SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MARIS STELLA COLLEGE (AUTONOMOUS)

MARIS STELLA COLLEGE (AUTONOMOUS), OPP GOVT POLYTECHNIC COLLEGE, NEAR BENZ CIRCLE.
520008
www.marisstella.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ushering new dawn in the educational horizons of Andhra Pradesh, **Maris Stella College**, a Catholic Christian Minority Institution for Higher Education, is the first Women's College in Vijayawada, formerly an urban town and now part of the Capital region of the newly formed State. In the early 1960s, a group of prominent philanthropists of Vijayawada approached the Franciscan Missionaries of Mary (FMM) to express the need for a women's college in their region. It was in response to this invitation that Maris Stella was founded on **16th July 1962**. The institution, now affiliated to **Krishna University**, is recognized by **UGC under 2(f) and 12(B)**.

Maris Stella is one of the first colleges in Andhra Pradesh to seek accreditation from NAAC in the year **1999** and was awarded **four stars**. In June **2003,** the college was granted **Autonomy** which was renewed subsequently in **2010** and **2016**. It was re-accredited at '**A**' level in **2006** and again in **2013** with **3.24 CGPA**. It was selected as a '**College with Potential for Excellence**' by the UGC in **2006** and continues to be a beneficiary in the second phase in **2011 and in 2015**. India Today has ranked the college in 2017-18: B.A 69, B.Com 89, and B.Sc. 80 and the college also have ISO 9001:2015 certificate.

It has won several awards: for its eco-friendly campus, the library and laboratories, promoting awareness of HIV/AIDS and child rights.

Vision

Empower, Enrich, Excel, Transform

To contribute to a just and equitable society through quality education for leadership and social responsibility in an environment of academic excellence and sound values.

Mission

The mission of the college is to empower young women through a transformative education to form intellectually competent, morally upright, socially committed and spiritually inspired women imbued with the values of humanism in the service of society.

CORE VALUES:

- Truth, Charity and Personal Integrity.
- Transformative Education.
- Inclusiveness, Excellence and Social Justice.
- Holistic growth.
- Protection and Preservation of Environment.

GOAL:

- Empowerment of Women through Quality Education.

OBJECTIVES:

Translating this vision into action the college community strives

- To function as a critique and conscience of society.
- To help preserve the cultural heritage of the nation.
- To set and achieve high academic standards in an atmosphere of autonomy.
- To develop the leadership of high calibre and integrity.
- To serve the economically weak, socially backward and needy students.
- To direct its efforts to strengthen the institution of the family.
- To prepare young women to continually search for truth and to grow into mature and responsible persons, ready to face the challenges of life at home and in society.
- To accord priority to vocational and entrepreneurial education.
- To strengthen faith-life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS:

- Re-accredited at 'A' level by NAAC in the last two cycles.
- CPE status conferred in 2006 and in the second phase in 2015.
- ISO 9001:2015 certification.
- India Today ranking: B.A-69, B.Sc-80, B.Com-89.
- Need-based and job-oriented curriculum.
- Excellent infrastructure:

1. A sprawling 20-acre campus with lush greenery creating a pleasant ambience for work.
2. Spacious, well-equipped classrooms and labs/seminar halls/conference rooms.
3. A well-furnished hostel, bank, canteen, restroom, internet and photocopy centre.
4. A 2000 capacity indoor stadium.
5. Gymnasium, sports ground, facilities for indoor games, a basketball court, handball court, table tennis and a walkers' track.
6. A state-of-the-art proscenium.
7. Ramps, wheel-chair, escorts and scribes (during examinations) and Braille books/ software for differently abled students.

- **Teaching –Learning process:**

1. Fully automated library equipped with e-resources, latest books, magazines, journals and book bank.
2. Two language labs with hundred systems, headphones, external speakers and LCDs to train students in oral skills in English language and soft skills.

3. Partially automated examination section.
4. Project work, field trips, internships, industrial training, study tours, block placements for practical learning and for motivation to move beyond knowledge into action.
5. Skill development through co-curricular and extra-curricular activities.
6. Extension activities through Dept. of Social Work, NSS, NCC and Stellites to Awaken and Reach out to Society (STARS).
7. Value Education sessions to inculcate human values and professional ethics, mentoring system for individual guidance and remedial coaching for slow learners.
8. ICT enabled teaching-learning resources: e-resources, digital board, smart classrooms, free internet access and campus Wi-Fi.

Institutional Weakness

- Inability to retain quality faculty in unaided posts due to lack of aid from the government for the past 18 years.
- No PG programmes in Life and Physical Sciences.
- Reluctance by the parent university to grant recognition to research supervisors from colleges.
- Socio-cultural factors restricting students from accepting job-offers or from participating in extension activities outside the vicinity of Vijayawada.

Institutional Opportunity

- Further, strengthen ICT facilities and upgrade all the computer labs on the campus to give the students a cutting edge in the job market.
- Exploit new avenues opened up for networking, placement, collaborative research and consultancy as Vijayawada is now a part of the new capital region.
- Design and offer more job-oriented, skill-based courses for employability.
- Offer innovative programme options to make available trained workforce to meet emerging needs.
- Increase MOUs and collaborations with industries to strengthen academic-industry links.

Institutional Challenge

- Overcome competition in drawing quality students.
- Attract admissions to programmes offering Social Sciences.
- Cater adequately to the large percentage of students from socially and economically challenged sections.
- Mobilize resources to bridge the gap between income received and the actual financial needs of the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The academic programmes of the college are constantly reviewed and revised, to be in sync with emerging needs and challenges. Integration of co-curricular courses with the regular curriculum, job-oriented certificate

courses, development of communication skills and innovative methods of teaching-learning not only enrich the curriculum but also ensure high academic standards and multiskill development. The **curriculum development process** is systematic.

- The need is assessed by the faculty of each department from the performance of students, emerging national and global trends in the discipline and market demands.
- An information database is developed from assessment and feedback from students, faculty and other stakeholders such as alumni, academic experts and through suggestions from IQAC.
- Decisions are taken to introduce or modify courses at the Departmental level.
- New/modified courses are presented before the Boards of Studies for discussion and resolution.

Three new programmes have been introduced at the UG level in the last five years. Foundation Courses were also introduced in 2015. A new course introduced/revision of a course will be followed for at least 3 years. CBCS was introduced in the V/VI semesters in 2012-13 in some of the programmes. Elective options were introduced in the V/VI semesters in 2016. A mini project is assigned by some departments instead of a theory or practical paper in the VI semester. Sixteen certificate courses are currently available providing opportunities for enrichment, extra credits and vocational training. Cross-cutting issues relevant presently at national and global levels are integrated into the curriculum through a range of co-curricular courses and through programmes on gender equality and environmental conservation. Weekly value education sessions seek to discuss and inculcate human values and professional ethics.

The admission process is transparent and complies with all the norms of regulatory bodies. Equality and inclusiveness are ensured by admitting students from different geographical regions and socio-economic, cultural and educational backgrounds.

Teaching-learning and Evaluation

The well-organized and clearly planned teaching, learning and evaluation are integrated into the total institutional scheme at the beginning of each academic year. A conscious shift has been made from the traditional teacher-centric approach to a learner-centred one. Limited use is made of the lecture method, adopting instead, participatory learning strategies such as seminars, presentations, project work, group work, peer teaching, etc.

Wider use of technology has been encouraged through:

- Familiarising faculty and students with ICT based learning.
- Introduction of online courses.
- Automation of the library.
- Organising Virtual classrooms through the Digital Board. There are smart classrooms; training is held in MOODLE, Multi-Media, MATHCAD and LATEX.
- Regular training programmes on new trends in technology aided teaching-learning.
- Encouraging the use of e-resources for presentations, assignments, projects and research.

The institution adopted a single spot valuation in place of centralized double valuation in 2013-14 along with a few other reforms. There is an integrated platform for the entire examination process. The focus of the

assessment process is on testing the stated PSOs and COs. Results are declared within a fortnight from the date of the last examination and certificates are issued within a month. Grievances are addressed promptly and feedback is taken regularly for improvement. There is provision for revaluation and personal verification.

Research, Innovations and Extension

Research facilities have been consistently developed on the campus. There is a well-stocked library, with a Research Centre, which subscribes to sixty-three research journals and to INFLIBNET. It has systems with internet connectivity and reprographic facility. The science laboratories have been strengthened with equipment that is useful in research. The college has a tie-up with Andhra Loyola College for research projects in Physics and Chemistry.

9 staff members have been awarded a PhD degree in the last 5 years and **11** more are pursuing research for PhD award. **10** seminars with research orientation were organized in the last 5 years. Three UGC funded Minor Research Projects and one Major Research Project have been undertaken successfully. There is one ongoing Minor Research Project. There are 165 publications in UGC and other recognized national and international journals, besides 217 papers published in books and conference proceedings in the last five years.

Expertise is available in research areas in English, Environmental Studies, Physics, Social Work, Sanskrit and Library and Information Sciences. The research centre for English and Economics under the purview of Acharya Nagarjuna University has two research supervisors, and there is one supervisor in Physics under Krishna University. Three scholars have been awarded PhD degrees. The proposal for approval of guide-ship for more faculty is under consideration by Krishna University.

Besides supporting extension activity initiated by the Centre and State Governments through NSS and NCC, Stellites to Awaken and Reach Out to Society (STARS), Red Ribbon Club, Women's Cell and the Social Work Department undertake institutional outreach programmes.

Infrastructure and Learning Resources

Optimal use is made of the sprawling campus with 60 classrooms, 2 seminar halls, well equipped laboratories, a research centre, a separate administrative block, playground, restroom, hostel, library, a hall for MANA TV, campus Wi-Fi, state-of-the-art-proscenium stage, auditorium, an AC audio-visual room, indoor stadium, canteen, internet and photocopy centre. A gymnasium, basketball, volleyball and badminton courts, games room are the other facilities. The walkers' track is open to the public.

The library, enriched with 94,500 books, 443 CDs 61 magazines and 44 journals, provides access through INFLIBNET – N List to 31,35,500 e-books and 6,000 e-journals. It is also a source of e-learning and is a member of the National Digital Library. The librarian trains faculty and students in offering and pursuing online courses from SWAYAM and NPTEL, EDX, SAYLOR and COURSERA platforms and she is a Single Point of Access (SPOC) NPTEL Local Chapter. The library has access to all e-resources through Stella Virtual Library. It provides important information about its collection, services and e-resources in the library blog. More than 400 students utilize the book bank facility. A digital library with question papers and e-resources is available.

The Departmental Blogs provide information regarding staff profiles, publications, seminars, books edited and

published, departmental activities and links to full papers. NPTEL videos are available in the departments.

The institution deploys and employs ICTs for governance, teaching-learning and evaluation.

There are effective mechanisms for the maintenance and replenishment of infrastructure and good use is made of the facilities available.

Student Support and Progression

Maris Stella supports its students not only through government scholarships but also by its fee waiver policy, by permitting the economically weak students to pay the fee in installments and by finding sponsors for them. Certificate courses and co-curricular activities enhance the inherent capabilities of the youngsters. Career counseling, coaching for competitive exams and soft skills training is provided. Bridge courses and remedial classes assist the slow learners in improving their performance.

Along with the senior faculty who are trained personal counselors, a professional counselor is also available on the campus. The cell for Grievance Redressal addresses the grievances of students. There is also a Career Guidance and Placement Cell.

The institutional provisions facilitate vertical movement of students from the UG level to the PG level or towards gainful employment.

Some students have won prizes and awards in sports and literary events at the national and international levels.

The college organizes Cultural Week every year to tap the artistic talents and creativity of the students. Students are members of the Academic Council and the IQAC

The Maris Stella Alumnae Association - MSAA and the retired faculty of the college take an active part in supporting the college. They have made sizeable donations in cash and have also instituted prizes for the toppers and best outgoing students. The inspiration which the institution gives has placed some of its alumnae in key positions in the country and abroad.

Governance, Leadership and Management

Evolving new strategies for development, adopting methodologies and best practices of top institutions, benchmarking with neighboring colleges on quality parameters are the primary focus areas of the college. Perspective and strategic plans are made in consultation with all stakeholders. It ensures decentralized participative management, with faculty taking the initiative in the generation of workable strategies. While the Principal is the fulcrum of academic policy making, the Vice Principal, Deans and HODs have clear cut functions that make for contributive functioning at all levels. The Examination Cell is an autonomous functionary with the Controller as Head. It plans and executes the entire exercise of conducting the CA and Semester End Exams.

The college maintains transparency in its financial, academic, administrative and auxiliary functions.

The Management funds all the seminars, workshops, conferences and training programmes attended by the faculty and extends total support to Faculty Development Programmes, largely through UGC grants.

The institution taps various resources to mobilize funds from the government, UGC and other organizations. Financial and academic audits are conducted annually. The CCE sends a team of trained academic advisors who audit the institution according to the NAAC Criteria and give their grading of individual faculty together with suggestions for improvement.

The college has registered for NIRF ranking and is ISO certified.

Institutional Values and Best Practices

The institution is committed to the cause of social and environmental issues and its outreach programmes address pressing problems in these areas. Several activities are also conducted for the promotion of national values and communal harmony. National festivals and other significant days are celebrated as an expression of solidarity, secularism and patriotism.

Environmental issues are an integral component of college activities. The campus has rich biodiversity of flora and fauna. There are rainwater harvesting pits, organic farming practices and vermicompost units. As part of its green initiative, the institution has installed a solar power system to reduce carbon emissions and follows the policy of replacing lighting fixtures with LED lights.

Maris Stella is committed to the capacity building of young women in developmental and professional education. The institution organizes gender equity programmes as a practice. It facilitates the differently-abled and the socially and economically challenged as a part of its policy of inclusiveness. Training in self-defence and leadership are offered to build confidence.

