



Yearly Status Report - 2016-2017

Part A

Data of the Institution

| | | |
|---|--|-----------------------------------|
| 1. Name of the Institution | | SARAH TUCKER COLLEGE (AUTONOMOUS) |
| Name of the head of the Institution | | USHA GODWIN |
| Designation | | Principal |
| Does the Institution function from own campus | | Yes |
| Phone no/Alternate Phone no. | | 0462-2530946 |
| Mobile no. | | 9842641164 |
| Registered Email | | sarahtucker95@rediffmail.com |
| Alternate Email | | principalstc2015@gmail.com |
| Address | | Sarah Tucker College Perumalpuram |
| City/Town | | Tirunelveli |
| State/UT | | Tamil Nadu |
| Pincode | | 627007 |
| 2. Institutional Status | | |

| | |
|---|--------------------------------|
| Autonomous Status (Provide date of Conformant of Autonomous Status) | 16-Apr-2007 |
| Type of Institution | Women |
| Location | Rural |
| Financial Status | Self financed and grant-in-aid |
| Name of the IQAC co-ordinator/Director | Dr. J. Felicia |
| Phone no/Alternate Phone no. | 04622530597 |
| Mobile no. | 9486530835 |
| Registered Email | iqacsarah@gmail.com |
| Alternate Email | sarahtucker95@rediffmail.com |

3. Website Address

| | |
|--|---|
| Web-link of the AQAR: (Previous Academic Year) | https://sarahtuckercollege.edu.in/aqar |
|--|---|

4. Whether Academic Calendar prepared during the year

Yes

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

<https://sarahtuckercollege.edu.in/academic-calendar>

5. Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity | |
|-------|-------|-------|-----------------------|-------------|-------------|
| | | | | Period From | Period To |
| 1 | B++ | 80.25 | 2003 | 17-Sep-2003 | 16-Sep-2008 |
| 2 | A | 3.09 | 2013 | 05-Jan-2013 | 04-Jan-2018 |

6. Date of Establishment of IQAC

16-Jan-2003

7. Internal Quality Assurance System

| Quality initiatives by IQAC during the year for promoting quality culture | | |
|---|------------------|---------------------------------------|
| Item /Title of the quality initiative by IQAC | Date & Duration | Number of participants/ beneficiaries |
| Statistical Package for social science | 15-Sep-2016 1 | 40 |

| | | |
|---|------------------|----|
| Training on recent tools in IT wordpress | 22-Aug-2016 1 | 27 |
| Training on web mining, IOT and AUgmentated Reality | 22-Mar-2017 1 | 22 |
| Training on Rapid Mathematics | 10-Feb-2017 1 | 28 |
| Orientation programme in computer and internet access | 23-Feb-2017 1 | 16 |
| No Files Uploaded !!! | | |

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

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--------------------------------|------------|----------------|-----------------------------|--------|
| SARAH TUCKER COLLEGE | EARLY BIRD | SERB | 2016 1095 | 229629 |
| No Files Uploaded !!! | | | | |

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

Yes

Upload latest notification of formation of IQAC

[View File](#)

10. Number of IQAC meetings held during the year :

3

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

Yes

Upload the minutes of meeting and action taken report

[View File](#)

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

No

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

- In the post NAAC period to focus more on advanced ICT based Teaching Learning Process.
- Preparing for the Autonomy Review

No Files Uploaded !!!

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

| Plan of Action | Achivements/Outcomes | | | | |
|---|---|------------------------|--------------|--------------------------------|--------------------|
| No Data Entered/Not Applicable!!! | | | | | |
| View File | | | | | |
| 14. Whether AQAR was placed before statutory body ? | Yes | | | | |
| <table border="1"> <thead> <tr> <th>Name of Statutory Body</th> <th>Meeting Date</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Governing Body</td> <td style="text-align: center;">18-Dec-2019</td> </tr> </tbody> </table> | | Name of Statutory Body | Meeting Date | Governing Body | 18-Dec-2019 |
| Name of Statutory Body | Meeting Date | | | | |
| Governing Body | 18-Dec-2019 | | | | |
| 15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ? | No | | | | |
| 16. Whether institutional data submitted to AISHE: | Yes | | | | |
| Year of Submission | 2017 | | | | |
| Date of Submission | 28-Feb-2017 | | | | |
| 17. Does the Institution have Management Information System ? | Yes | | | | |
| If yes, give a brief descripton and a list of modules currently operational (maximum 500 words) | Partial Implementation Examination, Attendance, library, TC, admission | | | | |

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

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

| Name of Programme | Programme Code | Programme Specialization | Date of Revision |
|---|----------------|--------------------------|------------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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

| Programme with Code | Programme Specialization | Date of Introduction | Course with Code | Date of Introduction |
|---|--------------------------|----------------------|------------------|----------------------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|------------------|--------------------------|-----------------------|
|------------------|--------------------------|-----------------------|

No Data Entered/Not Applicable !!!

