



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

**NADAR MAHAJANA SANGAM S. VELLAICHAMY
NADAR COLLEGE**

**NAGAMALAI PUDUKOTTAI
625019**

www.nmssvnc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nadar Mahajana Sangam S. Vellaichamy Nadar College was started in 1965 by the “Nadar Mahajana Sangam” with the encouragement of the generous donations received from philanthropic members of the Sangam. Kodaivallal, Kalvithanthai Thiru.S.Vellaichamy Nadar of Virudhunagar has contributed largely for the creation of this institution by his enthusiastic assistance in all ways. In order to perpetuate his pleasant memory, this College has been named after him. The College was inaugurated on 20th July 1965 by our beloved National leader ‘Bharat Ratna’ Thiru. K. Kamaraj. Today this co-educational citadel of learning has developed into a postgraduate and research institution imparting quality education with the main emphasis on conduct and character development. Even though it is run by the Nadar Mahajana Sangam, the institution caters to the needs of all, without any discrimination of caste, creed or religion. The College has planned its work so as to have a well-integrated scheme of instruction, tutorial help and personal guidance coupled with healthy life and community activities to suit individual needs. The objective is to inculcate the habits of punctuality and the sense of responsibility among students so that they become worthy citizens of India.

Vision

Vision

To become a Premier Institution of Higher Education and to serve the community and the nation.

Mission

Mission

To provide need-based quality education, enhance the skills, competitiveness and employability of students, shape their character and make them responsible citizens of India.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Educating and spreading knowledge to the rural and first generation learners

Providing global exposure through a firm and futuristic syllabus

Providing financial support to the faculty for self-development

Providing ample opportunities to establishing and developing research culture among faculty and students

Providing state-of-art amenities for students and faculty

Conducting an array of programs for better students exposure and outreach

Providing project and internship as integral part of curriculum

Introducing outreach and extension activities to imbibe cultural, ethical and empathetic values among students

Involving students in club activities and improving their leadership and soft skills

Celebrating national days and events and instilling nationality and patriotism among students

Being eco-friendly

Maintaining discipline and contented living

Trying different pedagogies of teaching

Providing scholarships for needy students

Providing placement opportunities for students

Decentralised Participative Management

Institutional Weakness

- Less number of research departments
- Less number of collaborative activities
- Less motivation towards quality publication of papers in UGC CARE and international journals

Institutional Opportunity

- Upgradation of UG departments into PG programs
- Introduce research departments in the existing PG departments
- Establish more industrial tie-ups for the welfare of the students and the institution
- Introduce more value-added courses with other institutes and organisations
- Do more activities with ICT Academy
- Apply for B.Voc. programs under NSQF
- To be recognised as college with potential for excellence

Institutional Challenge

- Admit students from other states and countries
- Improve the English proficiency of students
- To be recognised as college with potential for excellence

- To get rewarded nationally and internationally

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Nadar Mahajana Sangam S. Vellaichamy Nadar College, also known as SVN College, provides quality education following the Choice-Based Credit System (CBCS) with an Outcome-Based Education (OBE) and Learning Outcomes-Centric Framework (LOCF) syllabus. The college offers 26 undergraduate (UG), 12 postgraduate (PG), 4 M.Phil, and 4 Ph.D. programs. The Curriculum Development Cell is responsible for designing the syllabus, which undergoes modifications based on feedback from the Board of Studies and approval by the Academic Council. Each program defines clear Program Outcomes, Program Specific Outcomes, and Course Outcomes. The curriculum is updated every three years to align with local, regional, national, and global needs, emphasizing core competencies, skill enhancement, employability, entrepreneurship, and research. Internships, field projects, and hands-on training are integral components across all programs. Students can earn extra credits through self-study courses and online platforms. The curriculum also integrates cross-cutting issues such as professional ethics, gender awareness, human values, and environmental sustainability. Feedback from students, teachers, alumni, external experts, employers, and parents informs curriculum revisions.

Teaching-learning and Evaluation

Nadar Mahajana Sangam S. Vellaichamy Nadar College has established effective teaching, learning, and evaluation practices to ensure students' progression at all levels. The admission process is transparent and adheres to government regulations. The institution embraces innovative ICT pedagogies, focusing on student-centered methods that enhance interactive learning and encourage higher-order thinking. Diverse teaching strategies are employed to achieve the proposed Course and Program Outcomes. Efforts are made to support students with special learning needs. The college systematically monitors and records student progress and upgrades. A well-organized Mentor-Mentee scheme operates through a Ward System, analyzing mentees' progression and requirements. The College Handbook communicates essential dates and events for the academic year, and departments prepare their year planners accordingly. Course teachers create lesson plans and adhere to them. The Examination Management System integrates IT tools, digitally tracking all examination-related activities, from student details to diploma generation. Continuous internal assessment includes three internal tests and assignments. The Chief Examination Officer (COE) conducts the End Semester Summative Examination, publishing results within 20 days. Students can apply for revaluation and obtain photocopies of their answer scripts. Overall, the institution implements an efficient evaluation system, assessing Program Outcomes (POs) and Course Outcomes (COs) based on student performance in examinations.

Research, Innovations and Extension

The Research Academia at our institution, led by the Dean of Research, plays a pivotal role in planning, initiating, promoting, and monitoring high-quality research endeavors. It formulates and revises the Research Promotion Policy to maintain a conducive research environment. With support from the Research Advisory Committee and the Research Ethics Committee, the institution ensures academic integrity in accordance with the stated Code of Ethics. Our six Research Centers foster a research culture among scholars by providing

academic support and facilitating resource sharing. Upgraded laboratories, equipment funded by FIST (Fund for Improvement of Science and Technology) and supported by DBT (Department of Biotechnology), along with adequate software, enable interdisciplinary research projects. The institution actively encourages research participation and resource mobilization by securing grants from government agencies and other organizations. Additionally, the College Management provides financial assistance for Minor Research Projects. Research outputs are published in the UGC CARE List and other journals with a high impact factor. Faculty achievements are recognized by the management through incentives and awards. Empowered faculty members are well-informed about the development, distribution, and protection of new products, including Intellectual Property Rights. Furthermore, various extension activities are carried out in the eight target villages adopted by the institution, with self-driven student volunteers providing information and solutions related to social issues.

Infrastructure and Learning Resources

The college boasts well-established infrastructure, including spacious classrooms, laboratories, multipurpose halls, libraries, and accessible washrooms. Additionally, there are special facilities for individuals with disabilities and women. The campus features indoor and outdoor stadiums, a gymnasium, and department-specific amenities. Separate hostels cater to both men and women, and there's a canteen and a crèche for the children of teaching and non-teaching faculty. The library is equipped with a Web OPAC (Online Public Access Catalog), e-resource subscriptions through Library Consortia, and institutional memberships in NDLI (National Digital Library of India). Faculty members benefit from an Institutional Membership with the ICT Academy of Tamil Nadu, which provides technology training. The college has acquired equipment through the DBT Star College Scheme and DST-FIST (Fund for Improvement of Science and Technology) to enhance practical learning. The College Managing Board ensures infrastructural development as needed. Academic and administrative services operate efficiently using customized software developed in-house or outsourced. The campus also features RO plants, a biogas plant, an effluent treatment plant, CCTV surveillance, LED display boards, comfortable hostels, and other resources that contribute to a healthy and pleasant environment. Overall, the physical, academic, and support infrastructure is optimally utilized and well-maintained.

Student Support and Progression

At our institution, we have a well-defined system to support and guide students throughout their academic journey. Various associations, forums, clubs, and cells play a crucial role in enhancing students' academic, personal, and professional growth. We create an environment where students can explore their interests, develop talents, and pursue career aspirations through participation in competitions and other activities. Our commitment to diversity ensures equal opportunities for everyone. We offer scholarships and freeships to assist students financially. Career guidance is readily available. Additionally, we provide excellent facilities for sports and cultural events, encouraging students to excel in extracurricular activities. We address student grievances promptly through dedicated bodies such as the Grievance Redressal Cell, Internal Complaints Committee, Anti-Ragging Cell, and Ward System. Needy students receive counseling from professional counselors on campus.

Governance, Leadership and Management

At our institution, we have a well-structured leadership framework that effectively manages both administrative and academic aspects. The institution operates under the capable administration of the Office Bearers of the College Managing Board, along with guidance from the Principal. This structure includes both Statutory and

Non-Statutory bodies, as mandated by UGC Autonomy guidelines. The Statutory bodies consist of representatives from Madurai Kamaraj University, industry stakeholders, and teachers. These bodies convene periodically to formulate administrative, academic, and financial policies in alignment with the institution's Vision and Mission. Meanwhile, the Principal establishes various Non-Statutory bodies responsible for planning and executing co-curricular and extra-curricular activities. Our management approach emphasizes decentralization, encouraging participation from all levels. We enforce Total Quality Management through the Internal Quality Assurance Cell (IQAC). The IQAC drives incremental improvements and institutionalizes them across departments, forums, clubs, faculty, and students. Regular feedback mechanisms ensure the quality of curriculum, teaching-learning processes, and evaluations. Additionally, the institution prioritizes employee welfare, mobilizes financial resources from diverse sources, and implements e-governance for transparent and accountable overall institutional management.

Institutional Values and Best Practices

Our campus prioritizes accessibility for Divyangjan individuals, providing all necessary facilities to ensure their comfort. Additionally, we maintain an eco-friendly environment through proper waste disposal, green initiatives, and the use of biogas. Our Waste Management System efficiently collects, segregates, and disposes of both biodegradable and non-biodegradable solid waste. Sanitary napkins are safely incinerated. Energy conservation is achieved with LED bulbs and other energy-saving devices. We systematically manage water resources through a well-established Rainwater Harvesting System. To reduce plastic consumption, we gradually replace plastics with eco-friendly alternatives. Regular Green Audits and Energy and Environment Audits sustain campus quality. Our commitment to gender equity includes organizing programs related to women's well-being. Gender consciousness is fostered through activities organized by forums and cells. The Women's Cell addresses gender-related issues and advocates for women's empowerment. Students learn about their constitutional rights, duties, and responsibilities through observance of significant national days. Our Institution's Code of Conduct Principles guides all stakeholders. Furthermore, we encourage self-learning courses to broaden and widen students' knowledge

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NADAR MAHAJANA SANGAM S. VELLAICHAMY NADAR COLLEGE
Address	Nagamalai Pudukottai
City	Madurai
State	Tamil Nadu
Pin	625019
Website	www.nmssvnc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	S. Ramamoorthy	0452-2458187	9842066650	0452-2458356	nmssvncollege@gmail.com
IQAC / CIQA coordinator	J. Selvamalar	0452-2458182	9842066650	0452-2458356	iqac.svn1@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1965

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

University to which the college is affiliated		
State	University name	Document
Tamil Nadu	Madurai Kamraj University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	06-06-1972	View Document
12B of UGC	06-06-1972	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	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	Nagamalai Pudukottai	Rural	44	15337.8

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,Tamil,TAMIL	36	hsc	Tamil	66	36
UG	BA,English, ENGLISH LITERATURE	36	hsc	English	60	41
UG	BA,Economics,ECONOMICS	36	hsc	English	60	4
UG	BSc,Mathematics,MATHEMATICS	36	hsc	English	60	11
UG	BSc,Chemistry,CHEMISTRY	36	hsc	English	40	37
UG	BCom,Commerce,COMMERCE	36	hsc	English	60	59
UG	BA,History, HISTORY	36	hsc	Tamil	60	46
UG	BSc,Zoology,ZOOLOGY	36	hsc	English	40	23
UG	BBA,Physics,BUSINESS ADMINISTRATION	36	hsc	English	60	60
UG	BSc,Physics, PHYSICS	36	hsc	English	40	13
UG	BSc,Computer Science,Computer Science	36	hsc	English	48	44
UG	BA,English Sf,English	36	hsc	English	66	11
UG	BCom,Com	36	hsc	English	132	111

	merce Sf,Commerc e					
UG	BCom,Com merce With Ca,Computer Applications	36	hsc	English	132	118
UG	BCom,Com merce With It,With Information Technology	36	hsc	English	44	44
UG	BBA,Bba Sf,Business Administrati on	36	hsc	English	66	41
UG	BSc,Comput er Science Sf,Computer Science	36	hsc	English	88	88
UG	BSc,Informat ion Technolo gy,Informati on Technology	36	hsc	English	88	88
UG	BCA,Compu ter Applicati ons,Compute r Applications	36	hsc	English	88	45
UG	BSc,Physics Sf,Physics	36	hsc	English	44	0
UG	BSc,Mathem atics Ca,Mat hematics with CA	36	hsc	English	88	8
UG	BSc,Biotech nology,Biote chnology	36	hsc	English	44	41
UG	BSc,Microbi ology,Microb	36	hsc	English	44	44

	iology					
UG	BSc,Physical Education,Physical Education	36	hsc	English	66	63
UG	BSc,Computer Science Da,Computer Science with Data Analysis	36	hsc	English	40	33
UG	BCom,Commerce Pa,Commerce with Professional Accounting	36	hsc	English	60	46
PG	MCom,Commerce Pg,Commerce	24	UG	English	36	30
PG	MA,History Pg,History	24	UG	English	36	7
PG	MSc,Physics Pg,Physics	24	UG	English	25	17
PG	MSc,Chemistry Pg,Chemistry	24	UG	English	30	28
PG	MSc,Pg Physics Sf,Physics	24	UG	English	25	0
PG	MSc,Pg Chemistry Sf,Chemistry	24	UG	English	25	12
PG	MSc,Pg Computer Science Sf,Computer Science	24	UG	English	25	14
PG	MSc,Pg Information	24	UG	English	25	6