The institution’s distinctiveness lies in the value-based and holistic education it offers, as it strives to meet global standards. Regular sessions in Value Education which are part of the curriculum provide young minds with a platform to reflect over pressing issues concerning gender equity, environmental conservation and sustainability, personal and professional ethics and to direct them towards forming positive and proactive attitudes so that they can be agents of transformation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MARIS STELLA COLLEGE (AUTONOMOUS)
Address	MARIS STELLA COLLEGE (AUTONOMOUS), OPP GOVT POLYTECHNIC COLLEGE, NEAR BENZ CIRCLE.
City	VIJAYAWADA
State	Andhra Pradesh
Pin	520008
Website	www.marisstella.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Professor	V. SATYA SUDHA	0866-2475541	9441195685	0866-2470233	vssatya28@gmail.com
Principal	Sr.Jasintha Quadras	0866-2472332	9440578007	0866-2479181	mscvja@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 Status Certificate.pdf
If Yes, Specify minority status	
Religious	Religious
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	16-07-1962
Date of grant of 'Autonomy' to the College by UGC	06-05-2003

University to which the college is affiliated		
State	**University name**	**Document**
Andhra Pradesh	Krishna University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	19-01-1963	View Document
12B of UGC	19-01-1963	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	30-03-2017	12	Renewed for the present year

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	15-09-2006
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	MARIS STELLA COLLEGE (AUTONOMOUS), OPP GOVT POLYTECHNIC COLLEGE, NEAR BENZ CIRCLE.	Urban	20.12	24000

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,History And Tourism	36	Intermediate	English	30	27
UG	BA,Economics	36	Intermediate	English	34	34
UG	BA,Economics	36	Intermediate	English	30	3
UG	BA,Political Science	36	Intermediate	Telugu	60	26
UG	BA,English	36	Intermediate	English	30	30
UG	BA,Social Work	36	Intermediate	English	30	8
UG	BA,Journalism	36	Intermediate	English	60	12
UG	BCom,Commerce	36	Intermediate	English	30	25
UG	BCom,Commerce	36	Intermediate	English	30	22
UG	BCom,Commerce	36	Intermediate	English	41	41
UG	BMS,Commerce	36	Intermediate	English	30	18
UG	BSc,Botany	36	Intermediate	English	60	49
UG	BSc,Bio Technology	36	Intermediate	English	30	24
UG	BSc,Mathematics	36	Intermediate	English	50	46
UG	BSc,Food Science Technology	36	Intermediate	English	30	8
UG	BSc,Electronics	36	Intermediate	English	40	40
UG	BSc,Statistic	36	Intermediate	English	88	88

	s					
UG	BSc,Computer Science	36	Intermediate	English	50	50
PG	MA,Economics	24	Bachelors Degree in relevant subject	English	30	6
PG	MA,English	24	Bachelor Degree in the relevant subject	English	30	18
PG	MCom,Commerce	24	Bachelor Degree in the relevant subject	English	30	5
PG	MSc,Mathematics	24	Bachelor Degree in the relevant subject	English	30	13
PG	MBA,Business Administration	24	Any Bachelor Degree	English	60	57

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	9				57				6			
Recruited	4	3	0	7	2	10	0	12	0	2	0	2
Yet to Recruit	2				45				4			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				74			
Recruited	0	0	0	0	0	0	0	0	1	73	0	74
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				56
Recruited	2	6	0	8
Yet to Recruit				48
Sanctioned by the Management/Society or Other Authorized Bodies				48
Recruited	16	32	0	48
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	3	0	0	8	0	0	6	0	21
M.Phil.	0	0	0	1	0	0	0	12	0	13
PG	0	0	0	1	2	0	1	57	0	61

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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

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
Certificate / Awareness	Male	0	0	0	0	0
	Female	354	0	0	0	354
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	99	0	0	0	99
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	523	24	0	0	547
	Others	0	0	0	0	0

NAAC

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	119	142	191	177
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	15	13	14	23
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	185	224	225	236
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	205	179	195	210
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		524	558	625	646

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Bio Technology	View Document
Botany	View Document
Business Administration	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
Electronics	View Document
English	View Document
Food Science Technology	View Document
History And Tourism	View Document
Journalism	View Document
Mathematics	View Document
Political Science	View Document
Social Work	View Document
Statistics	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
23	21	21	20	20

File Description	Document
Institutional Data in Prescribed Format	View Document

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1624	1550	1470	1273	1271

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of outgoing / final year students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
481	495	450	324	379

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1345	1256	1185	1066	988

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
59	43	19	14	8

3.3 Teachers

Number of courses in all programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
439	366	377	366	351

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
93	86	84	81	72

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
95	88	87	82	73

File Description	Document
Institutional Data in Prescribed Format	View Document

3.4 Institution

Number of eligible applications received for admissions to all the programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
650	636	560	524	527

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
445	445	385	325	337

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 53

Total number of computers in the campus for academic purpose

Response: 326

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
209.92	188.12	165.23	119.97	201.08

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

"We are what we repeatedly do; excellence, then, is not an act but a habit"-Aristotle

The curricula for the UG and PG courses of Maris Stella College begin with the basics of the theories and proceed to the latest and most recent findings, happenings, modifications, strategies and updated technology. The syllabi of all papers also enable the students to hone their skills, internalize concepts, comprehend texts, solve problems, make inferences, appreciate works, and think creatively. The curriculum develops confidence, improves their speaking and writing abilities, moulds character, empowers them as women and helps them find a respectable position in society.

The courses offered across the six semesters include topics which have relevance to global contexts, so that the stakeholders have an understanding of developments locally, nationally and globally. For example, courses in History range from ‘Andhra History and Culture’ to ‘World and Contemporary History’. English Literature students have courses stretching from ‘Indian Writing in English’ to ‘World Literatures’ and Translations. Science courses include latest advancements and innovations across the globe such as Polymer Chemistry, Drug Chemistry, Nanomaterial, Green Chemistry, Advanced and Composite Materials, Analysis and Instrumental Techniques, LASERS, Optical Fibres, Holography, Concepts of Nobel Prize-winning experiments, Working Principles of Instruments in Research and Medical Fields in Modern Physics, Android Programming, Big Data and Hadoop in Computer Science, Embedded Systems, Arm Processor, 4G, 5G technologies, working of Optoelectronic devices, Solid State Luminaries in Electronics etc. Commerce courses include GST, International Business, E-Commerce etc, Courses in Environmental Studies and Human Values and Professional Ethics (HVPE) enlighten the learner on ecological concerns and influences ethical conduct.

Syllabi revision is undertaken, as per industry needs, the recommendation of the Council of Higher Education or commissions or the suggestions given by the stakeholders in their feedback. In 2015, restructuring of programmes took place, based on new UGC guidelines. In 2017, Choice Based Electives were also revised to comply with the new guidelines and modifications suggested by the Andhra Pradesh State Council of Higher Education (APSCHE). As a result, one General Elective and three Cluster Electives are offered in Semester VI.

Three new courses have been introduced during this period- B.A. Journalism, English Literature and Political Science in 2015, B.A. Mathematics, Economics and Statistics (MES) and B.Sc. Food Science and Technology, Microbiology and Chemistry (FMC) in 2017.

In addition to classroom teaching and learning, further training in English Language skills is imparted through the English Language Labs. Skill enhancement training, field work, mini projects, internships,

certificate courses, seminars, co-curricular activities, club activities, association activities, intramural and inter-collegiate competitions, cultural programmes, etc., provide ample opportunities to the students to hone their employability skills and channelize their creative potential.

File Description	Document
Any additional information	View Document

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 100

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 23

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 23

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 39.18

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
226	133	120	132	141

File Description	Document
Program/ Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document
Any 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 Programs offered during last five years

Response: 47.9

1.2.1.1 How many new courses are introduced within the last five years

Response: 354

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 739

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 23

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

Maris Stella has a strong lineage of mainstreaming socio-cultural issues in its curriculum and teaching pedagogy. The college has always focused on issues of marginalized community groups and the inequalities and inequities existing in society. The transaction of various courses has a strong focus on gender discrepancies and the marginalization faced by women in governance and policy-making.

Human Values

Value education has been part of the curriculum before and after the granting of autonomy. Ethical codes and the concept of 'Empowerment of Women' is instilled in them through the syllabi and also through the various programmes organized in the college during Student Fests, Cultural Week, Christmas Fete and national celebrations. NCC & NSS camps, outreach programmes and field projects expose the youngsters to ground realities and develop service orientation in them. The themes for the Cultural Week are usually related to Women, Values and Environment. Rallies are taken out and awareness programmes are organized, protesting against atrocities against women, in any part of the country.

Professional Ethics

The courses in Soft Skills and Communication, Placement Training, Guest lectures, Seminars and Workshops conducted for students, train them in Professional Ethics and etiquette, so that it gives them a double edge through the honing of employability skills and growing into humane individuals. Activities like Mock Interviews, Group Discussions, Quiz Competitions, etc., prepare them for teamwork at their future work-place. Peer teaching, each one – teach one, pair work, group work, leadership training and similar activities develop in the youngsters a feeling of oneness and enhance a sense of empathy, tolerance and a broader outlook towards their peers.

Environment

The campus greenery, with a fine variety of flora and fauna, forms the learning ground for environmental awareness. The Departments of Botany, Zoology, Biotechnology, FMC and Chemistry contribute a great deal to creating ecological awareness. The Eco Club activities, Swachh Bharat Programmes, Clean and Green, Vanam Manam, Horticulture and Organic farming on the campus, Certificate Courses like Herbal Medicine, Mushroom Cultivation, Vermi-Compost making, yearly

exhibitions on environmental issues, help in the cognitive development of and empathy with ecosystems on mother earth.

Gender

The cross-cutting issues of gender are also an intrinsic part of the students' co-curricular activities. Students are encouraged to develop healthy competition and practice fair play and equity. These issues find a collective space in numerous workshops, co-curricular and cultural activities such as drama, theatre, declamations, art, dance, etc..

File Description	Document
Any additional information	View Document

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 20

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 20

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

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 32.25

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
354	453	628	633	226

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 8.74

1.3.4.1 Number of students undertaking field projects or internships

Response: 142

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
A. Any 4 of above

B. Any 3 of above

C. Any 2 of above

D. Any 1 of above

Response: A. Any 4 of above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 1.32

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	20	16	21	14

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Demand Ratio(Average of last five years)

Response: 0.71

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
920	890	796	736	736

File Description	Document
Demand Ratio (Average of Last five years)	View Document
Any additional information	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
445	445	385	325	337

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Maris Stella College organizes a special **Orientation program** for three days after the **First Years** enter the portals of the institution. The Principal and some senior faculty members address the parents and brief them about the college rules, exams, leave rules, attendance, awards, scholarships, activities and other principles to be followed during their three-year tenure. The students are guided regarding the schedule, time table, library and its rules, various extra and co-curricular activities, certificate courses, sports, etc.

The departments offer a **bridge course** for the freshers so that they reach a common level of learning and also refresh their basics in the subjects. The English Department administers a screening test to all the first years and places them in ‘A’ or ‘B’ streams. B Stream students have graded syllabi so that I Semester A stream syllabus is prescribed for III Semester B Stream students.

Advanced Learners:

The **advanced learners** are encouraged to be creative, make references, help slow learners in preparing notes and assist them in their studies. Their learning skills are improved through discussions, interactive teaching, seminars etc, and they are exhorted to take leadership roles. They are motivated to participate in the extramural competitions held at Regional, State and National levels. The topics assigned to them for Project work, Internships, Assignments, etc, are of a higher level. Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus as well as to take up additional online courses. Participation in state and national seminars and conferences, presentations, projects and placement drives is encouraged. A well-stocked library and computer resource center provide access to books, journals and e-resources.

The advanced learners have issued two books additionally from the library. Several scholarships, proficiency prizes and awards are offered to reward them for their excellence. In the CBCS system, students are required to make course choices based on their core competence, aptitude and skills they would like to acquire. The teachers from all departments counsel students regarding the scope of different courses being offered as well as provide guidance in relation to the students’ aptitude and competence.

Students who possess **special skills** are encouraged during Cultural week, Sports Day, Christmas Fete and other events where they can showcase their talents. Students good at sports and games and those participating in extra-curricular activities in State and National level competitions are felicitated.

Slow learners:

They are given extra guidance and remedial coaching to keep them abreast of the syllabus. Mentors follow up cases of failures and below average students and special care is taken to help them progress. Group projects, pair work, Each one Teach one, group discussions, quiz and Just a minute activities and study methods assist the slow learners to pick up tips and techniques from their peers.

File Description	Document
Any additional information	View Document
link for additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 17.46

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.12

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
List of students(differently abled)	View Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
Any additional information	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 experiences

Response:

While lectures can be very effective for explaining, clarifying and exemplifying declarative, procedural and conditional knowledge, student-centric activities foster, encourage and enthuse students to become motivated, confident, proactive, participative, gain hands-on experience and hone their latent skills. While lecture method is extensively used to explicate the topic, **Student Centric activities** are adopted through certain fixed pathways like Science Practicals, Second Component, Language lab, Co-curricular activities, Certificate courses, Project Work, Internships, Interdisciplinary Electives, Club and Association activities, Cultural Week, Science and Social Work Exhibitions, Christmas Fete, Intra and Extramural competitions etc.. In addition to these there are other minor exercises like role play, group discussions, pair work, peer teaching, group work, quiz, poster making, and question-answer method which are practised in the classroom and introduce them to **Participative Learning**.

There is a well-equipped state of the art science laboratories where practicals are conducted according to the drafted schedule and the performance evaluated at the end of every semester. Spoken English software is installed in the systems in Language labs and one hour per week is allotted for practice. Speaking and Listening skills are tested in the even semester. Till 2013-14 language testing was done with technical support from Globarena and since 2014-15 the testing is being done by the English Department with the aid of Clarity English and other software.

The Second Component offers a wide scope for students to hone and exhibit their **innovative ideas** through assignments, poster and powerpoint presentations, declamations, class seminars, penning and enacting skits, etc, on the subject related, gender or environmental issues.

Internships focus on student-centric learning and give hands-on experience in various skills. Field Projects also orient stakeholders towards research and innovation.

Co-curricular activities which include NCC and NSS, STARS, Cutting and Tailoring, Dance, Yoga, Jute Products, Beautician Training, Maggam work, Dramatics, Music etc, train the students in different life skills and enables **Experiential Learning.**

The exhibits, games which are improvised, talent shows like Miss and Mrs Maris Stella, Super Model, Telugu Ammayi, fashion parades, selling food and fancy items during the Christmas Fete open new avenues of creativity among students. Students learn how to compere programmes and catch the techniques of anchoring and event management.

Certificate courses in Spoken English, French, Mushroom Cultivation, Indian Indigenous Medicine, Solid State Lighting etc., provide skills which lead them towards entrepreneurship and employability.

Cultural Week competitions in Singing, Folk and Western Dance, Drama, Debates, Drawing, Essay Writing, Elocution, Rangoli, Ikebana, etc., help students exhibit their **creative talents**.

Project work initiates **research** orientation in students. Students of every program must take up a mini project of 50 marks in the Final Year and submit the report to the project guide. Within a fortnight viva voce is conducted and the marks and credits are added to the Cumulative Marks Statements. The

Departments of Social Work, Computer Science, all streams of B.Com, BMS, Tourism & Travel Management, Journalism have **major projects** of 100 marks in the final year.

File Description	Document
Link for Additional Information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 37.63

2.3.2.1 Number of teachers using ICT

Response: 35

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document
Provide link for webpage describing the " LMS/ Academic management system"	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 25.38

2.3.3.1 Number of mentors

Response: 64

File Description	Document
Any additional information	View Document

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

One of the strengths of the institution is the strict adherence to the academic calendar except in unavoidable circumstances. The Handbook Committee in consultation with the Exam Committee prepares

the college handbook and it is distributed at the beginning of the academic year with activities, vacations, holidays, Continuous Assessment and Semester End Exam dates marked in it. Work progresses as per this schedule. Events are discussed in the Staff Council Meeting and anticipated dates are fixed for seminars, guest lectures, workshops etc., so that clash between the activities and disturbance to the regular curriculum is avoided.

Since workload for the new academic year is fixed at the end of the previous academic year, the individual time tables are handed over to the faculty on Day One, so that class work and teaching starts without any delay. On the reopening day, Second and Final year students are given their timetable with the allotted classroom numbers and the syllabus for each paper is discussed by the concerned course teacher. The same is displayed on the college website, in the Department Blogs. The students are intimated about the topics to be presented for the Second Component by the course teacher. Continuous Assessment tests, dates for submission of projects, etc, are also announced over the PAS and displayed on the notice board.