[View File](#)

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

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|---------------------------|---|
| BA | Tamil | 01/06/2016 |
| BA | English | 01/06/2016 |
| BA | English SF | 01/06/2016 |
| BA | Economics | 01/06/2016 |
| BA | History TM | 01/06/2016 |
| BA | History EM | 01/06/2016 |
| BCom | Commerce | 01/06/2016 |
| BSc | Mathematics SF | 01/06/2016 |
| BSc | Physics | 01/06/2016 |
| BSc | Physics SF | 01/06/2016 |
| BSc | Chemistry | 01/06/2016 |
| BSc | Botany | 01/06/2016 |
| BSc | Zoology | 01/06/2016 |
| BSc | Food Science | 01/06/2016 |
| BSc | Computer Science Batch I | 01/06/2016 |
| BSc | Computer Science Batch II | 01/06/2016 |
| BSc | Mathematics | 01/06/2016 |
| BCom | Commerce SF | 01/06/2016 |
| MSc | Mathematics | 01/06/2016 |
| MSc | Chemistry | 01/06/2016 |
| MSc | Physics | 01/06/2016 |
| MCom | Commerce | 01/06/2016 |
| MCA | Computer Application | 01/06/2016 |
| MSc | Zoology | 01/06/2016 |
| MA | Economics | 01/06/2016 |
| MA | Tamil | 01/06/2016 |
| MA | English | 01/06/2016 |
| MSc | Food Science | 01/06/2016 |
| BCA | Computer Applications | 01/06/2016 |
| BSc | Nano Science | 01/06/2016 |

1.3 – Curriculum Enrichment

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

| Value Added Courses | Date of Introduction | Number of Students Enrolled |
|------------------------------------|----------------------|-----------------------------|
| No Data Entered/Not Applicable !!! | | |

[View File](#)

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---|--------------------------|---|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

| | |
|-----------|-----|
| Students | Yes |
| Teachers | Yes |
| Employers | Yes |
| Alumni | Yes |
| Parents | Yes |

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

| Feedback Obtained |
|---|
| <p>The stakeholders also take part in the decision making of the college, esp. curriculum planning through their active participation in feedback. The feedback collected was the first feedback on 2014 curriculum and hence it was important. About 50 of the students favoured the curriculum. The alumni were satisfied that their remarks had been taken into consideration in curriculum. The Parents still needed more course to concentrate on competitive exams. The students felt that there were distributions on papers in the scheme needed refinement. The point was noted to be corrected in the next scheme. The introduction of General Awareness course common for all programmes was received well. The Curriculum with effect from 2017 was prepared and the opinion of students of uneven distribution of papers was addressed. The parent University's demand to include the project in UG was included. Common papers on soft skills were introduced as a new measure. It was proposed to offer Spoken English as a value added course to all I years.</p> |

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

| Name of the Programme | Programme Specialization | Number of seats available | Number of Application received | Students Enrolled |
|---|--------------------------|---------------------------|--------------------------------|-------------------|
| No Data Entered/Not Applicable !!! | | | | |
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2.2 – Catering to Student Diversity

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

| Year | Number of students enrolled in the institution (UG) | Number of students enrolled in the institution (PG) | Number of fulltime teachers available in the institution teaching only UG courses | Number of fulltime teachers available in the institution teaching only PG courses | Number of teachers teaching both UG and PG courses |
|------|---|---|---|---|--|
|------|---|---|---|---|--|

| | | | | | |
|------|------|-----|----|---|-----|
| 2016 | 2990 | 377 | 61 | 3 | 102 |
|------|------|-----|----|---|-----|

2.3 – Teaching - Learning Process

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

| Number of Teachers on Roll | Number of teachers using ICT (LMS, e-Resources) | ICT Tools and resources available | Number of ICT enabled Classrooms | Number of smart classrooms | E-resources and techniques used |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 168 | 38 | 8 | 8 | 16 | 5 |

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

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

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

Tutor-Ward /Mentor- Mentee System Sarah Tucker College is known for integrating learning with values. The mentor is one resort for a student where one can seek knowledge, guidance and support at all times. The mentor bridges the communication gap between parents and management by regularly updating the parents about the student's progress and updates from the college. Apart from counselling, the Mentor-Mentee System ensures an efficient strategy to monitor the academic and moral progress. Effective mentoring seeks to provide such a presence by establishing a trustworthy relationship between Mentees and Mentor that:

- Focuses on the need of the student.
- Establishes consistent communication with parent helps closely monitor the growth of student.

Our mentors have demonstrated that they are responsible, hard-working, outgoing, and friendly and have a strong passion for being of service to others. OBJECTIVES

- To enhance students educational, social and personal growth through learning from the experience of mentors.
- To bring profound changes to the mentees social, professional and academic perspectives.
- To help mentees enhance their self esteem, confidence, professional commitment and human relationship skills.

Pertinent issues related to the young age, socio-economic background, family position and problems, being first generation learners, are common causes for students' performance setbacks and behaviour. The institution deems it a prime concern to know and direct them in right paths. It allots therefore a set of students under the purview of each teacher who serve as Mentors.