	Technology Sf,Informatio n Technology					
PG	MSc,Pg Zoology Sf,Zoology	24	UG	English	25	0
PG	MSc,Pg Bioc hemistry,Bio chemistry	24	UG	English	25	13
PG	MBA,Mba,B usiness Admi nistration	24	UG	English	48	43
PG	MA,Pg English Sf,English	24	UG	English	30	3
Doctoral (Ph.D)	PhD or DPhil,Phd Hi story,History	36	PG or M.PHIL	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Phd C ommerce,Co mmerce	36	PG or M.PHIL	English	4	4
Doctoral (Ph.D)	PhD or DPhil,Phd Ph ysics,Physics	36	PG or M.PHIL	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Phd C hemistry,Che mistry	36	PG or M.PHIL	English	3	3
Pre Doctoral (M.Phil)	MPhil,Mphil History,Histo ry	12	PG	English	1	0
Pre Doctoral (M.Phil)	MPhil,Mphil Commerce,C ommerce	12	PG	English	1	0
Pre Doctoral (M.Phil)	MPhil,Mphil Physics,Phys ics	12	PG	English	1	0
Pre Doctoral	MPhil,Mphil	12	PG	English	1	0

(M.Phil)	Chemistry, Chemistry					
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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				14				218			
Recruited	0	0	0	0	8	6	0	14	92	126	0	218
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				14				218			
Recruited	0	0	0	0	8	6	0	14	92	126	0	218
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				50
Recruited	32	18	0	50
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				80
Recruited	46	34	0	80
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	18	14	0	48	40	0	120
M.Phil.	0	0	0	1	0	0	53	38	0	92
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	788	0	0	0	788
	Female	366	0	0	0	366
	Others	0	0	0	0	0
PG	Male	119	0	0	0	119
	Female	54	0	0	0	54
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	107	88	96	79
	Female	57	45	59	58
	Others	0	0	0	0
ST	Male	4	4	5	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	619	523	567	529
	Female	423	268	221	356
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1210	928	948	1023

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Bba Sf	View Document
Biotechnology	View Document
Chemistry	View Document
Chemistry Pg	View Document
Commerce	View Document
Commerce Pa	View Document
Commerce Pg	View Document
Commerce Sf	View Document
Commerce With Ca	View Document
Commerce With It	View Document
Computer Applications	View Document
Computer Science	View Document
Computer Science Da	View Document
Computer Science Sf	View Document
Economics	View Document
English	View Document
English Sf	View Document
History	View Document
History Pg	View Document
Information Technology	View Document
Mathematics	View Document
Mathematics Ca	View Document
Mba	View Document
Microbiology	View Document
Mphil Chemistry	View Document
Mphil Commerce	View Document
Mphil History	View Document
Mphil Physics	View Document

Pg Biochemistry	View Document
Pg Chemistry Sf	View Document
Pg Computer Science Sf	View Document
Pg English Sf	View Document
Pg Information Technology Sf	View Document
Pg Physics Sf	View Document
Pg Zoology Sf	View Document
Phd Chemistry	View Document
Phd Commerce	View Document
Phd History	View Document
Phd Physics	View Document
Physical Education	View Document
Physics	View Document
Physics Pg	View Document
Physics Sf	View Document
Tamil	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Our college takes pride in providing a diverse range of interdisciplinary courses, aptly named allied courses. These offerings primarily stem from science departments, allowing students to explore subjects beyond their core programs. Additionally, we embrace multi-disciplinary courses, which ingeniously blend language papers with non-major electives. This unique approach ensures that every student gets a taste of other programs and their core subjects, fostering a holistic and enriching learning experience.
2. Academic bank of credits (ABC):	We actively encourage students to explore Massive Open Online Courses (MOOCs) as part of our commitment to building an academic bank of credits. Our Outcome-Based Education (OBE) syllabus plays a pivotal role in enabling this flexibility. Moreover,

	our self-learning courses emphasize the importance of independent exploration, motivating students to engage with MOOCs and enhance their knowledge beyond traditional classroom boundaries.
3. Skill development:	Our syllabus places significant emphasis on honing students' abilities through practical experiences. Labs, projects, and internships serve as crucial platforms for skill development, allowing students to apply theoretical knowledge in real-world scenarios. Additionally, we've appointed a dedicated soft skills trainer who guides students in enhancing their communication, teamwork, and leadership skills. Furthermore, language papers and specialized training sessions conducted by the placement cell equip students with the necessary tools for a successful future.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Every academic program we offer is thoughtfully woven with an unmistakable Indian essence. Our dedicated faculty members, passionate about their pedagogical approach, seamlessly infuse the values of India and its rich culture into their teaching. Beyond the classroom, we celebrate Indian festivals and other significant occasions, fostering a sense of "Indianess" among our students. This holistic integration ensures that our graduates not only excel academically but also carry forward the spirit of India wherever they go.
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) lies at the heart of our approach, ensuring that students gain practical exposure and prepare for their future endeavors. Our testing system aligns seamlessly with OBE principles, emphasizing skill acquisition and application. The syllabus, meticulously crafted, reflects the collective dedication of our esteemed faculty. Recently, we've introduced the Learning Outcomes-Centric Framework (LOCF) for our syllabi, aiming to nurture global citizens who thrive in diverse contexts. This holistic blend of pedagogy and innovation equips our students for success on both local and international stages.
6. Distance education/online education:	Though our college has not been approved to be an university to offer Distance Education Programs, the teachers of the college are life long learners, who engage themselves enrolling in various MOOCs courses offered internationally and they also motivate

the student fraternity either to study the courses and sometimes join them as classmates in learning new courses.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Teachers of the college deem it their duty for the nation to do Election Duties as Presiding Officers and Polling Officers. Students of our college go on rallies propagating the importance of voting, voting without bribe, educating first time voters, etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Programs and posters asking students to enrol themselves in the voters list under the constitution of India is stressed by the ELC of our college. Political issues are discussed in the classrooms

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3457	3553	3918	3961	4156
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1267	1406	1338	1245	1379
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
200	203	198	207	202
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 265

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
410.90	192.05	176.22	287.38	250.16
File Description			Document	
Provide Links for any other relevant document			View Document	
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Our institution is committed to providing a high-quality education that is in line with the guidelines set forth by the University Grants Commission (UGC) and the Tamilnadu State Government. We take pride in our rigorous syllabus, which is meticulously framed. Our college operates under a policy that mandates a revision of the syllabi for all programs once in every three years. At the onset of each program, we prepare a grid that serves as a roadmap for the course of study. This grid is reviewed and updated annually during the Board of Studies, which is conducted for each of the two semesters in a year. During the accreditation period, we had two significant revisions of the Board of Studies, one in 2017 and another in 2021. In 2017, due to the global pandemic, we chose not to introduce Outcome Based Education (OBE) and instead, continued with the Choice Based Credit System (CBCS) structure. However, in 2021, we made the strategic decision to introduce OBE. This approach focuses on the student's learning outcome and aims to make education more student-centric.

Every department in our college has defined Programme Outcomes (POs), and each course within these departments has specific Course Outcomes (COs), which are carefully crafted to align with local, regional, national, and global developmental needs. Our ultimate goal is to enhance and educate our students in a manner that equips them with the necessary skills and knowledge to contribute positively to society.

At the **local level**, our syllabi are tailored to address the specific needs and challenges of our immediate community. We aim to equip our students with the knowledge and skills necessary to contribute positively to their local communities. This could be through initiatives aimed at improving local infrastructure, promoting social cohesion, or contributing to the local economy.

At the **regional level**, our syllabi take into account the broader socio-economic and cultural context of our region. Our students are prepared to understand and navigate the unique dynamics of our region, and to contribute to its development in meaningful ways.

At the **national level**, our syllabi are aligned with the country's developmental goals and priorities. We aim to produce graduates who are not only well-versed in their respective fields but also have a deep understanding of national issues and are capable of contributing to the nation's progress.

Finally, at the **global level**, our syllabi incorporate a global perspective, preparing our students to operate in an increasingly interconnected world. We aim to produce global citizens who can understand and

address global issues such as climate change, global health, and international relations. In conclusion, our institution is committed to producing well-rounded individuals who are equipped to contribute to development at all levels - local, regional, national, and global. Our institution is steadfast in its commitment to delivering a quality education that adheres to the highest standards. Our ultimate goal is to empower our students to make a positive impact wherever they may find themselves in the world.

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

1.1.2

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

Response:

The purpose of education extends far beyond the mere acquisition of knowledge and understanding of concepts. It is a transformative journey that shapes not only the future of the individual who receives it but also the generations to follow. In line with this philosophy, our college has designed its syllabi with a focus on three key areas: employability, entrepreneurship, and skill development. These areas are not just buzzwords but are integrated into the very fabric of our educational approach. Our language departments play a crucial role in developing students' communicative skills. The ability to communicate effectively is a fundamental skill in today's interconnected world, and our language papers are designed to hone this skill in our students. Our science departments, on the other hand, offer practical classes and lab hours that provide hands-on experience and technical skills. These practical sessions complement the theoretical knowledge imparted in the classroom, ensuring that our students are well-equipped to apply their learning in real-world contexts. In the fields of Commerce and Business Administration, as well as in some science departments, we place a strong emphasis on inculcating entrepreneurial skills. We believe that fostering an entrepreneurial mindset in our students can empower them to create opportunities for themselves and others. This focus on entrepreneurship prepares our students to be job creators rather than just job seekers. Across all our courses and programs, our primary aim is to enhance the employability of our students. We strive to equip them with the knowledge, skills, and attitudes that are in high demand in today's job market. Our dedicated and educated faculty diligently study the current educational scenario in its multiple strands, keeping abreast of the latest research, pedagogical strategies, and industry trends. However, we understand that the process of curriculum development is a collaborative effort that benefits from diverse perspectives. Therefore, we regularly invite experts from different strata of society to contribute their insights and expertise. These experts could be distinguished academics, industry professionals, alumni, or even representatives from the student body. Their varied experiences and knowledge enrich our understanding of the contemporary requirements of education. This could involve introducing new topics, modifying existing content, or even changing the way certain subjects are taught. The goal is to ensure that our syllabi not only impart knowledge but also equip students with the skills and competencies they need to thrive in the modern

world. In conclusion, our institution is committed to providing an education that is current, relevant, and responsive to the needs of the times. Our approach to education is not static but dynamic, continually evolving to meet the demands of the contemporary world. This commitment to continuous improvement is what sets us apart and ensures our students receive the best possible education. We aim to shape well-rounded individuals who are equipped to make meaningful contributions to society and the world at large. Our focus on employability, entrepreneurship, and skill development ensures that our students are not just prepared for the future, but also capable of shaping it.

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

1.2 Academic Flexibility

1.2.1

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

Response: 28.13

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

Response: 495

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

Response: 1760

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

In our college, we believe that education should be a holistic process that not only imparts knowledge but also instills values, ethics, and a sense of responsibility towards society and the environment. The Program Education Outcomes (PEOs) of our college are designed with a vision to transform students into responsible citizens, irrespective of their abilities or disabilities. We believe that ethical conduct forms the cornerstone of any profession. Our curriculum includes courses that focus on ethical dilemmas in various professional fields, encouraging students to think critically and make morally sound decisions. Almost all programs in our college incorporate professional ethics in their curriculum. We are committed to creating an unbiased educational environment where all students, regardless of their gender, have equal opportunities to learn and grow. Our curriculum includes courses on gender studies that educate students about the importance of gender equality. To promote gender awareness and equality, we have introduced a compulsory paper titled “Women Studies” for all students. This course aims to educate students about the equal status of both genders and the importance of gender equality in society. By fostering an understanding of gender issues, we hope to enable our students to lead better, more equitable lives and contribute to a more just society. Our curriculum includes courses in literature, philosophy, and social sciences that explore human values and ethics. Through these courses, students learn about empathy, compassion, respect for diversity, and other values that are essential for leading a fulfilling life. Human values are an integral part of our curriculum. Through compulsory language papers, which include literature from various periods in the form of prose, poetry, fiction, and drama, we transmit these values to our students. Literature, with its rich tapestry of human experiences and emotions, serves as an excellent medium for imparting values and teaching the art of living. It helps students develop empathy, understand different perspectives, and appreciate the diversity of human experience. Recognizing the critical role of environmental conservation in ensuring a sustainable future, we have made Environmental Studies (EVS) a compulsory paper for all students. This course helps students understand the importance of the environment and the need to protect and preserve it. It develops in students the understanding and capacity to sustain the environment for a better future. We recognize the urgent need for sustainable practices to protect our planet for future generations. Therefore, our curriculum includes courses on environmental studies that educate students about the importance of sustainability and ways to achieve it. We also encourage students to participate in sustainability initiatives on campus, such as recycling programs and energy conservation projects. In conclusion, our college is committed to providing an education that goes beyond academics. By integrating professional ethics, gender awareness, human values, and environmental consciousness into our curriculum, we aim to produce well-rounded individuals who are equipped to make a positive impact on society and the world. We believe that this holistic approach to education can transform our students into responsible citizens who can contribute positively to society.