All the course teachers record their teaching plans in the Annual Academic Plan Register in accordance with the working days and dates mentioned in the handbook. The plans are discussed in the Department meetings and the schedule is followed by every course teacher accordingly. The syllabus for the CA Tests is chalked out and the topics are decided at the beginning of every semester. The schedule for practicals, field trips, language lab classes and testing, project work and assignments, student fests, seminars, workshops, etc., is drawn at the beginning of the academic year.

Every faculty member maintains a teaching diary, which is verified every week by the HoD and every month by the Principal. A remedial register is maintained in the Departments. The Annual Academic Plan is kept ready during the first fortnight and signed by the Principal. The topics for project work are discussed with the students and list of reference books, links to websites, etc, are provided so that they can pursue their project work without delay. Humanities and English Literature projects are discussed and allotted before the summer vacation begins so that students begin referencing and do the groundwork during their vacation.

The management and faculty follow the Academic schedule promptly.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 19.21

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	14	15	15	15

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 10.04

2.4.3.1 Total experience of full-time teachers

Response: 934

File Description	Document
Any additional information	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 2.4

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	1

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document
Any additional information	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 10.67

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
9	9	9	9	9

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	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 declaration of results during the last five years

Response: 16

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

2017-18	2016-17	2015-16	2014-15	2013-14
15	19	14	14	18

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document

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

Response: 0.65

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	14	4	5	0

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 88.18

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
59	39	17	12	6

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

EXAMINATION PROCEDURES

The examination system of Maris Stella is efficient, reliable and transparent and follows the rules and regulations provided in the ordinances with utmost caution. The functioning of the Examination Cell is strictly in adherence to the academic calendar.

The college was the only institution in the region using **a centralized double valuation system** since the introduction of autonomy in 2003 as it was perceived to ensure maximum justice to the student. However, the institution switched over to **single spot valuation** from 2013-14 because of the difficulty of getting experienced external examiners and to ease the burden of higher examination fee for double valuation on the 70% students from economically challenged sections. Simultaneously, semester end marks were reduced from 100 to 60, to the advantage of students.

The **second reform** effective from 2015-16 is the holding of practical examination in Physical and

Biological sciences every semester, instead of only in even semesters for correspondence between the theory and practicals taught each semester.

A **third student-friendly reform** is the lowering of minimum attendance requirement from 85% to 80% with effect from 2015-16 as a good number of students from disadvantaged socio-economic sections necessarily miss classes to render domestic assistance during certain seasons such as harvesting or due to health issues in the family.

PROCESS INTEGRATING ICT

The Examination Cell uses Information and Communication Technology (ICT) in the following examination-related works:

Student registration

Allotment of register numbers

Allotment of paper codes

Result Processing

Tabulation Chart

Online fee payment

Mark sheets

The office of the Controller of Examination has been provided sufficient facilities to conduct examination related work in a transparent manner. Gradual automation of the Section has added to the efficiency of its procedures. It has made work:

- Error-free
- Accurate
- Time-saving
- Less use of paper
- Easy duplication of documents
- Less manpower
- Authentic
- More transparent
- 24/7 availability of data
- Timely results

CONTINUOUS INTERNAL ASSESSMENT SYSTEM

Students have to take two CA tests for 30 marks with a duration of 1 1/2 hours, every semester. The better of the two tests (marks) is considered for internals. The 10 marks for the Second Component are allotted for class activities like seminars, presentations, group discussions, assignments, skits penned and enacted by students, role play, debates, PPTs, language lab testing, report writing, etc., to encourage

activity-based learning. Evaluation is by the course teacher. The students are given the choice to select any of the above activities. The marks secured for 40(30+10) are added to the SEE marks.

SEMESTER END EXAMINATIONS

Nearly 15 days are set aside for preparation for SEE. The exam time table is notified much in advance so that the students can draw up their study schedule. Results are declared in about twenty days from the date of the last examination.

The automation of processes has improved the efficiency of both the Continuous Assessment System as well as the Semester End Examinations by saving both time and labour.

Not Applicable for PG courses

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.5 Status of automation of Examination division along with approved Examination Manual
A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: D. Only result processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Objective of every programme or course should eventually lead to the enlightenment of the learner and lead her to new horizons of knowledge. The Goals and Objectives of every Department, Learning Objectives (LOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of the courses are displayed in the College Website to be viewed by all stakeholders. The Learning Objectives (LOs) of a programme eventually lead to the enlightenment of the learner about the outcome. The POs of all the programmes offered by the institution are directly linked to the Vision of the institution. Mission statements are essentially the means to achieve the vision. The curriculum for the programs is designed such a way that the students are trained in all 12 program-specific outcomes laid down by the National Board of Accreditation (NBA) with slight modification as per local needs and are linked to the Mission of the institution. The institution offers a well-balanced programme, theoretical knowledge coupled with practical experience, along with opportunities for overall personality development.

The syllabus, model paper and the blueprint are photocopied along with the prescribed texts and given to the students in the first interactive session so that students can start working out their Second Component assignments and get an overall idea of the syllabus and its outcome. Copies of syllabi and Model question papers are available in the library and in the Departments. The prospectus also states the Programs and courses offered.

In the Orientation Program for the first year Undergraduate and Postgraduate students, the general learning objectives of the programmes are explained to the students and parents. The students are made aware of the Course Learning Objectives (LOs), Course Outcomes (COs) and evaluation pattern during the introductory lecture of respective courses at the beginning of every semester. POs are designed at program level taking into consideration the knowledge, skills, values and social responsibility to be developed in the students and should be measurable at the completion of the courses of the program. Career options for each program are also discussed in the first session of every course.

During the Orientation Programme, students are also informed about the initiatives the institution takes to enhance employability skills. The institution avails the services of organisations such as Edubridge, IMS etc., to impart training in such skills in addition to skill-building through various co-curricular, foundation and certificate courses.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The institution is very much focused on the realization of its vision through the attainment of POs, PSOs and COs. Attainment is evaluated in terms of the emotional maturity and capability of a student at the completion of the programme as compared to their level at entry to this programme. Certainly, a remarkable change is seen. After the completion of UG and PG programmes, students are able to apply knowledge of Science, Arts, Commerce and Business in real life situations. They are able to conduct investigations of simple and complex problems, analysis, interpretation of data, and synthesis of information to provide valid conclusions. They acquire the capability to create presentations by retrieving information from the resources available on the web using modern tools. They gain extended knowledge and are able to grasp the latest approaches in the respective disciplines. They are able to write effective reports and design documentation and give and receive clear instructions. They function effectively as an individual, a member or leader in diverse teams and in multi-disciplinary settings. They demonstrate an understanding of the societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the practice of each discipline. They are committed to professional ethics, responsibilities and norms and apply the acquired knowledge in striving for sustainable development. They understand the risks, challenges, and their limitations and act responsibly in society and continue to learn on their own to scale greater heights in their profession and in life and perform well.

Course Outcomes (COs)

Course outcomes relate to the acquisition of knowledge and skills in each course. These are measured by the performance of students in both Internal Continuous Assessment (CA) and Semester End Examinations (SEE). Students' knowledge levels are assessed through written tests. The Examination Cell provides pass percentage details programme wise and also course wise. Parent-Teacher meeting is usually arranged after the odd semester exams of every year. The Examination Cell provides sheets containing the cumulative performance of students upto the last completed semester to Mentors so that they can discuss with parents the performance of individual students. Parents and course teacher together discuss the progression of the student after the degree programme and also the possible additional coaching that could be imparted to students in order to facilitate the learner to face competitive exams. Feedback from parents is taken during this meeting. Attainment of course outcomes is measured on a three-point scale.

Program Specific Outcomes (PSOs)

The institution evaluates program-specific outcomes in terms of students' performance in various competitive examinations, progression to higher studies and placement records through review meetings in the departments and in staff council meetings. Attainment of program-specific outcomes is also measured on a three-point scale by taking the average of constituent programmes.

Program Outcomes (POs)

90 out of 100% weightage of assessment is obtained as the average of COs & PSOs of every programme. 10% out of 100% weightage of assessment includes feedback from stakeholders on program outcomes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 93.14

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 448

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 481

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document
Link for annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.58

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document

3.1.3 Number of teachers awarded international fellowship for advanced studies/ research during the last five years

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

1. **Central Instrumentation Centre**
2. **Animal House/Green House / Museum**
3. **Central Fabrication facility**
4. **Media laboratory/Business Lab/Studios**
5. **Research / Statistical Databases**

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: C. Two of the facilities exist

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

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

Response: 20.39

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
2.8	0	0	0	17.59

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by non-government	View Document
Any additional information	View Document

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 2

3.2.2.1 **Number of research centres recognised by University and National/ International Bodies**

Response: 2

File Description	Document
Names of research centres	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 1.59

3.2.3.1 **Number of teachers recognised as research guides**

Response: 3

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 189

File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.24

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

Response: 4

File Description	Document
Supporting document from Funding Agency	View Document
link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institution is planning to set up an incubation centre for startups and acquire patent rights. From the inception of IPR cell one orientation, one seminar and workshop have been organized. Ten staff members and forty students have completed certificate courses in Jute Manufacturing, Garment industry, Kalamkari and Block Printing.

Students have been trained in conducting non-formal education for rehabilitated street children by NGO's. Staff members underwent training in counseling skills under Fr.Jose Parapully and were oriented by S.P.Gautam Sawang to give counseling to delinquents, women convicts and couples facing family disturbances. One faculty member obtained a Diploma in Counselling and Psychotherapy from Anugraha Institute of Counselling and Psychotherapy affiliated to a Canadian University. Staff and students of STARS have trained 350 women of urban slums in Cutting and Tailoring in collaboration with All India Democratic Women Association (AIDWA), Prajwala Counselling Centre and Democratic Youth Federation of India (DYFI). In collaboration with Prajwala Counselling Centre, our students conducted a Basic Literacy Programme for underprivileged Women and Children.

Library: An e-learning center has been set up for UG and PG students which offers facilities to browse e-resources, e-books, e-journals and to take online courses.The Stella Virtual Library, unique to the college, is a ready reference for all the e-resources. The library has been subscribing to N-List since 2010. All information pertaining to the library and its services is available in the library blog. NPTEL local chapter has also been established. The library offers regular training programs to staff and students on the use of e-resources, online courses, ICT and creation and updation of blogs.

File Description	Document
link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry

- Academia Innovative practices during the last five years

Response: 2

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	0	0	0	0

File Description	Document
Report of the event	View Document
List of workshops/seminars during the last 5 years	View Document
Any additional information	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of innovation and award details	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document
e- sanction order of the Institution for the start ups on campus	View Document
Any additional information	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

File Description	Document
e- copies of the letters of awards	View Document
Any additional information	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 1

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 3

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

Response: 0.41

3.4.5.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	10	15	1

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

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

Response: 1.27

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	31	20	30	11

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 2.98

File Description	Document
BiblioMetrics of the publications during the last five years	View Document

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

Response: 3

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years

Response: 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Truth and Charity being the motto of Maris Stella, the Management, faculty and students reach out to the society and the needy with utmost commitment. Social responsibility forms an integral part of graduation. The Social Work Program stands foremost in Extension activities, followed by STARS, NSS and NCC Activities. The annual Christmas Fete, is organized to raise funds which are distributed to the inmates of orphanages, old age homes and to the destitutes. The NCC and NSS volunteers are at the forefront during camps, festive occasions, and are torch bearers to every outreach program taken up by the Government and the NGOs.https://stellastars19.blogspot.com/

Some of the activities of the Social Work Department:

Rally on the International day in support of victims of torture and against drug abuse and human trafficking, in collaboration with HAMV, Norway; Awareness creation on deforestation, water conservation, unemployment and problems of youth, in collaboration with SKCV Children's Trust; A rally and human chain against child trafficking, in collaboration with ten Non- Governmental Organizations and the University College of Dublin, Ireland; Workshop on District level Consultation to brain storm and plan the way onward, on the issues of homeless residents in collaboration with Guide Foundation for Development; State level Art and Crafts Exhibition cum Sale by the socially, physically and mentally challenged with 15 Non- Governmental Organizations; Exposure to various NGOs such as Pavithratma for Street Children, Vijaya Mary Integrated School of the Blind, Madona School, Navajeevan Bala Bhavan for Street Children, Care and Share Charitable Trust, SKCV Children's Trust, Sai Prema for Mentally Challenged, Child Aid Foundation, Balavikasa Kendra and Vasavya Mahila Mandali; Rural camp to Warangal - Interaction with family based commercial sex workers in collaboration with FMM Social Service Society, Swadar home or the trafficked victims, HIV/AIDS victims, Anti trafficking awareness movie, interaction with self-help groups with ten Non- Governmental Organizations; Distribution of note books and other stationery items to 230 children at Child Aid Foundation.

In 2016, the Department coordinated the baseline survey of Swachh Bharat Mission in Kankipadu Mandal of Krishna district, in identifying beneficiaries of individual household latrines to make rural villages open defecation-free, fusion project under Tata Trust/ MARI (Modern Agricultural Rural Intervention)/ CHAAP (Catholic Health Association of AP) in August, 2016.

NSS volunteers of Units I & II participated in Swachh Bharat, visited rural areas to create awareness on cashless transaction, assisted devotees during Krishna pushkaram 2016, demonstrated the concept of Clean and Green in slums, *Domala pi Dhandayatra(Programme on eradication of mosquitoes)* and rendered service at Kanaka Durga Temple during Dasara Festival and *Bhavani Deekshalu*. They visit orphanages, old age homes and distribute clothes and other needy items every year. Students participated in group discussions and served as volunteers during National Women's Parliament held in 2017.

NCC cadets are at the forefront during any public event or national festival. They are trained to be service oriented.

File Description	Document
Any additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 4

3.6.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 88

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
21	14	17	22	14

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 18.38

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
496	327	155	213	165

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 0.2

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 30

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
20	3	0	5	2

File Description	Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

3.7.3.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

A sprawling campus with 20 acres of land and buildings set amidst greenery, located in the heart of the city is the mainstay of Maris Stella. The avenue style pathway leading into the campus sets the tone for the ambience within. The benches under the shade of lush trees are popular with faculty and students during hours of leisure.

Learning spaces:

The classrooms, housed in three storeyed blocks, are spacious, airy with broad windows and tall, wide doors. Fans, lights, chairs with writing planks attached, table and chair for the faculty, a platform, green and white boards are the additional facilities provided in every room. Some rooms have LCD Projectors enabling video lessons and presentations. There are three gallery classrooms which serve various purposes. The larger rooms are at times used as lecture halls and examination halls. 6 rooms have the smart classroom equipment. There are seven Computer labs and two Language labs in addition to well-equipped science labs for Physics, Chemistry, Botany, Zoology, Biotechnology, Food Science and Technology, Microbiology, Statistics and Electronics. The MBA and PG Departments are situated in separate blocks.

There is an AC audio-visual hall with a seating capacity of 100 where meetings, guest lectures, video tutorials and presentations are made. The auditorium which is located on the eastern side of the campus houses nearly 800 students and is used extensively for all seminars, inter-collegiate events, cultural shows, staff and student orientation programmes and workshops.

Maris Stella College library, with three floored blocks for UG and PG, constructed in 1972 and 2004 consecutively, is housed in the centre of the campus with adequate ventilation and furniture. It has a collection of 99000 books, 48 periodicals, 78 journals, more than 1500 course related audio and video CDs and subscription for 13 news papers.