- Each mentor is allotted an average of 15 to 25 mentees.
- A regular meeting of the mentor-mentee one a month is had
- Details of student record is maintained
- Academic performance, participation and achievements noted
- An individual care of listening and knowing made possible
- Contacts with the mentee's parents or guardians had if necessary
- Checking of attendance and signing with reasons done
- Grievances and assistance redressed and provided
- Ensuring proper guidance
- Feedback obtained

EVIDENCE OF SUCCESS

- The financially deprived are advised to make use of the noon meal scheme and financial assistance and the disabled, physically weak, are asked to use the medical assistance provided by the college.
- Poor students get financial support as well as benefits like, noon meal, medical aid and remedial coaching.
- Pressure in performing and fear eliminated
- Amiable rapport with student and staff created
- Improved moral behaviour of the students show the success of the system.
- The learning levels of the students are analysed periodically and slow learners are directed to attend remedial classes.

The Mentor Mentee System is a meticulously practiced fruitful exercise which has benefitted the student community ever since it was instituted. It has paved way for a strengthened bond with teacher and alma mater even after the students' period of study. Thus this system aim proves teacher-student relationship and reduces grievances.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 3367 | 168 | 1 : 20 |

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

| No. of sanctioned positions | No. of filled positions | Vacant positions | Positions filled during the current year | No. of faculty with Ph.D |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 105 | 103 | 2 | 10 | 69 |

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

| Year of Award | Name of full time teachers receiving awards from state level, national level, international level | Designation | Name of the award, fellowship, received from Government or recognized bodies |
|---|---|-------------|--|
| No Data Entered/Not Applicable !!! | | | |
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2.5 – Evaluation Process and Reforms

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

| Programme Name | Programme Code | Semester/ year | Last date of the last semester-end/ year-end examination | Date of declaration of results of semester-end/ year- end examination |
|---|----------------|----------------|--|---|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

| Number of complaints or grievances about evaluation | Total number of students appeared in the examination | Percentage |
|---|--|------------|
| 0 | 3367 | 0 |

2.6 – Student Performance and Learning Outcomes

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

| |
|---|
| https://sarahtuckercollege.edu.in/programmes/ug |
|---|

2.6.2 – Pass percentage of students

| Programme Code | Programme Name | Programme Specialization | Number of students appeared in the final year examination | Number of students passed in final year examination | Pass Percentage |
|---|----------------|--------------------------|---|---|-----------------|
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

2.7 – Student Satisfaction Survey

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

| |
|---|
| https://sarahtuckercollege.edu.in/feedback |
|---|

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

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

| |
|-------------------|
| No |
| No file uploaded. |

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

| Type | Name of the teacher | Name of the award | Date of award | Awarding agency |
|------|---------------------|-------------------|---------------|-----------------|
|------|---------------------|-------------------|---------------|-----------------|

| | | | | |
|---|------------------------|--|--|--|
| | awarded the fellowship | | | |
| No Data Entered/Not Applicable !!! | | | | |
| No file uploaded. | | | | |

3.2 – Resource Mobilization for Research

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

| Nature of the Project | Duration | Name of the funding agency | Total grant sanctioned | Amount received during the year |
|-----------------------|----------|----------------------------|------------------------|---------------------------------|
| Major Projects | 1095 | DST SERB | 15.6 | 2.29 |
| Any Other (Specify) | 365 | EC4AIBR London | 11.5 | 11.5 |
| No file uploaded. | | | | |

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

| |
|---|
| 2 |
|---|

3.3 – Innovation Ecosystem

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

| Title of workshop/seminar | Name of the Dept. | Date |
|---|-------------------|------|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

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

| Title of the innovation | Name of Awardee | Awarding Agency | Date of award | Category |
|---|-----------------|-----------------|---------------|----------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

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

| Incubation Center | Name | Sponsored By | Name of the Start-up | Nature of Start-up | Date of Commencement |
|---|------|--------------|----------------------|--------------------|----------------------|
| No Data Entered/Not Applicable !!! | | | | | |
| No file uploaded. | | | | | |

3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

| Name of the Department | Number of PhD's Awarded |
|------------------------|-------------------------|
| Tamil | 1 |
| Commerce | 4 |
| Zoology | 2 |
| English | 2 |
| Botany | 1 |

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

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|------|------------|-----------------------|--------------------------------|
|------|------------|-----------------------|--------------------------------|

No Data Entered/Not Applicable !!!

[View File](#)

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

| Department | Number of Publication |
|------------------------------------|-----------------------|
| No Data Entered/Not Applicable !!! | |
| View File | |

3.4.4 – Patents published/awarded during the year

| Patent Details | Patent status | Patent Number | Date of Award |
|------------------------------------|---------------|---------------|---------------|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

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

| Title of the Paper | Name of Author | Title of journal | Year of publication | Citation Index | Institutional affiliation as mentioned in the publication | Number of citations excluding self citation |
|------------------------------------|----------------|------------------|---------------------|----------------|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| View File | | | | | | |

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

| Title of the Paper | Name of Author | Title of journal | Year of publication | h-index | Number of citations excluding self citation | Institutional affiliation as mentioned in the publication |
|------------------------------------|----------------|------------------|---------------------|---------|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| View File | | | | | | |

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

| Number of Faculty | International | National | State | Local |
|------------------------------------|---------------|----------|-------|-------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

| Name of the Consultan(s) department | Name of consultancy project | Consulting/Sponsoring Agency | Revenue generated (amount in rupees) |
|-------------------------------------|-----------------------------|------------------------------|--------------------------------------|
| nil | nil | nil | 0 |
| No file uploaded. | | | |