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

1.3.2

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

Response: 72

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

1.3.3

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

Response: 100

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

Response: 33

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

Response: 33

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

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 70.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1157	1133	1303	1519	1452

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1856	1856	1873	1973	1806

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 78.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
928	948	1023	1138	1049

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

2022-23	2021-22	2020-21	2019-20	2018-19
1280	1280	1291	1362	1247

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

Our college, with its commitment to holistic education, has implemented a unique approach to assess the

academic level of students at the time of admission. This process is designed to ensure that every first-year student is evaluated upon their entry into our institution, providing a clear understanding of their academic standing and potential areas for improvement.

In addition to the core subjects, our language teachers, specializing in Tamil and English, also conduct their own bridge courses. These language courses are designed to enhance the linguistic abilities of the students, thereby improving their communication skills, a critical aspect of their overall development. The language teachers follow a separate timetable and interact with students across all programs, ensuring that every student benefits from this initiative.

The culmination of the bridge course is marked by an assessment known as the “Entry Behaviour Test”. This test is conducted by every department for their respective students, in addition to the language teachers assessing the students in their respective languages. The purpose of this test is to evaluate the effectiveness of the bridge course and to identify the academic progress made by the students during this period.

In our institution, students are expected to participate in continuous internal assessments (CIA) every semester. This rigorous academic exercise is designed to evaluate students’ understanding of their coursework and to identify areas for improvement.

The process begins with our dedicated faculty members who prepare the question papers for these assessments. These papers are carefully designed to cover all aspects of the course material, ensuring a comprehensive evaluation of the students’ knowledge and understanding.

Once the assessments are completed, the teachers evaluate the students’ performance and record their marks. These results are then analysed using a special format maintained by every course teacher in a document known as the “Course Booklet”. This booklet serves as a record of each student’s academic journey, tracking their progress throughout the semester.

Based on the analysed results, teachers identify students who have scored less and organise remedial classes. These classes, unique to every department, are designed to provide additional support and guidance to students who may be struggling with certain aspects of their coursework.

In these remedial classes, teachers and students work extra hours to improve their understanding of the subject matter and to enhance their academic performance. The classes are structured to provide individual care to each student, ensuring that their specific academic needs are addressed.

Students are also given assignments during these remedial classes. These assignments serve a dual purpose. Firstly, they provide students with an opportunity to apply the concepts they have learned, thereby deepening their understanding of the subject. Secondly, they serve as a tool for teachers to assess the improvement in students’ knowledge and their readiness for the forthcoming CIA.

They are a comprehensive system designed to enhance the learning experience, identify areas for improvement, and provide targeted support to students. Through this system, we strive to ensure that every student has the opportunity to achieve academic excellence.

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

2.2.2

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

Response: 17.29

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Our college is deeply committed to fostering a student-centric learning environment that encourages and sustains the thirst for knowledge both within and outside the college premises. We employ a variety of innovative teaching methodologies to ensure that our students receive a well-rounded education that prepares them for the challenges of the real world. **Experiential Learning** forms a crucial part of our teaching approach. Our curriculum includes laboratory periods and practical hours where students can experiment, explore, and learn by doing. In addition to this, we arrange industrial visits and field studies that provide our students with on-the-spot experience and a deeper understanding of their field of study. These visits expose our students to real-world scenarios and challenges, thereby bridging the gap between theory and practice. Furthermore, we encourage our students to undertake internships at various organizations and institutions.

Participative Learning is another key aspect of our teaching methodology. We offer Non-Major-Elective classes where students from different majors come together to learn cross-major subjects. This

interdisciplinary approach to learning fosters a sense of community among students and encourages them to learn from each other's perspectives. We regularly organize seminars, workshops, and guest lectures to facilitate participative learning. Moreover, we have signed Memorandums of Understanding (MOUs) with various organizations and institutions. These partnerships provide our students with opportunities to work and learn alongside students and subject experts from outside our college. This exposure to diverse perspectives and methodologies further enriches their learning experience. In conclusion, our college is dedicated to creating a learning environment that is student-centric, experiential, and participative. We strive to ignite a lifelong thirst for knowledge in our students and equip them with the skills and experiences they need to excel in their future endeavors. This approach is encapsulated in a compulsory core paper called 'Project' that all our students undertake during their final year of study. Under the guidance of a faculty member, students identify a problem and work towards finding a solution. This method not only enhances their problem-solving skills but also fosters creativity, critical thinking, and independence. It empowers students to take ownership of their learning process, thereby making education a more enriching and fulfilling experience. Our learned faculty members utilize various Information and Communication Technology (ICT) tools to facilitate teaching. These include Google Classroom, PowerPoint presentations, YouTube videos, and podcasts. These tools offer several advantages:

1. **Google Classroom:** This platform allows teachers to create, distribute, and grade assignments in a paperless way. It fosters better communication and collaboration between teachers and students, and also provides a centralized place for resources and learning materials.
2. **PowerPoint Presentations:** These help in presenting complex information in a simplified and visually appealing manner. They aid in better retention of information and make learning more engaging.
3. **YouTube Videos:** Visual learning through educational videos can enhance understanding and retention of concepts. It also allows students to learn at their own pace as they can pause, rewind, or re-watch the videos.
4. **Podcasts:** These are excellent tools

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

Our college has implemented a mentor-mentee system, a strategic approach designed to enhance students' academic performance, address their psychological concerns, improve their exam scores, and

unlock their potential in extracurricular activities. This system is structured such that every class is assigned a minimum of two mentors, the number of which may vary depending on the faculty strength of a particular department.

The cornerstone of this system is the maintenance of comprehensive student records. These records document a student's journey from their first day at college until their graduation. They encompass a wide range of information, including academic marks, leaves taken, accolades received, achievements, scholarships awarded, participation in extracurricular and sports activities, and even family details. This meticulous record-keeping ensures that mentors have a holistic understanding of their mentees, enabling them to provide tailored guidance and support.

Furthermore, our college operates on the 'ward system', where each mentor is responsible for a specific group of students, or 'wards'. This system facilitates regular parent-teacher meetings and interactions, fostering a collaborative environment in which mentors, students, and parents can work together towards the students' success. Through this comprehensive mentor-mentee system, our college strives to provide an enriching and supportive educational experience for all students.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

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

Response:

The academic calendar is meticulously planned to ensure a balanced distribution of working days and holidays. This balance is crucial in maintaining the academic rigor while also providing students with necessary breaks for rest and rejuvenation. The calendar also marks important days to be celebrated in our college, fostering a sense of community and promoting cultural awareness among students.

One of the key features of our academic calendar is the scheduling of continuous internal assessments (CIA). These assessments are integral to our academic structure, providing regular feedback on students' progress and understanding of the course material. The dates for these assessments are carefully chosen and included in the academic calendar to ensure students have ample time to prepare.

Adherence to the academic calendar is strictly maintained throughout the semester. This consistency ensures that the academic activities proceed as planned, providing a predictable and stable learning environment for students.

The preparation of the academic calendar is a collaborative process, involving discussions in the academic council of the college. In the rare event of any changes to the calendar, these are also discussed and passed in the academic council, ensuring transparency and collective decision-making.

In addition to the academic calendar, our institution places significant emphasis on the course planner, a critical tool in the teaching and learning process. Each course teacher meticulously prepares a course planner in their course booklet before commencing teaching.

The course planner is essentially an hour-based teaching plan that outlines the topics to be covered in each lecture. This detailed plan provides a clear roadmap for the course, ensuring that all aspects of the syllabus are adequately covered within the stipulated time frame.

Upon completion of each lecture, the course teacher makes remarks in the course booklet about what has been taught. This practice not only helps track the progress of the course but also ensures strict adherence to the work plan.

The preparation of the course planner begins much earlier when the syllabus is passed in our board of studies. We chart teaching methodology, deciding whether it would be lecture-based, practice-based, blended learning, flip-class, or a combination of these methods. This strategic planning ensures that the teaching methodology aligns with the nature of the course and caters to the diverse learning styles of the students.

The course booklet, complete with the course planner and teaching remarks, is then counter-signed by the head of the department. This step validates the planning and execution of the course, ensuring accountability and adherence to the institution's academic standards. The course booklet is finally submitted to the principal of the college, serving as an official record of the course's progression.

The course planner in our institution is more than just a teaching schedule. It is a strategic tool that guides the teaching process, ensuring comprehensive coverage of the syllabus, effective utilization of teaching hours, and adherence to the planned work schedule. By meticulously planning and executing the course planner, we strive to provide a structured and effective learning experience for our students.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 97

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

2022-23	2021-22	2020-21	2019-20	2018-19
207	213	202	215	209

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

2.4.2

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

Response: 46.42

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

Response: 123

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

2.4.3

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

Response: 10.44

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

Response: 2087

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

2.4.4

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

Response: 74.75

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

Response: 151

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 17.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	16	17	19	18

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

2.5.2

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

Response: 0.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	34	0	0	51

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

2022-23	2021-22	2020-21	2019-20	2018-19
3457	3553	3918	3961	4156

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

2.5.3

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

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

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

Response:

In the face of rapidly changing times, our college has proactively updated its examination procedures to ensure continuity and efficiency in the academic process. The onset of the pandemic served as a catalyst for this transformation, pushing us to explore and implement digital solutions.

During the pandemic, our college swiftly transitioned to conducting end-of-semester exams through online mode. This shift was not merely about moving the examination process online, but also about ensuring the integrity and effectiveness of the assessments. We scheduled the release of question papers online, ensuring that all students had equal and timely access to the exam materials.

We worked on developing secure and user-friendly methods for students to submit their completed exams. The answer scripts were then evaluated online by our faculty.

The post-pandemic period saw further digitalization of our examination procedures. The Office of the Controller of Examinations was completely transformed into an online platform.

To facilitate this digital transition, every student was given a unique username and password to access the examination portal. This ensured secure access to personal academic information and examination-related activities.

Continuous Internal Assessment (CIA) is a critical component of the academic structure in our college. It is a centralized process, meticulously managed by the Office of the Controller of Examinations, ensuring uniformity and fairness in the evaluation of students' academic performance.

Students write their exams within a stipulated time frame, after which their answer scripts are given to

the respective course teachers for evaluation. This evaluation process is rigorous and comprehensive, aimed at assessing not just the students' knowledge but also their understanding and application of the concepts.

Post-evaluation, teachers share the answer scripts with the students. This practice promotes transparency in the evaluation process and provides students with an opportunity to understand their performance. If there are any corrections to be carried out or clarifications needed, students can directly interact with the teachers. This feedback mechanism ensures that students understand their mistakes and learn from them, thereby improving their future performance.

The marks obtained by the students in the CIA are then entered into the Peace Soft software. This software is designed to calculate the students' marks accurately, eliminating the possibility of manual errors. It provides a reliable and efficient solution for managing the scores of all students.

Finally, students can check their marks through a dedicated app. This digital platform provides students with easy and immediate access to their scores, enabling them to track their academic progress. It also ensures data privacy, as each student can access only their information using a secure login.

In conclusion, the centralized Continuous Internal Assessment process in our college is a testament to our commitment to providing a fair, transparent, and efficient evaluation system. By leveraging technology and maintaining strict adherence to the academic calendar, we ensure that the CIA process is seamless and effective, contributing significantly to the students' academic journey.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Our college has adopted an outcome-based approach to education, focusing on the achievement of specific learning outcomes at various stages of the academic journey. These outcomes, which include Program Educational Outcomes (PEOs), Graduate Attributes (GAs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), are clearly defined and etched out for every program offered by our college.

These outcomes are presented on the respective department links of our college website, providing

students, faculty, and other stakeholders with a clear understanding of the expected learning outcomes for each program. This transparency ensures that everyone involved in the learning process is aligned with the educational goals and objectives.

The question papers for Continuous Internal Assessment (CIA) and end-of-semester exams are prepared based on these outcomes and knowledge levels. This alignment with the outcome-based education format ensures that the assessments accurately measure the students' attainment of the defined outcomes. It also ensures that the assessments are comprehensive, covering all aspects of the course material and the desired learning outcomes.

Currently, we check the attainment of these outcomes only in internal examinations. This process is under ongoing analysis and research to ensure its effectiveness and accuracy. The aim is to provide a fair and objective measure of students' learning and their achievement of the defined outcomes.

Once this process is evaluated and approved, outcome attainment will also be checked for end-of-semester exams. This expansion of the outcome attainment check will provide a more comprehensive view of students' learning progress and their achievement of the desired outcomes.

In conclusion, our college's approach to outcome-based education, with its focus on clearly defined learning outcomes and aligned assessments, ensures a structured and effective learning experience. By continuously analyzing and improving our processes, we strive to provide an education that truly prepares our students for success in their chosen fields.

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

2.6.2

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

Response: 83.19

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

Response: 1054

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.96

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Our college has made significant strides in fostering a robust research culture. We have established four dedicated research departments, each equipped with the necessary resources and facilities to support high-quality research. These departments serve as the backbone of our research endeavors, providing a conducive environment for scholarly inquiry and innovation.

Our faculty's expertise and dedication have borne fruit, with many Ph.D. scholars graduating under their guidance. We offer both full-time and part-time Ph.D. programs, providing flexibility for scholars to pursue their research alongside other commitments.