The library has three spacious reading rooms, three stack rooms and a book bank. The first floor reading hall is equipped with reference books, competitive examination books and back volumes of all subjects. A research centre is equipped with English Literature and Economics books. A reference section is arranged on the first floor with updated collection in all subjects including back volumes of journals. Varieties of encyclopedias and dictionaries are available for reference.

The second floor has an AC hall with a digital board used for ICT workshops, staff and student presentations and seminars. There are 35 systems with Wi-Fi connectivity placed in the library, in addition to the systems in the Computer labs. Campus Wi-Fi is available. Students can browse the internet for references and also pursue their online courses in the internet center.

To provide **e-learning** experience to the students, hands-on training is provided regularly apart from orientation on e-resources and online courses. Under the learning process, book reviews are organized by

the Book Review Club in the library every year.

Study rooms and internet centre in the hostel, stationery store and the photocopy centre present in the campus facilitate better ambience for study and availability of course material at subsidized rates.

File Description	Document
Link for Additional Information	View Document

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

Response:

Maris Stella has excellent infrastructure for Sports and Games. There is a running track for 400 metres race, two Basketball Courts – one in the main campus and other in the Indoor Stadium, which was inaugurated in 2014. A Gymnasium with modern equipment, Indoor and Outdoor Games itinerary is well maintained. Students use them for Games and Co-curricular activities. Students get training in Yoga in the Auditorium. There is a room for NSS & NCC and a well equipped kitchen for Food Science and Technology (FMC) students. The infirmary provides rest to the students who are ill. The Cultural activities are conducted on the Central Open Stage, Indoor Stadium, AV Room and Auditorium. There are four dressing rooms for athelets. Five acres are set aside for the playground.

Facility	Year of Establishment	Area
1. Stage I	1962	Stage: 1411.94 s.ft Green rooms: 1187.76 s.ft
2. 200 mts 6 lane track – 1	1962	200 mts 6 lane track
3. Ball Badminton Court – 2	1962	Length- 13.4m (64ft) Width-6.1m (20ft)
4. Volleyball Court – 1	1962	Length- 18m Width- 9m
5. Basketball Cement Court – 1	1986	Length- 28m Width-15m
6. Netball Court – 1	1962	Length- 30.5m Width- 15.25m
7. Kho-Kho Court – 1	1962	Length - 36m Width - 18m
8. Shuttle Court – 1	1962	Indoor: Length-36m Width - 18m

9. Kabaddi Court – 1	1962	Length - 13m Width - 10m
10. Gymnasium	2013	1291.68 s.ft
11. Table Tennis Boards - 2	1972	-
12. Indoor Stadium	2014	19970.28 s.ft
13. Handball	-	Length - 40m Width - 20m

File Description	Document
link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 18.87

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Any additional information	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 33.46

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
22.44	16.62	30.29	108.08	79.13

File Description	Document
Audited utilization statements	View Document
Any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Library as a learning resource aims to develop good quality services for staff and students. Library automation started in the year 2000 with CDS/ISIS and was upgraded to NewGenlib library Management Software in 2007. Present version is 3.1.4. All the library operations are automated. Barcoding of library collection started in 2005. Maris Stella is the first degree college in Krishna District to implement Barcoding Technology for circulation. All circulation counters are equipped with barcode scanners. Housekeeping operations like acquisition, accession register, generating different reports are also automated. Orientation programmes and hands on training are organized from time to time for students and faculty in making use of library services. A new desktop server with Linux was purchased in 2012 with back up for library operations. Best Library Award was given by Acharya Nagarjuna University in 2009.

All the semester end question papers are digitized in pdf format and uploaded to library database and are available to staff and students in OPAC through LAN under Institutional Repository. Library connection under UGC INFONET project (N-List) given in 2010 is regularly renewed. The library blog provides information including e-resources (http://stellalibrary.blogspot.com/) and services. Regular training programmes for staff and students are organised to make use of e- resources, online courses and developing departmental blogs and on ICT. NPTEL local chapter has been established.

Stella Virtual Library (www.stellavirlib.org) is a unique feature which provides information on all open access resources and Databases in an organized manner. It was developed under UGC MRP which provides links for all the e-resources which are available freely. The library has more than 92450 (upto 2017-18) books which includes reference books, back volumes of journals, and project reports.

Many online courses are available for the students along with their regular ones. Students in the process of learning can do MOOC courses which are available on different platforms namely SWAYAM, NPTEL etc. For this purpose e-learning centre is established in the library with 35 systems with 4GB RAM to empower the students with new technologies. Students can use internet free of cost for their projects and e-learning.

A. Name of the ILMS software: **NewGenlib-** Open Source Library Management Software

B. Nature of Software: Fully Automated with Barcode Technology

C. Version: **3.2.1(Helium)**

D. Year of Automation with NewGenlib: **2008**

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

Maris Stella library has a rare collection of books, bound periodicals, tourist guides, various reports, literary works, atlases, embroidery books, journals and magazines on tourism, manuals on paintings, historical books and epics in its collection along with the subject reference books. The Library blog provides information on all types of E-resources, E-news papers and also links for useful websites like NDL, SWAYAM, NPTEL, E-PG Pathasala, N-list etc, besides Stella virtual library for knowledge enrichment.

Old issues of journals and magazines are bound and preserved in the Reference section. The library subscribes to most of the popular journals in all disciplines. All the popular newspapers and magazines, CDs and videos are stored. The library staff document the newspaper clippings for reference.

The library has a Competitive Examination Cell which contains all the needed books and also back volumes of journals since 1972.

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.2.3 Does the institution have the following

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 4.98

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
7.75	4.48	3.80	2.50	6.39

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 11.65

4.2.6.1 Number of teachers and students using library per day over last one year

Response: 200

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution is fully equipped with up-to-date IT infrastructure. Every department is given laptops and some also have desktops. There are 4 Computer labs with 250 systems, which are updated from time to time by the System Administrators. There are 6 Smart class rooms which are used for Teaching through Google, Youtube, Video CDs available in the college and through PPTs. The server capacity was enhanced last year. There are two Language Labs with 40 and 60 systems each. Students are allotted one hour per week for training in Phonetics and Intonation through the software loaded in these systems. There are external speakers to train students in listening and speaking and headphones are attached during Lab Exams.

There are LCD projectors in 8 rooms and a Digital Board for ICT based programmes. Attendance is marked through software.The library is automated with commercial software NewGenlib. The Exam Section is partially automated. There are scanners for issue and return of library books. Biometric attendance for staff & students is taken. Soft copies of all documents are preserved. Installation of CC TVs in key areas provides security. NPTEL training in the digital classroom is taken with Live Demo.

Software Upgradation:

MS Office 2016, WINDOWS 10 Home Operating System,Wings, SPSS, Tally are available.

The Operating system is updated in a phased manner.

Clarity software is installed in English language lab.

Attendance software is available

Open source software are also used for practical purpose.

Details of Broadband Connections:

2013-14	**1-4-2014**	**3 shared lines of broadband connections of 6Mbps from private local internet service provider and also BSNL broadband connection is available**
2014-15	**Excel broadband**	**6 Mbps**
2015-16	**1-10-2016- STPS**	**6 Mbps**
2016-17	**30-9-2017 - STPS**	**8 Mbps**
2017-18	**30-9-2017**	**8 Mpbs**
2018-19	**18-9-2018 - ACT**	**45 Mbps leased line for entire campus**

File Description	Document
Any additional information	View Document
link for additional information	View Document

4.3.2 Student - Computer ratio

Response: 4.64

File Description	Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: 5 MBPS - 20 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 38.77

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
108.5	80.5	68	38.7	52.2

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

To ensure adequate availability and utilization of facilities on the campus, the requirements of the various departments are represented to the management during meetings of Head of the Departments with the Management and through the IQAC. These bodies assess the requirements, and make recommendations to the Finance Committee of the college which in turn sanctions the necessary budget. It is the policy of the college to maintain as well as augment facilities to realize its vision of imparting quality education. Departments have Annual Maintenance Contracts with suppliers and companies for the maintenance of equipment in their labs and departments

The available facilities are used for a number of activities after regular college hours: to hold a range of certificate courses, co-curricular activities and coaching classes offered by the college. The infrastructure is also made available to other organizations for bank recruitment examinations, common entrance tests conducted by the government, board examinations, as off campus centre for other universities, training for sports and games for inter university tournaments and for cultural events. In short, optimum use is made of the facilities on the campus.

The library, extending over an area of 15508 sq. mts, is one of the strengths of the institution. It has consistently adopted user-friendly initiatives and is unparalleled in its deployment of ICT and in adopting the latest technology available. It has an Advisory Committee comprising the librarian and the HoDs who pass resolutions on the needs of the library which are then put before the Management. It also takes feedback from users regularly to assess need and address deficiencies. Stock verification is done at the end of every academic year. Internal binding facilities in the library keeps the books in good condition. The library provides specialized services for reference and Selective Dissemination of Information (SDI). Reprographic facilities are available on requisition. Bibliography compilation and in-house access to e-resources through intranet are available. The well-trained library staff extend any support needed, including assistance in searching databases and organizing training programmes for faculty and students.

The college policy is to maintain high standards in all aspects of IT service management. The Systems Administrator advises the management, executes decisions, maintains IT infrastructure and is responsible for supervision and day-to-day functioning. Every department is facilitated in the use of IT infrastructure. All the laboratories are connected with LAN. The departments are connected by campus-wide intranet facility. Necessary training in the use of available facilities is also given. The faculty and students have access to all open source sites. There is a subscription for NLIST programme.

The campus is under the care of the Campus Maintenance Department. The Campus Ministry, whose express function is to maintain the campus buildings and grounds, plays a key role in creating an ambience conducive to teaching and learning. Greenness and cleanliness are the defining features of the campus. A garden with flowering plants and shrubs, a pond and a grotto lines one side of the approach road in the initial stretch. This tree-lined road is skirted by the playground, patches of greenery, blocks of buildings and finally a herbal and botanical garden. The trees are dotted with cement benches beneath them. The central quadrangle too is green with grass and bordered by swaying flowering plants. Tucked away near the entrance is parking for two-wheelers. Rows of water taps and waste bins are provided in generous numbers. A pond with water lilies adds to the grace of the library block.

Hostel facilities for residential students are supervised and maintained by the wardens. The two hostels, with 149 rooms, is built around a garden and is housed within an enclosed and has its own security arrangements. It has excellent recreational facilities and an infirmary. Feedback from inmates is taken into consideration while making changes and improvements.

Banking services are provided on the campus by the branch of a nationalized bank. A canteen serving fresh and wholesome food at reasonable cost is another support facility available. A mini gym and a walkers' track are available for the fitness- conscious, besides facilities for indoor and outdoor games, a playground extending to 119235 sq. ft. which are all under the purview of the Physical Director.

The utilization and maintenance of the indoor stadium and the open air and indoor auditoriums are the direct responsibility of the Vice-Principal. The proscenium is equipped with green rooms, a costume cupboard, make-up kits, curtains and props and is used regularly for multiple events.

File Description	Document
Any additional information	View Document
link for additional information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

Response: 40.52

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
770	591	585	513	470

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 4.18

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
112	65	44	44	43

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. **Guidance for competitive examinations**
2. **Career Counselling**
3. **Soft skill development**
4. **Remedial coaching**
5. **Language lab**
6. **Bridge courses**
7. **Yoga and Meditation**
8. **Personal Counselling**

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 54.77

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
400	944	1250	951	363

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 0

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 22.79

5.2.1.1 Number of outgoing students placed year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
138	115	150	81	14

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document
Any additional information	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 26.2

5.2.2.1 Number of outgoing students progressing to higher education

Response: 126

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0.22

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
448	449	384	278	337

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

A student council is formed at the commencement of every academic year and there are elected class representatives from both UG and PG. They are guided by Mentors, Deans and the Vice-Principals. Meetings are conducted by the Vice-principal's office with the representatives for every up-coming event and the same information is conveyed to the rest of the class. The final year UG and PG representatives take up the major responsibilities in every institutional, departmental and cultural activity. During the Orientation for Freshers, the Final year and Second-year representatives present skits and interact with their juniors. They take them around the campus and familiarize them with the surroundings.

They play a key role in assisting the course teacher in marking attendance. While the teacher marks attendance, the leaders too mark the absentee numbers in the registers maintained by them and take the signature of the lecturer. These registers are submitted in the Vice-Principal's office and messages

regarding absentees are immediately sent to the parents. At the end of the day, the registers are submitted in the office.

A student committee is elected by every club to organize the club activities. The committee coordinates all the events and forms sub-committees which take charge of the various responsibilities during the event. The final year UG and PG representatives who are smart and fluent in English are chosen as Master of Ceremonies during important occasions like College Day, Sports Day, Intercollegiate Fests, Seminars, etc.

The Cultural Week, Christmas Fete, Events of National importance, Teacher's Day, College day, etc., are planned and implemented with the active participation of the students. The representatives are responsible for maintaining discipline in the class and during events.

The student council plays an important part in planning and coordinating the Christmas fete. With the help and advice of the mentors, they meticulously assign roles and duties to the rest of the students. They assure maximum participation and contribution from the whole class. Along with stalls, events like Miss Maris Stella, Super Model, Telugu Ammayi, Mrs Maris Stella for Lecturers, are organized with enthusiasm. After the event, they accompany the Sisters and faculty in visiting the orphanages and old age homes to distribute the funds raised.

One more memorable event for the student community is the Teacher's Day which is celebrated with great fervour. Here too the representatives contribute their might in making the Day an enjoyable one for Teachers as well as students. Song, dance, speeches, games, gifts and yummy treats make the teachers feel blessed.

Leaders of Stella make their need felt even in the hostel. Every wing in the hostel has a leader who assists the warden in maintaining discipline.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 20.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	22	21	22	14

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The Alumni Association of the college known as **Maris Stella Alumni Association (MSAA)** with the Motto- **"**Nurtured to Nurture" was revived in the year 2011 under the able leadership of Sr. Cecilia Reddem, the former principal of Maris Stella College.

The aim of the Association is to establish a link between Alma Mater and its Alumni to foster and sustain mutual relationship. The institution maintains a database of alumni and keeps in touch through whatsapp, facebook, website and Email. The college is proud to place on record that the alumni are spread across the globe as doctors, lawyers, engineers, entrepreneurs, administrators, civil servants, educationists, software engineers, media personnel, freelance writers etc.

The Association acts as a central point of contact in bringing the alumni together on a single platform. It develops the synergistic plans to assist and improve Institutional endeavors. The executive body of the association meets regularly and plans the schedule for the academic year. It is a regular feature of the college to invite the notable alumni for College Day, Star Meet and on special occasions as guests and honor their progress and achievements. Their life stories have inspired many students over the years. They look forward to participating in the Christmas Fete enthusiastically and share their joy.

Non-Financial support

Curriculum Development:

Alumni serve in different statutory bodies like Academic Council, Governing Body, Board of Studies and IQAC. As members of different boards they contribute in redesigning the curriculum as per the requirements of the industry and provide advice on introduction of skill oriented certificate courses.

Resource Persons:

Alumni support the college by acting as resource persons during conferences, seminars and guest lectures. They are also part of jury during cultural competitions' week and Christmas Fete.

