SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

TERESIAN COLLEGE

TERESIAN COLLEGE, 1824, BANNUR ROAD, SIDDHARTHANAGAR, MYSORE 570011

www.teresiancollege.ac.in

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Teresian College, Mysore, a Christian minority institution of higher education for women, established in 1963, is founded by the Carmelite Sisters of St. Teresa (CSST) and managed under the aegis of St. Teresa's Education Society® . The College is named after the reformer of the Carmelite Order, St. Teresa of Avila. It is affiliated to the University of Mysore and recognized under section 2(f) and 12(b) of UGC Act 1956.

Education is the primary charisma of CSST congregation, which manages educational institutions such as, day care centres, schools and colleges. The congregation also extends social service through establishing rehabilitation centre for AIDS patients, destitute home for women, boarding and orphanages for children, that are spread across different states and countries.

The journey of the Institution began with a royal touch in the 'Manoranjan Mahal' an architectural and historical monument, built in the year 1859 by Krishna Raja Wodeyar III, the then Maharaja of Mysore, which was later purchased by the CSST in 1963. The Institution has withstood the ravages of time and increasing mediocrity due to its emphasis on quality, progressive outlook and attempt to update and keep abreast with changes affecting academics at the national and global level. The multi-cultural scenario of the College with aspirants from across the states of our country and abroad gives an added advantage. Therefore, it enjoys the reputation of being a premier higher educational institution for women in the heritage city of Mysore.

The College has been recognized as a pioneer institute in providing quality education. Currently, the College is accredited with 'A' grade in the third cycle of NAAC with the CGPA of 3.19 in February 2016 (second cycle CGPA of 3.14 in 2009 and in the first cycle 'B++' in 2003). The evaluative process of NAAC has made a positive impact and the College has made significant growth in terms of academic programmes, research activities and student facilities.

The Institution offers twelve UG programmes exclusively for women and four PG programmes under the CBCS. Teresian Research Centre, recognized by University of Mysore, offers doctoral programmes in Biotechnology and Commerce.

Vision

Working with the motto "**Virtue is the sole and only nobility**", the College envisions a life-oriented and value-based education, that empowers the students, especially, the socially and economically marginalized and create a 'civilization of love' through a humanizing and liberative process, to be agents of transformation and development at different levels of life.

Mission

- To promote value-based education.
- To contribute to the transformation of society by being socially conscious and responsible.
- To empower students, specially girls/women and the less privileged regarding their basic human rights.

- To promote inter-cultural and inter-religious harmony and concern for the human welfare.
- To facilitate leadership among the students enabling them to proactively involve themselves in social liberation.
- To provide quality, integral and vocational training and create a climate for human and educational excellence.
- To equip the staff and students with the latest knowledge information communication technology and make them adept at the digital world.
- To make our stakeholders gender sensitive.
- To work towards the integrity of creation and foster kinship and eco-justice.

Inspired by this vision, the College, strives to envisage through sustained efforts to provide a quality learning experience to its students. The curriculum is imparted through practical-learning based approach comprising of seminars, workshops, conferences, webinar, special lectures, on-the job training, research projects, industrial visits and field studies. The quality of education is enhanced to make it holistic through a value based education along with courses on environment studies, Indian constitution and soft skill development. The employability skills of the students are enhanced through various certificate and value added courses offered by the Institution, to meet the standards of the global market.

The College initiates various outreach programmes and extension activities to reach out to those in need, to give what the students have acquired and to sensitize themselves and others by contributing their best. The College, through its extension and outreach programme gives prominent place for rural people, women and children in the society and neighborhood. The departments organize various activities to create awareness through rallies, street plays, skits, lectures, etc., to discuss socially relevant issues. The College has been on the forefront towards catering to those affected during the floods and COVID-19 crisis. The service of the Institution during these unprecedented times of crisis have been appreciated and recognized.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Well focused Vision and clear-cut Mission

2. Teacher quality:

- Proactive IQAC ensuring quality enhancement
- Dedicated, research-oriented and qualified faculty
- Participation in FDP, PDP, Swayam courses

3. Student Diversity:

- Students from all over India and various foreign countries
- Multi-cultural, multi-lingual
- Global village

4. Active Research:

- Recognized Research Centre

- Publications in International/National recognized Journals
- Major and minor research projects funded by UGC, VGST, DST

5. Excellent infrastructure:

- Spacious, ventilated ICT-enabled classrooms, seminar halls and laboratories
- Virtual laboratories
- 1,500 capacity Auditorium
- Museums
- Green campus
- Spacious playground
- Indoor Sports Centre
- Fitness Centre
- Yoga hall
- Chapel-Prayer Centre
- Sheltered parking

6. Excellent facilities

- Buds/Play school- Day care centre
- Four well equipped Hostels
- Bank, ATM
- Stationery/Photo-copying Centre
- Canteen
- Disabled-friendly: Ramp, wheel-chair, washrooms, screen reading software, scribe facility
- Wi-fi enabled campus
- CCTV monitored campus with public address system
- ERP software

7. Well-equipped library:

- Digital library
- Online access
- Rare books, journals, periodicals
- e-resources
- N-list programme of INFLIBNET
- Institutional repositories
- KOHA ILMS software
- Biometric-Auto Visitors Management System
- YouTube-Channel

8. Effective Student Support:

- Mentoring system
- Good student-teacher ratio (19:1)
- Active Student Council
- Placement Cell
- Grievance Redressal Cell

9. Structured Capacity building programmes:

- Career and psychological counseling
- Add-on/certificate courses
- Soft skill development
- Remedial coaching
- Bridge courses
- Yoga and meditation
- Subhavilam – College magazine, Teretel, Wall magazine
- Personality and skill development programmes

10. Strong Alumni:

- Registered Alumni association
- Participation in decision-making

11. Supportive Management

- Quick decision-making
- Benevolent
- Democratic and participative

12. Holistic practices

- Student enrichment programmes to empower women intellectually, psychologically and socially
- Access to quality education to all and specially to the poor and marginalized
- Value education classes since 1963
- Healthy Teacher-Student relationship
- Display of constitutional obligations
- Orientation programmes, spiritual intelligencia, celebration of festivals
- Inter-religious dialogue
- Community College
- Extension/outreach programmes
- Animal Adoption, village adoption.

Institutional Weakness

1. Unfilled aided teaching and non-teaching positions: Government sanctioned positions are vacant due to recruitment policy of Government of Karnataka.

2. Low student enrollment due to:

- Fee structure of self-financing courses

- Mushrooming of many colleges in the surroundings
- Special incentives and facilities given to girl students in government colleges

3. As an affiliated institution, the College has lesser flexibility in academic structure.

4. Limited student internship and project works.

5. Due to lack of government aid, post-graduate programmes and some of the under-graduate programmes are self-financed, hence, the Institution is unable to implement UGC pay scale for staff.

6. Research activities:

- Strengthening of research centre with extra mural funded projects
- Expansion and upgradation of research facilities
- Consultancy services need to be strengthened
- Setting up of incubation centres in collaboration with industries

Institutional Opportunity

- Scope to tap financial resources from Government and non-governmental agencies for research projects and to organize seminars, workshops, conferences, etc.
- Under the RUSA proposal, the College is expected to get funds for adding infrastructural facilities.
- NAAC's accreditation process strengthens the Institution.
- Establishment of research centre for other subjects.
- Mysore is a growing city, with increase in population and demand for higher education, the strength of the Institution is bound to increase immensely.
- E-content development for various governmental online LMS platforms
- The management has a rich experience in the field of education and is determined to take the Institution to greater heights.
- Utilizing the expertise of alumni for collaboration and linkage.
- Ample opportunities for outreach and extension programmes

Institutional Challenge

- To maintain high quality in the academic environment in order to sustain student demand in view of mushrooming of institutions.
- Insufficient funding and delay in sanction of grants by governmental agencies.
- Cumbersome governmental procedures involved in the admission of international students.
- The colleges in the vicinity and their low fee structure divert the admission of local students
- To attain an autonomous status.
- Mobilization of financial resources

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Teresian Degree College is affiliated to University of Mysore, Mysuru and follows the curricula prescribed by the University through well-planned and documented process. Academic calendar provided by the University is considered as the base for preparing curriculum delivery plan. The Principal, IQAC and the management of the college conduct meetings with the Heads of the Departments to frame academic calendar of the college which includes curricular, co-curricular, extra-curricular activities and all the events of the academic year.

Members of the faculty, nominated by the university, actively participate in the Board of Studies and design curriculum of the respective subjects. The faculty attending the Board of Studies collects the data from the college feedback committee, which is communicated to the Board of Studies to impart necessary changes in the curriculum.

At present the college follows CBCS pattern for all the programmes in UG and PG. CBCS scheme has created a wide opportunity in enriching students' knowledge. The college concentrates in bringing holistic development of the students through curriculum enrichment activities planned and executed in a systematic manner. Every department organizes special lecture programmes on curriculum based topics to update the knowledge level of the students. The workshop and seminars are often organized by various departments. Based on the requirement each department provides a practical exposure to the students by arranging visits to industries, Vidhan soudha, companies and organising study tours.

College also provides special guidance to the slow learners by conducting remedial classes and advanced learners are encouraged by giving them additional assignments related to their subjects. Besides this, the college has a mentoring system for academic-related issues.

The college library has access to INFLIBNET, books, international journals Shodhganga, OPAC, Open access resources and other e-resources. It is automated with KOHA 19.02 integrated software.

The activities of NSS, NCC and YRC provide a platform for developing a sense of orientation towards community development. The institution creates environmental awareness, sustainable development, gender sensitivity is taught in the syllabus, human values and professional ethics through various activities.

Teaching-learning and Evaluation

The institution abides by the regulations set by the Government of Karnataka and University of Mysore in admitting students based on the merit and reservation policy. The college has shown around 60% as the average enrolment percentage and over 93% seats filled against reserved category. The college considers it essential to cater to student diversity by identifying both advanced and slow learners and providing them with proper guidance for their overall academic growth. Bridge courses are conducted to strengthen knowledge and provide a solid base for the syllabus. Slow learners are provided with the benefit of remedial classes to accelerate and improvise their learning capabilities. The teacher: student ratio of 1:19 ensures an effective teaching/learning to facilitate student-centric teaching and evaluation. The recruitment of the teaching faculties is carried out with utmost care in order provide opportunities for the most competent. Owing to the superannuation of several UGC teachers during the assessment period, there was a reduction in the percentage of total teaching experience.

A holistic approach of learning is provided to students by providing hands-on experience in laboratory, field

work, research projects, presentations, group discussions, participatory learning by attending conferences and work-shops. ICT enabled tools and digital modules such as SWAYAM, Digi Frog, NPTEL and others are used to enhance teaching-learning more effectively. The college YouTube channel and digital library also play a pivotal role. The internal assessment mechanism is efficient and transparent.

The mentor-mentee and parent-teachers meeting are regularly conducted and reviewed to discuss the challenges and hindrances encountered by students. The students are well-prepared to face the university level examination and the results each year are evaluated to ensure progression. Internal assessment grievances are reviewed by the examination committee and addressed to optimize the evaluation system for the progress of the students. The program and course outcomes are designed in a way to ensure an overall development of the students, which is reflected in the average pass percentage of 93%, in the last five years.

Research, Innovations and Extension

The college created a conducive environment for promotion of research and related activities. Teresian College Research Centre (recognized by University of Mysore)offers doctoral programmes in Biotechnology and Commerce.The college has a mechanism to promote innovation among staff and students by creating a framework for creation and transfer of knowledge.

The facilities in the research centre were upgraded to meet the requirements for students pursuing doctoral degree. Five students were registered under 02 research guides in the Faculty of Biotechnology. Subsequently, Dr. Balaji KS was awarded with doctoral degree, 03 students have submitted their thesis and one student is pursuing the research. The Research Centre in Commerce was sanctioned in September 2020. Dr. Madhu CS (Staff) and Dr. Balaji KS have obtained a Post-Doctoral fellowship in US universities.

Nineteen seminars / conferences / workshops have been organized on Research Methodology, IPR and Entrepreneurship. 71 research articles were published in peer-reviewed journals and 111 books / chapters in edited volumes/books and in proceedings of National / International Conferences.

NSS,NCC, YRC, Rotaract club, various departments and student associations have organized extension programmes on community development, health and sanitation, AIDS awareness, dental/ medical/blood and eye donation camps, environment awareness, elderly care, women and child rights and the like.

On an average fifty eight percentage of students are involved in extension/outreach activities such as Swachh Bharath, gender sensitization etc., that are conducted in collaboration with industry, community and NGOs. Extension activities have helped the students to develop the social responsibility and leadership. Such activities have inculcated in them values such as caring and sharing, civic sense, leadership, self confidence, discipline, social sensitivity and communication skills, life skills, team spirit and time management.The College has received twelve awards in recognition for extension/outreach activities from Government and non-government bodies.

The college has promoted collaboration and linkages through functional MoUs with industries, corporate firms and academic institutions for creating opportunities in job placement, internship, training and projects, which benefitted number of students.

The institution encourages the faculty to use their expertise for providing consultancy services to farmers, academic institutions, Government agencies and NGOs.

Infrastructure and Learning Resources

Teresian College is spread over 12 acres, which includes, built-up area, open space for garden and sports facilities. The infrastructure includes six different blocks, Indoor Stadium and sports ground, Chapel and Convent.

The blocks are :

- Undergraduate Block
- Library and Information Block
- Bapu Mantap Block
- Silver Jubilee Block
- Eden Block
- Auditorium and PG Block

The College has a total of 31 well furnished and ventilated classrooms with Wi-Fi / LAN facilities, out of which 16 classrooms have LCD facilities. There are 21 well equipped laboratories, 2 seminar halls with ICT and a video centre for lecture capturing .

The campus is Wi-Fi enabled with a bandwidth of 50 Mbps. The Institution has 165 computers. For the purpose of transparency and security surveillance CCTV cameras and biometric are installed. Students are given smartcard to access the library, KIOSK to fetch their personal information.

The library and Information Centre (seating capacity 200 people) fully automated with KOHA software. The library has a collection of 35665 books, leading, international, national, local journals and periodicals. The students can access e-resources through INFLIBNET N-LIST, Teresian Mind Tree e-Library

The College has a state-of art auditorium for cultural activities which can accommodate 1500 people.

In the sports arena, the Institution has a spacious Indoor Sports Centre (2300.59 sq.mts.), a sports ground (11524.16sq.mts.) and a sports room. The College also has a gymnasium and a yoga hall.

The College has 4 ladies hostels with refectory, bakery and a separate kitchen for foreign students. The following are the hostel wings:

1. **Eden Hostel**   45 rooms   250 inmates.
2. **Silver Jubilee hostel**   30 rooms   60 inmates.
3. **Euphrasia hostel**   42 rooms   130 inmates.
4. **Grace D'Lima hostel**   40 rooms   100 inmates.

