membership fee of Rs 100/-

Evidence of Success:

The best practice 'STAR' has been in practice for 10 years and its purview is being expanded as the years go by.

- The program was initially started has health insurance for students expanded to the staff as well as the family of our students. Extension services are offered to the high school students through **Beti Padhao beti bachao** program.
- The Anaemia Eradication program (AEP)
- About 300 Food Science, Home Science and Clinical Nutrition students of the College has gone to 234 villages in 3 tribal mandals of Eluru District and made study of the pregnant beneficiaries

for 6 months which expanded their knowledge application from LAB to LAND.

- The start-up is growing and providing employment opportunities to some students. The counselling capabilities of the students are improved.
- The College has collaborated with Eluru District Collector and Magistrate, DMHO, WCWDs, ITDA and MAARPU Trust an NGO, in a pilot study of food supplementation of micronutrient rich recipe – developed by the students

Problems encountered & resources required:

Building up the finance for the program was always an uphill task. Any student in need of health issues approach and submit a request to the STAR Coordinator and after verifying the issue the students/staff will be supported up to Rs. 50,000/-.

- Annual free Mega Health Camp in collaboration with ASRAM Medical College. The College identify every moderate and severely anaemic students give the supplements on a daily basis.
- **Research** findings are published in National and international journals.
- **Start-up –** The product was registered as a start-up and obtained FSSAI (Food Safety and Security Association India) certification.
- **Extension: Akshaja Project**

Best Practice 2

Title of the Practice: PRAKRUTHI: An Eco-friendly Campus Project

Objectives of the Practice

§ To adopt integrated eco-friendly practices for protecting nature.

§ To popularize environment sustainable practices as a way of life in the campus.

§ To implant the responsibility of safe guarding nature in the students and community.

§ To make the students ambassadors of change in the society.

The Context:

The depleting natural resources, alarming environmental pollution and irreversible damage to the mother earth propelled the college to adopt "Prakruthi" as an eco-friendly campus project. It is an integrated program involving the college management, staff, students and public. "Prakruthi" was as a result of the eco consciousness generated by the collaborative project with the Eluru Municipal Corporation about Solid Waste Management conducted in 2015.

The practice:

"PRAKRUTHI" is unique in that it is like **a big umbrella that covers a wide range of healthy practices** involving the micro level of students to macro level of Eluru Municipal Corporation and the

society at large. It was initiated through collaborative seminars and workshops with AP **Pollution Control Board**, gained momentum from a **mega student project** on solid waste management in collaboration with **Eluru Municipal Corporation**, strengthened in the **Theresian Swatch Bharat Abhiyan** movement and resulted in the transformation and behavioral change in the public.

The project includes activities like

1. Installation of **100 KW solar energy** with net metering
2. Establishment of a **paper recycling unit** that produce hand and made paper files, greeting cards, bags other products
3. Construction of **rain water harvesting** units
4. **Green Audit** and developing **model clean and green swatch habitations** in collaboration with local government administration and public
5. **Donation of tricycles** and pioneering efficient collection, **segregation and disposal of solid waste** in Panchayat.
6. Producing **vermicompost** using biodegradable waste from the campus.
7. **Organic farming** and marketing of vegetables and greens, **green soldiers** of the campus- the volunteers of Eco club became ambassadors of change in the society and actively participate in the Eluru **smart city development program** and other service-oriented activities.
8. **Adoption of 3 slums and five villages** under NSS and UBA for promoting swatchata.
9. **Month -long celebration of 'season of creation'** competitions and awareness programs in September.

Evidence of Success:

The practice has percolated into the grass root level bringing about behavioural changes in staff and students towards sustainable and eco-friendly practices.

· There is a significant change in the management of solid waste in the campus and adopted villages.

 · The recycled paper products are gaining popularity and started generating income.

· Major success of Prakruthi is its **mobilization of the local public and administration to transform the adopted village into a model swatch habitation.**

Problems encountered and resources required:

· High initial investment to establish the solar power plant and paper recycling unit

 · To eliminate the habitual practices against nature is tedious and needs sustained motivation.