In addition to our doctoral programs, we believe in instilling a research mindset among our undergraduate (UG) and postgraduate (PG) students. We have integrated research into our curriculum in a compulsory manner.

Our college prides itself on having a comprehensive research policy that sets high standards for research-oriented activities both within and outside our institution. This policy serves as a roadmap, guiding our faculty and students in their research endeavors and ensuring consistency and quality in our research outputs.

A key objective of our research policy is to cultivate a research culture among our faculty and students. We believe that everyone in our college should have the opportunity to engage in research, regardless of their role or level of study. To this end, we provide funds to stimulate research thinking and creativity within our college.

Our research policy places a strong emphasis on the practical application of theoretical knowledge. We encourage our faculty and students to undertake in-house projects that allow them to apply what they have learned in the classroom to real-world problems. These projects not only enhance learning but also contribute to the body of knowledge in their respective fields.

Recognizing the importance of financial support in research, our policy provides seed money to faculty and students to kick-start their research projects. Each department is allocated funds to support the research pursuits of its members. Furthermore, student projects are funded following the recommendation of the research committee.

In addition to funding research projects, our policy also provides funds for faculty to present papers at conferences and publish their work in reputable journals. This support enables our faculty to disseminate

their research findings, receive feedback from the broader academic community, and contribute to the advancement of knowledge in their fields.

Our research policy operates on a merit-based approach. Funding decisions are made without prejudice and are based purely on the merit of the research proposal. This approach ensures fairness, promotes excellence, and motivates our faculty and students to produce high-quality research.

By setting high standards, providing funding and support, and encouraging the practical application of theoretical knowledge, our policy has significantly contributed to the advancement of research in our college. As we continue to implement and refine our research policy, we look forward to seeing further growth and innovation in our research endeavors.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 25.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.08	4.69	0	13.19	0

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

3.1.3

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

Response: 2.64

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

Response: 7

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

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 57.91

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

3.2.2

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

Response: 0.04

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

Response: 10

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

3.2.3

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

Response: 15.5

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

Response: 31

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

Our college, in line with the recommendations of the University Grants Commission (UGC), has established an Institution Innovation Council (IIC). The IIC is a pivotal part of our institution, fostering an environment of innovation and creativity among students and faculty alike. Registered under the All India Council for Technical Education (AICTE), our IIC adheres to the prescribed norms and guidelines, ensuring its operations are in sync with the national vision for higher education.

The IIC has a well-defined composition, with members from diverse backgrounds bringing in a wealth of knowledge and experience. This diversity is instrumental in charting and organising various programs that aim to nurture the innovative ideas of our students and faculty.

While our college does not have a separate Intellectual Property Rights (IPR) cell, the responsibilities pertaining to IPR are efficiently handled by our college's Internal Quality Assurance Cell (IQAC). The IQAC plays a crucial role in promoting property rights and creating awareness about safeguarding research works.

Our efforts in promoting innovation and protecting intellectual property have borne fruit. Some faculty members of our college have applied for patents, and some have even been granted patent rights.

Through the Institution Innovation Council (IIC) of our college various programs and initiatives, it encourages students and faculty to think out of the box and come up with innovative solutions to problems.

Our college is a hub of academic and research activities, with four dedicated research departments

leading the way. These departments are the pillars of our research community, constantly pushing the boundaries of knowledge in their respective fields.

Research activities in our college are diverse and dynamic. They range from paper presentations and publications to fostering innovative thinking among students and faculty.

The management of our college plays a pivotal role in promoting research activities. They provide complete support, both in terms of resources and encouragement, to anyone engaged in research. This support from the management has been instrumental in creating an environment conducive to research and innovation.

At the heart of our research activities is the research committee. The committee is well-formed, comprising members who are experts in their respective fields. They are responsible for overseeing all research activities in the college, ensuring they adhere to the highest standards of quality and ethics.

The research committee also plays a crucial role in nurturing a research culture within and outside our college. They organize workshops, seminars, and training programs to equip our students and faculty with the necessary skills for research. They also collaborate with other institutions and industry partners to provide our researchers with exposure to the latest trends and developments in their fields.

In conclusion, our college is deeply committed to promoting research and innovation. With the support of the management and the guidance of the research committee, we have been able to foster a vibrant research culture. As we move forward, we hope to see more groundbreaking research coming out of our college, contributing to the advancement of knowledge and the betterment of society.

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

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

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

Response: 1.55

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

Response: 48

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

3.4.3

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

Response: 0.52

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

Response: 139

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

3.4.4

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

Response: 0.09

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

Response: 23

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

3.4.5

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

Response: 6.89

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6

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

Response: 16.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1

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

Response: 10.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.15	5.74	0.02	0.32	3.6

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

3.6 Extension Activities

3.6.1

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

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

Response:

The NSS volunteers and NCC Cadets at our college actively engage in social welfare through extension activities. Given our rural location, these initiatives are carried out with empathy and dedication. Regular activities include awareness programs, blood donation camps, Swachh Bharat (cleanliness drives), tree plantations, and distribution of basic amenities. Our NSS volunteers play a crucial role in making a positive impact on the community.

The following Four case studies provide evidence of the impact of extension activities:

Case Study 1

Activity: CORONA VACCINATION AWARENESS RALLY

Dates: 10.12.2021

During a critical juncture in the pandemic, when vaccination efforts were in full swing, our college NSS

volunteers and NCC Cadets took it upon themselves to create awareness about COVID-19 vaccination in the rural areas surrounding our campus. With the support of a local doctor, they organized an impactful awareness rally. Armed with placards and determination, the students hit the streets, engaging with community members. Their conversations emphasized the importance of vaccination, self-prevention, and responsible behavior.

Case Study 2

Activity: SEVEN DAYS SPECIAL CAMP at Alampatti and Rajambadi Villages on the theme of “Demonstration of Soil Sampling”

Dates: 25.03.2023 To 31.03.2023

The Seven Days Special Camp, hosted by our college NSS units, aimed to enhance awareness and practical knowledge related to soil sampling. Student volunteers actively participated in fieldwork, collecting soil samples from various locations. Workshops and interactive sessions were conducted, where experts from the agriculture sector shared insights on soil health, nutrient management, and sustainable farming practices. The camp’s impact extended beyond its duration, as villagers continued to apply the lessons learned. While quantitative data isn’t available, anecdotal evidence suggests that farmers in Alampatti and Rajambadi Villages began adopting improved soil sampling practices. The camp exemplified the NSS unit’s commitment to rural development and sustainable agriculture.

Case Study 3

Activity: *PLASTIC AWARENESS EXHIBITION*

Dates: 27.08.2018

Our college NSS Girls Units (Nos. 18 & 220) conducted an exhibition related to “Plastic awareness” in view of Swachh Bharat Abhiyan on 27.8.2018. The major objective of this programme is to increase awareness on campus regarding plastic usage and the effects of plastic on the environment and to spread awareness on how to live plastic-free.

More than 30 models were exhibited by our volunteers on various categories like usage of paper covers instead of plastic covers, effects of plastic on the globe, reuse of plastic in a better way, etc. The Chief guest Ms. A. Sudha, B.E., M.S (UK), Rexona Confidence Academic Trainer, Hindustan Unilever Limited appreciated the remarkable art of our volunteers. 193 volunteers of NSS units, NSS Programming officers of other units, our college staff, students and office bearers visited the exhibition.

Case Study 4

Activity: Road Safety Awareness Program and Menstruation and Physical Problems

Dates: 28.03.2023

A Lecture on “**Road Safety Awareness**” was given by Dr. John Wesely, TNSTC, Training Centre. The village public of Kardipatti Panchayat showed their love by providing Lunch for us.

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

3.6.2

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

Response: 69

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	30	0	18	08

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

3.7 Collaboration

3.7.1

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

Response: 29

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

The college campus is a unique blend of tradition and modernity, a characteristic that is most evident in its classroom infrastructure. The traditional classrooms, housed in old buildings, are a testament to the college's rich history and heritage. These classrooms have been equipped with modern infrastructures and facilities, ensuring that they cater to the contemporary needs of education. This fusion of the old and the new creates a unique learning environment that respects the past while embracing the future.

In total, our college boasts of 112 classrooms, each a microcosm of the larger academic community. These classrooms are the venues where knowledge is not just imparted but also discussed, debated, and internalized, fostering a culture of active learning and critical thinking.

However, the college's infrastructure is not limited to classrooms. It also includes 11 state-of-the-art computer labs and 10 laboratories dedicated to basic sciences and other departments.

Our college boasts three state-of-the-art audio-visual halls. These halls, equipped with the latest technology, serve as the perfect venues for interactive learning sessions, guest lectures, and seminars.

In addition to the audio-visual halls, our college houses two spacious auditoriums. The incorporation of modern technology in these auditoriums ensures seamless conduct of events, thereby fostering a vibrant campus culture.

A noteworthy feature of our college is the transformation of traditional classrooms into smart classrooms. About ten classrooms have been converted into smart classrooms, each equipped with a computer, screen, and LCD projector. This technological upgrade has revolutionized the teaching-learning process, making it more interactive and dynamic.

The library, the intellectual hub of our college, is also technologically well-equipped. It houses computers with internet access, available to all students. These computers serve as valuable resources for research and academic work. Students often utilize these facilities to create presentations for their seminars, thereby honing their research and presentation skills.

Our college is a vibrant hub of cultural and athletic activities, fostering an environment that encourages

students to explore and excel in their areas of interest. The college administration, recognizing the importance of extracurricular activities in holistic development, has made significant efforts to provide the necessary infrastructure and support.

At the helm of our cultural activities is the Dean for Culture and Heritage. This role is not just administrative but also involves the maintenance of equipment for cultural activities. The Dean ensures that students participating in competitions and symposia, both within and outside the college, have access to the necessary resources.

In addition to cultural activities, our college also provides ample opportunities for students to engage in sports. The college boasts several outdoor grounds for athletics, football, cricket, basketball, ball badminton, kabaddi, volleyball, koko, and badminton. These facilities cater to the diverse interests of our students, encouraging them to pursue sports alongside academics.

Our college also houses a well-furnished, multi-purpose indoor stadium. This stadium, equipped with modern amenities, serves as the perfect venue for basketball and badminton matches.

In conclusion, our college provides a nurturing environment for students to explore and excel in cultural and athletic activities.

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

4.1.2

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

Response: 30.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.02	12.22	12.88	113.29	250.16

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

4.2.1: State-of-the-Art Library Empowered by CIS and KOHA Library Software with RFID Technology

The ILMS is a comprehensive solution that aims to streamline the library operations, making them more efficient and user-friendly. It is designed to monitor the entry and exit process of the library users, which includes both students and faculty members.

One of the key features of the ILMS is the digitization of our library's inventory. We have entered all the books into the software, creating a digital catalogue that can be easily accessed and navigated. This not only simplifies the process of locating and issuing books but also aids in inventory management, ensuring that the library is well-stocked and up-to-date.

To further enhance the efficiency of the system, barcodes have been assigned to all the books in the stack. These barcodes serve as unique identifiers, allowing for quick and accurate tracking of books. Users can simply scan the barcodes to get all the necessary information about the books, such as the title, author, publication date, and availability status.

In addition to the barcode system, our library has also introduced an e-gate facility for borrowing and returning books.

In the digital age, e-resources have become an indispensable part of education, offering a wealth of information at our fingertips. Recognizing the importance of these resources, our college library has

taken a significant step by subscribing to Inflibnet on a yearly basis.

Inflibnet, a national consortium, provides access to a vast array of e-resources, including Swayam Prabha and Shodh Sindhu. These platforms offer a plethora of academic content, ranging from video lectures and research papers to e-books and scholarly articles.

To ensure that these e-resources are accessible to all members of our college, we have created unique usernames for every student and faculty member.

The integration of Inflibnet's e-resources into our library system is a testament to our college's commitment to embracing technology in education. It reflects our endeavor to provide our students and faculty with the best resources, fostering an environment that encourages continuous learning and intellectual growth.

One of the distinguishing aspects of our college library is its operational hours. Unlike most educational institutions, our library opens its doors early at 6:00 a.m. and closes late at 8:00 p.m. This extended schedule ensures that our library is accessible to students and faculty members at times most convenient to them, accommodating varied study habits and schedules.

To maintain an organized record of library usage, we have implemented a system of manual entry notes, separate for faculty and students (men and women separately). It helps us understand the library's usage patterns, enabling us to make informed decisions about resource allocation and library services.

In conclusion, our college library, with its unique timings, efficient staff, and comprehensive record-keeping system, serves as a beacon of knowledge for our college community. It is more than just a place to read books; it is a space that embodies our college's academic spirit, fostering a culture of learning and intellectual exploration.

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

4.2.2

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

Response: 1.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	14.14	0

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Despite being located in a rural area, our college has managed to establish an IT infrastructure that not only meets but exceeds national standards. This achievement is a testament to our commitment to providing our students and faculty with the best resources, regardless of geographical constraints.

Our college is equipped with two broadband lines, each boasting a speed of 100 Mbps. This high-speed internet connectivity ensures that all users on campus can access online resources swiftly and efficiently. It is a crucial component of our IT infrastructure, enabling seamless communication and fostering a conducive environment for research and learning.