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

| Name of the Consultan(s) department | Title of the programme | Agency seeking / training | Revenue generated (amount in rupees) | Number of trainees |
|-------------------------------------|------------------------|---------------------------|--------------------------------------|--------------------|
| nil | nil | nil | 0 | 0 |
| No file uploaded. | | | | |

3.6 – Extension Activities

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

| Title of the activities | Organising unit/agency/ collaborating agency | Number of teachers participated in such activities | Number of students participated in such activities |
|---|---|--|--|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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

| Name of the activity | Award/Recognition | Awarding Bodies | Number of students Benefited |
|----------------------|-------------------|-----------------|---------------------------------|
| nil | nil | nil | 0 |
| No file uploaded. | | | |

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

| Name of the scheme | Organising unit/Agen cy/collaborating agency | Name of the activity | Number of teachers participated in such activites | Number of students participated in such activites |
|---|--|----------------------|---|---|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

3.7 – Collaborations

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

| Nature of activity | Participant | Source of financial support | Duration |
|---|-------------|-----------------------------|----------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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

| Nature of linkage | Title of the linkage | Name of the partnering institution/ industry /research lab with contact details | Duration From | Duration To | Participant |
|---|-------------------------|---|---------------|-------------|-------------|
| No Data Entered/Not Applicable !!! | | | | | |
| No file uploaded. | | | | | |

3.7.3 – MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

| Organisation | Date of MoU signed | Purpose/Activities | Number of students/teachers participated under MoUs |
|---|--------------------|--------------------|---|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

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

| Budget allocated for infrastructure augmentation | Budget utilized for infrastructure development |
|--|--|
| 256 | 57 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|-----------------------------------|-------------------------|
| Others | Newly Added |
| Seminar halls with ICT facilities | Existing |
| Classrooms with LCD facilities | Existing |
| Seminar Halls | Existing |
| Laboratories | Existing |
| Class rooms | Existing |
| Campus Area | Existing |
| No file uploaded. | |

4.2 – Library as a Learning Resource

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

| Name of the ILMS software | Nature of automation (fully or partially) | Version | Year of automation |
|---------------------------|---|---------|--------------------|
| STCLMS | Partially | 1.2 | 2016 |

4.2.2 – Library Services

| Library Service Type | Existing | Newly Added | Total |
|------------------------------------|----------|-------------|-------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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

| Name of the Teacher | Name of the Module | Platform on which module is developed | Date of launching e-content |
|------------------------------------|--------------------|---------------------------------------|-----------------------------|
| No Data Entered/Not Applicable !!! | | | |
| No file uploaded. | | | |

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

| Type | Total Computers | Computer Lab | Internet | Browsing centers | Computer Centers | Office | Departments | Available Bandwidth (MBPS/GBPS) | Others |
|----------|-----------------|--------------|----------|------------------|------------------|--------|-------------|---------------------------------|--------|
| Existing | 157 | 7 | 14 | 1 | 2 | 4 | 10 | 2 | 0 |
| Added | 20 | 0 | 10 | 0 | 0 | 4 | 0 | 0 | 0 |
| Total | 177 | 7 | 24 | 1 | 2 | 8 | 10 | 2 | 0 |

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

2 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility

Provide the link of the videos and media centre and recording facility

No Data Entered/Not Applicable !!!

4.4 – Maintenance of Campus Infrastructure

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

| Assigned Budget on academic facilities | Expenditure incurred on maintenance of academic facilities | Assigned budget on physical facilities | Expenditure incurred on maintenance of physical facilities |
|--|--|--|--|
| 83.35 | 8.47 | 57.46 | 30.98 |

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

The service and maintenance of equipment in the department is financed and regulated on a regular interval by the management to make sure that the students and faculty are well equipped with recent and updated technological facilities for their all-round enhancement. The embryonic growth and development of the founder's vision is still maintained. One can look back with pride on the laudable service of the college for the cause of women's education and liberation from 1895 onwards. The college has formulated strong policies which had helped it to confront various challenges on the way to achieve holistic development of its students. Whenever need arises, the support system carries out its duties systematically to maintain laboratories, libraries, sports arena, classrooms and computers. Academic Facilities:

- If there is any technical problem or repair in a particular department, first it is reported to the Head of the respective Department by the staff concerned.
- Then the staff concerned should draft a letter for that specific complaint and submit it to the Principal through the head, and should also record it in the register kept in the Principal's office. The office superintendent should bring the technician or service person to rectify the problems which should be supervised by the nonteaching staff.
- If it is a major technical problem or damage, a letter should be drafted to the Secretary through the Principal so as to enlighten the higher authorities about the happenings in the respective department and the decision will be taken by the higher authorities regarding the amount to be spent on the issue and the time required to rectify the specified problem. In the meantime, the complaints should be recorded in the register kept in the Principal's office.
- Once it is approved by the higher authorities, the service person concerned or office staff will be informed by the non-teaching supervisor to perform the duty. The service charge and the amount spent should also be recorded and duly noted for further reference.
- The management has its own procedure to monitor the developmental activities. In keeping with the advertisements in science and technology the laboratories are equipped with adequate modern instruments. The modernization of laboratories is executed only after the systematic procedure of getting consent from the management. In accordance with the growing demand for expansion of Laboratories due to upgradation of PG departments and additional UG programmes, the management had taken significant steps to provide the modernized laboratories. The same procedure of drafting a letter, getting approval from the higher authorities and recording it in the register by the nonteaching staff

concerned to rectify it. This is the standard procedure. • This same procedure is also used to maintain any other technical issues in the department toilets, common toilets, electrical issues, air conditioner maintenance, broken furniture, equipment and other facilities. Library: Library is a kernel part of the college as it is the source of knowledge for both the staff and the students