The other facilities include:

- Generator power backup.
- Solar street lightes and water heaters
- R.O drinking water facility
- Ramp for physically challenged
- In-house Bank and ATM facility

- CCTV surveillance
- Public addressing system
- LED panel for digital display of events
- LCD To showcase the previous, current and upcoming events
- Fire extinguishers
- Adequate parking space

Student Support and Progression

Teresian college, Mysore, functioning to achieve its mission and vision to empower women through value-based education, strives hard to make the lives of the students, successful through schemes for students support and progression. Apart from the government scholarships, the college provides support to students facing financial challenges, through the free ship scheme.

Students are not only made academically successful but also taught to enhance their various capabilities and life skills which help them to grow both physically and mentally strong. They are made aware of various issues and prepared to face the challenges of society, through invited talks and programmes. Students are facilitated job opportunities though campus placement and guidance for higher education through career awareness programmes being conducted in college.

An active Anti-Ragging committee ensures the safety of the students in the campus as well as the hostel. Counselling and Grievances Redressal cells, monitored by the head of the institution take care to solve, both the academic and personal problem faced by the students.

Students progression is achieved not only through academics, but also through sports, Co-curricular and Extra-curricular activities. The college has won accolades in the field of sports both at state and national levels.

A student council is formed every year by the selection committee comprising the Principal, Deans and Senior Faculty. The college allows them to play a significant role in conducting activities to support administration and to facilitate a healthy rapport between students and the institution.

NCC and NSS wings have provided a platform for students to serve the society through organizing camps and parades. Teresian college is a home for many cultural events providing a platform for students to showcase their hidden talents.

Teresian Alumni Association (TAA) thrives to build a bond between students and the alumni they meet regularly and conduct activities for the betterment of the society and the institution.

Governance, Leadership and Management

The governance of the institution is reflective in its participatory nature with all the stakeholders playing a major role in decision making for effective functioning. The governance envisages the primary vision of the college to empower students through value-based, quality and integral education. The administration of the institution functions through the strata of Governing body, Governing council, Director, Principal, IQAC, faculty and students. The institution practices a decentralised and participative management by divesting the academic duties to the Deans, Heads of Departments and various associations of student council.

To impart quality education, the institution has implemented innovative teaching-learning methods through the effective use of ICT resources in class room teaching, value-added certificate courses, industrial visits, field study, projects, internships etc. The institution has digitalised governance by the implementation of e-governance in administration, finance and accounts, admission and student support, to keep abreast with the changing needs of higher education.

The institution ensures the well-being of teaching and non-teaching staff through various welfare schemes.'Teresian Care' project is an innovative approach initiated by the institution to offer non-repayable financial assistance to staff and students in times of need and crisis. The college has a policy to offer financial support to faculty for attending conferences and workshops. The College ensures constant upgradation of knowledge by organising professional development programmes, workshops, orientation programmes, administrative training programmes etc., for all stakeholders.The institution conducts annual appraisal for faculty to enhance the quality and performance.The college effectively follows a policy for financial resource mobilisation, utilization and ensures transparency through a robust auditing system.

The Internal Quality Assurance Cell (IQAC) plays a pivotal and proactive role in ensuring quality aspects in academics and administration. Periodic reviews are conducted to assess the progress and implementation of policies to improve quality in all aspects of governance. The IQAC plays a catalytic role in accelerating the performance of the institution by introducing suitable intervention strategies. It motivates the stakeholders to strive for continuous quality improvement to achieve excellence.

Institutional Values and Best Practices

Gender sensitisation, safety and security of women are of paramount importance. Apart from teaching gender equity, certificate courses, competitions, special lectures and awareness programmes were conducted. From 2015-16 to 2019-20, 39 students and 2 staff have carried out project works and submitted dissertations on topics relating to women. Safety of women is ensured through various committees and facilities.

Use of alternate sources of energy will contributing for reduction in carbon footprint and global warming. Use of solar lights, solar water heaters and LED blubs has reduced the power consumption.

As part of effective waste management, College works with 3R motto i.e., reduce, reuse and recycle. Awareness is given to students and staff in order to reduce waste generation by adopting right lifestyles. Waste is either composted or recycled and comparatively less waste is transferred to scrap vendors. Some of the waste recycling initiatives are (i) using unused sheets of test booklets as scribbling pads and (ii) using single-use plastic bottles to grow plants in bottle garden.

Rain water is partially harvested and water from open wells is utilised for internal consumption. Movement of vehicles is restricted inside the campus. Pedestrian friendly pathways have increased the safety. Use of single-use plastic is banned. The campus is beautiful with 414 trees and innumerable herbs and shrubs.

College has concern towards differently-abled persons, hence, facilities like, ramps, railings, washrooms, screen reading, human-assistance and scribe facilities are provided.

College has initiated various programmes in order to create a sense of belongingness regardless of cultural, regional, linguistic, communal and socio-economic diversities. Sensitisation of stake-holders towards constitutional obligations is achieved through display and reading of constitutional obligations. College

celebrates, glorifies the days, events and festivals of national and international significance. Such celebrations are the indicators of a progressive future.

Two best practices are 'student enrichment programmes' and 'socially significant programmes'. Student enrichment programmes include mentoring, remedial and bridge classes. Socially significant programmes include extension and outreach programmes. Institutional distinctiveness is portrayed through the theme – 'empowerment of women through value based education'.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TERESIAN COLLEGE
Address	Teresian College, 1824, Bannur Road, Siddharthanagar, Mysore
City	Mysore
State	Karnataka
Pin	570011
Website	www.teresiancollege.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Veena M D Almeida	0821-2471316	9449622340	-	teresiancollegemys @gmail.com
IQAC / CIQA coordinator	Jeyanthi C	0821-2371942	9481439101	-	iqac@teresiancolle ge.ac.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

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

Establishment Details	
Date of establishment of the college	07-07-1963

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Karnataka	University of Mysore	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	28-02-1968	View Document
12B of UGC	09-11-1971	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**
No contents				

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
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	Teresian College, 1824, Bannur Road, Siddharthanagar, Mysore	Urban	12	21574

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 Optional English Sociology	36	PUC	English	36	16
UG	BA,History Optional English Christianity	36	PUC	English	36	0
UG	BA,History Economics Sociology	36	PUC	English	36	0

UG	BA,History Economics Political Science	36	PUC	English	36	25
UG	BA,Economics Sociology Political Science	36	PUC	English	36	0
UG	BSc,Chemistry Botany Zoology	36	PUC Science with Biology	English	60	35
UG	BSc,Physics Chemistry Mathematics	36	PUC Science with Mathematics	English	60	20
UG	BA,Psychology History Optional English	36	PUC	English	15	0
UG	BA,Psychology Sociology Optional English	36	PUC	English	15	9
UG	BSc,Physics Mathematics Computer Science	36	PUC Science with Mathematics	English	60	10
UG	BSc,Psychology Human Development Family Resource Management	36	PUC Science	English	30	9
UG	BSc,Biotechnology Zoology Chemistry	36	PUC Science with Chemistry and Biology	English	50	20
UG	BCom,Commerce	36	PUC Commerce or Science	English	60	3
UG	BCom,Commerce	36	PUC Commerce	English	120	120

			or Science			
UG	BBA,Business Administration	36	PUC Commerce or Science	English	60	25
UG	BSc,Physics Mathematics Electronics	36	PUC with Mathematics	English	30	0
UG	BA,History Psychology Sociology	36	PUC	English	30	0
PG	MCom,Commerce	24	Degree with B.Com or BBA	English	60	42
PG	MSc,Biotechnology	24	Degree with Life Sciences	English	20	20
PG	MSc,Psychology	24	Degree with B.A or B.Sc with Psychology Or M.Ed B.Sc or M.Sc Speach and Hearing	English	20	2
PG	MA,English	24	Degree with Optional English	English	20	0
Doctoral (Ph.D)	PhD or DPhil,Biotechnology	60	Master Degree in Life sciences	English	4	0

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				34				2
Recruited	0	0	0	0	1	8	0	9	0	2	0	2
Yet to Recruit				0				25				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				56
Recruited	0	0	0	0	0	0	0	0	18	38	0	56
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				27
Recruited	1	6	0	7
Yet to Recruit				20
Sanctioned by the Management/Society or Other Authorized Bodies				31
Recruited	11	20	0	31
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.	0	0	0	0	3	0	5	6	0	14
M.Phil.	0	0	0	0	3	0	2	1	0	6
PG	0	0	0	1	2	0	5	8	0	16

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	4	3	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	21	0	24

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	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	8	0	9

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	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	19	0	0	0	19
	Female	70	0	0	0	70
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	3	0	0	0	3
	Others	0	0	0	0	0
PG	Male	18	0	0	9	27
	Female	118	7	0	0	125
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	951	61	0	19	1031
	Others	0	0	0	0	0

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	2	0	2	1
	Female	30	37	37	57
	Others	0	0	0	0
ST	Male	1	0	1	1
	Female	17	19	21	18
	Others	0	0	0	0
OBC	Male	15	19	10	9
	Female	257	305	343	320
	Others	0	0	0	0
General	Male	1	3	5	7
	Female	54	44	74	83
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		377	427	493	496

Extended Profile

1 Program

1.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
281	285	287	275	278

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
16	16	19	18	20

2 Students

2.1

Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1274	1159	1101	1061	1052

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
386	401	401	396	396

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
402	341	408	348	330

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
67	60	60	55	55

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
67	60	60	55	55

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 33

4.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
632.36	683.88	338.95	209.21	308.1

4.3

Number of Computers

Response: 117

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Teresian College is affiliated to University of Mysore, Mysuru and implements the curricula prescribed by the University through well-planned and documented process.

Members of the faculty, nominated, by the university, actively participate in the Board of Studies, to design curriculum of the respective subjects. At the end of every academic year, IQAC collects feedback on curricula from the stakeholders, which is analysed and the report is communicated to the concerned departments and BOS of the university.

The faculty attending the BOS collects the data from the college feedback committees, to impart necessary changes in the curriculum. Most of our faculty are also members of various boards in other Universities.

The IQAC, in consultation with the deans and concerned department, prepares the academic calendar of the college and departmental academic calendars prior to the commencement of academic year. The academic calendar specifies the dates for significant academic and other activities. On the commencement of every academic year, the faculty members are briefed on the academic activities of the college during the first meeting. The Heads of the Departments organises departmental meetings to distribute, assign the workload and also plan for departmental activities for the year. Faculty members prepare semester-wise teaching plan for theory and practical classes at the beginning of every semester. Each teacher maintains work diary containing timetable, workload, and semester teaching plan/lesson plan, and daily teaching plan, which is monitored by the concerned Heads of Departments and the Principal.

The timetable committee prepares a master time-table and the heads of the concerned departments prepare departmental timetable. IQAC and departmental meetings are held periodically to review the progress of syllabus. For the effective delivery of curricula, departments integrate classroom teaching with various ICT tools, laboratory practicals, field projects, student seminars, research projects, field survey, on-hand-job training etc. The college has a YouTube channel, where lectures are recorded and uploaded. For the upgradation of subject-related knowledge, college organizes certificate courses, seminars, conferences and workshops, which provide a platform to the faculty and the students to participate and interact with experts and enrich their subject knowledge.

The faculty use PPTs, video lectures, models, charts, and various educational softwares for effective and creative teaching-learning. The college encourages students and staff to undertake courses through online platforms like NPTEL, MOOCs etc. The college organizes special lectures by eminent resource persons for the effective curriculum delivery.

College provides special guidance to the slow learners by conducting remedial classes and advanced learners are encouraged for peer teaching. Besides this, the college has a mentoring system for holistic

development.

Library is fully automated with KOHA 19.02 integrated software and also possesses INFLIBNET, e-journals, Database, Shodhganga, OPAC, Open access resources. The Library is digitalized with Tech-Focuz 4.0, remote access for e-resources through library website. The college campus is Wi-Fi enabled with 50 Mbps internet connectivity for the students, teachers and stakeholders.

IQAC periodically conducts Academic and Administrative Audit by the external and internal peer for further improvement in the academic and administrative activities.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The University of Mysore circulates the academic calendar at the beginning of the academic year to all the affiliated colleges. The University calendar contains details of the dates of the admission, the commencement and the closure of semesters, schedule of practicals and semester-end examinations, and vacations. The college should strictly adhere and follow the University academic calendar. A copy of the University calendar is displayed on the notice board and is also uploaded on the college website for the benefit of the staff and students.

College academic calendar plays a vital role in systematically organizing and conducting the activities in the college. It is prepared considering the University schedule.

The IQAC, Principal and deans in discussions with the heads of the departments meticulously frame the college academic calendar and upload on the college website. Further, it is circulated among the staff and students to execute the schedule of curricular and co-curricular activities.

The Principal and the management constitute committees for cultural and sports activities. Time table committee, examination committee, NSS committee, admission committee, etc. are constituted for the day-to-day functioning of academic and extra-curricular activities. The Principal in consultation with conveners of various committees decides the dates to conduct talent's day, inauguration as well as valedictory ceremony of student council, cultural and sports competitions, NSS annual camp, celebration of national festivals, commemorative days and other activities. Seminars, workshops, study tours, industrial visits and other activities are marked in the calendar. The students have a clear picture regarding the closure of the semester, commencement of examination and internal assessments.

The dates of events are allocated in the college academic calendar which provides a clear timeline for college activities and thus avoids uncertainty.

File Description	Document
Upload Additional information	[View Document]
Link for Additional information	[View Document]

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document]
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document]
Any additional information	[View Document]
Link for Additional information	[View Document]

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 16

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 60

1.2.2.1 **How many Add on /Certificate programs are added within the last 5 years.**

2019-20	2018-19	2017-18	2016-17	2015-16
18	15	11	10	6

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 65.98

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1053	1049	644	634	405

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

As an affiliated college to the University of Mysore, it follows the syllabus prescribed by the University, which includes specific topics pertaining to various cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the curriculum.

These pertinent issues are addressed among students with an objective of providing holistic education by inculcating the social and environmental consciousness.

Along with classroom teaching of prescribed syllabus on cross cutting issues, students are provided with an experiential learning through various activities and programmes organized by the college.

Environment and Sustainability:

Environmental Studies is a compulsory course for all undergraduate degree students prescribed by the University.

The environmental awareness in college is promoted through various activities such as bottle gardening, tree plantation, water conservation, village cleanliness, Swach Bharat abhiyan, plastic-free drives etc. The college has taken initiatives in e-waste management, solid waste management and vermicomposting. The college has installed solar street lights, and LED bulbs to save the energy and minimize environmental pollution. The college periodically conducts the green audit and energy audit from an external and internal peer team.