Placements:

They offer information services on regular basis about employment prospects in various sectors. Ms. J. Aparna, MBA (2010), currently an entrepreneur and Ms. Sindhu, MBA (2013), a software engineer have alerted the placement officer regarding job mela.

Alumni Meet:

The Association holds an annual get-together of old students called Star Meet, an initiative taken to stay in touch with our alumni and to ensure a strong lifelong relationship between Alumni and Alma mater.

Feed-back:

They offer valuable feedback to the institution about the latest developments in different fields, importance of revision of existing curricula and introduction of new programmes and suggest measures for infrastructural development.

Financial support

The ex–stellites contribute and motivate the students by instituting **endowment prizes** for meritorious students in different subjects.

Scholarship: The Alumni contribute towards awarding scholarships to financially weaker students. Ms. Chukkapalli Sudha, an educationist and an entrepreneur based in Vijayawada sponsors students regularly who are good in sports, yet financially weak.

Support towards Infrastructure: They also contribute towards enhancement of infrastructure in the campus. Ms. Vijayalakshmi has contributed Rs.100000/- towards installation of RO water plant.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs)
? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: 5 Lakhs - 10 Lakhs

File Description	Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 4

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	1	1

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION:

Empower, Enrich, Excel, Transform

To contribute to a just and equitable society through quality education for leadership and social responsibility in an environment of academic excellence and sound values.

MISSION:

The mission of the college is to empower young women through a transformative education to form intellectually competent, morally upright, socially committed and spiritually inspired women imbued with the values of humanism in the service of society.

Nature of Governance:

Inclusiveness and excellence leading to decentralization and participative management are the guiding principles of governance in the institution. Accountability, efficiency and transparency are key factors promoted for good governance. These aspects are reflected in the general functioning of the institution.

Perspective Plans:

The vision of an equitable society through quality education is the major consideration in the framing of perspective plan.

Long term plans to ensure quality include:

- Academic excellence to match global standards
- Research relevant to emerging needs and challenges
- Infrastructure to support holistic education
- Training and development of human resources
- Social responsibility and service
- Collaborations for wider exposure

Strategic plans for the period 2013-18 were formulated drawing upon the above perspective plans, together with the suggestions made in the last cycle of accreditation.

The thrust areas for 2013-18:

- Training and development of faculty
- Technology enabled Teaching- Learning
- Increased e-governance
- Skilling students for employability
- Extension services

Participation of faculty in the Decision Making Bodies:

Teachers find representation and participate in all the bodies of the institution, statutory as well as non-statutory: the Governing Body, the Academic Council, the Finance Committee, the IQAC and in all the committees set up for good governance. They play a major role in administration as Vice-Principals, Deans and Heads of Departments. They also serve as mentors, members of the various committees and cells and as observers during examinations. In their role as teachers and mentors, they meet and interact with parents, industry, and alumni, thus playing a decisive role in building the very ethos of the college. They are instrumental in determining the parameters of all aspects of campus life: academics, co-curricular activities, extension work, capacity – building of students. Besides being engaged in imparting value-based education, assisting in the administration and community networking, they are facilitated to outsource their expertise, upgrade their domain knowledge, assess and address their professional competency through feedback, appraisal by the CCE and self-appraisal, through participation in seminars, workshops, and research for continuous growth and excellence.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The hierarchical structure of the institution functions on the basis of decentralization and participatory management. Roles and duties are spelt out clearly at every level with adequate authority vested to discharge the duties effectively. The Principal, as Head of Academic Administration, is ably assisted by the IQAC Coordinator in governance through distribution of responsibilities to the Vice- Principals, Deans and Heads of the Departments. Responsibility is also shared by members of the various committees set up to

manage every aspect of campus life. Student participation is ensured by their representation in bodies such as IQAC, Student Council comprising selected members from the various academic programmes, as class representatives, members of clubs and associations. Parents' feedback is taken during the parent-teacher meet organized every year and through mentor-parent interaction. Thus it is ensured that the voices of all the major stake-holders are heard and considered by the management.

A Case in Point is the mentoring system which involves the participation of the Vice-Principals, Deans, Office of the Controller of Examinations, College Counselor, faculty and students.

The Vice-Principals and Deans:

- Divide the list of freshers, discipline and class wise, into batches of 20-25. These batches are distributed among the faculty who have contact with them, with individual files for each student.
- Students have mentoring sessions on Tuesday of every week after regular classes.
- Fix the parent-teacher meet every year.
- Direct and guide parents to the other teachers of their wards they might wish to meet.

The Mentor:

- Interacts with the assigned mentees, individually and in groups.
- Records personal details of each mentee together with her academic progress, attendance and any personal problems requiring counseling.
- Undertakes counseling with in her purview and uses her discretion to recommend select cases to the college counselor for professional counseling.
- Recommends cases for the Midday Meal Scheme or financial assistance based on her assessment of the economic status of her mentees.
- Meets and interacts with parents at the parent-teacher meet, acquaints the parents with the progress of their wards, gives suggestions for improvement.
- Takes feedback from parents in prescribed forms.

Controller of Examinations:

- Provides individual performance reports of each student and sends it to the respective mentors through the Vice-Principals.

Outcome:

- Establishes rapport between teacher and student.
- Provides a platform for parent-teacher interaction.
- Builds a positive relationship between parents and the institution.
- Gives students a sense of security and a platform to express their aspirations and grievances.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

The perspective/strategic plans and their deployment are available in the institution and are in tune with the objectives drawn from the vision and mission of the institution.

An illustration:

The Co-curricular Activities, a part of every U.G programme offered by the college, are skill and interest based activities.

Objectives:

- To enable students to hone latent talents
- To provide avenues for lighter activities and relaxation
- To acquire skills to enhance employability

Every fresh U.G student is mandated to choose one activity from the range available for two years.

70% attendance and a pass grade in the chosen activity is required for the student to graduate. The weekly classes are held after regular college hours.

Soon after admission, the freshers are furnished with a list of the co-curricular activities. To help them choose, each faculty who offers the activity makes a short presentation after which the student is given a week to decide and register for her choice. While NSS and NCC have their own course structure, the other

courses are designed by the course teacher. Evaluation and Grading is also done by the trainers.

Sports student prove their mettle and Yoga students demonstrate Asanas on the Sports Day. Martial Arts are displayed to exhort girls to practice self-defence. Students who are talented in singing, dance and dramatics are chosen for College day culturals and those with good writing skills are part of the Magazine editorial team.

The activities and their purpose:

- NCC: for life skills
- NSS & STARS: outreach and extension work
- Music, Dance, Painting: for aesthetic awareness, cultural exposure, creativity and improved emotional expression
- Sports and Games: for physical fitness and stamina
- Yoga: for improved physical, mental and spiritual fitness
- French: for the asset of acquiring foreign language
- English and Telugu Literary Activity: to inculcate a love for language and enhance literary skills by providing a platform to develop speaking and writing skills
- Martial Arts: for self-defence
- Jute products making and Beautician’s Course: Skill development with good entrepreneurial possibilities

There are plans to develop these activities into certificate and diploma courses.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The Organizational structure of the institution is hierarchical, with well-defined roles at every level. It functions on the basis of coordinated decentralization and participatory management.

The Correspondent represents the Management before the Government and the Commissionerate of Higher Education on all matters relating to the general administration of the college. She sanctions all financial proposals, handles legal matters and is in charge of appointments, leaves and implementation of service rules. She is assisted by the Office Superintendent and the Bursar.

The Principal is the executive authority of the college. She implements the policy decisions initiated by the Governing Body of the congregation. She is assisted by the IQAC memebers. She plans and executes all academic programmes, supervises the teaching and non-teaching staff, the allotment of work, the academic calendar and time table, curriculum and research. She also facilitates co-curricular activities and extension service, admissions, discipline and is responsible to all the stakeholders of the institution.

Decentralization of administration is promoted by the setting up of statutory and non-statutory committees and through the distribution of power to various committees and cells responsible for examinations, research, finance, placements, infrastructure etc..

The Governing Body as the apex decision making body and the Academic Council having representation from the various academic departments and student community have, among its members, experts drawn from the fields of industry, social service, science and technology and education. The Boards of Studies of each department has external experts. **Planning** of academic programmes is thus undertaken with inputs from experts.

Implementation and evaluation processes involve the Principal, Vice-Principals, Deans, Heads of the Departments and Departmental Quality Circles (DQC). General staff meetings, meetings of Heads of the Departments with management and departmental meetings are held to evolve action plans. Feedback from students on courses and teaching is taken at the end of the year and at the end of the programme. Meetings with parents, organized each semester, also provide an effective forum for discussion and feedback on academic programmes.

The institution has a **positive relationship** with **stakeholders**. **Inclusive practices** are followed in admission and appointment of staff and these policies satisfy representation from all communities and states. **Professional development programmes** and a **research culture** are maintained in the institution by extending adequate financial support and motivation.

Grievance Redressal Mechanism:

The Grievance Redressal Cell attends to the grievances and complaints pertaining to the activities of the institution with a fair and unbiased approach. Students voice their grievances to the Dean of Student Affairs, to their mentor or through the Complaint Box placed infornt of the Principlal's office. The Grievance Redressal Cell, comprising the Principal, Vice-Principal, Dean of Student Affairs and two senior faculty, meet to consider and redress the grievances. Grievances from staff are represented to the Staff Association whose office-bearers in turn represent them to the management. Grievances are, in general, addressed promptly. The nature of grievances is analyzed by the management and IQAC, the root causes are identified and remedial measures are taken.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for Additional Information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

Response: All 5 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP Document	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
Any additional information	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

The various cells/committees meet regularly to plan and execute activities that are in tune with the strategic plans of the institution. The minutes of the meetings testify to the effectiveness of these bodies in planning and implementation. As an example:

The members of the IQAC Core Committee met on 28th March 2014 to discuss the feasibility of

organizing UGC supported National Seminars. HoDs of the Departments of Physics, Telugu and Mathematics came forward to apply to UGC for financial support to conduct them. The Department of Physics took the initiative to organize a two-day UGC Sponsored National Conference in collaboration with the DST Unit of Nanoscience and Thematic unit of Excellence, IIT M, Chennai on "Emerging Frontiers of Materials Science" on 12th – 13th February, 2015.

The members of various Committees functioned effectively to organize the seminar:

- On 20/10/2014, the HoD of Physics in coordination with the Department faculty members and the students of Physics Association consulted the HoD of DST Unit of Nanoscience and Thematic unit of Excellence, IIT M, Chennai , regarding the feasible dates.
- On 30/10/2014, the Department members held a meeting, chalked out the action plan for implementation and discussed the objectives, training, invitees, venue and dates of the Seminar.

  The following objectives and procedures were formulated:

Objectives

- To create awareness on frontier areas of research in Materials Science to graduate students, researchers and faculty members through a series of lectures given by eminent professors from reputed institutions.
- To bridge the gap between UG Physics Course and the Industry.

Implementation process

- Committees - Budgeting and Finance
- HOD and Staff – Event Coordinators, Goals and Action Plan
- Departmental meeting – Delegation and monitoring of duties.
- Student meeting – Orientation and assigning roles.

1. On 08/01/2015 the organising committee discussed the proposed budget of Rs.1, 00,000 and submitted it to the Finance Committee for approval.
2. On 22/01/2015 The Finance committee studied the objectives of the program, feasibility and outcome of the Seminar and released the fund sponsored by UGC - Rs. 80,000/- for the initial expenditure.
3. Coordinating and monitoring the implementation before the event and during the event on 12/2/15 and 13/2/15 were done successfully as planned.

Outcome: Organizing the national seminar promoted team spirit among the respective faculty members. Active participation of delegates was encouraged through poster and a few oral presentations and interactions with the speakers so that collaborative work could be taken up in future. The programme created awareness on frontier areas of research in Materials Science and the need for research to develop functional materials. Inter-collegiate poster presentation contest for the students on the theme "Advanced Material and its Applications" as part of this Conference would serve as a take off point for their future endeavours in the area of Materials Science.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

As per the norms of the institution the following facilities are available to all permanent teaching and non- teaching staff.

- Faculty appointments prior to 2004 are eligible for pension benefits on retirement.
- PF, gratuity and leave encashment are availed by retiring faculty as per Government norms.
- Leaves to teaching and non-teaching staff are given as per the guidelines of the CCE and UGC.
- Personal, housing and vehicle loans are sanctioned without hassles by the Canara Bank attached to the campus.
- The college has provision for admissions of eligible wards of employees.
- PF loans are sanctioned as per GOI rules.
- ESI is available to the staff.
- Management grants interest free loans to the Aided, Unaided Teaching and Non-teaching faculty in times of need.
- Medical, Earned and Commuted leaves are available to the Aided faculty.
- In case of accidents on the campus, entire treatment expenses are borne by the management.
- First aid facility on the campus and emergency treatment is provided by Vasavya Hospital adjacent to the college.
- Financial help is given for supportive staff in the case of sickness and in emergency.
- The Institution sponsors the Registration Fee to teachers for attending workshops, symposia, seminars, refresher courses and faculty development programs.

Amenities provided:

- Well-furnished staff rooms equipped with intercom and personal computers, Wi-Fi connectivity, cupboards for books and files and a well-stocked department library.
- A well-planned library with a good collection of print and electronic resources.
- A well ventilated, well lit, functional office space with separate workstations.
- A canteen providing wholesome food and beverages at reasonable rates.
- Well-equipped fitness centre.
- Access to banking and ATM services on the campus.
- CCTV cameras to ensure safety and security.
- Fire safety equipment as per regulations.
- Mineral water.

Support for professional development:

- Financial assistance to participate in faculty improvement and professional development programs.
- Financial assistance to organize National and International conferences.
- Financial assistance to participate and present papers at National and International conferences.
- Felicitation on the College Day to staff who have rendered dedicated service to the institution.
- Study leave
- Additional increments for securing M.Phil / Ph.D.
- Increment for qualifying NET/SET/SLET.
- Training for Administrative staff in accounting and other software packages.
- Felicitation to Staff on completion of 25 years of service, on Teachers' Day.

Other incentives:

- Award for full attendance.
- Uniforms for security staff.
- Excursion for teaching and non-teaching staff.

File Description	Document
Any additional information	View Document

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

Response: 59.79

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

2017-18	2016-17	2015-16	2014-15	2013-14
47	78	49	49	28

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 7.8

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	6	12	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 3.27

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	2	2	1

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers).	View Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document
Any additional information	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Maris Stella follows the guidelines of the UGC, CCE and APSCHE for the Performance Appraisal of its teaching faculty. All the Aided staff members fill up the CAS format for promotion to the Higher Pay Band and also take necessary steps to see that they meet the parameters fixed by the UGC regarding publications, seminars, paper presentations, workshops, articles in UGC approved journals, citation and h-index etc.

Every staff member has to fill up the Academic Performance Indicators forms at the end of every academic year and the API scores are approved and attested by the Principal and sent to the CCE. The scores are displayed on the CCE website.

The CCE conducts Annual Academic Audit every year. A team of Academic Advisors audit the academic functioning of the institution and the individual faculty, on the 7 criteria fixed by NAAC and gives its suggestions for improvement. The scores of the teaching faculty are considered for promotion to the next pay band and also for state Best Teachers Awards.