<https://sarahtuckercollege.edu.in/infrastructure>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

| | Name/Title of the scheme | Number of students | Amount in Rupees |
|---|--------------------------|--------------------|------------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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

| Name of the capability enhancement scheme | Date of implementation | Number of students enrolled | Agencies involved |
|---|------------------------|-----------------------------|-------------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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

| Year | Name of the scheme | Number of benefited students for competitive examination | Number of benefited students by career counseling activities | Number of students who have passed in the comp. exam | Number of students placed |
|---|--------------------|--|--|--|---------------------------|
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

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

| Total grievances received | Number of grievances redressed | Avg. number of days for grievance redressal |
|---------------------------|--------------------------------|---|
| 0 | 0 | 0 |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

| On campus | | | Off campus | | |
|---|---------------------------------|---------------------------|-------------------------------|---------------------------------|---------------------------|
| Name of organizations visited | Number of students participated | Number of students placed | Name of organizations visited | Number of students participated | Number of students placed |
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

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

| Year | Number of students | Programme graduated from | Department graduated from | Name of institution joined | Name of programme |
|------|--------------------|--------------------------|---------------------------|----------------------------|-------------------|
|------|--------------------|--------------------------|---------------------------|----------------------------|-------------------|

| | | | | | |
|---|---------------------------------|--|--|--|-------------|
| | enrolling into higher education | | | | admitted to |
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

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

| Items | Number of students selected/ qualifying |
|---|---|
| No Data Entered/Not Applicable !!! | |
| View File | |

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

| Activity | Level | Number of Participants |
|---|-------|------------------------|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

5.3 – Student Participation and Activities

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

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|---|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| No Data Entered/Not Applicable !!! | | | | | | |
| View File | | | | | | |

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

Students' Council The Students' Council of the college is the student's democratic representation where the students' leadership is practiced. The office bearer of the Students' Council comprises chairman, secretary and two joint secretaries who execute their duties under the guidance of vice president of the Students' Council. At the time of special programmes, awareness programmes and during general assemblies, the discipline of the students is maintain by the class representatives and student council office bearers monitored by the discipline committee faculty members. Whenever competitions are conducted the Students' Council support the programme organizers for the good conduct of the programme. With the help of student council equal representation is given to all the students in cultural activities. The Students' Council works along with the management, Vice President and President and Class/Clubs/Association Representatives. The office bearers of the Students Council bridge the students' body and the management by representing and executing plans in both the ways. Their active participation paves way for an organized student system inside and outside the campus. The Students' Council also ensures the representation of students in academic/administrative committees. The Responsibilities and deputations of the work of the student council are as per the norms of the college management. The students' council rapport with all the students in the college effectively manages the council's activities throughout the academic year. It ensures that all students are fully informed about the activities of the college. It surveys the students' views on issues and rightly represents them to the authorities for constructive solutions. It also maintains strict discipline, empathizes with peer grievances, seeks advice from the President and the Vice President and promotes friendship, harmony and unity among the students. It maintains a cordial and

reverential relationship with the teaching and nonteaching staff members. It values and promotes the vision, mission and objectives of the college. The dynamic report of the students' council is the proof of its advancement in performance and loyal attachment to the management. The role of Student Representatives in Academic activity is outstanding. For example, in Board of Studies, the space for the students to express their views and ideas about the curriculum structure and the revisions made on the feedbacks are the proof that the college is student oriented. Recommendations of the students on further enrichment of curriculum structure is granted by scrutinizing the courses that are difficult for slow learners, and by inclusion of challenging optional courses for fast learners. After careful analysis, the views of students voiced in academic and administrative bodies are executed by the management by the welfare and positive enhancement of the student body. Students' suggestions are reviewed by the management and further implementations are made.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of registered Alumni:

1100

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

73350

5.4.4 – Meetings/activities organized by Alumni Association :

3

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

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

Vision Statement To be an institution of excellence, where young girls can achieve full potential to their academic, creative, physical and spiritual development so as to become empowered and worthy citizens capable of nurturing the society and the nation. Motto "So run that ye may obtain the incorruptible crown" Mission Statement Service through knowledge Description: The Objective of the institution is to provide quality higher education to young women especially from economically backward community and to impart holistic development necessary for building a democratic women society that is emancipated, enlightened and empowered. Being a pioneering institution of women, it sets standards to inculcate spiritual and ethical values to produce wise women. The mission statement of the institution motivates the students to render selfless and tireless service to the marginalised sections of the society thereby which in turn yield model citizens of the future. The sole aim is to produce globally competent graduates who will strive towards obtaining the incorruptible crown. B. Nature of Governance The institution has a democratic and decentralized governance system which allows all the stakeholders to actively participate. The college has a Governing Body, Financial Committee, Academic Council, Board of Studies and office of the CoE that monitors, audits, regulates and implements decisions. The Governing Board formulates all the rules and regulations for the faculty and the students. It meets once/twice in a year and manages the college on behalf of university for the benefit of the students. The Governing Body meets once/twice in a year to