Gender sensitivity:

In order to strengthen mental, physical and social well-being, the college organizes various gender sensitization programs pertaining to women's health and hygiene, personality development, self-protection, karate etc. The college organizes various workshops, seminars, expert lectures on gender related issues, yoga and pranayama. Yoga training is provided to students through a certificate course in YOGA and MEDITATION. In English literature and Sociology, gender issues are tenderly revealed to the students through the prescribed syllabus. The issues of gender equality are best portrayed through poetry, drama and novels, with special emphasis towards socio-cultural determinants and gender justice.

Professional Ethics:

Professional ethics are also integral part of curriculum in all the programmes. In commerce and business management courses, professional ethics are inculcated with the subjects like Insurance, Fundamentals of Entrepreneurship, Accountancy, Business ethics, Business Environment and Business Communications, Company law and business. Communication and soft skills have place in many of these courses. The departments organises various activities to promote business skills and commercial values among the students.Special lecture programmes are organised by the departments in different disciplines to enhance the educational experience and professionalism of the students. The students are trained by professionals from industries, academic research institutions through the industrial visits, internships and project works undertaken.

Human values:

All departments teach human values and ethics as part of their course curriculum. The college also inculcates human values through a dedicated slot for Value education classes in the time table. It organizes various extension activities to instil the values of national integrity, patriotism, equality, peace, brotherhood, etc. Blood donation and eye donation camps are periodically organized. The college has pledged frontline support at times of unprecedented calamities such as flood and pandemic situation. The college fulfils its societal responsibilities by reaching out to the under privileged and to those in need.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 5.47

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
29	19	11	10	8

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 93.96

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 1197

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: A. All of the above

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

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1.Feedback collected, analysed and action taken and feedback available on website

2.Feedback collected, analysed and action has been taken

3.Feedback collected and analysed

4.Feedback collected

5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 52.92

2.1.1.1 **Number of students admitted year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
496	493	427	377	445

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

2019-20	2018-19	2017-18	2016-17	2015-16
830	860	860	840	840

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

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 93.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
412	414	349	321	350

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 and organises special Programmes for advanced learners and slow learners

Response:

It is essential to identify both the advanced and slow learners and provide them with proper guidance for the overall academic growth of every student. In order to make learning more inclusive and impartial, the college has designed teaching-techniques that encourages and helps students to get nurtured and mentored, along with being tutored in academics. One such initiative is the research project that has been introduced for the final year PG students and it is made sure that a fine-tuned quality research output is obtained. Apart from this, bridge courses are conducted every year for the first year students to bridge and strengthen their intermediate knowledge along with providing a solid base for the upcoming syllabus of the course. Remedial courses are conducted for the slow learners, which are extra session of classes to speed-up the learning process of the slow learners and to boost them up with confidence by clearing their doubts and repetition of lectures, until they understand the topic learnt.

As a part of peer teaching, the college encourages students to share their knowledge by means of presenting seminars amidst their peers and provide students a platform to discuss and debate their opinions, while learning from each other mutually. The college also promotes collaborative learning, where the advance learners take the responsibility of sharing knowledge to their peers and thus helping the slow learners. This method of teaching does not just occur amongst their classmates, but the senior students are also encouraged to teach the juniors and give an experiential learning. Student's personal growth are monitored through mentoring, to face the practical world with utmost efficiency. The college has a career guidance and placement cell that provides a hands-on training for campus recruitment.

Advanced learners

1. Encourage participation in career advancement programme.
2. Encouraging students to assist faculty in research projects.
3. Internship
4. Facilitating interaction with illustrious alumnae.
5. Publication of papers in reputed journals/ writing books/ contributing article to newspaper.
6. Opportunities are provide to take up content writing for the online content.

Slow learners

The profile of the slow learners is prepared after identifying the following factors.

1. Learning potential based on the marks of qualifying exam
2. Lack of knowledge in English language and computer skills.

Following initiatives are provided for slow learners.

1. Remedial programmes
2. Tutorial sessions and mentoring

3. Simplified learning material
4. Special counselling for students who secure less marks.
5. Guidance in language and examination writing skills
6. To motivate by providing case study of eminent personalities and alumni.

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File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

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

Response: 19:1

File Description	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:

Teresian College emphasises on a holistic approach of imparting education, where the majority of teaching techniques concentrates on student centric methods, catering to the needs of the evolving world. Teresian College follows a technique similar to blended learning, wherein we encourage students to awaken their curiosity and a desire for fun-learning. The use of technology in the classroom, to befit the digitalized and ambitious outer world, along with our adherence to traditional pedagogies of teaching has allowed us to approach old ideas in new ways. The faculty uses different methods of teaching based on the need of the learners and the subject taught. Some of the salient techniques used in the college are flipped classroom, design thinking, self-learning, practical approach to societal learning, social-media pick, usage of free-online learning tools along with lecture capture sessions by teachers in various subjects. Teresian College ensures to usher its students to learn through digital mediums like SWAYAM, Digi Frog, NPTEL, etc.

Flipped classroom:

Creates a dynamic environment in which the students are encouraged to prepare for the lesson before the class. It is an interactive method designed to receive the inputs of students and profess on the two-way

learning process.

Design Thinking:

This technique prepares students for facing the challenges of the real world and arouses their curiosity, analytical skills and creativity through group analysis, brainstorming, encouraging innovating and creative ideas in the classroom.

Self-Learning:

The key feature of this method is to let students focus on exploring deeper into an area which interests them and learn about it themselves.

Practical Approach:

The teacher motivates the students to take up projects that are designed to have a hands-on training of the subject from the point of view of career objectives.

Cooperative Learning

It is a teaching strategy used for small teams, each with students of different levels of ability. Either the teacher personally pays attention to the different strata of students depending on their grasping ability and pace, or the students advocate peer teaching.

Free Online Learning Tools:

This technique is used to encourage finer engagement, participation and a sense of fun into the classroom to connect better with the young minds. It creates an interesting and dynamic classroom environment and enhances the interests of the students.

- Computer Assisted Learning
- Role Plays and Theatre Learning
- Internships
- Field visits
- Workshops, Seminars and Conferences
- Magazine and Newsletter by students
- Guiding students to take up SWAYAM, NPTEL courses
- Case studies

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

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Modulation in teaching methods by employing trending technology has always been on demand to keep the students engaged and interested in the course. In order to attain the outcomes designed for the respective courses, it is highly essential to update the students with state-of-the-art facilities. Information and Communication Technology (ICT) renders advanced teaching tools to optimize learning modes for the students. The innovative learning tools facilitated by the college includes LCD projectors, electronic resource packages like INFLIBNET, TUTORIAL, Digital Library, online education tools presented by NPTEL, MOOCs, YouTube lecture videos, Google classroom, and many others.

The use of multimedia teaching aids like, Smart Board, LCD projectors, classrooms with internet enabled computer/laptops are encouraged for the faculty members. Among the various reforms brought about in the college, the upgradation on teaching pedagogies is of prime importance and is made considering the advantages for the innovative young minds.

On-campus as well as off-campus e-learning resources are provided to the students in order to access study materials at their comfort. The college is Wi-Fi enabled, that provides students with access to the digital library, to import information from institutional repository and access available online e-resources. Other than classroom learning, the students are also provided with project works that require access to various online softwares with advanced applications. The learning of the students are honed by participative learning methods namely, case studies, group discussions, power point presentations by the students, Self-Organizing Learning Environment (SOLE), model making and many others. These tap the creative mind of the student and enable them to use advanced technological tools to remain competitive.

The college has developed an integrated Academic Management System and comprehensive tool for faculty, students and administrators to overcome the challenges in the process of college admissions and post admission. The entire college admission process is digitized with the tool for application and admissions. The tool is an online-platform that is meant to manage entire gambit of CBCS – allocation of courses to the faculty, student attendance, internal assessment, end-semester assessment.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 19:1

2.3.3.1 Number of mentors

Response: 67

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

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 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 30.63

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
21	18	18	17	17

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 9.93

2.4.3.1 **Total experience of full-time teachers**

Response: 665.3

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The 'student performance assessment' deals with a continuous evaluation of their curricular activities. Teresian College employs a centralized continuous evaluation system for measuring the learning abilities. The college has adopted a comprehensive teaching plan which understands the learning levels of each student and the evaluation is purely subjective and just after careful consideration of their varying learning abilities. At the start of the academic year, after a thorough brainstorming at the academic and governing council and examination committee, the academic calendar is prepared and strictly adhered for all activities including the internal assessment tests. The blueprint of internal assessment test and assignment is given in college academic calendar which is displayed well in advance before the commencement of academic year.

Two assessments are carried out per semester; one is a centralized test whereas the other is department-wise. Intimation of internal examination related information is done through notices that are displayed on the college notice board as well as the website regularly. The departmental heads and the staff provide information on the syllabus for the upcoming evaluation tests.

The continuous assessment includes mandatory attendance, assignments, project work, seminars, presentations and viva voce. Internal examinations are held and evaluated, to assess the understanding of the students. Valuation is done by the respective subject teacher within a scheduled time and the details are communicated to the students after handing over the answer scripts. Some questions have specific remarks of the value for low score. Answer sheets are shown to all the students and answers are also discussed with the students. After satisfaction, signatures of the students are taken by the staff.

All the records and data bank of attendance in internal examinations, question papers, valued answer scripts, summary of marks sheets, are properly maintained by the teachers for academic monitoring. The same is made available in the KIOSK, which is a user-friendly device.

After every test, the performance of the students monitored by the Principal and necessary feedback is given to the concerned faculty member by conducting review meetings department-wise along with the HODs to give necessary feedback for the improvement of student's performance. Parents are given a chance to interact with the faculties after the first internal assessment to understand the grievances, if any encountered by the students in understanding the subjects. Remedial classes are conducted for the slow learners, absentees and the students who participate in sports, NSS and placement interviews in order to make up for the lost sessions. This practice helps to uplift slow learners to update themselves with the subject area and be on par with their peers. Model exams are conducted for students to provide assistance in order to fare better in the University examination with confidence and competence, which will potentially help the students to enhance their performance.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

Internal examination related grievances are addressed in a quick and transparent manner. These grievances are first brought to the notice of the departmental head, who is equipped with the powers to act on any such complaints raised by the students and adjudicate to the queries. The grievances are documented by the heads of the department. Under special cases, these grievances are brought to the notice of the Principal to resolve issues, if any. The students are also given the liberty to use the suggestion box to put a note regarding any dissatisfaction in the mechanism of internal examination or evaluation system. These notes are reviewed regularly and the Principal along with the grievance committee address the issues raised. The students are provided with the opportunity to request for a re-test in case of failing to attend the internal examination if they provide a genuine reason such as medical, sports or other extracurricular activities. Apart from these listed, if any student scores less marks and wants to improve in that subject, she can appear for the improvement examination.

Every semester, two assessments are scheduled wherein one is followed in a centralized system common for all the students whereas the other is carried out department-wise. Test schedules are notified to the students well in advance at the beginning of the academic year and strictly adhered. The departmental tests are also notified to the students after consideration of optimum time for preparation. The test results are communicated to the students by sharing the answer scripts. Any dissatisfaction in the marks awarded is addressed by the concerned teacher in the class itself. The answer sheet of such student is assessed by the faculty and the departmental head once again in the presence of the student. Any corrections in the total of marks or assessment of answer books as identified by students are immediately done by the faculty members. If the issue is not resolved, the student has the liberty to take the matter to the HOD who can intervene and seek opinion of another course teacher.

The college follows an open evaluation system where the student performance is recorded and duly signed and the same is informed to the parents. Parents are provided with an opportunity to voice their opinions about examination-related grievances related to their wards in Parent Teacher Meetings, duly attended by all faculty members and the Principal.

The university examination related grievances are also addressed by a written letter from the student that is forwarded by the Principal to the evaluation department in the University to resolve matters related to marks, misspelt names and other related matters. At the end of the academic year, the grievance redressal cell makes record of the issues raised and resolved relating to the internal and external examinations that are discussed in the academic committees in order to resolve those matters for the next academic session.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Courses are structured by the university after careful considerations and consultations from all the stakeholders. The programmes are imparted most effectively only by their POs and COs, which are updated as per the need of the current trends. They are structured to ensure that the students are prepared for the subsequent platforms that include higher studies, jobs and entrepreneurships. There exists an intricate amalgamation of multiple interests of the students in identifying the prospective programmes that are offered by the institution. The programmes ensure not only the intellectual but also an overall development of the student and thus their outcomes reflect on imparting knowledge and skill sets for a value-added education. POs and COs intend to impart student-centric method of learning which prepares the students for a competitive world upon their course completion.

The POs and COs are prepared with objectives by the faculties and the same is also made available on the college website and notice board. In addition, the syllabus, methodology of teaching as well as the future prospects of learning each paper is detailed at the beginning of each semester to the students.

Awareness to the faculty members:

The faculty members being a part of the Board of Studies (BOS) to set the syllabus, they are instrumental in understanding and framing the outcomes before imparting the same to the students. Regular meetings are carried out with the staff in order to check upon the progression of the courses and a detailed review is carried out at the end by taking a feedback from the students.

Detailed to the students:

The programmes and their corresponding curriculum, objectives and outcomes are provided in the website. During the admission to a new course the students are instructed to go through the website to understand their area of interest. An orientation programme is conducted for the students and the parents at the beginning of each year, to understand the depth of the courses and gauge the potential in the courses chosen. The parents are made aware of the career options available in these courses and encourage career counselling, if required from any faculty member during the course period.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The institution thrives at achieving impeccable quality of education by focusing on providing state-of-the-art facilities. The POs and COs are designed in such a way that they ensure an overall development of the student. A stipulated assessment rubrics is set in order to keep the education system impartial and competitive. The same is also stated to the students so that they are aware of the competitiveness that the college intends to build within them. The college has upgraded infrastructure in order to ensure the skill development of students, to attain the expected outcomes.

The assessment rubrics to assess the attainment of POs and COs are scaled based on both direct methods as well as some of the indirect methods. The direct methods include continuous evaluation of student curricular progression and semester examinations. Continuous evaluation in turn entails seminars, assignments, presentations, group discussions, viva voce and other curricular activities. In addition, the college encourages community development, which is a part of curricular activities for all the students. The programmes from both undergraduate and post graduate courses have internship/project work in order to build research and problem-solving skills in students. This provides them with an exposure to the industry scenario and the current trends. Therefore, the course is designed with an amalgamation of chalk and board teaching along with updated methodology of teaching tools. The attainment is visible through the placements happening in-campus and off-campus. The lacunae pertaining to the attainment of PO and CO are evaluated based on the end of the semester results and the gaps are bridged based on a feedback taken from the students, parents, teachers and alumni. A summary of the same is submitted to the University and management every year. Feedback analysis and action taken report is uploaded in college website.