· The resources required are manpower, more waste disposing units and equipment for setting up the paper recycling unit and solar power plant.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Institutional Distinctiveness Core area of distinction to its vision, priority and thrust

ASAKIRANAM – A Ray of Hope

The motto of St.Theresa's College for Women, is "THAMASOMA JYOTHIRGAMAYA" – meaning from darkness to light. Through education of women the College for the past 70 years set the lives ablaze with knowledge moulding empowered women who could make a difference in the world. On the occasion of the Golden Jubilee of the College in 2003 Asakiranam was inaugurated as a gift to the society. It was inaugurated by Sri Bola Bulli Ramaiah, the then Minister of Parliament.

The objectives:

- Institutional Social Responsibility and extension to the most disadvantaged.
- Gifting Education to the school dropouts, child labourers and street children.
- Slum development and empowerment of the Yenadi Rag Pickers.
- Community College for the poor girls and women for skill training.
- Inspiring the College students to collaborate, network and reach out.

It is a multi-pronged approach to development. The key initiatives in the project are:

1. **Asakiranam building**: With the financial support of Rs.5 lakh from the MP – LADS and the generous support of the alumnae, staff and management, a separate 3 – storey building for the education beyond the College curriculum was constructed in 2008 as a remembrance of the golden jubilee of the College.
2. **Residential Bridge School in the College campus** for the street children, child labourers of the adopted slums, for about 100 children was operated partially on government funds and funds generated by the College. About 100 children between the age of 6 and 15 were honoured in it and given bridge course. They were mainstreamed to government hospitals and schools. Children in distress identified by the District Child Line were housed in it till the issues were settled.
3. **National Child Labour (NCLP) Schools**: 3 NCLP Schools were managed in the slums of rag-pickers and other nomadic groups. Non-formal education followed by open-school examinations lighted the lamp of education in the illiterate nomadic lives of very unfortunate children. Currently two schools are still functioning in 2 slums.
4. **Community College**: UGC approved Community College was a gift to the young girls and women of the locality to continue education without the barrier of age and skill-based education in Nursing Assistance, fashion designing, ITES, Beautician courses not only increased skills but made them bread winners at home. The College students also would use their free time effectively learning short term courses.
5. **Construction of 60 concrete houses** and 80 toilets in place of the mud-huts was a great boon to

the rag-pickers families. The College management and staff took the initiative to approach the government, did the down payment and availing the load from banks, subsidy from the district Housing Corporation constructed 60 houses in two slums. The houses stood firm for the past 20 years now.

6. **Self Help Groups (SHGs):** The rag picking women who are in great debt-traps were made to form in the Self Help Group so as to start micro savings and income generating employment. Many families of the gypsies camp up well in life with this support. The College students and NSS volunteers monitor their meetings and repayment of government loans.

7. **Slum Development Project** continued even after the construction of houses. Emphasis was given to improvement health and hygiene, reduction in maternal and infant mortality, increased institutional delivery, reduced child labour, increased nutritional status. The NSS volunteers visit the slums regularly and take up various awareness campaigns, health camps, celebration of National days of importance etc. through which the people are slowly being merged in to the normal society.

8. **Employment of the tribal boys**: Government subsidized cycle rickshaws were purchased and illiterate boys and men were encouraged to join the house-to-house garbage collection for which each house would pay them small amounts. Though everyone could not succeed in maintaining the jobs still many families have additional income besides rag picking in the dumping yards.

9. **Supplementary feeding**: The problem of severe malnutrition is being dealt with mid-day meal at the child labour schools and supplementary feeding of iron and protein rich foods developed by the Nutrition and Home Science students.

The Impact:

This outreach program is successfully carried out by the College for the past 20 years. The slum has been transformed in many ways. Literacy and health indices have increased, the living conditions have changed for better. There are at least 30% of young literates. Many children complete primary education and few completed open school 10th class and higher education.