enhance and maintain the academic standards of the college. The Internal Quality Assurance Cell (IQAC) is responsible for planning, designing, supervising, maintaining and monitoring the quality systems of the institution. The Academic Council meets regularly, makes all the crucial decisions and takes necessary steps to implement strategic plans to enhance the quality of teaching and learning. C. Perspective Plans Implemented The institution involves all the stakeholders in drafting the perspective plan. 1. Construction of new buildings that caters to accommodate more number of students and their need. 2. Improvement of the Scope and Profile of the Teaching-Learning Experience through greater use of ICT and other innovative means. D. Effective Participation of Faculty The Heads of Departments and the Coordinators of various clubs and cells form a backbone for the effective functioning of the institution. The Heads of Departments are engaged in regular review regarding academics, research, placement and routine activities of the department. Action plan is formulated by the Principal and HoDs under the direction of the top management, taking into consideration the inputs of the stakeholders. These plans are periodically reviewed and effectively implemented with the support of faculty members and non teaching staff for the welfare of students.

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

Partial

6.2 – Strategy Development and Deployment

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

| Strategy Type | Details |
|--|---|
| Library, ICT and Physical Infrastructure / Instrumentation | Library orientation for all the first year students |
| Research and Development | Improves the research culture of the faculty and encourage the faculty to publish in UGC referred ,SCI, web of science journals |
| Examination and Evaluation | Examination committee meets twice in a year to improve the quality of evaluation and suggests moderation marks |
| Teaching and Learning | ICT based methods are implemented and the faculties were encouraged to use ICT resources for teaching and learning |
| Curriculum Development | Curriculum is revised as per the feedback from the of the alumni and other stakeholders |

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

| E-governance area | Details |
|-------------------------------|---------|
| Finance and Accounts | ERP |
| Examination | ERP |
| Student Admission and Support | ERP |

6.3 – Faculty Empowerment Strategies

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

| Year | Name of Teacher | Name of conference/ workshop attended | Name of the professional body for | Amount of support |
|------|-----------------|---------------------------------------|-----------------------------------|-------------------|
|------|-----------------|---------------------------------------|-----------------------------------|-------------------|

| | | | | |
|-------------------|-----|--------------------------------------|----------------------------------|---|
| | | for which financial support provided | which membership fee is provided | |
| 2017 | nil | nil | nil | 0 |
| No file uploaded. | | | | |

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

| Year | Title of the professional development programme organised for teaching staff | Title of the administrative training programme organised for non-teaching staff | From date | To Date | Number of participants (Teaching staff) | Number of participants (non-teaching staff) |
|------------------------------------|--|---|-----------|---------|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| View File | | | | | | |

6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

| Title of the professional development programme | Number of teachers who attended | From Date | To date | Duration |
|---|---------------------------------|-----------|---------|----------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

| Teaching | | Non-teaching | |
|-----------|-----------|--------------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| 176 | 176 | 67 | 67 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|--------------|--------------|--|
| medical fund | medical fund | Noon meal scheme, earn while you learn |

6.4 – Financial Management and Resource Mobilization

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

A Chartered Accountant as an external auditor who serves the college is fully responsible for the concurrent audits. External audits (JD office, Government, Adi Dravidar Welfare Board, Backward Class Welfare Board and Labour Welfare Office), are conducted as and when the office concerned sends the auditing Committee. External audit clarifies the specific elements of the college activities such as legal expenditures if any, pension scheme, research grants, contracts and other teaching and learning expenses. Internal audit by the Diocesan Office Auditing Section is conducted at the end of every financial year. Lilly hostel, AVT hostel, DD hostel, Bishop Jebaraj hostel and Cynthia hostel are the five hostels in the college campus functioning for the resident students and all the hostel accounts also come under the annual audit. The Controller of Examinations and the management office maintain financial records and those accounts come under the banner of annual audit.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the

year(not covered in Criterion III)

| Name of the non government funding agencies /individuals | Funds/ Grnats received in Rs. | Purpose |
|--|-------------------------------|---------|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

6.4.3 – Total corpus fund generated

| |
|--------|
| 292200 |
|--------|

6.5 – Internal Quality Assurance System

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

| Audit Type | External | | Internal | |
|----------------|----------|---------|----------|-----------|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | | Yes | IQAC |
| Administrative | Yes | Auditor | Yes | Bursar |

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

| |
|--|
| Furniture for the additional programmes • Digital Display - Notice Board • Additional Washrooms were built with PTA support |
|--|

6.5.3 – Development programmes for support staff (at least three)

| |
|---|
| Orientation programme in computer and internet access |
|---|

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

| |
|--|
| In the post NAAC period to focus more on advanced ICT based Teaching Learning Process Preparing for the Autonomy Review |
|--|