The indirect methods of evaluating the attainment of PO and CO include evaluation of the student feedback using some of the statistical tools. In addition, the management and affiliation audits that happen

every year also assesses this parameter mainly to gauge the potential of the institute in attainment of the set objectives. At the beginning of the semester, students are provided with bridge course classes to ensure them a smooth transition from pre-college set up to a college set up. The slow learning students are provided with remedial classes and modulation of languages until they adjust to the new environment. Students are also encouraged to take up higher education and the same are documented to demonstrate the attainment of the set outcomes described for the corresponding programmes and courses.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 93.23

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
354	320	383	317	307

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
387	341	403	346	326

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.9

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.9

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 64.71

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
1.49	2.80	0.20	0.54	59.68

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 2.99

3.1.2.1 **Number of teachers recognized as research guides**

Response: 2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 10.11

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	2	2	2

3.1.3.2 **Number of departments offering academic programes**

2019-20	2018-19	2017-18	2016-17	2015-16
17	17	18	18	19

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The college provides a conducive environment for innovation through research programmes and activities. The college has implemented a well-drafted research policy for creation and dissemination of knowledge. This is attributed to the following policy measures adopted by the college:

- Teresian College Research Centre has been recognised by the University of Mysore and currently offers doctoral programmes in Biotechnology and Commerce.
- The students have access to the research facilities available in the college to pursue research activities under the guidance of qualified faculty.
- To improve research skills, inter-disciplinary, value added courses, hands on training workshops, diploma courses, certificate course on research methodologies are organised.
- The management encourages the faculty and students to avail funding for minor research projects.
- Students are motivated to carry out internship programmes, summer research internship and project work in collaboration with reputed academic institutions and industries.
- Faculty and students are encouraged to avail external funding through extra-mural projects from Government and non-government agencies.
- Eligible faculties are encouraged to avail research guideship for mentoring doctoral students.
- Faculty and students are encouraged to present research papers in seminars and conferences and to

publish articles in peer-reviewed journals.
- The Institution organizes a spectrum of National and State level Seminars/Conferences/Workshops for knowledge sharing.
- The college organizes special lecture session delivered by distinguished experts, to motivate and initiate research acumen through sharing and interaction.
- The college has taken several initiatives in transferring the latest research developments to the community at large through outreach and extension activities under Unnat Bharth Abhiyan, other schemes and programmes.
- Further, science awareness programmes are conducted by the faculty of the college who share the expertise with school children and villagers.
- The college facilitates promotion of research through collaboration and sharing of facilities for research activities.
- The college has entered into Memorandum of Understanding with industries, and other academic institutions to facilitate research related activities.
- The institution has constituted a research committee to monitor the progress of research activities. It also ensures transparency in the selection process for hiring project assistant, JRF, SRF etc. It ensures scrutiny of applications for externally funded research projects, scholarships, fellowships, awards, etc.
- Incentives are awarded to faculties in recognition for their outstanding performance in research activities.
- The college creates a platform for showcasing the innovative and practical approach adopted by students through exhibitions, quiz, debate, group discussions, scientific rangoli, entrepreneurship and business startup models.
- The expertise of stakeholders are availed to share their experiential knowledge to motivate students to pursue their interests.
- The literary skills of students and faculty are chiselled through their contributions in college magazine (Shubhavilam) and newsletter (TERETEL).
- Teresian College annually publishes a book with ISBN that includes collection of articles, reviews, and surveys etc., published by 'Teresian publications'.
- Teresian College faculty provides for consultancy services on organic farming, curriculum development, taxation, GST, nutritional counselling, herbal and terrace gardening etc.
- The college library provides research support with services of plagiarism checker, grammar check and reference management.

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

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 19

3.2.2.1 **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	5	1	1

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.5

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 5

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 2

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

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

Response: 1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
33	9	9	13	7

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

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

Response: 1.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
47	28	24	8	4

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

Empowerment of women through value education is the thrust that has been the motto of our College. Teresian family fulfills the mission entrusted to us by reaching out to the marginalized, less privileged and specially-abled. The college initiates various outreach programmes and extension activities to reach out to those in need, to give what the students have acquired and to sensitize themselves and others by contributing their best.

The college has diverse student associations that functions with an objective to create awareness among the students, faculty, and support staff about the social issues. Programmes are organized by various departments involving students in collaboration with NSS (National Service Scheme), NCC (National Cadet Corps), YRC (Youth Red Cross), Rotaract Club and Alumni Association, to give importance to the needs of the subaltern people.

Teresian Community college, an extension programme of the Teresian college caters to the less privileged

and marginalized sections of the neighborhood. It works as an agent of transformation for the poor sections of the society. The community college offers certificate course in Fashion Designing and Tailoring, Diploma in Health Care, Accounting and Taxation and Molecular Diagnostics.

The college, through its extension and outreach programme gives prominent place for rural people, women and children in the society and neighborhood. The departments organize various activities to create awareness through rallies, street plays, skits, lectures etc., to discuss socially relevant issues on gender sensitization, save girl child, AIDS awareness, suicide prevention awareness, mental health awareness, skill enhancement, health and hygiene, importance of teaching and learning, environmental sustainability, Swacch Bharath Abhiyan, eco-friendly Ganesha, animal adoption, solid waste management, voters' awareness and enrollment drive.

The college has been on the forefront towards catering to those affected during the floods and the pandemic. The service of the institution during these unprecedented times of crisis have been appreciated and recognized by NGO's. The Mysore City Corporation (MCC) has awarded the institution for effective participation in Swacch Bharath Survekshan. Blood donation drives has been appreciated by the Jeevandhara Blood Bank. The college NSS and Rotaract clubs have bagged several awards for their service rendered. The college is recognized for its efforts and commitment towards creating a sustainable environment.

The institution has adopted Kuppaya, Duddagere, Puttegowdana Hundi, Varakodu and Chattanahalli villages under the Unnath Bharath Abhiyan Scheme of MHRD to provide knowledge-based support. The general health, dental and eye check-up camps are organised for surrounding villages and neighbourhood. Tree plantation drives are carried out in surroundings of the institution to promote the environmental responsibility and inculcate the need for educating students to care and preserve biodiversity. All these have made the staff and the students to be more sensitive to the needs of the society and have enabled them to have positive spirit to serve the humanity.

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

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 12

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 107

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
50	25	14	13	05

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 57.56

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
1130	826	962	272	156

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 21

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	8	0	2	1

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 8

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	2	1	1	1

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Teresian College campus is spread over an area of 12 acres, providing a serene environment for education and overall development of the students. The college has state-of-art infrastructural facilities with spacious classrooms, well-equipped laboratories, research centre, library, hostels, auditorium, spacious playground, indoor stadium and manicured gardens. The College infrastructure is spread over six different blocks.

1. Under Graduate Block

This block consists of Principal's office, Director's office, Administrative office, IQAC room, conference room, class rooms, laboratories, research centre, museums, counselling cell, IT Cell, stationery store, infirmary, staff rooms, and rest rooms.

2. Library & Information Block

This block houses the Information Centre (PG & UG Library), common room and e-waste storeroom.

3. Bapu Mantap Block

Bapu Mantap block has classrooms, fashion designing laboratory, health care laboratory and Department of Human Development with laboratory (Buds Play Home) and Angel's Park.

4. Silver Jubilee Block

This block includes, Training and placement Cell/ Alumni Hall, Teresian Mind Tree e-Library, guest rooms, lounge and fitness centre.

5. Eden Block

Eden block includes, Teresian Community College Office, NSS/NCC/Unnath Bharath Abhyan office, canteen and photocopying facility.

6. Auditorium & PG Block

The College has a well-equipped state-of-art auditorium which can accommodate maximum of 1500 people. It also consists of E-cell and video centre and restrooms.

The PG block includes classrooms, laboratories and staff rooms.

The other physical facilities are:

- **Indoor Stadium & sports ground**

Teresian Indoor Sports Centre (2300.59 sq.mts) has spacious facility for basketball and shuttle badminton courts. It also has exclusive space earmarked for Table Tennis, carom, chess and other indoor games.

A sports ground with a dedicated outdoor facility for hockey, volley ball, ball badminton, tennis, Kho-kho, throw ball, cricket (concrete and clay pitches) with a pavilion and a sports room. A 200 metres track is present for athletics, and facilities for other track and field events are available.

- **Hostel Facility**

There are 4 well-designed hostels for women.

1. **Eden hostel:** It has 45 rooms with a maximum occupancy of 250 wards. It has an organic vegetable garden.
2. **Silver Jubilee Hostel** has 30 rooms with a maximum occupancy of 60 wards.
3. **Euphrasia Hostel** has 42 rooms with a maximum occupancy of 130 wards. It also has a Yoga Hall and lush green garden.
4. **Grace D'Lima** has 40 rooms with a maximum occupancy of 100 wards.

Other common facilities include a refectory, bakery and a separate kitchen for foreign students.

- **Chapel (Prayer Hall)**

The Institution has a well designed and spacious prayer hall for staff and students for meditation, contemplation and to seek blessings from Almighty.

- **Other facilities**
- Generator power backup
- Solar street lights and water heaters
- RO Drinking Water Facility
- Ramp for differently-abled
- Bank and ATM facility in the campus
- CCTV Surveillance
- Public Addressing System
- LED Panel for digital display of events
- LCD display unit for showcasing the previous, current and upcoming events
- Fire extinguishers
- Parking area for two wheelers and four wheelers

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

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

Response:

Cultural

- The College has a well-furnished spacious auditorium with modern audio visual facilities. The auditorium has adequate sound and light facilities, musical instruments, green rooms with costumes and accessories. The auditorium has a generator to provide uninterrupted power supply during the programmes.
- To explore the hidden talents of students, the curricular and co-curricular activities organized by the college associations are held in the auditorium, conference hall, assembly point, quadrangle, sports ground. The college has required facilities to organize seminars, conferences, workshops, inter-collegiate fest, cultural week, International Students' day, commemorative days, celebration of national and religious festivals as a part of cultural celebrations.

Sports and games (indoor, outdoor)

- The exculsive and dedicated sports infrastructure has propelled the college to dominate in the sports arena for the past 57 years by emerging as overall champions at University, Inter Collegiate and Inter Zonal Games.
- The College has a sports centre with separate facilities for hockey, volleyball, ball badminton, tennis, kho-kho, throw ball, cricket and dedicated a 200 mts x 8 Lane track for track and field events. The total area of sports ground is 11524.16 Sq mts.
- The Indoor sports centre has a built-up area of 2300.59 Sq mts which includes office and attached dressing rooms, one Basketball and 4 shuttle badminton courts.
- The college has a gymnasium which includes training equipments like vibrator, thread mills, upright bike, etc. These facilities are available for staff and students.

Yoga Hall

- The college has a serene, spacious, well ventilated yoga and meditation hall. The staff and students avail the facility during the allotted time.
- A yoga course is conducted for students and teachers in the college.

Sl.No.	Description	Year of Establishment	Area
1	Sports ground	1963	11524.16sq. Meters
2	Indoor Stadium	2019	2300.59 Sq. Meters
3	Basketball court	1963	28/15 meters
4	Shuttle Badminton courts	1963	20/44 ft
5	Volleyball Court	1963	9/18 meters
6	Ball Badminton Court	1963	20/44 ft
7	Kho-Kho Courts	1963	29/16 meters
8	Throw ball court	1963	12.20 / 18.30 meters
9	Kabaddi court	2014	11 / 8 meters

10	Cricket Pitch	2012	20.12/3.05 meters
11	Tennikoit court	1963	12.2 / 5.5 meters
12	Gym	2015	14.6/28.3 ft
13	Yoga Hall	2010	64/31.9 ft
14	Auditorium	2013	888.72 Sq. Meters

File Description	Document
Upload any additional information	[View Document](#)
Paste 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. *(Data for the latest completed academic year)*

Response: 54.55

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 32.6

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
244.77	220.34	80.40	53.40	131.95

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)
Upload 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:

KOHA

The automation of college Library was started by adopting KOHA Version 16.3 in 2016. Later, a modified, customised and upgraded version 19.24 was also introduced in 2019, as it contributed to the effective functioning of the Library

KOHA that stands for entire Automation system for Libraries is a solution offering various tools, and flexibility to operate. It is an integrated Library Management System with all the necessary modules needed for running library very professionally and efficiently. It follows internationally accepted Library Standards like MARC, AACR2, ISO, 2709, Z39.50. The following are the major areas where the software is being used to manage the function and services-cataloguing, acquisition, circulation and serial control.

Accession Cataloguing System

The System provides cataloguing and complete stock details of all the books, reference books, CDs, DVDs, Maps, Video Cassettes, Journals, Periodicals, and other non –book materials available in our Library.

Acquisition System

This system provides facilities related to budgeting and acquisition of books, and non book materials. Here is the list of features in the system.

- Complete all the requisitions and prepare an indent
- Sending indents to all the vendors
- Preparation of purchase orders
- Entry of Invoices
- Passing of invoice and bills to accounts section
- Entry of payments
- Entry of Acknowledgement

Circulation System (Issue and Returns)

Each UG and PG Student can barrow two books at a time. Full time and permanent faculty members can borrow up to 10 books at a time. Various types of circulation including, regular circulation, reference circulation and overnight Circulation are performed. The system keeps a track of what the member has borrowed, details of due date, and up-to-date statistical reports on Circulation. Books and publications are bar-coded.

Serial Control

Bulk of primary source literature appears in the form of periodicals. Handling serials is one of the most complicated library operations. KOHA has extensive handling capacity and a good mechanize

- Maintaining Accession Register of same
- Reminder generation and maintenance

OPAC AND Web OPAC

The major advantage of this technology is that, the users can access library catalogue from anywhere at any time by a single touch**.** Web OPAC can be accessed from any computer on campus and off campus anytime 24*7 and anywhere, at their finger tips

Conclusion

The main objective of the library is to provide the users with the latest technologies and exposure of users to materials.

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

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 4.55

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
4.99	4.90	5.07	3.82	3.95

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year

Response: 12.68

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

Response: 170

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

One of the key success factors in teaching and learning process is IT infrastructure. The following are the IT facilities in the Institution.

Hardware Details:

PC and Laptops 156, Servers 9, Printers & Scanners Copier 34, Switches 12, UPS 14, CCTV 19, Projector 21 (16 in classrooms,2 in seminar halls and 3 in the laboratories), Smart Board 6 and one Generator 62.5 KVA

The college blocks are connected via Local Area Network. **The campus is Wi-Fi enabled.** The college has three internet connection lines:

i) Leased line of 50Mbps. (Ravgo Fiber net)

ii) Updated Airtel broadband connection 4Mbps to 16 Mbps.

iii) Updated the previous 10Mbps BSNL ISDN_PRI broadband connection to 20 Mbps.

For the purpose of transparency and security surveillance CCTV cameras, biometric are installed. Each student is given a smartcard which enables them to access the library, office KIOSK machine to fetch their personal information viz fees, balance amount and attendance.