In the realm of cybersecurity, our college has taken robust measures to ensure the safety of our digital resources. We have a three-year subscription to a powerful firewall system. This firewall filters out spam files and online viruses, thereby providing a secure and restricted internet usage environment for our students and faculty. Furthermore, our firewall subscription includes an inbuilt anti-virus software, adding an extra layer of protection against potential cyber threats.

Our IT infrastructure also includes a separate server room, which is managed by dedicated technical personnel and a system administrator. This room houses five servers, ensuring that our digital operations run smoothly. Additionally, our college's Enterprise Resource Planning (ERP) system is maintained in the cloud, providing us with a reliable and efficient method of managing our resources.

One of the standout features of our IT infrastructure is the availability of intranet facilities throughout the college campus. This facility allows for the efficient sharing of resources and information within the college community. Every department in the various blocks of the college is provided with a seamless internet connection, ensuring uninterrupted access to digital resources.

To guarantee the continuous operation of our IT infrastructure, we have an Uninterrupted Power Supply (UPS) system in place. This system ensures that our internet connection remains seamless, even in the event of power outages.

In conclusion, our college's IT infrastructure, despite being in a rural area, is a shining example of how dedication and strategic planning can overcome geographical challenges. It stands as a testament to our commitment to providing our students and faculty with the best possible resources, thereby fostering an environment conducive to learning and growth.

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

4.3.2

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

Response: 4.81

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

Response: 718

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

4.3.3

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

Response:

Gen Z students are accustomed to instant access to information and prefer interactive and engaging learning experiences over traditional lecture-based teaching. Recognizing this shift, our college has been proactive in adapting its teaching methodologies to cater to the expectations of these digital natives.

Our college is fortunate to have a team of tech-savvy teachers who are proficient in using computers and various digital tools for teaching. Their technical skills, coupled with their passion for teaching, have enabled them to create a dynamic and interactive learning environment that appeals to Gen Z students.

We have also embraced innovative teaching strategies such as flipped learning and blended learning. In flipped learning, students are provided with online resources to learn the course content outside the classroom, and classroom time is utilized for discussions, problem-solving, and other interactive activities. Blended learning, on the other hand, combines online digital media with traditional classroom methods, providing students with the flexibility to learn at their own pace.

Most of our faculty members are also active YouTubers, who prepare and upload academic content on their channels. This approach allows students to access the learning material anytime and anywhere, making learning a continuous process rather than confined to the classroom.

Recognizing this, our college has established a dedicated Audio-Visual Centre equipped with state-of-the-art facilities to enhance the teaching-learning process. Our Audio-Visual Centre is a soundproof room, designed to minimize noise interference and ensure optimal audio quality. This room is equipped with two video cameras and two SLR cameras, providing high-definition video recording capabilities. These cameras enable us to capture every detail with precision, making the learning material visually appealing and easy to understand for the students.

To further enhance the video quality, we have installed advanced lighting facilities in the hall. Our enhanced lighting facilities ensure that the subjects are well-lit and the videos are clear and vibrant.

A high-configuration computer serves as the backbone of our Audio-Visual Centre. This computer is

used for various purposes, including video editing, audio mixing, and content uploading. It is equipped with powerful processors and ample storage space to handle resource-intensive tasks efficiently.

We have also invested in professional software for video enhancement and audio editing. These software tools allow us to fine-tune the audio and video content, remove any imperfections, and add special effects if needed. This ensures that the final output is of the highest quality and meets the expectations of our tech-savvy students.

One of the unique features of our Audio-Visual Centre is an interactive board. This board allows the teacher who is preparing online material to directly work on the board, and the content can be recorded in real-time. This feature is particularly useful for subjects that involve diagrams, equations, or annotations, as it allows the teacher to explain the concepts while drawing or writing on the board.

By leveraging technology and innovative teaching methodologies, we aim to provide a holistic and engaging learning experience that prepares our students for the future.

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 21.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
60.1	30.63	42.27	68.49	78.8

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

4.4.2

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

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

Response:

Stock Register: The stock register serves as a comprehensive record of all equipment within the lab. It meticulously documents essential details, including the name of each piece of equipment, its quantity, date of purchase, and current condition. Whenever new equipment is acquired or existing items are discarded, this register is promptly updated.

Usage Report: Complementing the stock register, the usage report provides valuable insights into equipment utilization. By analyzing usage patterns, lab administrators can identify which equipment is frequently used and which remains largely untouched.

Lab Timetables: Lab timetables are meticulously designed to optimize resource usage. They ensure that all students have equal access to the lab and its equipment. These schedules take into account the academic calendar, student availability, and course requirements. Flexibility is built in to accommodate any changes or unforeseen events.

Consultancy Services: Beyond serving the internal academic community, the lab extends its expertise to other college students and research scholars. Consultancy services include providing access to lab resources, sharing technical knowledge, and collaborating on research projects. This culture of knowledge sharing fosters collaboration and enriches the academic environment.

Guidance and Safety: The lab operates under the guidance of the head of the department and technically qualified lab assistants. Their expertise ensures smooth functioning and adherence to safety norms. Lab assistants play a critical role in maintaining equipment, troubleshooting issues, and ensuring a safe environment for all users.

Stock Verification: At the end of every academic year, a thorough stock verification process takes place. Physical stock is cross-checked against the records in the stock register. Any discrepancies are promptly noted and addressed. This rigorous verification ensures accuracy and accountability in managing lab resources.

Indoor Stadium: In a bid to promote fitness and well-being in the community, the general public is also allowed to use the college track for walking after college hours and during early mornings. A nominal fee is collected for this, and a separate register is maintained by the Physical Education Director to record these details.

Maintenance and Safety: Unused and broken sports articles are discarded properly to ensure the safety of the users. The disposal of these items is also recorded in the stock register to maintain an accurate inventory. Students are allowed to use the college grounds provided they adhere to the dress code and safety guidelines. This includes wearing a suitable uniform and using safety gear where necessary.

Classrooms and Their Maintenance: Classrooms are the primary spaces where knowledge is imparted and ideas are exchanged. They are the arenas where minds are shaped, and futures are built. Therefore, maintaining these spaces in a clean and hygienic condition is of utmost importance. The responsibility of cleaning the classrooms daily is entrusted to Exernet, a private agency. The agency's trained professionals ensure that the classrooms are spotless and ready for use every day. They adhere to a strict cleaning schedule, ensuring that the cleaning process does not interfere with the academic activities.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 65.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
2125	2351	2577	3073	2268

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

Response:

Recognizing the importance of guiding students towards a fulfilling and suitable career path, we have introduced a comprehensive syllabus under the title 'Career Guidance'. This initiative is not just an add-on to our curriculum, but a significant step towards shaping the future of our students.

The 'Career Guidance' syllabus is offered as a Self-Learning Course (SLC) for all major students. The SLC format allows students to learn at their own pace, providing them with the flexibility to explore various career options and understand their own interests and aptitudes better.

However, we also understand the importance of guidance and mentorship in this journey. Therefore, for some classes, this SLC is facilitated by our experienced teachers. Their role is not just to teach but to mentor, providing insights drawn from their own professional experiences and understanding of the industry trends. They guide students, helping them navigate through the myriad of career options available in today's globalized world.

The 'Career Guidance' syllabus is attached as an additional document with this essay. It provides detailed information about the course content, learning outcomes, and assessment methods. We encourage all students to go through this document to understand how this course can benefit them.

In addition to our regular academic curriculum, our college recognizes the importance of mental health and personal guidance in the overall development of a student. To address this, we have appointed a regular counsellor who is available during all working days and regular working hours.

The presence of a dedicated counsellor in our college serves as a pillar of support for our students. The counsellor is not just a professional but a mentor, a guide, and a confidante for students who may need help navigating through their academic journey and beyond.

One of the key focus areas of this counselling cell is to support slow learners and students with learning difficulties. These students often face unique challenges that can affect their academic performance and self-esteem. Our counsellor works closely with these students, helping them recognize their strengths, overcome their weaknesses, and develop effective learning strategies. This personalized attention and guidance often result in significant improvement in their academic performance and confidence levels.

The role of a counsellor in our college goes beyond just resolving student issues. It is about empowering students with the right mindset, skills, and knowledge to succeed in their academic journey and beyond. It is about ensuring that our students not only excel in their studies but also grow as confident, resilient, and responsible individuals.

We have a full-time soft skills trainer who regularly plans classes for all majors and all years of students. The trainer uses a variety of teaching methods, from interactive workshops and group discussions to role-plays and presentations, to make the learning process engaging and effective. The aim is to equip students with the skills to communicate effectively, work well in teams, handle workplace challenges, and exhibit leadership qualities.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 47.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
709	615	493	947	376

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

5.2.2

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

graduated students during the last five years

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

Response: 1.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	25	26	21	12

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

5.3 Student Participation and Activities

5.3.1

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

Response: 49

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	6	13	0	1

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

5.3.2

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

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

Response:

Our college has always prioritized the needs and interests of our students. This belief is reflected in our decision to include students in the Board of Studies Committee. In addition to their academic responsibilities, our students are also the driving force behind the various departmental clubs and associations. These clubs and associations provide a platform for students to explore their interests, hone their skills, and express their creativity. They are free to organize meetings, programs, and other affairs under the guidance of the faculty and the head of the departments.

Recognizing the financial challenges that some of our students may face, our college offers various scholarships. These scholarships not only ease the financial burden on the students but also motivate them to excel in their studies.

Our students also play a significant role in various committees and activities in the college. They serve as representatives in the Internal Complaints Committee (ICC), contributing to the creation of a safe and respectful environment for everyone. They also contribute to the college annual magazine and department magazine, showcasing their literary talents and sharing their thoughts and experiences.

Our students' involvement extends to the sports committee, where they help in organizing and participating in various sports events. They also actively participate in cultural activities, adding vibrancy and diversity to our college events. In the library, student representatives ensure that the library resources meet the academic needs of the students.

The Grievance Cell includes student representatives who voice the concerns and issues faced by the students, ensuring that they are addressed promptly and effectively. In the hostels, student representatives work towards creating a comfortable and conducive living environment for the residents.

Our college is a vibrant hub of academic and extracurricular activities, and at the heart of it all are our students. Two such initiatives that stand out are the Reader's Club in our college library and the Cultural

Team.

The Reader's Club is a shining example of student-led initiatives in our college. This club, managed entirely by student members, is a testament to their organizational skills and love for literature. They organize a plethora of activities such as competitions, talk shows, and special programs during the Library Week. These activities not only promote a reading culture among students but also provide a platform for them to express their ideas and engage in intellectual discussions.

The Cultural Team is another student-centric initiative that works with and for students. This team is responsible for organizing various cultural events in our college, providing students with opportunities to showcase their talents and learn about diverse cultures. The Cultural Team's efforts contribute significantly to the vibrant and inclusive atmosphere of our college.

Our college's men's and women's hostels are yet another area where students play a significant role. In these hostels, students have the freedom to choose their daily menu. This initiative not only ensures that the food served caters to the students' tastes and dietary preferences but also teaches them valuable life skills such as budgeting and decision-making.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 0

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

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

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

5.4.2

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

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

Response:

The Impact of Alumni Contributions on Our College

Alumni play a pivotal role in shaping the identity and progress of educational institutions. Their connection to the college extends beyond graduation, and their contributions significantly impact the current student body. In this essay, we will explore how alumni contribute to our college and the various ways in which their involvement benefits both students and departments.

1. Global Reach and Autonomy

Our college boasts a diverse student population, with graduates scattered across the globe. These alumni serve as ambassadors, representing our institution in various professional fields. Their achievements reflect positively on the college, attracting prospective students and enhancing its reputation. Moreover, alumni maintain autonomy within their respective departments, allowing them to channel their support effectively.

2. Regular Visits and Mentorship

Old students frequently visit our campus, bridging the gap between past and present. Their interactions with current students provide valuable insights into real-world experiences, career paths, and industry trends. Whether through guest lectures, workshops, or informal discussions, alumni contribute to holistic education beyond textbooks. Their mentorship fosters personal growth and inspires students to aim higher.

3. Monetary Support

Alumni often contribute financially to the college. This support takes various forms:

Scholarships: Alumni associations, such as those for B.COM, B.Sc. Mathematics, and BBA, regularly fund scholarships. These scholarships alleviate financial burdens for deserving students, enabling them to pursue higher education without constraints.

Fee Payments: Some alumni directly pay fees for economically disadvantaged students. By doing so, they ensure that financial limitations do not hinder academic progress.

Infrastructure and Facilities: Alumni donations contribute to infrastructure development, library expansions, and modernization of laboratories. Their generosity enhances the overall learning environment.

4. In-Kind Contributions

Beyond monetary support, alumni also give in kind. They donate books, equipment, and other resources to college departments. For instance:

Department-Specific Gifts: Alumni from specific disciplines contribute specialized materials relevant to their fields. This enriches departmental resources and benefits current students. Career Guidance: Alumni organize workshops on resume building, interview skills, and networking. Their practical advice prepares students for the professional world.

5. Motivation and Inspiration

Alumni success stories inspire current students. Knowing that someone who once walked the same corridors achieved great things motivates learners to persevere. Advanced learners receive encouragement to excel academically and pursue their passions. Alumni serve as living proof that hard work pays off.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Nadar Mahajana Sangam S. Vellaichamy Nadar College originated with the goal of serving the poor and needy students by providing them higher education and a platform for their future. The college comes under Nadar Mahajana Sangam, a community based association, which has several other schools, colleges and a bank under its auspices.