The Principal with IQAC members conducts internal academic audit, assesses the performance of the members and suggests improvement measures. Student feedback taken at the end of the academic year and feedback by parents are taken into consideration for performance appraisal.

The Principal and Correspondent have meetings with the non-teaching and supportive staff to assess their performance. Feedback from faculty and students is taken into consideration to review and suggest measures for improvement of performance. The Student Welfare and Grievance Redressal cells also bring to the notice of the Management cases of slackening of duties or misbehaviour on the part of any of the support staff.

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution submits to an External Financial Audit every year. The main intention of the Audit is to maintain transparency. Receipts and Payments are documented and audited. Meticulous planning and judicious allocation of available funds through budgeting and careful monitoring of expenditure through internal and external auditing are the strategies adopted for effective management of financial resources. The management committee prepares and approves the annual budget of the college. It is then presented and approved by the Finance Committee. A review of utilization is undertaken every six months. Certified Chartered Accountants, M/S Brahmaiah and Co. and Narasimha Rao and Co. appointed by the management undertake internal audit every year. External Audit is conducted by the Auditors appointed by the CCE and periodically by the office of Audit and Accounts General.

File Description	Document
Any additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

Response: 16.29

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
6.26	4.78	1.0	2.26	1.99

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

The college follows strategies for mobilization of funds and optimal utilization of resources as directed by the UGC. The college Accounts Department prepares an annual budget estimate in consultation with the Correspondent, Principal and Governing body. This estimate is then sent to UGC by the Accounts Department of the institution. The college then receives budget approval letter from UGC on the basis of which all financial utilization of funds takes place. For major expenses, approval from the Governing body is taken after recommendations from Staff Council Committees/Statutory Committees.

Additional Resources:

As operational costs have been going up steadily, grants from government bodies is insufficient to meet the requirements of the institution. The college generates additional resources through:

- Outsourcing the indoor stadium to external agencies/organizations for meetings or events.
- Optimum use of buildings by renting out for Bank, NEET and other Recruitment/Entrance examinations.
- Judicious use of internal resources with focus on cost reduction.
- Generation of income through dry and wet waste management for preparation of compost.
- Organic farming and sale of the greens and vegetables.
- Generation of Biogas to be utilized in the kitchen.
- Sale of vermi-compost and mushrooms cultivated on the campus.
- Encouraging alumnae to contribute for the development of the institution.
- Holding a Christmas fete to raise funds for charity as envisaged in the vision and mission of the institution.

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

It has been the endeavor of the Internal Quality Assurance Cell to work towards the qualitative development of every aspect of campus life through strategic planning and implementation. To cite an example:

Quality faculty are most essential for an academic institution. To ensure the training of new faculty and to support the continued development of older faculty, the IQAC has institutionalizes planning and organization of faculty improvement programmes every academic year. An orientation programme is held at the beginning of each year for newly recruited faculty. Programmes in Teaching Skills and Communication Skills in English are also organized.

A few other faculty development programmes planned and organized by the IQAC are:

- Moodle Workshop- August 2014.
- Mentoring and Value Based Education – June 2015
- Quality Enhancement and Sustenance- Aug.'17
- Workshop on Writing Proposals for Research Projects –Oct.'17
- Blog Preparation- Dec.'17
- MOOCS bases Workshop on Online Courses, Dec.'17

Another initiative by the IQAC is the planning and organization of the Intramural Cultural Week every year in November. The event is aimed at furthering holistic education and the all-round development of students by tapping their creativity and by providing a platform for exhibiting their artistic talents, literary acumen and competitive spirit. It is a confidence-building exercise that also provides a break from the rigours of pure academics. The event is theme-based and the themes have varied from gender, environment, youth and media to Indian tradition and culture and women empowerment. A range of competitions from the aesthetic such as rangoli and flower arrangement to fine arts such as dance and singing and the literary such as elocution, essay-writing are held through the week, ending with a prize distribution ceremony. As part of its focus on the all-round development of students, the IQAC has also initiated and institutionalized programmes in Soft Skills, certification in skill-based courses like Tally, Cutting and Tailoring, DTP to enhance their employability.

File Description	Document
Any additional information	View Document
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

Response:

The institution reviews its teaching-learning process, structures and methodologies of operations periodically through external and internal mechanisms. The Andhra Pradesh Commissionerate of Higher Education conducts an academic audit towards the end of each academic year and communicates its report to the institution. The internal mechanism works under the direction of the IQAC supported by the Staff Council, the Office of the Controller of Examinations and various committees. The IQAC itself undertakes an internal audit. Based on the reviews by the different bodies and feedback from stake-holders, the IQAC's thrust areas for development have been:

- Wider use of ICT in teaching-learning
- Skill development for employability and entrepreneurship

ICT in teaching-learning:

- Online courses have been developed with the technical support of the librarian.
- A national workshop on Open Education Resources was organized with the objective of creating awareness of OER and MOOCs.
- Regular use of the smart classrooms on the campus is encouraged, besides more extensive use of the laptops and free Wi-Fi provided to each department.
- Awareness programmes on the library and its facilities such as Online Public Access Catalogue (OPAC), e-journals.
- Upgradation of the computer labs is under way.

Skill Development for Employability and Entrepreneurship:

Besides the programmes organized regularly on Soft Skills, Personality Development, Leadership and Communication, the IQAC initiated a Managerial Skill Development Programme with the Career Guidance Cell. Mrs K. Sandhya one of the alumnus (2000 year batch) currently settled in USA is a trainer of this progrmme. She had developed efficient strategies for successful project delivery and has been recognized as a key player in high impact projects adopted in multiple companies. The first video conference session was held on 15-11-2014 on the topic "Life Skills". Nearly 50 final year students attended and interacted with her.

Various quality initiatives for improving the teaching-learning process taken by the Institution have been-

Organization of seminars, workshops, faculty development programs and training.

Better use of ICT in teaching and learning.

E-resources for various courses are regularly shared with students.

Value-added courses for students initiated.

Feedback from students, faculty, alumni and parents have formally been taken and the data analysed.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 7.2

6.5.3.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2017-18	2016-17	2015-16	2014-15	2013-14
08	07	7	7	7

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 4 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of Institution	View Document

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* Post accreditation quality initiatives *(second and subsequent cycles)*

Response:

Three new programmes have been added in the last five years. Certificate courses have increased from 8 to 16 and the range of choices in co-curricular activities has gone up from 7 to 16. Foundation courses have been introduced, general and cluster electives are offered in the sixth semester. Online courses are being offered by some departments on an experimental basis.

ICT enabled teaching has been strengthened. One more English language lab with 60 systems and Clarity English software has been set up. A digital classroom has been set up. NPTEL videos have been downloaded and used for classroom teaching. Usage of e-resources has increased manifold. Staff and students are using NPTEL, SWAYAM and other e-learning platforms for knowledge updation. Automation of examination section and administrative office continues with online fee payment, declaration of results online and financial matters with WINGS software.

General and Cluster Electives have been introduced to give students the choice of focussing on the area of their interest.

There has been a significant increase in the number of publications, from 15 publications in peer reviewed journals in the last cycle to 165 in the last five years and 63 to 195 in other publications.

Infrastructure has been improved with the installation of solar panels, CC cameras, RO plant, replacement of incandescent with LED bulbs, renovation of wash rooms, re-flooring of labs and PG library, updation of ICT facilities in the campus, purchase of digital board with touch screen, addtion of systems with 4GB RAM in the library, increased bar code scanners in circulation counters, biometric machines for attendance, replacement of old generators and addition of a new one. A larger and more efficient fire extinguisher has replaced the old one. Ramps have been built for the support of the physically challenged and books in Braille for the visually challenged.

Regular feedback has been taken in the past from students and shared with teachers to improve the

curriculum transaction. Since 2015, feedback system has been formalized and structured. Feedback is taken from stakeholders such as students, parents and alumni on curriculum and infrastructure. Feedback by the institutions where students are placed for internships helped to equip students with the skill sets required by prospective employers.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 38

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	8	16	4

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as
a) Safety and Security
b) Counselling
c) Common Room

Response:

1.Safety & Security

Maris Stella ensures that its inmates are safe, secure and comfortable within the four walls of the campus.

CCTVs: Vigilant monitoring of the campus is ensured by the installation of CCTVs at various conspicuous locations on the campus. The CCTV footage is also saved for checking when needed.

24x7 security at the College Entrance ensures safety.

Discipline Committee

It observes the conduct of the students and ensures that cordial relations exist among the peer group and with the staff.

Anti-Ragging Committee: It is a Ragging free campus. Till date, no issue of ragging has been reported.

The Attendance of the students is recorded meticulously every morning and their absence is communicated through an SMS to the parent.

A mentor maintains the data of each student provided by the parent during admission for future communication.

Co-curricular Activity in Martial Arts:

A Co-curricular activity in Martial Arts is offered. A demo on self-defence is given by these students on the Sports day.

Other Facilities: The College provides a well-guarded hostel facility for the non-locals. The Hostel and college premises are equipped with Fire Extinguishers for emergency purpose.

2) Counselling:

Counselling sessions are held regularly to prepare students for the challenges of life and to face difficult situations with courage and confidence.

There is an exclusive Counselling Room and a trained counsellor in the institution to help students in distress. The mentor not only helps the students with academics but also provides timely counselling on personal and career issues. Confidentiality is maintained so that students share their grief without any apprehension.

Common Room

Since it is a women's college, students don't find the need for a common room. The infirmary provides rest to girls who are ill. Students relax on the benches under the trees during their leisure hours.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 00

7.1.3.2 Total annual power requirement (in KWH)

Response: 72560

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 21.53

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 10008

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 46488

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

The institution is sensitive to environmental issues and finds ways for effective management of the waste on campus as part of its green efforts.

Solid waste management:

A Vermi Compost plant is built in the college where compost is prepared from the dry leaves and vegetable waste and buffalo dung collected from the campus and from the hostel. A Certificate course in Vermi Technology imparts skills to the students in preparing bio-manure and in income generation.

Waste is collected from all the sites in the campus like hostel, college, Garden, parking area, convent, labs and canteen. A list is made of the different waste products like food, dry leaves, paper, pens, refills, biomedical waste, etc, and it is segregated into degradable and non-degradable waste. Degradable waste is dumped in the pit and converted into bio-manure which is used in the garden. Non-degradable waste is disposed of through Municipal Corporation bins. Some types of solid waste are also used as landfill for elevation.

A biogas plant is constructed near the convent. Waste from the garden, manure, plant material, sewage, green waste and food waste is fed into the Biogas plant. The gas is utilized for cooking in the convent. The

biogas plant waste is used as manure.

The Institution initiated collaboration with ‘Wellbeing out of Waste’ a unit of ITC Limited, paperboards & speciality papers division under Swachh Andhra Mission, Government of Andhra Pradesh. Every year tons of papers are sent for recycling.

- Microbiology culture media is disposed of after careful autoclaving to kill the cultures grown on the media.
- Carcinogens are carefully wrapped in the newspaper which is again wrapped in polythene and finally buried in the soil to avoid contact with animals.
- The unwanted, unused kits, chemicals, biological specimens, cultures and other biological materials that are used in various labs are decontaminated before being discarded.
- The used materials are packed well in polythene bags and are disposed in Municipal corporation dustbins and thereby guaranteeing environmental protection.

The green cover on the campus is carefully nurtured. The foundation course on “Environmental studies” is mandatory for all students during their first year and promotes the benefits of implementation of 4R's i.e. Reduce, Reuse, Recycle and Recover concepts. Students are taught to convert wealth out of waste. Competitions are conducted in creating art pieces from waste products.

- **Liquid waste management**

Water is used sparingly and students are oriented about the value of natural resources.

Used water is let out into the garden.

The wastewater from the RO plant is diverted to the plants.

Four rainwater harvesting pits are constructed to increase the ground water level.

The chemical waste from different labs is channelized and sent through sewage canals.

To avoid stagnation of rainwater and breeding of mosquitoes, the excess rainwater is pumped out into the drains immediately.

The water used for washing rice, vegetables, excess water drained after the rice gets cooked etc. is collected in separate huge tanks kept near the kitchens of hostel, convent and canteen. Customers collect this waste every day and use it to feed the animals on his farm.

- **E-waste management**

The Eco-club collects the E-waste and sends it for recycling.

Branded and quality electronic goods and gadgets are purchased by the institution for durability and to avoid frequent breakdowns, unwanted leakage and excessive radiation.

Maintenance of computers and other electronic goods is done meticulously and periodically so as to prevent an excess of E-waste.

The irreparable electronic gadgets are kept aside in a storeroom for future safe disposal after making proper entry into the stock registers. Some of the scraps is sold and income is generated.

Students are encouraged to use Google Drive to save and store their data, instead of CDs and pen-drives and to minimize the use of electronic goods.

Eco Club initiatives:

The Eco Club, with the support of NSS units and departments of Botany and Zoology, has taken up initiatives to provide experiential learning opportunities to students in waste management. Students of Eco Club campaign to discourage the use of polythene carry-bags, promote the use of eco-friendly material, help in pollution check on the campus.

Air Pollution Free Day:

Vehicles of parents, faculty and students are not allowed inside the campus every Thursday to observe Air pollution free day.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The Government had made it mandatory for construction of rain water harvesting or conservation structures on all premises where the plot area is more than 200 sq.mts to protect and improve the groundwater level for sustainable yields in the borewells. Keeping this in mind, Maris Stella College prepared four rainwater harvesting pits. This initiative helped to overcome the problem of flood. It is also helping in storing excess water that is used for vegetable garden which is giving organic produce and also to sustain water in borewells in summer. The staff and students feel that it is one of the effective ways to improve groundwater level.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**

a) Bicycles

b) Public Transport
c) Pedestrian friendly roads
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Green Practices

Students, staff use

- **Bicycles**

Bicycle users are less in number due to heavy traffic.

- **Public Transport**

Most of the students and staff commute by public transport as many of them live in far off places. They also use RTC buses, share auto-rickshaws and cabs.

- **Pedestrian Friendly Roads**

The feeder lanes adjacent to the college are pedestrian friendly. There are roads within the campus too.

- **Plastic-free campus**

The campus strictly follows plastic free practices. The Eco Club and Green Audit Cell campaign for a plastic-free zone in the college. Plastic carry bags are banned during college festivals. The canteen owners are instructed not to use plastic plates, tumblers and polythene covers.

- **Paperless office**

There is minimal use of paper in the office, exam section and in the library.

- **Green landscaping**

The college has an eco-friendly campus, situated in the heart of the city. The college organizes various programmes to create awareness among students and involve them in maintaining an eco-friendly campus. Medicinal plants and a herbal garden are maintained. NCC, NSS, Red Ribbon Club (RRC) and Eco Club members take up the task of maintaining a clean and green campus. Green Audit Team conducts surveys to check cleanliness measures. Vehicles are not allowed into the campus on **Thursdays** as an attempt to reduce carbon emissions.

http://stellabotany.blogspot.com/p/gardens.html

- **Green practices**

Mushrooms of high nutrient values (Milky mushroom) are cultivated and used. Recycling of Agro-waste of the campus is also done. Used paper is sent to the recycling unit. Rainwater harvesting is implemented by collecting rainwater and utilizing it for gardening. Waste is managed through recycling of solid and liquid waste and using it as fertilizers for the plants in the campus.