Software infrastructure:

The college has signed a MOU for a period of two years with **VAPS Digital Campus - SAAS Model of M/s. VAPS TECHNOSOFT PRIVATE LIMITED, Bangalore.** The Specification of E-Campus ERP software IVRM Royal Version (**i-Vidyalaya Resource Management) are**-

- SAAS SMS package
- Mobile App Development
- Online E-Banking, Primary
- Cloud Server vCPU 4 core, vMemory on HyperV-14 GB,
- SAAS storage-1000 GB, Tally integration
- SSL (HTTPS) certificate.

The main features provided are dashboards to administration and ,academics tasks. The software supports both marks based and credit base regulations . This e-campus software link is also available on our college website.

Computer Languages and IDE used by science Departments are   Codelite(v10.05), Visual studio 2017, ORACLE 11g RDBMS, AutoCAD 2018 (Education Version), Maxima15.04.0 & Scilab5.52, Libreoffice 5.0 both on Windows and Linux UBUNTU 12.0 LTS platform. The English Department uses a proprietary software "GLOBARENA English LAB" .

The College library is automated with (Integrated Library Management System -ILMS) KOHA and is equipped with OPAC, e-journals, INFLIBNET and Tech-Focus Digital library facilities.

The Department of Bio-Technology uses Prismpad 6.0 and SPSS application software. As a Personal project,the HoD of BioTechnology (PG) has established e-Library for in- house students and aspirirants of IAS KPSC and IPSC examination. A well furnished cubicles, sockets to access broadband line with UPS support.

The Department of Zoology uses proprietary software Digi Frog. The Department of Commerce use TALLY ERP9 as part of the curriculum The Licensed Kasperskey Antivirus software used for system administration. The office staff use Nudi v4.0 software. The emphasis is more on the use of free open source software.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 11:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 49.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
146.04	277.83	208.53	147.02	166.01

File Description	Document
Upload any additional information	[View Document](#)
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[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:

Teresian College has a well maintained campus with UG and PG blocks, four hostel wings, manicured gardens, spacious playground, modern spacious auditorium and an indoor stadium. The College has good academic facilities such as automated information centre, research centre, well equipped laboratories and spacious classrooms.

The maintenance department comprises of the following:

Sr. Anjali – Maintenance Manager

Mr. Vinay – Maintenance supervisor

The maintenance department is responsible for maintaining the campus which includes:

- Regular maintenance of classrooms, labs and auditorium
- Maintenance of power back up facilities
- Upkeep of lawns and drive ways .
- To communicate with the on call service providers for the maintenance of generators, AC, and so on.
- Annual maintenance of RO water purifier.
- Physical infrastructure is maintained by a team of plumbers, electricians, carpenters under the supervision of maintenance supervisor.
- Annual stock verification work is allotted to teachers to keep a check on the stock.
- Surveillance cameras are installed for security.
- 8 fire extinguishers are fixed at important locations.

Maintenance Procedures

Maintenance of computer hardware and software

A fulltime System Administrator Mr. Sunil Mathew is in charge of maintaining computers, network, CCTV and the sound system co-ordinating with the on call service providers. A complaint register is maintained for rectify the technical problems.

The Computer Science department maintains IT inventory.

Maintenance of Lab Equipments

The equipments in the laboratories are constantly upgraded and maintained by respective departments. Annual stock verification is done to keep a check on the condition of the equipments.

Maintenance of library:

- The Library resources are augmented every year with new editions and titles
- Access to E-Journals and E-Books are made possible through Inflibnet subscriptions and annual renewals.
- ICT and other facilities like OPAC, INFLIBNET, LIBRARY WEBSITE, WEB-OPAC, DIGITAL LIBRARY, and INTEGRATED KOHA SOFTWARE are upgraded.
- Books having greater demand have been purchased in successive grant by updating text books and reference books.
- Books which are damaged due to frequent circulation and which cannot be rebound are considered as unserviceable and worn out books. Permission is granted to weed out damaged books, as per government order NOFDEIPD dated 07-10-86 10 books – 10000 circulations.
- If the book borrowed is lost, the member is liable to replace the book or pay double the price.
- Annual stock verification is done to keep an account of the total stock in order to trace books lost, mutilated and misplacement.
- Manual cleaning is done to keep the library book area spick and span. Frequent washing of floors dusting and painting of walls shelves, and furniture at regular intervals.
- To preserve the important old volumes of the journals binding is done.
- Improvement of facilities and services of the library is based on the feedback

Sports Maintenance

- Institute has a full time ground person (Ground Marker) who is supervised by the Physical Education Director.

Maintenance services include:

- Extra growth grass cutting
- Line marking
- Ground Top dressing, aeration, etc
- Courts Fertilizing and chemical application
- Cricket Pitch general maintenance - Mowing – amenity, verges etc (Roller, Weed Cutter) Astroturf Planting, pruning, weeding etc

- Edging, hoeing, bedding Hedge cutting , tree surgery
- Sports material and ground equipment (Goal Post, High Jump Stand and Hurdles) are maintained regularly
- Regular cleaning of the floor and equipments, dressing room and washroom.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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 last five years

Response: 32.93

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

2019-20	2018-19	2017-18	2016-17	2015-16
384	389	416	398	270

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 18.02

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
148	271	173	195	221

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene)**
4. **ICT/computing skills**

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 67.44

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

2019-20	2018-19	2017-18	2016-17	2015-16
1029	922	899	375	630

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	[View 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: 11.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	17	36	61	50

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 155.22

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 624

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 63.16

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	5	1	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	4	5	1	0

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 (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be

counted as one) during the last five years.

Response: 88

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

2019-20	2018-19	2017-18	2016-17	2015-16
27	8	11	22	20

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document]()
e-copies of award letters and certificates	[View Document]()
Any additional information	[View Document]()

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The college council is nominated every year by the selection committee comprising the Principal, Deans from various streams and other senior faculty. The student council helps to maintain a healthy rapport between student community and the college administration.

The Constitution of the student council includes students from UG and PG. The college union comprises of:

- President
- Vice-President
- General Secretary
- Treasurer
- Secretaries for various associations supported by teachers as vice-presidents.

The Students' Union aims at:

- Developing an awareness of the student council among the student group.
- Creating a stronger relationship between the students and the staff
- Fostering leadership skills within the student body

- Encouraging student centric initiatives
- Support governance and administration

The student council prepares the plan of action in advance and executes it effectively throughout the year.

The day begins with an assembly monitored by the assembly committee of the student council.

The following table provides details about the various associations.

Sl.No	ASSOCIATIONS	ACTIVITIES
1	Hindi Association	Hindi Diwas, Singing Competition, Group Dance Co...Competition.
2	Literary Association	Book Club, Street Play, Quiz Competition.
3	Festival Association	Celebration of Onam, Kail Podh, Dasara
4	Magazine Association	Publication of College Magazine **SUBHAVILAM**, **TERETEL**.
5	Travel And Tourism Association	Arranging Tour, Quiz and Chart Making Competitions.
6	Law and Order Association	Maintaining Discipline at College
7	LEO Club	Visit to Old Age Home and Fund Raising for Poor.
8	Library Association	Book Exhibition, Conducting Quiz and Essay Writ... Organizing Seminars and Workshops.
9	Cultural Association	Fresher's Day, Cultural Week, Kannada Sambrama, Val... Graduation Day.
10	NSS Association	Annual Camp, Blood Donation Camp, Dental and Eye C... Camp, Visit to old age home and plantation.
11	International Students Association	International Students Day, French Day, Food Fest and Wo...
12	Commerce Association	Industrial visit, International Youth Day, Arranging talks b... Talks on Career Guidance and Week long program '... Commerce Fest.
13	Management	Industrial visit, Inter Collegiate Business Competitio... Management Fest.
14	Nature And Science Association	National Science Day, Science Exhibition, Environmenta... Special Lecture
15	Humanity Association	Visit NGOs, Organizing Humanities Week
16	Hostel Association	Fresher's Day for Hostelites, One Day Trip and Redress... Hostelites.
17	Sports Association	Annual Sports Meet, Participating in various inter-colleg... Organizing Inter-Class Games, Sports Valedictory.
18	Rotract Association	Swach Bharath Abhiyan, Plantation of Tree, Suicide Prev... Fund Raising for Orphanage.
19	Placement Cell	Organizing Campus Recruitment Drive and Career Or... Training Programmes
20	AICUF Association	Orientation Program, Holy mass, Adoration, Novena an... Feast.
21	NCC Association	NCC Orientation, NCC Day Celebration, Traffic Awarenes... National Level Camps.

Representation of students in various academic and administrative bodies is ensured and is made mandatory in the following bodies:

- College Governing Council
- Anti-Ragging Committee
- Grievance Redressal Cell
- Departmental Associations secretaries
- Internal Quality Assurance Cell (IQAC)

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

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 58.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
65	66	56	53	53

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Teresian College, established in1963 and administered by the sisters of CSST of Mother Teresa of St. Rose of Lima, functions with the vision "empowerment of women through value based education". Over the Years, College has established itself, setting a high standard for education and to deliver quality education to Women, indiscriminate of caste, region, religion and merit. Many students at the Graduate and Post graduate levels have passed out from this esteemed institution and many have enrolled themselves as the Alumni and have registered in the association.

Teresian Alumni Association was initiated on 3rd August, 2002, with 100 former students. The Association was officially registered on 7th January 2016 under the Karnataka Societies Registration Act, 1960, (Karnataka Act 17 of 1960) and every year it has been renewed. Society number of the association is MYS-S438-2015-16.

The College and the Alumni work together to foster more extended relationship between themselves and for the better functioning of the college.The Alumni, which is the reflection of the past, representation of the present and the link to the future, proves to be the backbone of any institution .The college claims with pride to have produced many successful entrepreneurs, teachers, athletes etc. and the Alumni brings all these people together on a single platform and develops innovative plans to add and improve the institutional development. Selected member of the Alumni occupies a place in the Governing council. The members of the executive committee regularly meet and take decisions and the same will be conveyed to / discussed with the management. There are many Alumni, who are involved directly or indirectly to contribute to the development of college.

The college takes pride in acknowledging Mrs. D.K Taradevi Sidhartha – former minister for state, Health & Family welfare of the cabinet of Shri. P.V. Narasimha Rao, Mrs. Prema Criappa, a politician from Indian National congress party, an MP represented Karnataka in Rajya Sabha, a social worker and also a former Mayor of Bangalore.   Dr. R Indira, former president and Chairperson of the Department of Sociology, University of Mysore, holding various other offices as Director, Centre for Women Studies. Honorary Director, Centre for Women Studies, University of Mysore. Mrs. M.A. Hemalatha, serving as an Advocate in civil, criminal and Labour court, to name a few. The proud teresianites of this association have occupied prestigious position all over the globe, holding the image of the college very high.

Yearly annual general body meeting is conducted and on the same occasion the association felicitates the retired staff, university toppers, Ph.D. awardees and other academic achievers. The association also makes their contribution to the society through certain activities.

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

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

File Description	Document
Upload any additional information	[View Document](#)
Link for any additional information	[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 and in tune with the vision and mission of the institution

Response:

1. Nature of Governance :

The institution follows a participative and decentralized mode of governance with all the stakeholders involved actively in its administration. The governing body functions in consultation and coordination with the Governing council, Director, Principal and IQAC Coordinator, who in turn share it with the different levels of functionaries in the college. The Deans, Heads of the Department, student council, the Coordinators of various committees and associations along with the staff, parents, students and alumni representatives play an important role in devising the institutional policies and implementation of the same.

2. Perspective Plans:

The systematic and phased manner of institutional development has been descriptively laid out in the perspective plan of the institution.

Academics

- Expanding the existing horizons of the college by the implementation of 'New Education Policy' at various strata of the institution.
- Autonomous status for the institution.
- The student strength of the college will be increased by the introduction of new subjects and combinations in the P.G and U.G programmes respectively, to meet newer advances and requirements of global market.
- Expansion of research centre by introducing Ph. D programmes for more P.G courses.
- Phased extension and up-gradation of ICT facilities and supportive tools for better teaching and learning experience.
- Expansion of collaborations with industries and research institutions for providing skill based training, internships and project work for more number of students.

Infrastructure:

- Expansion of infrastructure to facilitate better learning experience of students, by construction of class rooms, laboratories, staff rooms and women's hostel.
- Modernization of existing infrastructure of library, laboratories, research center, and sports facilities.

Funding:

- Infrastructural upgradation of institution through various Governmental schemes of MHRD, RUSA, DBT, DST, VGST, etc.,

- Partnering with industries and Non-Governmental organizations for setting up special facilities such as incubation centers, skill based training centers etc.
- Financial support from philanthropists and alumni towards women empowerment programmes undertaken by the institution.

3. Participation of Teachers in Decision-Making Bodies:

- Teachers contribute to the institutional policy making by being the representatives of the Governing Council, IQAC and various committees of the college.
- The day-to-day functioning of the college is co-ordinated by teachers through various committees. Through their participation in these committees, they are able to contribute in a significant way to the participatory ethos of the institution.
- They discharge an energetically pervasive role as motivators and spearheads to inculcate cultural and societal consciousness through extension and outreach activities.
- Performance of students are monitored by teachers and in case of disciplinary actions initiated against students, the management in consultation with teachers decide the further action.
- Teachers play an important role as members of appointment committees for the recruitment of faculty.

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

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The institution practices a decentralized approach in administration, keeping with its belief in collective leadership and participative management. A particular reflection of this practice may be seen as a case study in the functioning of student council.

In the academic year 2019-20 the student council, XANTHRONS was constituted comprising of President, Vice-president, General Secretary, Treasurer and various other secretaries of associations. Student council was nominated by the student welfare committee after interacting with the students, Principal, Deans, Heads of the departments and faculty members. The Principal of the college is the ex-officio president of all the associations and teachers are the vice president of the various associations. The secretaries of the associations namely Cultural Association, Nature and Science Association, Literary Association, NSS Association, Commerce Association, NCC Association, International Students' Association, Management Association, Hostel Association, Humanities Association, Sports Association, AICUF Association designed, planned and executed activities for the academic year.

The student council members function together under the leadership of student council president and the core group. Each association secretary has been vested with the power to frame the rules and regulations to

conduct the competitions, the date, venue, choice of the judges for the competition in consultation with the Director and the Principal. All the extension activities of the college, NSS, NCC, Youth Red Cross activities, conduct of seminars, conferences and workshops have provided platform for the student council members to showcase their organisational skills, leadership and teamwork. During the academic year student council celebrate various cultural festivals such as Onam, Dasara, Kailpodh, etc., and also mobilise funds for the programmes. They organise food fests to generate funds and to develop entrepreneurship skills.