6.5.5 – Internal Quality Assurance System Details

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

6.5.6 – Number of Quality Initiatives undertaken during the year

| Year | Name of quality initiative by IQAC | Date of conducting IQAC | Duration From | Duration To | Number of participants |
|---|------------------------------------|-------------------------|---------------|-------------|------------------------|
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

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

| Title of the programme | Period from | Period To | Number of Participants | |
|------------------------|-------------|------------|------------------------|------|
| | | | Female | Male |
| Significance of women | 09/01/2017 | 09/01/2017 | 180 | 0 |

| | | | | |
|-------------------------------|------------|------------|-----|----|
| cancer awareness | 04/02/2017 | 04/02/2017 | 100 | 0 |
| women education | 14/04/2017 | 14/04/2017 | 200 | 10 |
| Health checkup | 27/06/2016 | 27/06/2016 | 32 | 0 |
| women problems workshop | 17/03/2017 | 17/03/2017 | 210 | 30 |
| youth awakening day | 17/10/2016 | 17/10/2016 | 120 | 0 |
| women empowerment competition | 08/03/2017 | 08/03/2017 | 15 | 0 |
| womens day | 08/03/2017 | 08/03/2017 | 20 | 0 |

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

| |
|---|
| Percentage of power requirement of the University met by the renewable energy sources |
| NSS units of the college cleaned the campus and organized various awareness programmes on health issues and social issues |

7.1.3 – Differently abled (Divyangjan) friendliness

| Item facilities | Yes/No | Number of beneficiaries |
|-------------------------|--------|-------------------------|
| Physical facilities | Yes | 9 |
| Ramp/Rails | Yes | 15 |
| Rest Rooms | Yes | 9 |
| Scribes for examination | Yes | 9 |

7.1.4 – Inclusion and Situatedness

| Year | Number of initiatives to address locational advantages and disadvantages | Number of initiatives taken to engage with and contribute to local community | Date | Duration | Name of initiative | Issues addressed | Number of participating students and staff |
|---|--|--|------|----------|--------------------|------------------|--|
| No Data Entered/Not Applicable !!! | | | | | | | |

[View File](#)

7.1.5 – Human Values and Professional Ethics

| Title | Date of publication | Follow up(max 100 words) |
|---------------------------------|---------------------|--|
| Soft Skills and Value Education | 01/06/2017 | The Institution of Sarah Tucker College offers a paper on Professional Ethics under Skill based such as Soft skills enhancement - II and Value Education |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---------------|-------------|------------------------|
| No Data Entered/Not Applicable !!! | | | |

[View File](#)

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

To plant more trees To establish green garden To have bio gas plant To collect garbage by segregating degradable and non degradable

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

An Employability Skills of Sarah • Sarah Sales for a noble cause. Title of the Practice: SARAH SALES 1. Objectives i. To enhance the philanthropic attitude ii. To inculcate empathetic concern iii. To instill a sense of readiness to extend a helping hand iv. To impart the need of earning money, saving and sharing v. To understand the need to uplift and help one's fellow beings vi. To uplift girl children by providing higher education Context Sarah Sales involves the students and the fraternity of staff to help the economically deprived. Students from varied strata of the society come forward to share their pin money for the welfare of the girls who are in need inside their premises as well as in the unknown nooks and corners of India. The aim of helping one's fellow beings ties them together without any discrimination. The day of sales is like a fair or a get together for the students. The major part of the preparation is done by the students. The local merchants are also invited and allotted separate stalls to showcase and sell their products. Money is generated not only by selling articles but also by providing fun games for entertainment and exhibition of unique talents. Students who perform acts of kindness experience increased wellbeing, popularity and acceptance among peers. This, in turn, leads to better classroom behaviour and higher academic achievement. Money thus generated as profit by the students is shared as charity among the poor. The Practice Following the footprints of Miss. Sarah Tucker, its sower, the institution now extends its warm hands to embrace the needy inside the campus and outside as well. Every year the coordinators of Sarah Sales announce the date for the sales and each department sets a target and starts generating money in various ways well ahead of the sales day. In every department the staff in-charge takes initiatives to generate money and achieve the goal. On the day of sales, from roadside small vendors and food stalls and jewellery showrooms set stalls with the support of various departments. Though the entrepreneur set stalls to earn money they too generously pay the institution. The students bring homemade snacks, handmade jewellery, fur dolls and sell them. Every rupee contributed is a gesture of kindness to help a girl child receive her higher education in India. The prime goal of Sarah Sales is to support girls attain higher education. Sarah Sales provides myriad opportunities to the student community to try their hand in entrepreneurship at a young age. It also brings festive mood to the inmates of the college and makes sharing an act of excitement and enjoyment. Also, the college provides its budding entrepreneurs with necessary guidance and resources to initiate and run their entrepreneurial ventures as well as incubation of their business ideas. After the day of sales the departments hand over the collected money to the management. The department which collects the highest amount will be honoured with a memento. Sarah sales render the students to have hands-on experience in generating money and to empathise with the needy to help them. They also learn how to organize through setting up stalls and garage markets. Students learn about the worlds beyond their own experience. They also learn confidence in public speaking, how to make a case, how to chose a charity, research skills, fund raising and entrepreneurial skills, tolerance and empathy. Through this experience, the students realize the sense of philanthropy in them and extend their sympathy to make the world carefree. They learn great lessons through these small acts of giving which makes a difference in their life as well as in the life of others. They also learn about the