The Department of Chemistry conducted a physicochemical analysis of potable groundwater collected from students living in different areas and created awareness on safe drinking water. In 2015-16 the institution received an Eco-friendly Campus Award from the Department of Horticulture, Government of Andhra Pradesh. Medicinal plants are cultivated in the garden and herbs are distributed during Ganesh Chaturthi festival. The trees provide shelter and nesting to the migratory birds.

Classrooms do not have power supply during lunch break so that students eat under the shade of the trees and save power.

The institution discourages use of carry bags and supporting the utility of jute, canvas and paper bags. Members have started using cloth banners instead of flexis during seminars and fests.

Aerated drinks are not sold in the canteen

- **Plantation programmes**

The Department of Botany organized Vanam Manam programme as directed by the Government of Andhra Pradesh, Swachh Bharat initiated by the Union Government and Clean and Green programmes through NSS and NCC teams in various adopted villages.

All guests and VIP visitors to the college are presented with a sapling, **a green greeting** initiated several years ago.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.21

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.36	0.24	0.43	0.13	0.80

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document
Any additional information	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 52

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
14	7	11	16	4

7.1.12
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 64

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	14	19	8	7

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Yes, the College celebrates with great fervor the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Pandit Jawahar Lal Nehru, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, P.C.Mahalanobis, Alluri Seeta Ramaraju, Gregor Johann Mendel, A.P.J. Abdul Kalam, etc. Various national festivals like Independence Day, Republic Day, Statistics Day, World Tourism day, National Science Day, Telugu Bhasha Dinotsavam and International Mother Tongue day, Sanskrit Divas, Hindi Divas, International Womens Day, International Youth Day, National Children's Day, AIDS day, Ozone Day, Environment Day, International Human Rights Day, National Voters Day, Constitution Day, World Literacy Day, World Population Day, Flag Day, Ethnic Day etc., are also celebrated with great enthusiasm. Quiz, Essay Writing, Elocution and Debating competitions are held and prizes are distributed.

On 5th September, we celebrate Dr. Radhakrishnan's birthday as Teacher's Day with great fervour. The students organize a cultural programme for the teachers, honour them with gifts and the Guru-Sishya parampara is celebrated. Teaching and Non-teaching faculty who have completed 25 years of service are felicitated by the Management and by the members of the Home Department and the other faculty.

NSS Day is celebrated on 24th September and various events are organized in the college followed by the cleanliness drive and competitions organized by the NSS Units.

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Maris Stella College adheres to the policies framed by the Higher Education Commission and periodically amends the policies and regulations as per the changing Economic Policies of the Nation. It makes efforts to ensure all its financial transactions, reports and documents are completed with Integrity and that the institution presents timely and accurate information to the Management. Accounts are audited regularly twice a year in the Month of January & June. Governing body of the college approves the annual budget in addition to the income through tuition and other fees. The auditor has certified that the institution has compiled proper approval as to budget and disbursement of budget and certified that expenditure is incurred for the purpose for which it is budgeted. The accounts are verified by external auditor and the audit report has no objections.

Academic Functions

The institution follows the academic plan stated in the handbook. It adheres to the Year plan and the same is conveyed to the students through the copies supplied to them. The information on various programmes offered and the programme specific and course specific outcomes are displayed on the website. The Attendance of the students is taken meticulously and their absence is informed to the parents through SMS,

before 11 AM.

The performance of the students in the internal exams is assessed and evaluated impartially and the result is promptly given to the ward for verification and clarification. The marks are informed to the parent/ guardian during Parents Meet. Remedial coaching is planned by the Deans. Academic audit is conducted annually by the Internal and External Audit committee and the report is submitted to the Principal who submits the ATR to the CCE.

Administrative Functions

The decentralization of the Administrative structure shows a transparent coordinated working mechanism. The staff and the students follow the code of conduct that is reflected in the handbook. Events for the year are planned in the Staff Council meeting. The college newsletter, 'Stella Scope' gives a panoramic view of the activities conducted during the year. The feedback on curriculum, faculty and the institution taken from the stakeholders is greatly helpful in upgrading and promoting the policies of the institution. The increment for the staff is considered on the feedback, self-appraisal reports and their academic progression.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. **Title of the Best Practice: Women Empowerment for Entrepreneurship**

Introduction:

Entrepreneurship is a multi-faceted, multi-dimensional concept. Women's entrepreneurship is a process in which women gain greater control over resources. In recent years, women have been taking increasing interest in income generating activities, self-employment and entrepreneurship. There is widespread belief that economic strength is the basis of social, political and psychological power in society. Thus women's low status is seen to stem from their low economic status and consequent dependence and lack of decision making power. Self-training to equip women for specific jobs is a relatively new concept. A package of assistance covering product selection, innovation, competency development, market information and training in management is required. Women entrepreneurship through income generating projects is one of the best ways towards self-sufficiency and poverty alleviation for women in a country where employment is not guaranteed. The development of entrepreneurs will optimize the use of unexploited natural resources; generate self- employment and self sufficiency of economy for women. The Women entrepreneurship through income generating projects would lead to benefits not only to the individual woman but also the family and community as a whole.

2. Objectives of the practice:

- To stimulate and augment the entrepreneurial spirits and skills among women and to create new small and medium enterprises in the private sector.
- To network with national and international agencies, NGOs and Government organizations for developing & promoting entrepreneurship.
- To provide support and financial assistance and create learning facilities for women for financial self-reliance.
- To build capacities in women and develop them for future Entrepreneurs in different regions to facilitate women empowerment.

3. Context of the programme:

Women empowerment is essential to help them achieve economic freedom. The State government has been initiating several measures for women empowerment and to ensure their progress in different sectors but they were not provided proper recognition for their services. According to Vijayawada Municipal Corporation, the city has 111 slums, with 3 lakh population and 25 percent people in Vijayawada live in slums. A large number of women do not have property or assets. Hence, they encounter problems while applying for loans due to lack of collateral. Women are expected to play a larger part in handling the household and taking care of their family. In the case of working mothers, taking care of their children takes up a lot of time and energy, thereby often forcing them to give less priority to their business. In entrepreneurial ventures women need support. Unfortunately, in many cases, women find themselves on their own with no one to guide them.

4. The Practice

A baseline survey was conducted in the areas such as Krishnalanka, Kasturibaipeta, Durgapuram, Madhura Nagar, Prakash Nagar and Moghalrajpuram, to identify women who were unemployed and also were interested to be entrepreneurs. It was decided to train them in cutting and tailoring. The next step was to ensure the feasibility of the proposed training, planning and launching of the programme, making modifications in the light of the survey findings and final evaluation.

The college decided to launch Skill Training Programmes for women in collaboration with various national and international organizations. Three lecturers were appointed to explore various possibilities of empowering women. A suitable room for conducting the training programme and for the safe custody of the sewing machines was also provided.

There were eight batches of women at different durations taking up garment making. They were trained in their own respective areas. Professional staff were appointed to train women who registered for basic and advanced courses. Staff and students who registered for STARS as well as Social Work students regularly monitored the success of the programme. Community participation and tapping of local resources was one of the criteria adopted for the success of the programme.

Table indicating skill development for garment models for self-employment

Batch	Year	Duration of training	Name of the area	Collaborative Organisations	No of Women
1	Dec'14-feb'15	3 months	Krishnalanka	Prajwala Counselling center	24
2	July-Dec'15	6 months	Kasturibaieta	All India Democratic Women Association	23
3	Sep-Nov'15	3 months	Durgapuram	All India Democratic Women Association	29
4	Dec'15-Feb'16	3 months	Madhuranagar	All India Democratic Women Association	28
5	Feb-Mar'16	4 months	Prakashnagar	All India Democratic Women Association	35

Infrastructural facilities, persona for training were provided by the collaborative agency. A baseline survey, purchase of machinery and its upkeep, registration for the programmes, organizing and coordination, assessment of the programme and issue of the course completion certificates were the responsibilities of the staff and students of Maris Stella College. Financial assistance of the UGC was a great support in taking up women empowerment programmes every academic year. After the completion of the programme, every batch was assessed with theory and practical examinations and candidates were issued course completion certificates with grade. It was an empowering Skill Development Programme where women felt confident in taking up self-employment according to their aptitude and interest. Two hundred and twenty eight women completed the Certificate Programme of Skill Development to enter the garment industry.

The next process was identifying women for advanced training which was offered by the Ministry of Textiles, Government of India, conducted through the Association of Lady Entrepreneurs of Andhra Pradesh. It was a free training programme given to women who aspired for self-development and entrepreneurship. Intensive Entrepreneurship Training Programme was conducted exclusively for women. Women were encouraged and motivated for Intensive Entrepreneur Training offered by the Ministry of Textiles, Government of India conducted through the Association of Lady Entrepreneurs of Andhra Pradesh. Capacity Building Programmes such as Awareness Sessions, Industrial Exposure and Hands on Experiences were conducted to mobilize women. Fifty five women from different areas attended the programmes according to their aptitude.

Table indicating Intensive Entrepreneurship Training Programme

S. No	Category	Duration	Collaborative Organizations	No. of

		of Training		women
1	Garment Industry	Two months (April15th-June15th 2016)	Association of Lady Entrepreneurs of Andhra Pradesh	23
2	Jute Industry	Two months (April15th-June15th 2016)	Association of Lady Entrepreneurs of Andhra Pradesh	23
3	Magam Work	Two months (April15th-June15th 2016)	Association of Lady Entrepreneurs of Andhra Pradesh	09
Total				55

5. Evidence of success

90 percent of the women who were trained under the programme were able to find employment in different settings. Majority of the women were able to sustain themselves and take up employment individually or as a team.

6. Problems Encountered

Regular and systematic monitoring was not possible as the training centres were far and it took lot of time to contact the women. Due to financial constraints many instructors could not be appointed for the follow up programmes. Though it was a free programme, we encountered dropout problems among the women who had registered for the training programmes.

7. Conclusion

The social status of women is a reliable indicator of the social development of a society. Women in India suffer from being both economically and socially invisible. To counter powerlessness and economic deprivation women need to alter their self-image and thereby bring about social change. In promoting income generation for economic empowerment, Skill Development Programmes open a new chance for women to realize their potentials.Women get organized and look for new ventures that enable them to become the future entrepreneurs of society.

2. Title of the practice : e-learning and ICT Applications

1. Objectives:

- To identify and locate information sources and enable stakeholders to select topics for projects.
- To identify various types of resources of e-Learning.
- To enable students to take up MOOCs offered by NPTEL and SWAYAM platforms.

- To create an awareness regarding NLIST and Inflibnet resources and aid faculty and students in registering for the same.
- To evolve Stella Virtual Library facility as an e-Learning resource.
- To encourage students to do online courses offered in the college.
- To design an ICT enabled campus.
- Automation of the Exam Section, Library and Administration.

3. The Context:

Information Literacy and e-learning skills are major thrust areas in the globalised world. With the increasing wealth of electronic resources, a vast amount of information is available in electronic form and students are lagging in the skills needed to tap these resources. Many online portals are available enabling stakeholders to take up online courses and tech-savvy librarians can play an important role in providing information and helping learners find quality resources. It is essential at all levels of education and to all learning environments.

To convert the campus into an ICT enabled one, is one of the ongoing processes.

4. The Practice:

Information literacy programmes were started in the year 2010 in college. The librarian Dr. Rani Syamalamba completed a UGC Minor Research Project 2010 and took initiative to promote information literacy concept among staff and students. She organised training programmes for staff and students and also developed a few modules.(www.stellavirlib.org)

She completed one more UGC MRP on "Design and Development of Open Educational Resources in Higher Education" in 2014 and developed a web portal Stella Virtual Library (www.stellavirlib.org) which stood on the platform of Open Educational Week 2016. Then onwards initiatives were taken to develop the concept of e-learning in the college.

The e-learning centre of Maris Stella provides information in the Library Blog. It provides e-learning and Information Literacy techniques to learners. Information Literacy Programmes are arranged in the first year to help them become familiar with the e-resources that are available free online. New sites are introduced to the students to assist them in locating different types of resources like e-books, e-journals, and course material, in training them to become members in NDL, register for online courses on Swayam, NPTEL platforms and so on. Training sessions have been held for Faculty too, to enable them to offer online courses and organize Virtual Classrooms. Some of the Departments are offering Online courses to students of our institution.

The institution has provided the Maris Stella e-learning portal (https://marisstellaelearning.gnomio.com/) to encourage students to take online courses.

5. Evidence of Success:

With regular training and encouragement, more than 500 students and staff have registered in various online courses, answered assignments and a few appeared for online examinations. In recognition of her efforts the librarian, Dr. Rani Syamalamba was presented the NPTEL Appreciation Award. Students and staff were made aware of e-resources like NPTEL, N-list, SWAYAM, NDL and are now making use of these ICT platforms. Virtual classrooms have been organized.

Dr.C.Krishnaveni, faculty member of the Mathematics Department is using MOODLE platform for organising courses and assessing student performance and is awarding certificates. An eight-week online certificate course on “Arithmetic” was offered to the students of Maris Stella College during the academic year 2017-2018 from 06.11.2017 to 06.01.2018 through the Maris Stella e-learning portal, marisstellaelearninggnomio.com.

This course is offered online to non-mathematics students for the first time in the college. Altogether 48 students were enrolled for the course (II BCAP: 24 and II B.Sc. CBZ: 24) and 34 students (II BCAP: 16 and II B.Sc. CBZ: 18) successfully completed the course and received their certificates.

The basic idea behind offering this online certificate course is to allow the students to do additional courses from anywhere and at any time to enhance their knowledge and skills. This course is designed basically for UG students to acquire basic knowledge in Arithmetic, problem-solving techniques, analytical skills so that they will be able to prepare for various entrance examinations and recruitment tests to pursue higher studies and jobs.

The same course, “Arithmetic” was revised and offered to all the students in the college during the academic year 2018-2019 from 23.07.2018 to 16.09.2018. 2 credits were allotted for this course. Altogether 254 students (science and commerce) were enrolled for the course. 198 students completed the course and received certificates.

The institution is slowly moving towards total automation in all its Administrative, Academic and Financial matters. From maintaining an active website, issue of online application forms for admission, automation of the Exam Section and Library, use of software for attendance, ICT based techniques in teaching and learning, computer-based practice and testing in English through the Language Lab, organising Virtual Classrooms and Plickers, the faculty and students have become Tech - savvy.

6. Problems Encountered and Resources Required:

- The major problem encountered in the implementation of this practice was the speed of the Internet and system configuration which supports the use of these technologies.
- Majority of the students are still unaware of ICT usage.
- Time constraints.

To overcome these problems regular training should be provided to learn ICT literacy techniques which need support from faculty and management.

Faculty are also responsible for promoting ICT tools, and e-learning techniques among students, as it is a new area and concentrated focus is needed to implement it. Hence trained faculty who can train others is

the **need of the hour**

OTHER BEST PRACTICES

1. **Title: STELLA REACHES OUT**

Objectives:

- To pursue the Motto – Truth & Charity
- Value Education
- Humanism
- Social Responsibility
- Outreach
- Inclusiveness

The Context:

Truth and Charity being the motto of Maris Stella, the Management, faculty and students reach out to the society and to the needy with utmost commitment. Social responsibility and Inclusiveness form an integral part of the graduation process.