'Sristhi' the inter-collegiate fest is a mega event conducted by the student council every year. This event is conceptualised, meticulously planned and well executed with the precision to detail. Funds required to organise this event is mobilized through sponsorship, registration fee, contributions from students' and staff. The two days event is exclusively managed by the student council by catering to the spectators and the participants and also by efficient management of financial resources. The director, principal and staff of the college play supportive roles for the success of the mega event.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

A case study of the strategic plan of the institution implemented in the area of innovative teaching and learning practises is presented as follows:

The institution organizes orientation programmes and workshop by eminent academicians to enhance and update faculty with innovative teaching methodologies and quality learning. The faculty are trained to brace with the use of advanced tools for digital teaching and learning. Workshops are organized periodically to scale up the use of ICT in regular classroom teaching. Lecture capturing system enables the faculty to adapt and deliver online lectures, which could be accessed through online platforms.

Each department executes different student centered teaching-learning methods according to the expected learning outcome of the curriculum. Some of them are industrial visits, field trips, project work, internship, street plays, role-plays, participation in seminars, conferences, workshops and poster presentation and model making competitions. Departments also conduct certificate courses to facilitate advanced learning in a specific domain.

Library is fully automated with updated version of KOHA 19.0 software for integrated library management system. The library is equipped with Tech Focus Digital library facilities, Institutional repositories, NLIST, Lecture capture and Open access resources. E-contents, PDFs, previous year question papers, lesson plans, faculty publications, study materials based on the syllabus are made available to the students through

digital library access. Screen reading software, low-vision aids are made available for the benefit of specially-abled students. The library and departments provide access to computers for students to facilitate remote access to online resources through digital repository / Library Blog / Website / YouTube channel. Digi Frog software is used to virtually demonstrate the dissections of animals.

Feedback from students and parents are collected on effective implementation of curriculum and infrastructural facilities provided. The feedback report is analysed and suggestions are taken into consideration for modification and enhancement of the methods adopted in teaching learning process for academic excellence.

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The Governing Body (GB) is the statutory decision making body of the college. The GB meets twice a year to deliberate on the activities of the college and to review and approve the proposals submitted by the Governing Council and IQAC for the development of the institution. The GB also discusses the academic performances of the students, including result analysis and provides suggestions for improvement, if needed. The GB formulates the code of conduct for various stakeholders, required for the functioning of the institution from time to time.

The Governing Council functions as the Executive Body of the College to plan strategies and take decisions for the development of the institution. The Governing Council along with IQAC play an important role in framing policies and executing them.

The Director of the College is the representative of the Management and provides guidance to the Principal in all administrative, academic and financial matters. The Director acts as the bridge between the management and staff. The Principal, in consultation with the Director of the college, manages the day-to-day affairs. The Principal as the Head of the Institution is responsible for the overall administration of the institution.

The IQAC plans, co-ordinates and executes all the programmes and activities of the college under the guidance of the Principal and Director. The IQAC also devices strategies to impart quality culture in academics and administration.

The Academic Deans oversee the functioning of departments under their respective streams. They collectively co-ordinate activities between the departments within the stream. The curricular aspects of

departments are monitored by academic deans.

Co-curricular activities are organized by various committees and associations of the institution such as, Sports and Literary along with NSS, NCC and others.

The Student Council is nominated by the Principal, IQAC and Student welfare committee. The student representatives play a major role in participative management through their representation in Governing council and IQAC. The student secretaries assist the functioning of various committees by organizing activities.

Office administration functions under the supervision of Office Superintendent and Finance Manager supported by administrative and support staff, in consultation with the Principal and Director.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any 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:

The College extends welfare schemes to its staff as follows:

- Employees Provident Fund (EPF)
- Employees State Insurance Scheme (ESI)
- Women staff can avail paid maternity leave
- Teresian Mahila Sangha, a self help group is created for the welfare of support staff. It is a registered body functioning with the Director of the college as its patron and managed by elected leader. It provides various services like deposits and loan facility to its shareholders.
- Hostel accommodation for women teaching and non-teaching staff is available.
- Fee concession is provided for the education of children of our Teresian institution staff.
- Interest free loans are made available on request to teaching and non teaching staff through staff welfare fund.
- Financial assistance is provided for faculty to attend seminar, workshops, orientation programme, faculty development programme, refresher courses, paper presentation, publication charges etc.
- In time of need, a non- repayable amount is given as a support or a contribution to the staff by the management.
- Periodical free medical camps such as eye check up and dental check up are organized for teaching and non-teaching staff.
- Workshop on yoga and meditation is organized for the well-being of staff.
- Staff can avail gym and sports facilities for training and recreation.
- The voluntary contributions from the staff and students is pooled together under "Teresian Care" project that forms the financial resource for those in need. Teresian care offers Non-repayable financial assistance to the staff in times of need and crisis.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for 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: 9.16

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**

2019-20	2018-19	2017-18	2016-17	2015-16
24	6	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[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: 4.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
13	3	3	2	2

File Description	Document
Upload any additional information	[View Document](#)
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 11.44

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
29	3	1	2	2

File Description	Document
Upload any additional information	[View 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 programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institution conducts a Performance Appraisal of the teaching and non-teaching staff annually which enhances the quality of a teacher and their performance. A multi-pronged approach is in place to assess the performance of faculty, which includes:

1. Self appraisal by the faculty
2. Feedback by the students
3. Review by the peer group (faculty)
4. Assessment by the management

Faculty Self Appraisal

The VAPS i-VRM module has an online self- appraisal form which is duly filled annually by the faculty. The faculty furnishes details of the activities pertinent to the teaching-learning process. It also records the involvement of faculty in the administrative, academic, extracurricular, co-curricular activities and extension activities. Participation and presentation of research papers in seminars and conferences, publication of research articles in journals are also documented. This introspective mechanism equips the faculty to understand their strengths, focus on their shortcomings and explore opportunities to better their performance. The aided staff submit an annual self-appraisal report forwarded through the college management to the Department of Collegiate Education, Government of Karnataka.

Feedback by Students on teachers' performance

The students provide their confidential feedback on performance of faculty as per the procedures stipulated by the IQAC. A questionnaire based survey is conducted by IQAC to assess the faculty on different performance indices such as communication skill, knowledge base of the faculty, punctuality, sincerity and commitment, ability to integrate course material with environment and other issues to provide a broader perspective and accessibility of the faculty in and out of the classes. The reports are presented to the Principal and the Director for further assessment and action.

Review by peer group (faculty)

A confidential review of faculty performance is conducted by their peer group. A performance based

assessment on their abilities to coordinate with other faculties and students is carried out. Their leadership and organizational skills are appraised. The reports are presented to the Principal and the Director for further assessment and action.

Assessment by the management

The management collates and analyses the data of self-appraisal, feedback from students and review by peer group. It also takes into account their effective participation in college activities, time bound completion of task assigned, integrative approach in organization and performance as a team player. Based on the reviews and discussion with the faculty, the management appreciates their efforts, encourages them to explore new horizons, motivates them to upgrade their knowledge base and suggest corrective measures to improve individual performance wherever needed.

Self-Appraisal by non-teaching staff

The performance of the non-teaching staff of the college is assessed on the basis of the self-appraisal form that they submit annually to the management. The Principal, Director and the Office Superintendent assess, evaluate and suggest corrective measures for performance improvement.

Academic and administrative audit

The IQAC conducts an Academic & Administrative Audit of the institution to review the performance of all the departments and the administrative sections based on quality criteria. The suggestions of the committee highlighting the weaknesses, opportunities and challenges of each Department/Office are specifically addressed.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

St. Teresa's Education Society has a transparent mechanism to monitor effective and efficient use of financial resources.

A well defined mechanism is in place for systematic financial audit and transparency in financial management. An internal and external audit is conducted annually.

External Audit:

The external audit is conducted to audit all the income and expenditures of the year. The External financial audit is done by registered Chartered Accountant to ensure proper maintenance of assets/documents/audited statements as per the statutes and guidelines. The auditor refers to the UGC guidelines, State government guidelines, trust deeds and the rules and regulations relating to accounts. Receipts and payments are verified by the Chartered Accountants and audited statements are prepared.

They audit the grant-in aid and funds received from the government to ensure the proper utilization of funds for the purpose sanctioned. The auditor verifies the cash receipts of examination fee, tuition fee, laboratory fee etc.

Income generated through renting of property, investments and funds mobilized through other sources are verified. The staff salary register is verified for deductions and remittance of other taxes at source. The capital and revenue expenditure are verified with the respective bills. Scholarship register and bank account statements are verified. The balance sheet is checked to ensure that all the assets and liabilities are exhibited.

They check the payment invoice for valid GSTIN and PAN number of the dealer. Payment made by the institution for contract jobs like building repair, painting and printing is checked for TDS deduction from the total bill amount and for prompt filing of quarterly TDS (tax deduction at source).

External auditing by the government departments: It is conducted every year by the auditors from the office of Joint Director, Collegiate Education, Mysuru region, Government of Karnataka. An audit is also done by Auditor General's office, Government of India. External audit is done for the grants received from UGC, State Government or any other Government funds.

Any objection raised by the audit team is reviewed by the management and the Principal, to initiate necessary action.

Internal Audit:

Internal audit is conducted by a team comprising teachers and office staff, constituted by Principal. They verify all the accounts, receipts and payments. Balance sheet is prepared and a report is submitted to the principal with suggestions.

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

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

Response: 394.96

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

2019-20	2018-19	2017-18	2016-17	2015-16
190	122.87	82.09	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	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 effective functioning of the institution depends on resource availability and its optimal utilization. The college mobilizes funds in the following ways in order to ensure smooth conduct and sustenance of the institutions activities.

Strategies for mobilising resources

- The primary source of funds generated are through the fee collection from students. Extensive efforts are undertaken to increase the student strengths for aided and self-financed programmes.
- Applying for the sanction of grants for research, projects, schemes and organizing seminars and workshops through various governmental and non-governmental agencies.
- Strengthening of the alumni network of the college, to seek sponsorships and contributions towards infrastructural development.
- Contributions from various philanthropists, industrialists and Non-Governmental Agencies to partner for the overall development of the institution.
- Salary grants are received from Government for grant-in-aid staff.
- Fund raising events are organised through parent teacher association and alumni association.

Optimal Utilization:

- The college effectively utilizes the financial resources available by proper budgeting for optimal utilization.
- The budget committee prepares an annual budget to allocate funds for physical and academic maintenance and augmentation.
- Department wise budgets proposals are scrutinised and approved for the sustenance of departmental activities.
- The budget committee in consultation with the librarian and HODs allocate funds for the purchase of books and journals.

- The purchase committee oversees the purchase of equipments, consumables, stationeries etc. E-procurement is practised to allow transparency in utilization of funds.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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:

IQAC has implemented specific strategies to ensure improvement in institutional quality. Two notable practices institutionalized as part of IQAC initiative are remedial classes and mentoring system.

Remedial Classes

The objective of the remedial classes is to help and improve the academic performance of slow learners and students representing the college in various co-curricular activities. The remedial classes helps the slow learners to match the academic performance with their peers and for students representing in various co-curricular activities to make up for the time of absence. Special classes are organised for students hailing from vernacular medium of instruction to cope up with the English medium of instruction.

The college follows a robust mechanism in implementation of remedial classes. The marks secured by the students in C1 / internal assessment test is used as a marker to identify slow learners. Additional lecture sessions on specific topics of the syllabus are conducted for these students to enable them to cope up with their peers. The attendance for remedial classes are mandatory. These classes focus on strengthening the understanding of the fundamental concepts, precise writing skills and techniques to enhance the scholastic aptitude and academic performance of the slow learners. Visible indicators of the effective implementation of remedial classes are recorded with an incremental performance output of students during subsequent evaluation. The remedial classes form an integral part of the student support system of the institution.

Mentoring System

The objective of the student mentoring system is to provide support for the academic performance and psycho-social development of students. Every student has a mentor, to cater into the matters of academic, non-academic and personal difficulties. The mentee will be assigned to the same mentor until the completion of the programme for effective tracking of progression. The mentor maintains a record of the mentoring sessions with the mentee. The mentoring record includes the academic progress, extra-curricular activities and student achievements. The mentor offers support and guidance on academic development, career progression and personal counselling which enables, the holistic development of students. Thus, through mentoring system a mentor establishes a better understanding of the mentee and propels them

towards pursuing their aspirations to achieve greater heights. The mentor identifies students who are in need for personal counselling and guides them to the institutional counsellor for counselling sessions. The mentees can meet their mentors and seek advice at any time during the regular working hours or over phone.

File Description	Document
Upload any additional information	View Document
Paste 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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

1. Departmental Reviews

The IQAC conducts periodic departmental reviews in order to ensure academic accountability, to define effectiveness of the teaching-learning process and to devise methodology to confirm maximum output from faculty members as well as students. Each department presents a consolidated report twice in a year. The following aspects form the frame work of the departmental reviews: academic performance of teachers, achievements, extension activities of the department, best practices, remedial classes, student strength, academic results, progression etc.

The Director, Principal, IQAC coordinator, Deans of respective streams offer their valuable suggestions for quality enhancement of each department. The departments chart out a strategy for effective implementation of plans and activities in the subsequent semester. The departmental reviews provide a platform to assess the performance of the departments. The review has enabled a mutual sharing of best practices adopted by the department, extension activities etc. It has inspired the faculty members to make continuous improvement of teaching and learning process. It also highlights the strengths of the departments and areas for improvement.

2. Changing Scenario of Teaching-Learning

The IQAC also spearheaded to conduct a review of the facilities of the college for a better teaching-learning environment. Challenges in the education sector play a pivotal role in restructuring the teaching-learning process. The feedback on curriculum reflects the expectations of the stakeholders in improvement and adaptation for advanced learning. The institution is committed for quality enhancement and academic excellence through the extensive use of ICT enabled teaching methodologies for a digital learning experience. The IQAC has taken effective steps to equip faculty for the potential use of ICT through various training/ faculty development programmes. The classrooms are equipped with ICT facility and

online resources. Faculty have developed e-content for various online platforms. To harness the skills and employability, each department conducts certificate and value added courses. Activity based learning takes place through extension programmes, exhibitions, projects, internships, departmental club activities, field visits, presentations, adaptation of drama and theatre in teaching form a part of teaching learning process. Special lectures by eminent academicians are organised to enhance subject knowledge. Experiential learning is provided by organising activities to promote entrepreneurial, administrative and executive skills.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Teresian College was established with an objective of empowering women to make them self-reliant, and competent to brace the challenges of the society. The college is determined towards achieving the vision and mission as laid down by the foundress of Carmelite Sisters of St. Teresa (CSST) that aims to work for the welfare of the society.

Gender equity is attributed for providing equal representation, respect, recognition, freedom to all gender. There is an urgency and need to impart gender sensitisation to our stakeholders, to create awareness and develop a positive attitude in order to overcome the cultural and traditional barriers of the society, to live in a peaceful, prosperous and sustainable world. The progress of a nation is determined in the terms of equality provided to all gender.