The Sangam conducts election once in every three years and nominates college management members – President, Vice-President, Secretary, Joint-Secretary and Treasurer. The management has its own by-laws stated by the Sangam. The college also follows and abides by the rules of UGC Autonomy guidelines and Tamilnadu Private College Associations Act. The organogram of the college establishes our system from top to bottom and how administrative and academic decisions are made and put into use by the teachers and other faculty of the institution in-totem.

The college management empowers the Principal, Vice-principal and Director, self-finance to chart out yearly plans in achieving and working towards the college's vision and mission. The Head of the departments and the faculty members have the autonomy to make decisions on their departmental academic and administrative activities, which also includes student participation and decisions. This motivates and encourages the work amongst the faculty and their morality.

Our participatory management is reflected in our ERP for Institutional Management System (IMS-Peacesoft), wherein there is complete transparency about marking and calculating students' attendance and their continuous assessment. This transparency has built trust and respect among the faculty and the students. Similar to the IMS ERP, there is a separate online ERP for Examination purpose (Examination Management System-Rovan Software), which is digitalized completely and available online providing details regarding external or end of semester examinations among students and faculty.

Effective leadership is reflected in the way we get regular feedbacks from different stakeholders of the college including the students, faculty, parents and the members of the management.

Vision

To become a Premier Institution of Higher Education and to serve the community and the nation.

Mission

To provide need-based quality education, enhance the skills, competitiveness and employability of students, shape their character and make them responsible citizens of India.

Quality Policy

Our institution aspires for global recognition through systematic and meticulous transformation of our students into highly motivated graduates enriched with professional competence, managerial skills, built-in dynamism, and humanism.

Short Term Goals

- To produce cent percent result with all first class out of which 25 percent will be with distinction.
- To arrange for placement of at least 50 percent of the students through campus interview.
- To introduce job-oriented – socially relevant and PG Programmes in the next two years.
- To start R & D Department which will undertake at least 20 projects from various

Government and Non-Governmental organizations within the span of the next three years.

- To enter into collaboration with foreign universities for mutual information and exchange of knowledge.
- To attain the status of ‘College with Potential for Excellence’.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Academic endeavour is the major motto of N.M.S.S. Vellaichamy Nadar College. Our college's strategic plan's first and foremost agenda is pertained to academics. The college was under the university's control since its inception. In 2007, we achieved autonomous status, to cater to the needs and to create a unique identity of our college students academically. In 2008, we introduced Choice

Based Credit System (CBCS), which was a step ahead in improving the standards of teaching and the students as well. In 2021, to get and give international exposure, the college moved to adeptness based Outcome Based Education under CBCS. In 2023, our college has abided by the UGC and Tamil Nadu State Council for Higher Education (TANSCHE) guidelines in framing syllabi for the all the programs. All along the changes of the syllabi revision under the acceptance and presentation of the college's Academic Council.

N.M.S.S. Vellaichamy Nadar college adheres to the policy outlined by Nadar Mahajana Sangam. The sangam provides the administrative structure, appointment procedures, and service rules. The College Management examine the current needs, analyze higher education demands, and formulate the institution's policies in alignment with the college's vision and mission.

The Board of Management, chaired by the Secretary, vigilantly ensures compliance with all policies, appointment and service guidelines, and infrastructure enhancement. The Governing Body assesses the college's overall performance, proposes new academic initiatives, explores networking opportunities, and recommends various campus development activities.

The Principal, who chairs the Academic Council, stays informed about all college activities through regular meetings with the Vice-Principals, Controllers of Examinations, Department Heads, IQAC coordinator, Deans, and Coordinators of various cells and committees.

In line with the NAAC guidelines, the IQAC leads all quality improvement and sustenance programs and activities. All Statutory Bodies provide suggestions on all matters related to the effective implementation of the curricula and address all challenges in this exercise.

In addition to the Statutory Bodies, numerous non-statutory Bodies collaborate with stakeholders to evaluate and implement activities for improvement. The Controller of Examinations meticulously conduct Internal and End Semester Examinations and announce results.

The Academic Deans ensure that the curriculum is well-designed, incorporating the latest trends in the respective areas of study. The Department Heads coordinate their respective departments' activities and ensure smooth conduct of curricular and co-curricular activities. All issues are discussed in department meetings.

The Research Dean foster a strong research culture by suggesting viable research topics in different subject domains, promoting paper presentations in national and international seminars/conferences, maintaining high ethical standards in research.

The Dean of extra-curricular affairs ensure maximum student participation in intercollegiate events. The Coordinators of all Committees and Clubs meticulously plan the annual activities. Regular workshops and skill-training sessions are organized.

The College Office, led by the Office Superintendent, handles all administrative activities in consultation with the Secretary and Principal. The leadership guides the college with a clear vision, riding on the crest of accountability, following the principles of decentralization, as evident in the Organogram.

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

In our institution, there are two distinct streams of teachers - government-aided and self-financed. Each

stream has its unique set of norms and appraisal systems, tailored to meet their specific needs and circumstances.

For the government-aided faculty, we adhere to the norms set by the Tamil Nadu government under the Career Advancement Scheme (CAS). This scheme is designed to ensure the all-round welfare and progress of the faculty. It provides a structured pathway for career progression, rewarding teachers for their experience, research contributions, and teaching excellence. By aligning with the CAS, we ensure that our government-aided faculty receive the support and recognition they deserve for their dedication to imparting quality education.

On the other hand, for our self-financed faculty, we have instituted our own appraisal system. This system is designed to measure every single faculty member based on their contribution to students' academia, their respective departments, and the college as a whole. The appraisal system takes into account various factors such as teaching effectiveness, research output, involvement in departmental activities, and contribution to the college community. This comprehensive evaluation ensures that our self-financed faculty are recognized and rewarded for their multifaceted contributions.

These measures are not just limited to the teaching faculty but also extend to the non-teaching staff, making our college a truly inclusive and caring institution.

Every year, the teachers in our self-financing wing are given incentives and a pay hike. This is not merely a financial benefit, but a recognition of their hard work, dedication, and contribution to the college and its students. These incentives serve as a personal encouragement for them to further their knowledge and expertise. They are motivated to present and publish research articles at national and international level seminars and journals.

In addition to the annual incentives and pay hike, our college also celebrates the cultural diversity of our country. Gifts are given to the faculty during the festivals of Pongal and Deepavali, fostering a sense of belonging and appreciation.

Our college also acknowledges the unique needs of our women faculty. A common staff room is provided for them, creating a space for relaxation and interaction. Furthermore, a crèche is available for them to have their children during their working hours, ensuring a supportive work environment that respects their roles as mothers.

The welfare measures at our college are not exclusive to the teaching faculty. Our non-teaching staff also enjoy these benefits. They are given an allowance every year to go on a family trip. This initiative promotes work-life balance and provides an opportunity for our staff to spend quality time with their families.

Our college also prioritizes the health and well-being of our faculty. A health center is available on campus, providing immediate medical attention when needed. Moreover, provisions for PF (Provident Fund) and ESI (Employee's State Insurance) subscriptions are made from their monthly salary. These measures ensure financial security and health coverage for our faculty, further enhancing their welfare.

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

6.3.2

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

Response: 4.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	0	0	0	0

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

6.3.3

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

Response: 34.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	85	87	16	137

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

Our college, in adherence to the guidelines set by the University Grants Commission (UGC), has established a finance committee. This committee plays a pivotal role in the financial planning and management of our institution, ensuring that resources are allocated effectively and used efficiently.

The finance committee is composed of members who bring a diverse range of expertise and perspectives to the table. As per UGC guidelines, the committee includes representatives from various departments, ensuring a holistic understanding of the college's financial needs and priorities.

One of the key responsibilities of the finance committee is to convene once every year, typically at the beginning of the academic year. During this annual meeting, the committee charts out the financial plan for the following year. This involves a thorough review of the college's income and expenditure, projections for the upcoming year, and the identification of potential financial challenges and opportunities.

A significant part of the finance committee's role involves the distribution of funds to the various departments within the college. The funds are allocated under certain heads, such as infrastructure development, research and development, student welfare, faculty development, and administrative expenses. This ensures that every department has the necessary financial resources to function effectively and achieve its objectives.

In addition to the distribution of funds, the finance committee also discusses the management fund. This fund is specifically earmarked for various developmental activities within the departments. These activities could range from upgrading infrastructure and procuring new equipment to organizing workshops and seminars for the benefit of students and faculty.

The finance committee plays a crucial role in ensuring that the departments have the financial resources they need to provide quality education and create a conducive learning environment. By effectively managing and allocating funds, the committee contributes significantly to the overall development and progress of our college.

In conclusion, the finance committee, with its structured composition and defined roles, serves as the backbone of our college's financial management system. By convening annually to chart out the financial plan, distributing funds to departments, and managing the fund for developmental activities, the committee ensures the financial health and sustainability of our college.

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

6.4.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

Our college is committed to maintaining financial transparency and accountability. To ensure this, we conduct two types of financial audits at regular intervals: internal and external financial audits.

The external financial audit is conducted annually, at the end of every financial year. An external auditor, who is independent of our college, performs this audit. This process provides an unbiased examination of our college's financial statements, ensuring they are accurate and comply with regulations and accounting standards.

In contrast, the internal audits are conducted more frequently, approximately once every four months. These audits are performed by a visiting team of auditors who spend time on our campus for physical verification of documents. The purpose of these internal audits is to identify any discrepancies or inefficiencies that can be addressed promptly.

The internal auditing team conducts a detailed study by dividing the audit into several sections: the college hostel, the self-finance section, the Kalloori Peravai account, the Controller of Exams, and the regular section. This division allows for a more focused and thorough audit of each area.

In each of these areas, the audit team classifies their audit into three categories: physical verification, vouchers verification, and register verification. The nature of register verification varies from one place to another, depending on the specific requirements and functions of each area.

During physical verification, they check for breakages, missing stocks, additions in stocks, and other physical aspects. Vouchers verification involves checking the authenticity of the vouchers used for various transactions. In register verification, they scrutinize bank statements and other relevant

documents.

This verification process is meticulous and detailed. By the end of the audit, the team prepares a comprehensive report, which is then presented to the college. If any faults, missing documents, or other mishaps are discovered during the audit, the person responsible for the mistake is issued a memo. A clear response is sought from them, which is also filed for future reference.

In conclusion, the rigorous financial auditing process in our college ensures accountability, transparency, and good governance. It helps us maintain our integrity and uphold the trust of all stakeholders involved in our institution.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The Internal Quality Assurance Cell (IQAC) diligently oversees the systematic evaluation of the teaching-learning process and related components during the post-accreditation phase. It encourages faculty across various disciplines to organize programs aimed at achieving sustainable and productive development goals.

Our college is going for fourth cycle of accreditation and as per previous reports the two most initiatives by IQAC are

Digital Transactions: A Paradigm Shift

The IQAC's recommendation to digitalize all forms of transactions—whether involving students, faculty, or other stakeholders—has led to the adoption of Enterprise Resource Planning (ERP) systems. These systems serve as centralized platforms that integrate various administrative functions. Here's how ERP has impacted different areas:

Attendance Records: Students can now access their attendance records online, allowing them to monitor their attendance percentages and take necessary actions.

Academic Progress: ERP systems provide students with real-time access to their marks (both continuous internal assessment and semester exams). This transparency fosters accountability and motivates students to perform better.

Fee Payments: Students can conveniently pay their fees, admission charges, and other amenities through secure online portals. Gone are the days of standing in long queues at the college office.

Examination Processes: The controller of examinations has also embraced digitalization. Students apply for exams, make payment, receive hall tickets, and check results—all seamlessly through the ERP system.

Attendance and Internal Marks: Teachers mark attendance and update internal assessment scores via online portals. This automation reduces paperwork and ensures accuracy.

Mentor-Mentee Interaction: Faculty members engage with students through digital platforms, discussing academic progress, career guidance, and personal development. Mentorship relationships thrive in this virtual space.

File Maintenance: Traditional paper-based file management has given way to digital platforms. Administrative tasks related to admissions, student records, faculty appointments, and financial transactions are now handled electronically. This shift not only saves time but also minimizes the risk of document loss or misplacement.

Institution Innovation Council (IIC)

The IQAC actively registered and established the Institution Innovation Council. This platform encourages creativity, entrepreneurship, and problem-solving among students and faculty.

Internal Complaints Cell

The IQAC established an Internal Complaints Cell, adhering to legal norms and guidelines. This cell ensures a safe and respectful environment for all.

Recognizing the importance of gender equity, the IQAC established a Women's Cell.

Research Policy and Committee:

The IQAC spearheaded the creation of a research policy, emphasizing the importance of scholarly pursuits.

The Research Committee collaborates with faculty and students, encouraging research projects, publications, and interdisciplinary exploration.

ICT Academy Tie-Up

The IQAC facilitated a strategic tie-up with the ICT Academy.

Through this collaboration, students gain exposure to industry experts, workshops, and cutting-edge technologies, enhancing their knowledge and employability.

NPTEL Local Chapter

The establishment of an NPTEL local chapter opens doors to international education.

Students access high-quality online courses, certifications, and lectures from renowned professors worldwide.