The Practice:

The Social Work Program stands foremost in Extension activities, followed by STARS, RRC, NSS and NCC Activities. The annual Christmas Fete, is organized to raise funds which are distributed to the inmates of orphanages, old age homes and to the destitute. Food, Clothes, and blankets are given to the poor. The NCC and NSS volunteers are at the forefront during camps, festive occasions, and are torchbearers to every flagship program taken up by the Government and the NGOs.

The institution offers Midday Meal Scheme, waives fee and allows payment of fee in instalments to the needy students.

2. Title: STELLA STAY FIT

Objectives:

- To arouse Health consciousness
- To inspire students to stay fit
- To encourage Yoga
- Training in Self Defence
- Social responsibility

The Context:

Maris Stella realized the need for sustaining the health of its inmates and has made health awareness a part of its regular schedule.

The Practice:

Maris Stella paves the way for Fitness and Wellness through its Curriculum and Additional Activities. Seminars, workshops, Guest Lectures and Field trips are organized to create awareness. Medical camps, training in Yoga, Sports and Games, walkers track, Gym with good equipment are available on campus to the members and to outsiders. There is a professional counselor to guide the students.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Empower, Excel, Enrich, Transform.
This is the vision that inspired the Franciscan Missionaries of Mary to set up the first college for women in the region in 1962. With the student profile of the college changing over the past two decades to comprise largely of young women from socio-economically challenged backgrounds, the institution is now catering to a section that is doubly discriminated – firstly, as women and secondly, as the less privileged from among them. It is our stated mission to empower these young women through education that ensures holistic growth so that we produce graduates of distinction committed to lifelong learning, integrity, professionalism, who can be responsible leaders and communicators in their fields and are an inspiration and a blessing to a needy world.

Based on our belief that higher education should be a total learning experience, our programmes and teaching philosophy enable us to nurture informed, rounded students ready to meet the challenges of a globalized, knowledge-based society. Students are encouraged to not only embrace their studies but also to explore the wide range of co-curricular activities and skill-based courses offered.

Discipline-specific studies are offered through a transformative curriculum that sets high standards of teaching-learning through excellent resources, encompassing simultaneously skill-development courses to acquire diverse skill sets to enhance the personal experience and professional prospects. In addition, students are guided to reflect and form positive views on issues of fundamental importance to human society through Foundation and Value Education Courses that deal with Human Values and Professional Ethics, Environmental Studies, and Leadership Education. Besides, several programmes initiated by the institution promote Gender Equity, Inter-Faith Understanding, Personality Development, and Critical Thinking.

As service is a core value of the institution, the Department of Social Work and Stellites to Awake and Reach Out to Society (STARS) ensure that students gain an understanding of social issues through exposure to problems related to street children, the girl child, HIV/AIDS victims, drug abuse, child trafficking, human rights, and first-hand experience in local organizations that leads to growth of

compassion and a commitment to work towards social justice by turning the skills they learn to practical use. An awareness of grave environmental issues such as deforestation, water conservation, ill effects of pesticides etc. is also created. In tandem with the Value Education classes that discuss service learning, problem-based learning, and moral dilemmas, the sense of responsibility towards social justice is reinforced.

By taking an integrative view of learning and development that emphasizes connections and relationships rather than separating cognitive dimensions of education from effective or moral dimensions, the institution has created a supportive environment for student development. It has fostered organizational conditions in which students grow holistically by aligning the culture of the institution, the curriculum, the co-curriculum and the sense of campus community. This distinctive, transformative approach encourages the spiritual, intellectual, humane, social and physical development of the student and helps nurture them to become confident, caring leaders who possess integrity, perseverance and a sense of responsibility for themselves and for others.

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

The curricula developed seek to give learners not only domain knowledge but also equip them with life skills so as to prepare them for the job market as well as for responsible citizenship. To this end, the curricula are strengthened with the host of foundation courses, interdisciplinary courses, co-curricular activities, courses in gender and environmental studies, value education.

More than 40 programmes have been held in the last few years for faculty development. There is a structural system for feedback from all stakeholders. The IQAC undertakes the analysis, initiates action and prepares an action taken report. Online feedback was introduced in 2017.

The examination section has undertaken several student-friendly reforms and is prompt in redressing examination - related grievances.

There has been a significant increase in the number of publications in the last 5 years: from 15 to 103 in peer review journals and 63 to 195 in other publications. Seed money is provided to encourage research. The Departments of Library & Information Sciences and Social work have won recognition and appreciation for extension work. **Stella Virtual Library** is a unique feature which provides information on all Open Access Resources and databases. The library uses one of the latest LMS software. Every department has developed its own blog to provide comprehensive information to highlight its activities.

Some of the notable incremental improvements made during the preceding five years include new provisions for the physically and visually challenged, increased automation of the administrative office and the examination section, addition of a second English Lab and provision of more systems with internet facility for student use.

Waste management steps include solid, liquid and e-waste management. Green greeting, green landscaping, a garden of herbs and medicinal plants, a plastic-free campus are some of the green practices in place. A green audit is undertaken periodically.

Women **empowerment for entrepreneurship** and **e-learning and information literacy** are two of the institutional practices worthy of special mention.

Concluding Remarks :

Inspired by its vision, to empower, enrich, excel and transform the college is committed to the cause of quality education for women and continues to contribute to the shaping of an equitable society. All its activities reflect its core values of inclusiveness, excellence, social justice, protection and preservation of the environment and are incorporated in its regular functioning.

The institution is aware that to be relevant in changing national and global contexts, one needs to be responsive to emerging challenges and issues. Hence, it seeks to be proactive in its efforts towards development through a transformative education with thrust on holistic growth rooted in personal integrity, truth and charity. The impact we make is a reflection of our quality.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><th>Metric ID</th><th>Sub Questions and Answers before and after DVV Verification</th></tr>
<tr><td>1.1.2</td><td>Percentage of programs where syllabus revision was carried out during the last five years 1.1.2.1. How many programs were revised out of total number of programs offered during the last five years
Answer before DVV Verification : 102
Answer after DVV Verification: 23
1.1.2.2. Number of all programs offered by the institution during the last five years
Answer before DVV Verification : 105
Answer after DVV Verification: 23</td></tr>
<tr><td>1.1.3</td><td>Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years 1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years
Answer before DVV Verification:
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>579</td><td>461</td><td>467</td><td>451</td><td>446</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr>
<tr><td>226</td><td>133</td><td>120</td><td>132</td><td>141</td></tr>
</table></td></tr>
<tr><td>1.2.1</td><td>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years
1.2.1.1. How many new courses are introduced within the last five years
Answer before DVV Verification : 434
Answer after DVV Verification: 354
1.2.1.2. Number of courses offered by the institution across all programs during the last five years
Answer before DVV Verification : 2404
Answer after DVV Verification: 739</td></tr>
<tr><td>1.3.2</td><td>Number of value-added courses imparting transferable and life skills offered during the last five years
1.3.2.1. How many new value-added courses are added within the last 5 years
Answer before DVV Verification : 51
Answer after DVV Verification: 20</td></tr>
<tr><td>1.4.1</td><td>Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise
Answer before DVV Verification : A. Any 4 of above
Answer After DVV Verification: A. Any 4 of above</td></tr>
<tr><td>1.4.2</td><td>Feedback processes of the institution may be classified as follows:</td></tr>
</table>

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken
Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
646	625	558	524	526

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
445	445	385	325	337

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT
Answer before DVV Verification : 95
Answer after DVV Verification: 35

2.3.3 Ratio of students to mentor for academic and stress related issues

2.3.3.1. Number of mentors
Answer before DVV Verification : 80
Answer after DVV Verification: 64

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
21	16	15	16	14

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
21	14	15	15	15

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers
Answer before DVV Verification : 1019 years

Answer after DVV Verification: 934 years

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	2	1	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	1	1

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
18	20	24	19	22

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
15	19	14	14	18

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

2.5.2.1. Number of complaints/grievances about evaluation year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	16	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
18	14	4	5	0

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

2.5.3.1. Number of applications for revaluation leading to change in marks year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
59	39	17	12	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
59	39	17	12	6

2.5.5 Status of automation of Examination division along with approved Examination Manual

Answer before DVV Verification : C. Only student registration and result processing
Answer After DVV Verification: D. Only result processing

3.1.2 The institution provides seed money to its teachers for research (average per year)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.15	0	0.05	0.05	0.70

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

Remark : The HEI was requested to provide highlighted entries in its income expenditure statement for the amount of seed money provided by institution year wise authenticated by CA and counter signed by principal as proof of its claim. Seed money grant is made to formal research projects for which there is a project report. The HEI has not provided any data of the research work to be undertaken, progress or the outcome. The HEI has again provided values only.It is pertinent to mention that the amount to each faculty claimed is trivial from research work. The HEI input cannot be validated and verified in the absence of the requested documents.

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre

2. Animal House/Green House / Museum

3. Central Fabrication facility

4. Media laboratory/Business Lab/Studios

5. Research / Statistical Databases

Answer before DVV Verification : C. Two of the facilities exist
Answer After DVV Verification: C. Two of the facilities exist

3.2.1

Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments,Chairs in the institution during the last five years (INR in Lakhs)

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2.8	0	0	7	10.59

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2.8	0	0	0	17.59

3.2.3

Percentage of teachers recognised as research guides

3.2.3.1. **Number of teachers recognised as research guides**

Answer before DVV Verification : 3 3.2.3.2. Number of full time teachers worked in the institution during the last 5 years

Answer before DVV Verification : 85
Answer after DVV Verification: 189

3.3.2

Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

3.3.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	0	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

2	0	0	0	0

3.3.4 Number of start-ups incubated on campus during the last five years

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Answer before DVV Verification : Yes
Answer After DVV Verification: No

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

3.4.4.1. How many Ph.Ds are awarded within last 5 years
Answer before DVV Verification : 3
Answer after DVV Verification: 3

3.4.4.2. Total number of teachers recognised as guides during the last 5 years
Answer before DVV Verification : 3

3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	3	15	21	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3	5	10	15	1

3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

3.4.6.1. Total number of books and chapters in edited volumes / books published, and papers in

national/international conference-proceedings year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27	38	34	56	62

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	31	20	30	11

3.5.2

Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.64	0.06	0.07	0.04	0.12

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

3.6.2

Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	2	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2	2	0	0	0

3.6.4

Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids

Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1400	1250	1190	1030	980

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
496	327	155	213	165

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	0	0	0	0

Remark : The HEI has not attached MoU with the other colleges only made a reference to it. All the letters are for conduct of 01/02 days lectures. Activities as resource persons of 2/3 days lectures are not faculty exchange. Only Dr Chnadra Shekhachari from 01 Jan 2018 to 15 Mar 2018 is considered.

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

3.7.2.1. Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
189	40	2	57	11

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
20	3	0	5	2

3.7.3 Number of functional MoUs with institutions of National/ International importance, Other

Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

3.7.3.1. Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
24	2	2	4	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 62

Answer after DVV Verification: 10

Remark : The HEI input has been revised after decreasing it by one number as picture for Room number A2-5 and H0-1 are of same classroom

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
27.7	41.3	16.1	17.5	15.6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
22.44	16.62	30.29	108.08	79.13

4.2.5 Availability of remote access to e-resources of the library

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

4.2.6 Percentage per day usage of library by teachers and students

4.2.6.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 540
Answer after DVV Verification: 200

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

Answer before DVV Verification : 35 MBPS - 50 MBPS
Answer After DVV Verification: 5 MBPS - 20 MBPS

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
769	571	576	515	472

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
770	591	585	513	470

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
189	107	114	117	83

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
112	65	44	44	43

5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation

8. Personal Counselling

Answer before DVV Verification : 7 or more of the above
Answer After DVV Verification: Any 6 of the above
Remark : The HEI input updated as HEI has submitted the documentary proof for 6 capability enhancement and development schemes

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
400	944	1250	951	577

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
400	944	1250	951	363

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
134	142	150	83	14

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
138	115	150	81	14

5.2.2 Percentage of student progression to higher education (previous graduating batch)

5.2.2.1. Number of outgoing students progressing to higher education
Answer before DVV Verification : 131
Answer after DVV Verification: 126

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations)

year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
4	1	1	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
448	449	384	278	337

5.4.2 Alumni contribution during the last five years(INR in Lakhs)

Answer before DVV Verification : 5 Lakhs - 10 Lakhs
Answer After DVV Verification: 5 Lakhs - 10 Lakhs

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	3	12	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	1	1

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Answer before DVV Verification : All 5 of the above
Answer After DVV Verification: All 5 of the above

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
39	69	40	50	22

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
47	78	49	49	28

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

6.3.3.1. Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
13	9	6	10	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	8	6	12	2

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
59	31	16	27	34

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
4	5	2	2	1

6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)

6.4.2.1. Total Grants received from non-government bodies, individuals, philanthropists year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6.27	4.78	1.0	2.26	1.2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6.26	4.78	1.0	2.26	1.99

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
31	15	8	9	6

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
08	07	7	7	7

Remark : As per the HEI website, which contains many repetitions. https://iqacmarisstella.blogspot.com/p/activities-20.html The HEI has not provided any minutes of the IQAC in support of its claim. Same activities have been repeated for teaching and non teaching staff.

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Answer before DVV Verification : Any 4 of the above
Answer After DVV Verification: Any 4 of the above

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise

during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	15	13	24	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	5	8	16	4

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

7.1.3.1. Annual power requirement met by renewable energy sources (in KWH)
Answer before DVV Verification : 6000
Answer after DVV Verification: 00
7.1.3.2. Total annual power requirement (in KWH)
Answer before DVV Verification : 7700
Answer after DVV Verification: 72560

Remark : As the Solar power plant/ panels were commissioned in AY 2018-19 which is not in assessment period, The HEI input updated to zero for Annual power requirement met by renewable energy sources (in KWH)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)
Answer before DVV Verification : 4226.55
Answer after DVV Verification: 10008
7.1.4.2. Annual lighting power requirement (in KWH)
Answer before DVV Verification : 22245
Answer after DVV Verification: 46488

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

Answer before DVV Verification : C. At least 4 of the above
Answer After DVV Verification: C. At least 4 of the above

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five

years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	10	13	13	14

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

7.1.11

Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
11	10	13	13	14

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
14	7	11	16	4

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Answer before DVV Verification : Yes
Answer After DVV Verification: Yes

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1624	1550	1470	1273	1271

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1624	1550	1470	1273	1271

1.2 Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
451	442	392	282	337

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
481	495	450	324	379

1.3 Number of students appeared in the examination conducted by the Institution, year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
483	488	456	324	379

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1345	1256	1185	1066	988

1.4 Number of revaluation applications year-wise during the last 5 years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
61	43	19	14	8

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
59	43	19	14	8

2.1 Number of courses in all programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
579	461	467	451	446

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
439	366	377	366	351

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
95	88	87	82	73

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
93	86	84	81	72

3.2 Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
646	625	558	524	526

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
445	445	385	325	337

3.3 Total number of classrooms and seminar halls
Answer before DVV Verification : 62
Answer after DVV Verification : 53

3.4 Total number of computers in the campus for academic purpose
Answer before DVV Verification : 350
Answer after DVV Verification : 326

3.5 Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
519.1	319.87	265.58	333.3	375.15

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
209.92	188.12	165.23	119.97	201.08