The college practices and imparts gender equity through curricular and co-curricular activities, as enlisted below:

1.   Gender equity and sensitisation in curricular activities

The prescribed curriculum for the courses of Kannada, Hindi, Sociology, English Language, Optional English, Psychology, Human Development and English Literature emphasises on concepts pertaining to gender equity and sensitisation.

The staff and students are encouraged to pursue project work and dissertations on the topics concerning gender equity. A total of 39 students and 02 staff members have pursued work relating to women issues during 2015-2020.

2.   Gender equity and sensitisation in co-curricular activities

As part of the commitment towards promotion of gender equity and sensitisation among stakeholders, the college organises various co-curricular activities as follows;

- Certificate courses concerning women.
- Special lectures and webinars.
- Awareness programmes, skit, and street plays.
- Celebration of commemorative days.

3.   Specific facilities provided for women

- Safety and security

The safety of women in the campus is ensured through the outsourced security service, CCTV

surveillance using 19 cameras, installed at various locations within the campus. Anti-sexual harassment cell, Anti-ragging cell, Women's cell and Grievance Redressal cell play significant roles in ensuring the safety of the women.

- Counselling

The college provides personal counselling and stress management for all students through a designated mentor.

- Common room

Separate common room facilities are provided for women and men, with well-ventilated space, wash rooms, drinking water, chairs and tables.

- Day care centre

The College provides day care centre facility through Teresian Buds Play Home, for working mothers, under the supervision of a caretaker. The day care centre is equipped with necessary infrastructure like bed, chairs, tables and toys.

- Infirmary

The staff and students are provided with access to medical first-aid and a full-time nurse is available on the campus to attend in case of emergency. The infirmary is equipped with beds and medications for primary aid. The college organises annual medical check-up camps for students for their well-being.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response:

Teresian College is committed towards effective management of waste generated. College employs the policy of 3R's i.e., reduce, reuse and recycle. Awareness is given to students and staff in order to reduce waste generation by adopting right lifestyles.

Waste management process is as follows:

Segregation: The generated waste is segregated into appropriate dustbins that are provided in the prominent places within the campus.

Collection and processing: The segregated waste is collected and processed. Different processing techniques like degradation, storing and selling, disposal, etc., are followed based on the type of waste.

Waste management strategies adopted in the campus are as follows:

- **Solid Waste**

The biodegradable and non-bio degradable wastes are segregated and processed. Biodegradable waste generated in the campus includes leaf litters, papers, food waste, wood, clothes, etc. Non-biodegradable waste comprises of single-use plastic, reusable plastic, metals, glass, etc.

Biodegradable wastes are processed using two vermi-composting units and two aerobic-composting units installed in the campus. The compost produced is utilised for manuring gardens for growing vegetables, fruits, flowers, ornamental plants and trees.

Paper, reusable plastic, metals and other scrap materials that can be recycled are sold to scrap vendors.

Food waste generated in canteen and hostel mess is highly insignificant due to the continuous effort

of creating awareness among students regarding value of food. Food waste collected is handed over to cattle and pig rearing entrepreneurs.

Single-use plastic, glass, and old clothes are disposed by handing over to Mysuru City Corporation (MCC) on daily basis.

- **Liquid Waste**

The waste water generated is let into the underground drainage facility provided by MCC.

- **Biomedical Waste**

Sanitary napkins, cotton swabs, bandages are incinerated in thermal incinerator. Microbiological samples and culture media are autoclaved and disposed in labelled specific polythene bags and then handed over to MCC.

- **e-Waste**

E-wastes like computers, floppy disks, printer cartridges, wires, pendrives, batteries, bulbs, tube lights, are rarely generated. Buy-back arrangement has been made for disposal of batteries. Equipments procured through governmental sponsorship (UGC, etc.,) are stored and disposed as per respective guidelines. Other e-wastes are handed over to scrap vendors.

- **Hazardous Chemicals and Radioactive Waste**

Chemicals are neutralised and diluted before discarding into the drain. Laboratory experiments do not require radioactive elements.

- **Waste Recycling System**

The initiatives are:

- Unused sheets of the test booklets are used as scribbling pads.
- Single-use plastic bottles are used to grow plants in the bottle garden.
- Damaged wires are reused during experiments, to reduce and recycle e-waste.

File Description	Document
Any other relevant information	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certification by the auditing agency	[View Document](#)
Certificates of the awards received	[View Document](#)
Any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Details of the Software procured for providing the assistance	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

Teresian College envisages a vision of creating an environment of harmony, peace, tolerance and universal brotherhood among students belonging to diverse cultures and ethnicity. The college is highly committed

to create an inclusive environment despite such diversities that are present in the campus.

The mission of the college emphasises on creation of inter-cultural, inter-religious harmony, and tolerance developing concern for humanity among various stake-holders. It intends to treat everyone with dignity and equality, promote inclusiveness by creating an atmosphere for human and educational excellence.

The college has adopted initiatives through various programmes in order to create a sense of belongingness regardless of cultural, regional, linguistic, communal and socio-economic diversities.

These initiatives are explained in the ensuing paragraphs.

- **Cultural Harmony**

The college has multi-cultural environment, with students belonging to diverse cultural elements such as customs, traditions, festivals, dance, food, ethnic styles etc. In order to create inclusive cultural environment, the college organises inter-cultural programmes like, Srishti, cultural week, and besides students' participates in inter-collegiate competitions, Yuva Dasara, etc.

- **Regional Harmony**

Students have their origin from various geographical regions of the country and also the college has students belonging to various foreign countries like, Sri Lanka, Bangladesh, Nepal, Afghanistan, Jordan, Yemen, Tanzania, etc.

In order to create regional harmony, the college celebrates regional festivities like, Onam, Kailpodh, Kannada Rajyothsava, etc and also organize International student's day

- **Linguistic Harmony**

The College comprises of students and staff belonging to various linguistic backgrounds like, Kannada, Malayalam, Konkani, Kodava, Tamil, Marathi, Telugu, Hindi, Urdu, Arabic, English, etc. In order to create linguistic harmony, the college organises programmes based on languages like, Kannada Sambhrama, Hindi Diwas, Kannada Kalisu, besides, conducting competitions on themes highlighting languages. The students and staff are encouraged to contribute to the college magazine in their linguistic languages.

- **Communal Harmony**

There are students and staff belonging to various communal backgrounds such as Christianity, Hinduism, Islam, Jainism, Buddhism, etc., coming from various countries of Asia and Africa. The college organises programmes to promote communal harmony through inter-religious dialogue, annual prayer service, spiritual intelligence programme, Christmas celebration, Dasara, value education, etc.

- **Socio-Economic Harmony**

Students of the college belong to various socio-economic strata of the society. The college provides equal opportunities for all, irrespective of their socio-economic status. The college adopts measures to promote

education of students belonging to economically weaker sections by providing fee concession.

The college also inculcates the values of societal service among students, to share among less privileged. The college encourages students to visit aged care centre and orphanages, and contribute towards flood relief and COVID-19 mission. Through extension programmes and outreach programmes the college promotes inclusiveness and socio-economic harmony.

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Teresian College is committed towards imparting the value system, to the various stake-holders, as proposed in the Constitution of India. The Constitution provides guidance, to the citizens, in terms of obligations such as, values, rights, duties and responsibilities. Constitutional obligations are essential for all citizens, especially for the younger generation (i.e., students) of our country, in order to create sense of responsibility and harmony in the country.

In order to sensitise and inculcate the constitutional duties and rights among students, staff and other stake-holders, the college has adopted various strategies. The details are as follows:

* The college has enacted the 'Policy on Sensitisation of Students and Employees to the Constitutional Obligations' as a part of its commitment for inculcating values among students and employees for being responsible citizens as reflected in the Constitution of India.
* Display of Preamble, Fundamental Rights and Duties in the campus in order to create awareness among the various stake-holders.
* Reading and explaining the various Constitutional Obligations during student assembly on a daily basis in order to inculcate the value system for being responsible citizens of the Country.
* Display of Preamble, Fundamental Rights and Duties in the College Website in order to create awareness among the various stake-holders as well as the general public.
* Celebration of commemorative days of national importance like Republic Day, Independence Day, Constitution Day, etc., in order to impart the objectives of such celebrations.
* Organize socially significant programmes such as flood relief activities, COVID19 support activities, visit to old age homes, visit to orphanages, medical camp, etc., in order to promote humanity among the students.
* Awareness regarding Universal Adult Franchise was created through programmes like,

demonstration of Electronic Voting Machines, Systematic Voters' Education and Electoral Participation Programme (SVEEP), Voters Rally, etc., in order to educate the various stake-holders including local communities regarding the enrollment procedure, functioning of electronic voting machines and motivate the youngsters to enroll themselves as voters and cast their franchise.

- Organize legal awareness programmes like, Law Awareness Programme, Traffic Awareness Rally, etc., in order to create value-based consciousness and commitment to law among various stake-holders.
- E-resources have been developed and hosted on YouTube Channel of the college in order to create awareness, among various stake-holders including general public, regarding the constitutional obligations such as values, rights, duties and responsibilities of citizens.
- To emphasize the constitutional values, rights, duties and responsibilities of citizens towards environment, the college has organized various programmes such as, tree planting, green-scaping of campus, awareness rally on Parisara Snehi Ganesha, street play on water conservation, Swaach Bharath Abhiyan, animal adoption at Mysore Zoo, etc.
- Constitutional obligations towards human values and ethics is addressed by organising programmes like, special lectures on Spirituality and Human Ethics, Human Values and Spirituality, Life Beyond Vision, Suicide Prevention Awareness Programme, One-Day State Level Conference on Ethics and Human Values in Business Environment, etc.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)
Any other relevant information	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Teresian College commemorates the commemorative days to understand its importance, portray unity and elicit national feeling among the students and staff. Events of national and international importance are observed to remember the legends and pay tribute for their contribution in nation building, thus reinforcing humanity. National festivals are celebrated to instil the fervour of nationalism and patriotism. The college celebrates festivals to promote intercultural diversity and propagate cultural unity.

Teresian College celebrates cultural festivities to foster respect and open-mindedness towards understanding diverse cultures and traditions, which is an essential and dynamic characteristic of a student living in a multi-cultural environment. The college creates and strengthens the sense of belongingness, as the stakeholders unite together as members of Teresian community.

The objectives of celebrating the commemorative days, events and festivals in Teresian College are as follows:

- To impart values and glorify the lives of great personalities.
- To remember the sacrifice, and martyrdom of our leaders
- To nurture the idea of nationalism, patriotism and 'nation first' feeling.
- To create a sense of belongingness.
- To promote secularism among a diverse cultural groups.
- To provide an experience of various cultures through celebrating festivals.
- To create awareness about environment and climate change.

In an attempt to achieve the objectives of commemorations, the college organizes various programmes, to mark the occasion. To create awareness and knowledge regarding commemorative days and adapt qualities and values of great leaders. The college highlights the significance of the day and portrays its relevance in present day. The events organised are reflective of the fervour and enthusiasm of the occasion.

The outcomes of the national festivals celebrated are, development of a social responsibility among the staff and students; increased spirit of nationalism, imbibing cultural co-existence, secularism, display of unity, integration, discipline and integrity.

Number of celebrations are as follows:

Sl. No.	Academic Year	No. of Programmes Organised
01.	2015-16	24
02.	2016-17	22
03.	2017-18	23
04.	2018-19	31
05.	2019-20	33
TOTAL		**133**

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)
Link for Geotagged photographs of some of the events	[View Document](#)
Link for any other relevant information	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice 1

1. Title of the Practice

"Student Enrichment Programmes"

2. Objectives of the Practice

The 'Student Enrichment Programmes' are envisaged to provide guidance, academic support, personal counselling and motivation to the students in order to help them to cope with the challenges of higher education. Student Enrichment Programmes includes a combination of 'mentoring system', 'bridge course' and 'remedial classes'. Through this practice, the students are enriched with knowledge, skills and right attitude towards their life and career.

The Student Enrichment Programmes have evolved, and strengthened to adapt for the growing needs of higher education. The college is committed to provide a consistent and comprehensive support system to the students to excel in both academic and non-academic programmes through these 'student enrichment programmes'.

The objectives of the 'student enrichment programmes' are divided into three sections, viz., mentoring system, bridge course and remedial classes.

The objectives of **mentoring system** are as follows:

- To provide individual attention to mentees in order to enhance their confidence in facing the realities of life.
- To advice the students regarding their career, selection of specialisation subjects and project works.
- To monitor the academic performance of the mentee.
- To encourage students participation in curricular and co-curricular activities.
- To provide counselling assistance to students in need.
- To enable mentees to perform at their peak potential.
- To help mentee to overcome issues pertinent to learning and adapt to the pedagogy at higher education.

The objectives of **remedial classes** are as follows:

- To help and improve academic performance of slow learners.
- To create interest in academics among students by continuous monitoring of their academic performance.
- To boost confidence among students regarding their learning capabilities.
- To compensate the loss of classes for students representing the college in various curricular and co-curricular activities.

The objectives of **bridge course** are as follows:

- To bridge gap between existing level of knowledge and required level of knowledge to pursue higher education.
- To prepare students for advanced level of studies.
- To assist students hailing from vernacular medium of instruction to cope with the English medium of instruction.

3. The Context

When students hailing from diverse backgrounds and varied objectives when placed on the common and structured academic platform tend to face challenges to cope with advanced subjects. Students may not have definitive career goals that could hinder their progression in life.

Furthermore, the slow learners would require special attention to help them match their peers. To bridge the intellectual gap between the existing level of knowledge and required level of knowledge is an essential requirement to pursue higher education.

Hence, **"Student Enrichment Programmes"** are envisaged at enriching the academic ability of students through 'Mentoring System', 'Remedial Classes' and 'Bridge Courses'.

4. The Practice

The practice of **mentoring system** is explained as follows:

The objective of the student mentoring system is to provide support for the academic performance and psycho-social development of students. Every student has a mentor, to cater into the matters of academic, non-academic and personal difficulties. The mentee will be assigned to the same mentor until the completion of the programme for effective tracking of progression. The 5-year average ratio of mentor to mentee is 1:19.

The mentor maintains a record of the mentoring sessions with the mentee. The mentoring record includes the academic progress, extra-curricular activities and student achievements. Further, mentors and mentees meet regularly in order to achieve the above mentioned objectives. Parent-teacher interaction is also arranged in cases for which special attention is required.

The practice of **remedial classes** is explained as follows:

The college follows a robust mechanism of remedial classes. The students are categorised as advanced learners and slow learners based on their performance, either in the test, specifically given or in the previous level of education. The class average serves as the benchmark for the categorisation. Students securing marks more than the class average are termed as advance learners. Students securing marks less than the class average are termed as slow learners.