multiplier effect of small acts and the large impact that can have on their communities This practice encourages the development of "personal and social capability" via the application of personal, interpersonal and social skills and behaviours through working collaboratively and constructively in groups developing their communication, decision-making, conflict resolution and leadership skills and learning to appreciate the insights and perspectives of others. Evidence of Success Provides opportunities to students to earn while learning to meet their expenses. Exposes the students to the world of business before actual employment. Gives students hands on experience and confidence thereby to take up jobs in future. Enables the students to explore their entrepreneurship tactics Helps to exploit the immense potential of students as a valuable human resource. Prospers belongingness and encourages involvement of the students in management and development of the College. Helps inculcate the values of hard work and dignity of labour. Helps to channelize the in exhaustive energy of the young students in positive activities Charity finds its way: Money gained from Sarah Sales is spent for the uplift of the life of tribal women residing in various places all over India. Localities also gain through this s money which is spent for buying tailoring machine which plays an important role in uplifting the life of many widows living nearby. They become professional tailors and earn their living without depending on other family members. The thought that the money spent is credited towards a good cause gives gratification. The act of sacrifice has instilled humanistic trend. Those who spend money have earned the credits of being generous. Problems Encountered The students and the local merchants feels like in their wish to conduct the sales for two days. Sometimes the articles sold are costlier. Lack of proper space for the stalls too proves difficult to manage. There are at times the shopkeepers fail to make their profit.

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

<https://sarahtuckercollege.edu.in/Bestpractices>

7.3 – Institutional Distinctiveness

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

Service Rendered to Empower Women: "Women are the real architects of society." As an institution of excellence Sarah Tucker College enhances the young women to achieve full potential in their academic, creative, physical and spiritual development so as to become empowered and ideal women capable of nurturing the society and the entire nation. 'Service through Knowledge' is well promoted through collective action and the pooling of resources. Several programs, seminars, workshops, have been arranged on Empowerment of Women and reinforce to retain the rich heritage culture and tradition of India. Service Rendered to the Society: Sarah Tucker College has wonderful functioning of NSS, NCC, YRC and Youth Welfare Association through which the staff and students conduct awareness programs, health care camps, Eye camps, Teaching hygiene and basic values to the children and adults in an effective manner. Hundreds of villagers are benefitted out of it. They also help the marginalized people of the society by visiting various homes and providing clothes, food, and money. Sarah fulfills the needs of the neighboring states and cities whenever crisis arises. Many of the parents of the students are from low income group. 'Sarah Students Support Services' help them. The staff and management of Sarah Tucker College provide individual care and attention to each and every student and nurture them caressingly. Sarah's Feed the Need Some of the students of Sarah Tucker College hail from the poor background they shoulder the prime burden of poverty throughout their course. As Sarah Tucker College tends to extend its helping hand to meet the basic needs of the students by introducing 'Sarah's feed the

need'. Partially it is sponsored by the management and partially by the staff members. Every year around thirty students are benefitted and become studious in their studies. Earn While You Learn Scheme An amount of Rs.10, 000 is being distributed to minimum of twenty five students per year. Under privileged students are given with opportunities to earn money by doing some menial works in departments and in libraries. 1.Self - Support Training Sarah Students Support Services provide an effective Self-Support Training to make the students self - reliant. As the students become the part and parcel of the competitive world they struggle much to find a job. 'SSSS' tend to reduce the burden of the students by providing training programmes like 1.Tailoring 2.Typing 3.Apiculture 4.Poultry Farming, Dairy Farming 5.Mushroom Culture 6.Seri Culture 7.Cooking 8.Chocolate Making 9.Baking 10.Fur Toys Making 11.Jewel making 12.Beautician Course 13.Manufacturing herbal products like soap, oil and medicines Personal Health Care Every year eye check up, health check up and awareness programmes are organized such as: Dengue, Swine Flu, and Cancer programmes are being conducted. Counseling Students need personal counseling as they come from various stressful situations like love affair, broken family environment, step mother treatment, drug addicted father, partial treatment of parents, etc. The students are afflicted with inferiority complex they need counselling.

Provide the weblink of the institution

<https://sarahtuckercollege.edu.in/Instiutionaldist>

8.Future Plans of Actions for Next Academic Year

- To earmark the year 2017 - 2018 as the Year of SUCCESS
- To update and revise the curriculum and syllabus for the next academic year
- Academic council granted approval for B.Com and M.Phil Chemistry in unaided Stream
- To create a programme to support the society
- To create Employability Courses for the students
- To make campus green
- To improve the academic research of the college
- To encourage students to take up online courses through NPTEL
- To start the work on the renewal of Autonomy
- To take a move for NIRF ranking
- To take online survey from students
- Rain water harvesting system to be maintained properly
- To improve the quality of food production in hostel
- To motivate self employment
- To improve the infrastructure
- To renew Microsoft License
- To go for health insurance for staff
- Proposal has been submitted to start an additional B.Sc. Maths, B.Sc. English, M.A. History and Ph. D in Computer Applications in Un-Aided stream