Permanent Soft-Skill Trainer

Recognizing the importance of holistic development, the IQAC appointed a dedicated soft-skill trainer.

Students receive guidance on communication, teamwork, leadership, and interview skills, making them job-ready and confident.

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

6.5.2

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

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

Response:

The Internal Quality Assurance Cell (IQAC) plays a pivotal role in ensuring the quality and effectiveness of the teaching-learning process within our college. Let's delve into the most important steps taken by the IQAC:

1. Academic Audit: A Comprehensive Approach

File Preparation and Maintenance:

The IQAC meticulously prepares and maintains 38 files as part of the academic audit process.

These files serve as repositories of essential documents, policies, and records related to academic activities.

Policy and MoU:

Our college has a well-defined academic audit policy, which outlines the procedures, criteria, and timelines for conducting audits.

Additionally, an MoU (Memorandum of Understanding) with another college ensures benchmarking and best practices exchange.

Annual Academic Planner:

At the beginning of each academic year, the IQAC requests an academic plan from Heads of Departments (HODs).

This plan encompasses departmental goals, student-centric initiatives, faculty development, and community engagement.

Monitoring and Accountability:

The IQAC closely monitors the implementation of the academic plan.

Regular reviews, discussions with management, and the principal ensure accountability and alignment with institutional objectives.

2. Promoting Research Culture

Financial Incentives:

Recognizing the importance of research, the IQAC encourages faculty members to engage in scholarly pursuits.

Monetary benefits are provided to promote in-house research and the application of classroom knowledge.

Paper Presentations and Publications:

Faculty members receive financial support for presenting research papers at conferences and seminars.

The dissemination of knowledge through publications in reputed journals is actively encouraged.

Empowering PG Students:

Postgraduate students' research projects are given due importance.

Motivation to publish their findings as research papers in international journals fosters a research-oriented mindset.

In conclusion, the IQAC's multifaceted approach—spanning academic audits, research promotion, and student empowerment—ensures that our teaching-learning ecosystem remains dynamic, accountable, and focused on continuous improvement.

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

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: B. Any 4 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Our college, nestled in the heart of a rural landscape, is a beacon of knowledge and a testament to the power of co-education. As a co-educational institution, we welcome students of all genders, adhering strictly to the government recommendations and seat allotment matrix. This approach ensures that our commitment to gender equity extends beyond the education of women, encompassing the education of men as well.

The cornerstone of our curriculum is a compulsory paper titled “Women Studies” that is required for all major students. This course delves into an in-depth study of women’s equality, fostering respect for all genders in society. It is through this academic lens that our students gain a comprehensive understanding of gender dynamics, equipping them with the knowledge and empathy to champion gender equity in their future endeavors.

However, our commitment to gender equity is not confined to the classroom. We believe in providing equal opportunities for all our students in every facet of college life. Our female students are encouraged and given equal opportunities to participate in sports, National Service Scheme (NSS), and National Cadet Corps (NCC) activities. These platforms not only foster a spirit of teamwork and leadership among our students but also serve as a testament to our commitment to gender equity.

Our institution has established a Women’s Cell, a dedicated body that addresses issues related to women’s safety and well-being. The cell organizes regular workshops and awareness programs, providing a platform for students to voice their concerns and seek guidance.

In addition to the Women’s Cell, we have an Internal Complaints Committee (ICC) in place. The ICC is a statutory body that deals with complaints related to sexual harassment, ensuring swift and fair resolution.

To further enhance the security on campus, CCTV cameras have been installed at strategic locations.

Recognizing the need for privacy and comfort, our institution has set up a special women’s restroom equipped with state-of-the-art provisions. This space is designed keeping in mind the unique needs of our female students.

Healthcare is another area where we have made significant strides. Our health centre is staffed with a permanent nurse who is available during all working hours. This ensures that immediate medical

attention is available to students when needed.

Understanding the need for a secure residential facility, we have a women's exclusive hostel. The hostel is supervised by a dedicated warden and is equipped with all necessary amenities, providing a comfortable living environment.

Our institution also provides a special area for students in the college's canteen. This space allows students to relax and socialize in a safe and comfortable environment.

To ease the commute for our female students, we operate college bus services exclusively for women. These buses ply through the city, ensuring safe and convenient transportation.

Lastly, we have initiated special courses in the women's hostel that aim to incorporate skills among girls. These courses range from self-defence training to personality development programs, empowering our female students to become confident and self-reliant individuals.

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

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: B. Any 3 of the above

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

7.1.3

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

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

Response:

Our college stands as a testament to the values we impart to our students, particularly in the realm of environmental stewardship. One of the most significant ways we demonstrate this is through our comprehensive waste management and recycling program, which handles both degradable and non-degradable waste.

The Department of Biotechnology and Microbiology has taken the initiative to transform natural litter into vermi-compost. This process involves the use of specially designed pits where organic waste is collected and broken down into nutrient-rich compost. This initiative not only reduces the amount of waste that would otherwise end up in landfills but also provides a valuable resource for our gardening needs.

In addition to composting, the department also runs a mushroom cultivation unit. This unit utilizes organic waste to yield mushrooms throughout the year, providing a practical example of how waste can be transformed into a valuable resource. Both of these initiatives are carried out with the active participation of our students, thereby instilling in them the principles of sustainability and resource management.

To facilitate the segregation of degradable and non-degradable waste, dustbins are strategically placed all over the college. This simple yet effective measure ensures that these two forms of waste are collected as separate entities, making their subsequent management much easier.

Non-degradable waste, which cannot be composted or otherwise broken down, is collected and handed over to the government for recycling. Our students are also exploring ways to recycle this waste within the college, turning what was once considered trash into treasure.

Food waste from the college's hostels is utilized to feed the birds and scavenger animal population within the college premises. What remains is allowed to decompose in the pits dug in various places around the college, further contributing to our composting efforts.

Finally, paper waste collected from the office of the Controller of Examinations is sold to vendors after ensuring that it will be recycled and reused. This practice not only helps in waste reduction but also promotes the concept of a circular economy.

In conclusion, our college's waste management practices serve as a living testament to our commitment

to sustainability and environmental responsibility. Through these initiatives, we hope to inspire our students to carry these values forward into their future endeavours, contributing to a greener and more sustainable world.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

Our college places a high priority on maintaining a green campus, recognizing the importance of environmental sustainability in education. This commitment is reflected in a variety of initiatives and rules designed to nourish and preserve the greenness of our campus.

Parking lots are allocated separately for students' two-wheelers, faculty two-wheelers, and teachers' four-wheelers. All stakeholders park their vehicles at the entrance of the college, promoting a vehicle-free campus. This arrangement allows everyone to enjoy a stroll or a walk inside the college campus amidst the flora and trees, contributing to a serene and tranquil environment conducive to learning.

Students and staff are encouraged to use bicycles within the college campus. This not only promotes physical fitness but also reduces the carbon footprint associated with motorized transportation. Pedestrian pathways are available throughout the college campus, further encouraging walking as a mode of transportation.

Our college has implemented a strict ban on plastic and tobacco within the campus. This rule not only contributes to the health and wellbeing of our community but also helps to maintain the cleanliness and aesthetic appeal of our campus.

Since there is no usage of vehicles inside the campus, our campus is free from CO2 emissions. This significantly reduces our college's environmental impact and contributes to cleaner air and a healthier environment.

Every year, an audit is conducted to preserve and check the college's greenness. This audit assesses our environmental performance and identifies areas for improvement. It serves as a tool for continuous improvement, ensuring that our college remains at the forefront of environmental sustainability.

Our college's commitment to maintaining a green campus goes beyond mere words. It is reflected in our everyday practices and the values we impart to our students. Through these initiatives, we aim to inspire our students to become responsible stewards of the environment, carrying these values forward into their future endeavours.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

Our college firmly believes in the true purpose of education, which is to empower individuals, regardless of their circumstances, to reach their full potential. We respect and give equality to people of all walks of life, including those who are physically challenged. This commitment is reflected in the various provisions we have made to ensure an inclusive and accessible learning environment.

Our built environment is designed with ramps and lifts to facilitate easy access to classrooms for students with mobility challenges. This thoughtful design ensures that all students can navigate the campus with ease and participate fully in their educational journey.

We have also installed Divyangjan-friendly washrooms, which are specially designed to accommodate the needs of differently-abled individuals. These facilities are not only accessible but also provide a safe and comfortable environment for all users.

Signage, including tactile paths, lights, display boards, and signposts, are strategically placed throughout the campus. These features guide visually impaired students and ensure their safe movement within the college premises.

Under the University Grants Commission (UGC) grants, a block has been constructed specifically for visually challenged students. Named the “Helen Keller” block, this facility serves as a hub for resources and support for these students.

Within the Helen Keller block, two clubs have been established: the Helen Keller Club and the Scribe Club. The Helen Keller Club assists visually challenged students by collecting materials and converting them into audio files or Braille versions. This is done with the help of volunteers, ensuring that visually impaired students have access to the same educational resources as their peers.

The Scribe Club, on the other hand, provides assistance to visually challenged students during examinations. Volunteers from this club help by writing exams on behalf of these students, ensuring they are able to fully express their knowledge and understanding.

These clubs are formed under the guidance of a faculty member, fostering a sense of community and mutual support among students. They serve as a testament to our college’s commitment to inclusivity and equal opportunity.

In conclusion, our college’s commitment to equality is not just a statement; it is a practice embedded in our infrastructure, policies, and community. We believe that by creating an inclusive and supportive environment, we can truly fulfill the purpose of education and empower all students to succeed.

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

7.1.8

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

Response:

Our college is a vibrant tapestry of diverse cultures, religions, and traditions. We believe that the true essence of education lies not only in academic excellence but also in fostering a sense of unity, respect, and understanding among our students. One of the ways we achieve this is by celebrating various festivals without regard to religion or caste.

Pongal, a traditional Tamil festival, is celebrated with great enthusiasm. Students participate in cooking Pongal, a sweet dish symbolic of abundance and prosperity, and engage in traditional games, fostering a sense of community and camaraderie. Christmas is marked by a beautiful display of decorations, carol singing, and sharing of gifts. It is a time of joy and giving, reflecting the spirit of love and kindness.

Deepavali, the festival of lights, is celebrated with a grand display of lights and fireworks. Students share sweets and light lamps, symbolizing the victory of light over darkness and knowledge over ignorance.

Our college also commemorates national events like Independence Day and Republic Day. These celebrations instill a sense of patriotism and remind us of our duties and responsibilities as citizens of India.

Women's Day is observed to honor the achievements of women and to promote gender equality. Various events and discussions are organized to highlight the importance of women's rights and empowerment.

International Mother Tongue Day is celebrated to promote linguistic and cultural diversity. Students are encouraged to express themselves in their mother tongue, fostering a sense of pride and respect for all languages.

Our College Day and Foundation Day are special occasions that celebrate the establishment of our college. These events are marked by cultural performances, sports events, and academic recognitions, reflecting the holistic development of our students.

We also commemorate Kamarajar's Birthday, honoring the contributions of K. Kamaraj, a notable Indian politician and former Chief Minister of Tamil Nadu, to the field of education.

All these celebrations compel students' and faculties' attendance, ensuring that everyone is part of these communal moments. They serve as platforms to teach and instill the value of tolerance and harmony in our diversified and heterogeneous group. Through these celebrations, we aim to create an inclusive environment where every student feels valued and respected.

In conclusion, the festival culture in our college is a testament to our commitment to celebrate diversity and promote unity. It reflects our belief that education is not just about academic learning but also about nurturing global citizens who respect and appreciate the richness of our diverse world.

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

7.1.9

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

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

Response:

Our college is deeply committed to instilling the values, rights, duties, and responsibilities of citizens in our students. We believe that education should not only impart knowledge but also shape character and foster a sense of civic responsibility. This commitment is reflected in our curriculum, particularly in the syllabi of the Departments of History, Tamil, and English Literature, as well as in our extracurricular activities.

The syllabi of the Departments of History, Tamil, and English Literature are designed to teach students about the basic rights and duties of citizens. They delve into the moral and physical responsibilities of individuals at both the national and global levels. Through the study of historical events, literary works, and cultural texts, students gain a deeper understanding of the principles of justice, equality, and freedom that underpin our society.

In addition to the curriculum, our college mandates that every student must be a part of at least one of the following clubs or organizations: National Service Scheme (NSS), National Cadet Corps (NCC), Rover and Ranger Club, Youth Red Cross (YRC), Blood Donor Club, Sports Club, etc. These organizations provide students with opportunities to engage in social welfare activities and contribute to the community.

The NSS and NCC instill a sense of discipline and social responsibility in students. They participate in various community service activities, such as cleanliness drives, health camps, and literacy programs. The Rover and Ranger Club promotes outdoor activities and environmental conservation, while the YRC and Blood Donor Club encourage students to contribute to healthcare initiatives.

The Sports Club fosters teamwork and sportsmanship, teaching students the importance of fair play, perseverance, and respect for others. It also promotes physical fitness, which is an essential aspect of overall well-being.

Furthermore, our college encourages students to participate in debates, seminars, and workshops on topics related to citizenship, human rights, and social issues. These platforms allow students to express their views, engage in constructive discussions, and develop critical thinking skills.