Additional lecture sessions on specific topics of the syllabus are conducted for these students to enable them to cope with their peers. The attendance for remedial classes are mandatory. These classes focus on strengthening the understanding of the fundamental concepts, precise writing skills and techniques to enhance the scholastic aptitude and academic performance of the slow learners. Visible indicators of the effective implementation of remedial classes are recorded with an incremental performance output of students during subsequent evaluation. The remedial classes form an integral part of the student support system of the institution.

Remedial classes are conducted for benefit of the slow learners. Strategies like, lecture repetition, extra assignments, simplified study materials and the like are adopted in order to improve their academic performance. Their performance is monitored through mentoring system.

The practice of **bridge course** is explained as follows:

Bridge course is a supplementary knowledge that imparts students the basic knowledge in them about the advanced subjects that will be taught in the upcoming future. Bridge course is conducted during the first week of every semester. Few classes are dedicated, either to brush-up students' memory or to bridge gap between existing level of knowledge and required level of knowledge. Identified topics, that are vital for understanding the subject, are discussed. It assists the students hailing from vernacular medium of instruction to cope with the English medium of instruction.

5.   **Evidence of Success**

Student Enrichment Programmes have resulted in improved academic performances of students as evident by ranks, gold medals and cash prizes secured in University examinations. Further, student's participation has been enhanced and have won laurels in curricular and co-curricular activities that include cultural programmes, sports and academic competitions, seminars, conferences and so on. Transformed students have displayed ethical behaviour, discipline, punctuality and satisfaction.

Remedial classes have resulted in boosting confidence among slow learners and have resulted in incremental performance in subsequent tests and examinations.

Bridge course has provided clear understanding of basic concepts of the subject under consideration. The course has bridged gap between existing knowledge level and required knowledge level, thereby, preparing the students for advanced studies. Besides improving the comprehensibility, the bridge course has assisted students in honing the required skills. As a result, students have developed interest in the subject.

6.   Problems Encountered and Resources Required

The problems encountered during implementation of 'student enrichment programmes' are as follows:

*   Students have been resilient for mentoring due to their low confidence and fear of expressing their inabilities to others.
*   Some students find it inconvenient to stay after the class hours, as they come from hostels and rural areas. The students coming from rural areas have limited public transportation services.
*   Students participating in sports activities find it difficult to attend extra classes as they have scheduled practice sessions.

Resources required for implementation of 'student enrichment programmes' are as follows are:

*   Teachers who are able to stay beyond official college hours and play a significant role in successful implementation of the programme.
*   Appropriate formats for documentation are required.

Best Practice 2

1.   Title of the Practice

"Socially Significant Programmes"

2.   Objectives of the Practice

The 'Socially Significant Programmes' are aimed at providing insights to the general public regarding contemporary issues and challenges that are relevant for welfare of the society. The awareness and enlightenment regarding such issues and challenges will guide the society towards progress and prosperity.

The college is committal in its societal responsibility extended through various outreach and extension programmes embedded under 'Socially Significant Programmes'. The college plays a pivotal role in extending its expertise and service for the welfare of the society through holistic development. Such socially relevant initiatives have profound impact on certain issues that are understood and practiced in the society.

The continuous efforts of the college in organising 'Socially Significant Programmes' has an impact in creating awareness and curriculum extension to the society. The college believes that, along with educating the students, the societal welfare is the ultimate objective of its existence.

The objectives of the 'socially significant programmes' are divided into two sections, viz., extension programmes and outreach programmes.

The objectives of **extension programmes** are as follows:

- To transfer curriculum based knowledge and skills to the society for its welfare.
- To enrich intellectual content among public, towards human wellbeing.
- To enable skill augmentation
- To demonstrate and promote adaptation of technological advancement in their respective fields.
- To create awareness about the governmental schemes available for establishment and enhancement of start-up.

The objectives of **outreach programmes** are as follows:

- To reach out to the marginalized, less privileged and specially-abled.
- To promote awareness regarding social concerns and create social consciousness.
- To draw public attention towards values, ethical behaviour and environmental consciousness.

3.   The Context

People living in modern society are busy with mundane work and this mechanical life has brought redundancy in society. In this milieu, people have become self-centred and have overlooked the social responsibilities and consequences of their activities. The technological advancements have not been implemented in totality, thus not yielding the expected outcomes and has resulted in slower progression.

Given these situations, there is a need for institutional intervention in order to bring necessary social change and transfer knowledge to meet contemporary challenges. Hence, institutional social responsibility is demonstrated through **"Socially Significant Programmes"**.

4.   The Practice

The staff and students belonging to various departments and committees, would conceptualise the *modus operandi* for the Socially Significant Programmes. There are four phases in this process, as follows:

First phase is of 'conceptualisation'. During this phase, specific theme, place / venue of execution and method / technique of execution are developed, discussed and finalised. For extension programmes, theme is based on curriculum and for outreach programmes theme is selected from range of contemporary issues that are very vital for social understanding. Team of organisers will visit the venue for assessing feasibility of conducting the programme. Along with assessing safety and security of students, the team would also evaluate the possible impact of our activities on local community and environment.

Second phase is of 'training students and mobilising the required resources'. Students will be trained on areas pertaining to the theme of the programme. The college identifies the resource persons and plans appropriate content delivery strategies to achieve the objectives of the programmes. Materials required for the execution of the programme are self-prepared by students and staff.

Third phase is of 'executing the programme'. Necessary arrangements such as, seeking permission from authorities, transportation, food, etc., are made during this phase. The programmes are executed

through relevant strategies such as rallies, street plays, camps, special talks, expert advice, health camps, skill development, recreational and academic activities.

Fourth and final phase is of 'evaluation and reporting' of proceedings of the programme. An evaluation on the success and impact of the programme, objectives achieved, and feedback from the beneficiaries are collected and analysed. A detailed report, along with necessary documents, is submitted to the college.

5. Evidence of Success

The outreach programmes are targeted at diverse and vast population of the society. It is a continuous ongoing process and the evidence of success may not have immediate tangible outcomes, but subsequent efforts will create an impact and the expected behaviour / actions could be achieved. They have become more aware of contemporary and socially relevant issues.

Through the extension activities, the beneficiaries were able to increase their levels of knowledge and skills. Success can be observed through successful implementation of knowledge gained for enhancing the existing technologies and adapting to advancements for better efficacy.

Further, there are instances where public / villagers have whole-heartedly supported and request for organising these programmes more frequently. Media coverage is another barometer of success. There is a cordial relationship developed with the external stake-holders. As a result, the college enjoys an enormous goodwill in the society.

The number of extension and outreach programmes organised by the College are as follows:

Sl. No.	Year	No. of Programmes
01.	2015-16	05
02.	2016-17	13
03.	2017-18	14
04.	2018-19	25
05.	2019-20	50
TOTAL		**107**

6. Problems Encountered and Resources Required

The problems encountered while implementing 'socially significant programmes' are as follows:

- The programme schedules generally coincide with the working schedules of people. Thus, excluding them may reduce the impact of the programme.
- Establishing initial rapport with authorities, public and villagers.
- The effective way of communicating to the public is through using information and communication technology. But, most of the times it is technically non-viable to carry and use ICT tools in rural areas.
- Acceptance to certain modern ideas and socially sensitive issues is less in the society. Hence, either

imparting knowledge or creating awareness on such issues has its own limitations.

The resources required while implementing 'socially significant programmes' are as follows:

- Socially appealing and understandable scripts are essential for conveying the message to the masses. Many a times, the script should be in dialect of the people. Hence, professional assistance are required for resource development.
- Educational materials such as pamphlets, banners, sign boards and placards written in local language are required for easy communication with the masses.

File Description	Document
Link for any other relevant information	View Document
Link for Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness

1. **THEME**

    "Women Empowerment through Value-based Education"

2. **RATIONALE**

    Teresian College was established with an objective of empowering women with emphasis on those belonging to marginalized sections of the society through value-based quality education. The Foundress of CSST had envisioned a life-oriented education that empowers women through humanising and liberating process. Thereby, these empowered women would be the agents of change and development.

    In order to achieve the vision, one of the thrust areas of the college is to promote value-based education among women. The college believes that, empowering women, could mitigate the inequities of denial, deprivation, and discrimination, thereby bring transformation in the society. The college has been conducting value education classes since its inception. It enriches an ethical value system and empowers them intellectually.

    The establishment and existence of the college is to create the much needed egalitarian society, where women are treated with utmost dignity and decorum. Hence, providing value-based education to women is pertinent and essential.

Furthermore, the college believes that value-based education would transform and equip women to brace the challenges of the ever-demanding society. It would enable them to overcome the conformist barriers of the society and transform themselves into courageous, self-confident, self-reliant, competent individuals, effective managers, assertive personality and decisive leaders.

3. PRACTICE

In order to achieve its vision and mission, the College focuses on the following aspects:

- **Academic empowerment**

Quality education empowers women to acquire knowledge and promote experiential learning. The college provides the best of the facilities to facilitate a conducive environment for teaching-learning. The college creates an ambience for women to enhance their academic intellect and develop a holistic personality. It also encourages them to follow their aspirations to achieve in the areas of interest. The academic enrichment is offered through theme based vocational training, short-term and certificate courses.

- **Intellectual empowerment**

The college provides a platform for women to showcase and enhance their skills, creativeness and innovation through various curricular and co-curricular activities. The innovative approaches provide opportunities for women to develop leadership qualities and organizational skills. They form an integral part of the decision making bodies of the college.

- **Cultural empowerment**

The multi-cultural environment of the college encourages women to appreciate and respect the various cultures and traditions. It gives them a diverse understanding of an inter-cultural society. The college promotes inter-cultural harmony by organising and celebrating ethnicity of different regions and cultures. It inculcates the values of tolerance and promotes secularistic principles.

- **Physical empowerment**

The college reinforces the need of physical strengthening of women through sports, yoga and meditation, NCC and NSS. The women are provided with the best facility and training to excel in the arena of sports, NCC and NSS. The college also promotes the well-being of women through emphasis on health, hygiene, nutritionally balanced diet, stress management and psycho-social strengthening.

- **Financial assistance**

The college ensures that woman are not deprived of quality education due to their financial constraints. Hence, it provides financial support to women belonging to the economically weaker sections of the society.

4. OUTCOMES

The outcomes of the initiatives to provide value-based education to women can be visualized in various dimensions of progress.

Pass percentage:

Sl. No.	Year	No. of Students Appeared	No. of Students Passed	Percentage
01.	2015-16	326	307	94.17
02.	2016-17	346	317	91.62
03.	2017-18	403	383	95.04
04.	2018-19	341	320	93.84
05.	2019-20	387	355	91.73
5-Year Average				93.28

Gold medals and cash prizes in University examinations:

Sl. No.	Year	No. of Gold Medals and Cash Prizes
01.	2015-16	03
02.	2016-17	28
03.	2017-18	11
04.	2018-19	17
05.	2019-20	Announcement awaited

Certificate courses:

Sl. No.	Year	No. of Courses	No. of Students
01.	2015-16	6	405
02.	2016-17	10	634
03.	2017-18	11	644
04.	2018-19	15	1,049
05.	2019-20	18	1,053

Students' progression into higher education:

Sl. No.	Year	Student Progression into Higher Education
01.	2015-16	124
02.	2016-17	98
03.	2017-18	175
04.	2018-19	149
05.	2019-20	78

Achievements in Sports, NCC, and NSS activities:

Sl. No.	Year	Medals / Prizes (group events are counted as one prize)
01.	2015-16	20
02.	2016-17	22
03.	2017-18	11
04.	2018-19	8
05.	2019-20	27

Women students have aced in NCC activities by representing and participating in the Republic day parade held at New Delhi.

Placements:

Sl. No.	Year	Job Placements
01.	2015-16	50
02.	2016-17	61
03.	2017-18	36
04.	2018-19	17
05.	2019-20	40

Financial assistance:

Sl. No.	Year	No. of Students	Amount (Rs.)
01.	2015-16	221	8,45,447
02.	2016-17	195	10,57,924
03.	2017-18	173	7,62,000
04.	2018-19	271	7,79,900
05.	2019-20	148	7,76,700

Teresian Community College

Teresian Community College empowers the school/college dropouts through life coping skills and work skills. Community College functions as a centre for an alternative system of 'education for livelihood'. The enrolment details are:

Sl. No.	Course	2015-16	2016-17	2017-18	2018-19	
01.	Certificate in Tailoring	17	14	-	7	
02.	Certificate in Fashion Designing	9	34	16	12	
03.	Certificate in Hotel Management	-	-	3	-	
04.	Certificate in Tailoring and Basic Computer	-	-	6	-	
05.	Diploma in Health Care	56	28	34	23	
06.	Diploma in Accounting and Taxation	-	50	13	40	
TOTAL		**82**	**126**	**72**	**82**	

File Description	Document
Link for any other relevant information	[View Document](#)
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Teresian Community College

Teresian Community College started in the year 2003 with a purpose of giving the best education to the least, the lost and the last. Keeping abreast with the fast changing and challenging technological world, the College provides a major extension service through the Community College by offering various skill based training courses. It aims at empowering the school/college dropouts through life coping skills and work skills giving solution to the problems of the economically backward youth. Community College functions as a centre for an alternative system of 'education for livelihood'. It is functioning with a motto of 'Education with Difference'.

In 2014, UGC had sanctioned grant for Diploma Course in Health Care and in 2016, for Diploma in Accounting and Taxation with the maximum intake of 50 students each. Economically backward students from the local areas and nearby villages who are unable to attend regular colleges have been enrolled. They are also provided with access to e-campus, digital library, ICT facilities, yoga classes, basic computer and communicative English classes are mandatory curricula for Community College.

Courses offered by Teresian Community College are

- Diploma in Health care
- Diploma in Accounting and Taxation
- Certificate course in Fashion Designing
- Certificate course in Tailoring and Basic Computers
- Certificate course in Hotel Management

Diploma course in Molecular Diagnostics has been apporved for the year 2020-21

The Community College has shown progress with 90 per cent of the trained students being employed in their respective fields. It is an innovative educational alternative, providing holistic education and skill based courses empowering the underprivileged.

Concluding Remarks :

Teresian College, a minority institution has attained academic excellence with constant efforts and perseverance of visionaries, who had toiled hard to lay its foundation and had taken it a long way towards progress. The College with its effective administration and supported by dedicated faculty, provide a dynamic and stimulating environment for intellectual and personal growth of its students. The College abides to its commitment towards upliftment of socially and economically marginalized sections, through quality education. The quality sustenance and academic enhancement of the faculty directly correlates to the advancement in the research activities of the College. The College with its eco-friendly campus spreads an aura of peace and tranquility that

promotes a conducible working atmosphere. Travelling from the glorious past to a successful present and progressing towards a more promising future, the College has been accredited with commendable grades by NAAC in previous cycles. Through its constant efforts, the Institution stands superior from serving as a beacon of light, a seat of wisdom and the College continuous to run a race, keeping pace with the growing demands and challenges of the contemporary world of education.