Benefits for the students: All the students have a chance for service learning, community interaction. NSS, NCC, Red Ribbon Clubs, Eco clubs, Unnat Bharat Abhiyan (UBA) and all other service committees take up many service programs in these slums. Many research studies have been conducted and papers published by the staff and students.

Challenges: Getting the cooperation of the slum dwellers for their own benefits is challenging. They do not easily trust outsiders. It took years of work among them to make them open up. Early marriages is one reason for school drop outs. Nomadic nature makes continuity in any program difficult. Debt – traps cause them to disappear without any notice. Inspite of best efforts the literacy level is only slowly increasing.

Note: The Asakiranam continues to be a Ray of Hope to the most underprivileged. Over the years it has become a beacon light not just for slum dwellers but for many girls, boys and women who were illiterates, school drop outs and unemployable.

The College management, staff and students continue the work guided by the moto of the College 'Thamasoma Jyothirgamaya' – lighting the darkened lives. It is the greatest learning the students cherish during their study in the College.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

St Theresa's college was one of the 2 colleges in Andhra Pradesh selected by the Ministry of Human Resource Development, Government of India, in 2018 for financial assistance from RUSA 2.0 (Rashtriya Uchchatar Shiksha Abhiyan) Component 8-"Enhancing Quality and Excellence in select autonomous institution". With the financial assistance of 5 Crore from RUSA the college is on its way to greater glory. Conforming to the aim of RUSA the college ushered in transformative reforms in infrastructure, teaching-learning components, research and innovation.

Educational excellence goes beyond quality. St. Theresa's embarked on a journey towards excellence in all the spheres. The outcomes are

- Upgradation of Quality Research facilities and Research labs for enhancing the research culture.
- A state of the art Video production Studio, GIS work station were further enhanced the teaching-learning experience.
- Infrastructure and ICT facilities with one Video conferencing facility, three virtual class rooms, and increased digital classrooms amplified the possibilities for digital learning.
- Academic staff and student exchange programs to Thailand and Malasia
- Introduction of Finishing school component in to the curriculum
- International forums, conferences, coaching for skill enhancement
- Capacity building program for the staff and students
- Numerous major, minor and student projects,
- Surge of 28 patents published of which one patent was granted to the college and one collaborative project, 60 Copyrights, 3 Trademarks and publication of books and chapters are signs of the quality enhancement initiatives.
- The college extended its quality culture to the select Mentee colleges through consultancy services.

Concluding Remarks :

St Theresa's College stands as a beacon of educational excellence, distinguished by its unwavering commitment to holistic student development, academic innovation, and social responsibility. Over seven decades, it has established a robust reputation for providing quality education. The institution's strength lies in its well-defined curriculum, responsive to contemporary educational needs and its effective teaching methodologies supported by advanced ICT tools. The college's infrastructure, including extensive physical and digital resources supports a conducive learning environment, fostering both academic and personal growth.

Despite challenges, the College continues to excel through strategic planning and a clear focus on its mission. The college's diverse programs offered, strong alumni network and commitment to community service distinguish it from other institutions. Moreover, the integration of value-based leadership, ethical education and a focus on inclusivity and diversity further enhance its appeal.

The SWOC analysis highlights areas for improvement, particularly in enhancing employability, increasing industry interaction and expanding research and consultancy services. Addressing these areas will not only improve student outcomes but also solidify the college's position as a leader in higher education. The

institution's strategic initiatives, such as the implementation of the National Education Policy (NEP) 2020 and the promotion of interdisciplinary and multidisciplinary approaches, demonstrate its dedication to continuous improvement and relevance in a rapidly evolving educational landscape.

The Institution's enduring commitment to excellence, innovation and social responsibility ensures its continued success and relevance. By leveraging its strengths and addressing identified weaknesses, the institution is well-positioned to navigate future challenges, fostering a culture of excellence and contributing significantly to the academic and personal growth of its students, thereby upholding its vision to create personally mature, professionally equipped and service oriented integrated women leaders committed to excellence and trained on the line of gospel truths to become assets to the community and Nation.