In conclusion, our college's curriculum and extracurricular activities play a crucial role in shaping responsible citizens. They provide students with the knowledge, skills, and opportunities to understand their rights and duties, make meaningful contributions to society, and uphold the values of tolerance, respect, and unity. Through these initiatives, we aim to fulfill our mission of providing holistic education that prepares students for their roles as responsible citizens in a diverse and dynamic world.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice – 1

1. Title of the Practice

Skill Enrichment and Enhancement for Students

2. Objectives of the Practice

Communication Skills Enhancement:

Equip students with effective communication skills in English.

Teach practical, everyday communication through innovative methods.

Interview and Presentation Skills:

Train students in interview techniques, group discussions, and presentation skills.

Interpersonal Skills and Emotional Intelligence:

Foster interpersonal skills and emotional intelligence among learners.

Business Vocabulary and Writing:

Enhance business vocabulary and business writing proficiency.

Active Listening and Speaking:

Develop active listening and speaking abilities.

Non-Verbal Communication:

Highlight the role of body language in interactions.

Teamwork Strategies:

Teach effective teamwork strategies.

Personal Grooming and Etiquette:

Emphasize personal grooming and professional etiquette.

3. The Context

In our college, a significant proportion of students hail from rural backgrounds and are first-generation learners. Despite receiving equal education in their schools, their exposure remains limited compared to urban-bred students. As they step into higher education, it becomes crucial to prepare them for the broader world and equip them to navigate life's challenges.

Our college takes this responsibility seriously by implementing two key initiatives:

Department of Communicative English:

We recognize that effective communication is a cornerstone of success. The unique Department of Communicative English focuses on enhancing students' language proficiency, both written and spoken.

Through innovative teaching methods, we empower students with practical communication skills. Whether it's expressing themselves confidently, participating in group discussions, or acing interviews, our students gain a competitive edge.

Permanent Soft Skills Trainer:

To complement language skills, we've appointed a dedicated soft skills trainer. This professional guides students in developing essential life skills beyond academics.

From interpersonal communication to emotional intelligence, teamwork, and personal grooming, our soft skills trainer ensures holistic growth.

By bridging the gap between classroom learning and real-world challenges, we prepare our students to thrive in diverse environments.

4. The Practice

Resource Constraints:

Availability of qualified faculty and trainers: Finding skilled communicative English instructors and soft skills trainers can be challenging.

Financial resources: Allocating funds for training programs, workshops, and materials can be limited.

Prioritization: Some students may prioritize academic subjects over soft skills development.

Assessment Challenges:

Objective evaluation: Assessing communication skills and soft skills isn't straightforward. Traditional exams may not capture these nuances.

Lack of standardized metrics: Unlike academic grades, there's no universal scale to measure soft skills.

Infrastructure and Technology:

Availability of language labs: Setting up and maintaining language labs with modern technology can be resource-intensive.

Access to online resources: Rural students may have limited internet connectivity, affecting their exposure to digital learning tools.

Cultural Sensitivity:

Balancing cultural norms: Soft skills training should respect cultural differences while promoting global communication standards.

Avoiding linguistic bias: Ensuring that English proficiency doesn't overshadow other languages or dialects.

5. Evidence of Success

The success of our college's unique best practice is multifaceted. Foremost, it reflects in our students'

behavior within an educated society. Their exposure to urban standards has shaped them into confident individuals who engage meaningfully with the world. They not only read and comprehend texts but also independently apply their knowledge—a testament to the effectiveness of the Communicative English Department and the soft skills training.

While many students aspire for placements and higher studies, we recognize that not all succeed. However, the journey itself—marked by growth, resilience, and determination—is a triumph. Our graduates emerge equipped to face life's challenges, armed with communication skills, emotional intelligence, and a global perspective. Their impact extends beyond academic achievements, enriching communities and workplaces alike.

6. Problems Encountered and Resources Required

Time Constraints:

Curriculum integration: Balancing regular academic subjects with communicative English and soft skills training within the existing timetable can be difficult.

Scheduling workshops: Coordinating workshops, guest lectures, and practice sessions without disrupting the academic calendar requires careful planning.

Student Diversity:

Varied language proficiency: Students come from diverse linguistic backgrounds, making it challenging to address individual needs effectively.

Different learning paces: Some students may grasp communication skills quickly, while others may need more time.

Resistance to Change:

Traditional mindset: Convincing students, parents, and even some faculty members about the importance of soft skills training can be an uphill battle.

Best Practice – 2

1. Title of the Practice

Disciplined and Responsible Citizens

2. Objectives of the Practice

Promoting Active Engagement

Developing Critical Thinking

Enhancing Ethical Awareness

Building Social Empathy

Strengthening Leadership Skills

Instilling Civic Values

3. The Context

In today's rapidly evolving landscape of information and technology, the modern youth find themselves immersed in a diverse array of knowledge and experiences. Our college faculty and management firmly believe that instilling discipline and responsibility is essential to shaping these young minds into better citizens of the future world. By working collaboratively, we aim to create well-rounded students who contribute positively to society. As a result, we have initiated this best practice, emphasizing the importance of ethical conduct, civic engagement, and personal responsibility.

4. The Practice

Striking the right balance between allowing students autonomy and maintaining discipline can be tricky. Overly strict rules might stifle creativity and individuality, while too much freedom could lead to chaos. Our college has a diverse student body with varying cultural norms and expectations. What works for one group may not resonate with others, making it challenging to establish uniform guidelines. Faculty members play a crucial role in modeling responsible behavior. Maintaining consistent enforcement across different departments and courses is sometimes tough. Encouraging active participation in civic responsibilities has been challenging. Students prioritize academic work or extracurricular activities over community service.

5. Evidence of Success

Changes in student behavior, such as punctuality, adherence to rules, and respectful interactions. Reduced incidents of misconduct or disciplinary actions would indicate positive progress. Student involvement in community service, volunteering, and civic activities. Increased participation demonstrates a commitment to responsible citizenship. Responsible students often exhibit better study habits, time management, and overall performance. Our students tend to stay committed to their education. Higher retention and graduation rates suggest success.

6. Problems Encountered and Resources Required

Assessing the effectiveness of the practice can be complex. How do we measure improved citizenship?

Factors beyond the college's control, such as societal trends, economic conditions, and global events, can impact student behavior and discipline efforts.

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:

The inception of our college can be traced back to a remarkable individual named Mr. Vellaichamy. His vision and dedication played a pivotal role in establishing this educational institution. In 1965, Mr. Vellaichamy made a significant donation to kickstart the college. His hard work and commitment fueled the dream of providing quality higher education to students in and around Madurai. His financial support laid the foundation for the college, demonstrating the power of individual initiative and community involvement.

The college emerged as part of the Nadar Mahajana Sangam's broader mission to enhance educational opportunities. This initiative aimed to offer quality education to students, regardless of their backgrounds, fostering social mobility and empowerment. Thanks to Mr. Vellaichamy's generosity and the collective efforts of the community, the college came into existence. It symbolized hope, aspiration, and the belief that education could transform lives.

One of the distinctive features of our college lies in its historical roots. The struggles, aspirations, and determination of its founders are woven into its fabric. Mr. Vellaichamy's legacy lives on, reminding us of the transformative impact of education.

Another unique aspect is the college's inauguration by Bharat Ratna Mr. K. Kamaraj. Kamaraj, known for his simplicity and dedication to public service, lent prestige to the institution. His presence at the inauguration reflects the college's commitment to excellence and service.

Since its inception, our college has embraced simplicity as a core value. This distinctive feature permeates every aspect of our institution, from college management to faculty, students, and administrative staff. Down the years, our college management has adhered to a simple yet powerful vision: continuous improvement and student empowerment through education. Their commitment to this vision has shaped policies, decisions, and initiatives, ensuring that students receive the best possible learning experience.

Our faculty members, both in teaching and administrative roles, exemplify simplicity. They are approachable, friendly, and devoid of unnecessary inhibitions. Students find it easy to connect with

them, seek guidance, and discuss academic matters. This open-door policy fosters a positive learning environment.

Simplicity doesn't compromise excellence. On the contrary, our faculty's straightforward approach enhances their teaching effectiveness. They communicate complex concepts in a clear, relatable manner, making learning engaging and impactful. Our teachers go beyond textbooks. They inspire students to explore academia, engage in research, and pursue higher education. Scholarships, personal growth, and holistic development are not mere buzzwords; they are lived realities within our college community.

Simplicity encourages students to focus on what truly matters: learning, personal development, and character building. As they shed unnecessary complexities, they engage in a holistic journey that encompasses academics, extracurricular activities, and self-discovery.

The absence of barriers between faculty and students fosters genuine connections. Students feel comfortable seeking guidance, discussing ideas, and collaborating with their professors. This approachability extends beyond academics, impacting emotional well-being and overall satisfaction.

Simplicity doesn't imply mediocrity; rather, it enhances academic performance.

Clear explanations from teachers, straightforward study materials, and accessible resources empower students to excel. They grasp complex subjects more effectively, leading to better grades and deeper understanding.

Simple environments encourage creativity. Students explore novel solutions without fear of judgment. Whether it's designing an eco-friendly campus project or composing original music, simplicity fuels innovation. Our college celebrates student-led initiatives, from coding clubs to art exhibitions.

Students learn that leadership isn't about grand gestures; it's about serving others.

Simple acts of kindness, mentoring juniors, and organizing community drives build leadership skills. Empowered students become change-makers, impacting their peers and society positively.

Simplicity prepares students for the real world. They learn practical skills, adaptability, and resilience. Graduates enter professional life with humility, ready to tackle challenges and collaborate effectively.

In summary, the multifaceted impact of simplicity transcends textbooks. It shapes character, nurtures relationships, and equips students for a dynamic future. Our college stands as a testament to the transformative power of simplicity in education.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Nil

Concluding Remarks :

To conclude Nadar Mahajana Sangam S. Vellaichamy Nadar College, a rural based institution strives hard to provide quality education that would give a round about preparation of students to face the world with confidence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :72</p> <p>Remark : DVV has made the changes basis the supporting shared by HEI</p>
1.3.3	<p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>1.3.3.1. Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years</p> <p>Answer before DVV Verification : 36</p> <p>Answer after DVV Verification: 33</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years</p> <p>Answer before DVV Verification : 36</p> <p>Answer after DVV Verification: 33</p> <p>Remark : DVV has made the changes basis the supporting shared by HEI</p>
1.4.1	<p>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has made the necessary changes basis the supporting shared by HEI, there is no specific that contain only Feedback collected, analyzed, action taken, so the best option that suites is B</p>
2.4.2	<p>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years</p> <p>Answer before DVV Verification : 144</p> <p>Answer after DVV Verification: 123</p> <p>Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>
3.1.2	The institution provides seed money to its teachers for research

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9.58	4.69	0	13.19	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8.08	4.69	0	13.19	0

Remark : DVV has made the necessary changes basis the supporting shared by HEI

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

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

Answer before DVV Verification : 27

Answer after DVV Verification: 7

Remark : DVV has made the necessary changes basis the supporting shared by HEI

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

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

Answer before DVV Verification : 11

Answer after DVV Verification: 10

Remark : DVV has made the changes basis the supporting shared by HEI

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

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

Answer before DVV Verification : 244

Answer after DVV Verification: 139

Remark : DVV has made the changes basis the supporting shared by HEI.

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

	<p>3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years</p> <p>Answer before DVV Verification : 26</p> <p>Answer after DVV Verification: 23</p> <p>Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>																				
3.6.2	<p>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years</p> <p>3.6.2.1. Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>15</td><td>36</td><td>0</td><td>20</td><td>08</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>13</td><td>30</td><td>0</td><td>18</td><td>08</td></tr></table> <p>Remark : DVV has made the necessary changes basis the supporting shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	15	36	0	20	08	2022-23	2021-22	2020-21	2019-20	2018-19	13	30	0	18	08
2022-23	2021-22	2020-21	2019-20	2018-19																	
15	36	0	20	08																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
13	30	0	18	08																	
3.7.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :29</p> <p>Remark : DVV has made the changes basis the supporting shared by HEI</p>																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>29</td><td>10</td><td>13</td><td>0</td><td>1</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	29	10	13	0	1	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	10	13	0	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

29	6	13	0	1
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Remark : DVV has made the necessary changes.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
46	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	0	0	0	0

Remark : DVV has made the necessary changes, DVV has not included value less than 30000

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	88	145	153	137

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
25	85	87	16	137

Remark : DVV has made the necessary changes

6.5.3 Institution has adopted the following for Quality assurance:

1. Academic and Administrative Audit (AAA) and follow up action taken
2. Conferences, Seminars, Workshops on quality conducted
3. Collaborative quality initiatives with other institution(s)
4. Orientation programme on quality issues for teachers and students

	<p>5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc</p> <p>6. Any other quality audit recognized by state, national or international agencies</p> <p>Answer before DVV Verification : A. Any 5 or more of the above</p> <p>Answer After DVV Verification: B. Any 4 of the above</p> <p>Remark : DVV has made the changes basis the supporting shared by the HEI</p>
7.1.2	<p><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></p> <p>1. Solar energy</p> <p>2. Biogas plant</p> <p>3. Wheeling to the Grid</p> <p>4. Sensor-based energy conservation</p> <p>5. Use of LED bulbs/ power efficient equipment</p> <p>6. Wind mill or any other clean green energy</p> <p>Answer before DVV Verification : A. Any 4 or more of the above</p> <p>Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : DVV has made the necessary changes</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations