



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**RAJAPALAYAM RAJUS' COLLEGE**

**MUDANGIAR ROAD RAJAPALAYAM-626117 VIRUDHUNAGAR DISTRICT  
626117**

**<http://www.rrc.edu.in/>**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Rajapalayam Rajus' College, a philanthropic organization of the Kshatriya Rajus' Community of Rajapalayam began its journey on 22nd June 1973 as a pioneer institution in the town to provide more opportunities to the rural students in higher education. The College has taken unstinting efforts to cater to the needs of thousands of first generation learners from sub-urban and rural areas. The Institution aims at shaping its students into responsible and worthy citizens of Mother India. Emphasis is laid on imparting edifying knowledge and cultivation of character. The College stands for the ideals - Discipline, Devotion and Dedication. It strives hard to nurture the students with competencies to gain confidence about their careers and thereby contribute to the society. The lush green campus of the College propagates compassionate spirit and culture where the students accept each other's strength and weakness, pain and pleasures and thereby support each other to be physically and mentally stable.

The College is affiliated to Madurai Kamaraj University, Madurai and adheres to the curriculum framed by the University. The College being a Linguistic Minority Institution admits 50% of the students based on merit following the rules of communal reservation and the remaining based on Management quota as per the norms of the Government of Tamil Nadu.

### Vision

***"To provide quality higher education to rural students and nurture in them the values of discipline, devotion and dedication and transform them into responsible citizens"***

Illiteracy is a grave obstacle to social and economic development. Education to the rural students not only helps to eradicate poverty and illiteracy but also to initiate social alterations and improve community development. The motto of the College is to provide holistic education concerned with the development of students' intellectual, emotional, artistic, creative, social and spiritual potentials along with the inculcation of values of discipline, devotion and dedication.

### Mission

***\* To contribute to Nation building by imparting quality higher education to rural youth.***

***\* To inculcate the national spirit and instil a sense of social commitment in the minds of the youth to foster Universal Brotherhood.***

***\* To promote the evolution of lawful and equitable society through higher education.***

Youth represent the most dynamic segment of the population and are the future of the nation. The Mission of the College is to develop leadership qualities in the youth by inculcating spirit of nationalism and volunteerism, empowering them to achieve their full potential and thereby enabling India to find its rightful place in the community of nations.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Lush green eco-friendly campus of 52 acres.
- Ragging free campus – No history of ragging.
- Committed and Visionary Management and Faculty.
- Quality higher education at affordable cost.
- Catering to the needs of socially and economically backward rural students. More than 60 % students belong to first generation graduates and hail from rural areas.
- Active Placement Cell – 438 students got placed through campus interview in 2018–19.
- Active Discipline and Counselling Committee.
- Women Development Cell for women empowerment.
- Fee Concession for the deprived and meritorious students.
- Research Centres in History and Commerce.
- Well-equipped Physics, Chemistry and Computer Science Laboratories.
- Numerous social services rendered through NSS, NCC, YRC, RRC etc.
- About 1500 units of blood donated in the last five years through Blood Donors' Club.
- Regular Parent-Teacher Association meetings.
- Supportive Alumni Association.
- Bridge Courses for I Year UG students.
- Constructive feedback mechanism from the stakeholders.
- Overall Research Indices in Scopus, Web of Science, Google Scholar and RG increased to 170.
- 2 Major and 6 Minor - UGC Research Projects completed.
- Yearly average of about 25 % admission for SC/ST students.
- Various value added and technical certificate courses.
- Disaster Management Training centre for NGO.
- Choice Based Credit System.
- NET / SET coaching, Educational field visits.
- Each departmental classroom is equipped with LCD projector.
- Leased-line based internet connection with bandwidth 20-35 MBPS is provided.
- Hands-on training programmes under the theme, 'Application of Science and Technology in Rural areas' sponsored by Tamilnadu State Council for Science & Technology, Chennai for the benefit of farmers, students, rural women and youth for entrepreneurship.
- Well-equipped Sports facilities, Multi-Gym, Swimming Pool and Indoor Stadium.
- Regular meetings conducted to mould the selected students as gender champions to promote gender equality in the society.
- Around 50 Endowment prizes created by Management and faculty members for meritorious students.
- Co-ordinating College to conduct Cluster Programmes for Virudhunagar District Colleges.
- Supporting Government establishments to conduct government programmes / Exams etc.
- Recognised as IGNOU Regional Study Centre.
- Active bird watching club and Nature Club. Volunteers of this club render assistance to the Forest Department.
- Quality Circle Forum initiated.

### Institutional Weakness

- Limited flexibility and opportunity in the curriculum design and development.
- Limited public transportation facilities.
- Lack of communicative skills among the students.
- Lack of furnished auditorium.

### **Institutional Opportunity**

- Opportunity to elevate needy and downtrodden rural people.
- Enhancement of Communicative skills.
- Creation of entrepreneurial opportunities.
- Strengthen ICT enabled teaching learning process.
- Conduct of Inter-disciplinary courses for teachers and students.
- Enhancing vocational and employability skills.
- Development of language labs.
- Replacing Conventional energy with Solar energy.
- Taking up more research projects and publications by faculty.

### **Institutional Challenge**

- Lower literacy rate of the parents.
- 100 % digitalization of Office / Library.
- Imparting Industrial training for faculty and students.
- Research guideship for self-financing faculty from Madurai Kamaraj University.
- Tapping funds from national / international funding agencies.
- Improving pedagogy through ICT enabled tools.
- Reduction of student dropout.
- Enrolment of students from other states and countries.
- Less number of Industrial consultaion services.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institution is approved under Section 2(f) and 12(B) of the UGC Act, 1956 by the University Grants Commission. The mission of the institution is to create good citizens with social, economical and political trustworthiness. The hallmark of the institution is to educate the whole family by educating their children. The institution renders yeomen service in preparing and empowering rural boys and girls to meet the global challenges. The College is affiliated to Madurai Kamaraj University, Madurai and offers 12 UG, 6 PG, 2 M.Phil.and 2 Ph.D. programmes. Each Department is conducting certificate courses also. Academic Curriculum is designed by the Madurai Kamaraj University, Madurai. At present, the College has 2338 students and 100 faculty members. The Institution follows the semester pattern for all Undergraduate and Postgraduate programmes and annual pattern for Diploma, Advanced Diploma, Post Graduate Diploma and Ph.D. programmes. Choice Based Credit System (CBCS) being followed from the year 2008 provides opportunity to the students to choose the subjects of their interest. The Institution conducts various value-added programmes with UGC Grant-in-aid as well as self-supporting programmes. The Institution has conducted good number of

State cum National level Seminars, Conferences and Workshops altogether. The College frames the Academic Calendar in the beginning of the Academic Year to furnish the academic plans, dates of examination, number of working days etc. Student Admission process is based on the norms of the State Government and the University. Some of our staff members are actively participated in Board of Studies meeting at Madurai Kamaraj University, Madurai. They have given suggestions on Academic Curriculum Design as well as External and Internal Examinations. Feedback is collected from stakeholders. It is analysed by Academic Staff Council and Principal.

### **Teaching-learning and Evaluation**

The College is committed to the cause of imparting quality higher education. Teaching and learning activities are planned keeping in mind students as the centre of each activity to promote their academic and non-academic development. Catering to the needs of the students hailing from diverse background, necessary emphasis is given to develop cognitive, analytical, critical and creative thinking in students. The faculty members are made aware of the institutional expectations and encouraged to acquire and update their knowledge through training and research to keep in pace with the changing trends in the national and international scenario. In the last academic year, the overall pass percentage is about 81.4 %.

Several strategies are deployed in making learning an all-encompassing experience. The faculty members accord an equal importance to both slow and advanced learners. The advanced learners are persuaded to participate in various competitive examinations and to present papers in Seminars, Conferences, etc., The slow learners are offered special coaching and training. Remedial classes are conducted for them to achieve good results in the examinations. The teaching-learning process is enhanced by providing assignments, class seminars, interactions and group discussions among the students. The teaching pedagogy has been enriched with the use of ICT tools, LCD projectors, Multi-media and Audio-Visual Aids. Evaluation process is transparent and robust in terms of frequency and variety. The Institution strives hard to channelize the evaluation procedures and the institution conducts Parent-Teachers Association and Alumni meets regularly to improve the academic performance of the institution.

### **Research, Innovations and Extension**

Our College trusts that an institution can emerge as a pivot of educational excellence only when research accomplishment exists. IQAC also motivates the faculty members to publish their research works in peer-reviewed journals. Department of History and Commerce have been recognised as Research Centres for M.Phil. and Ph.D. programmes. The College has 10 Research Guides. Research Indices in Scopus, Google Scholar and RG has increased to 170 in the last five years. About 19 Ph.D. scholars have been awarded Ph.D. by the Department of History, Commerce and Tamil in the last five years. 10 faculty members are recognized as Research Supervisors by Madurai Kamaraj University, Madurai. About 32 papers have been published in UGC listed peer reviewed journals and 9 books have been published. Nine faculty members have completed their UGC Major and Minor Research Projects. Faculties and students have presented good number of papers in various State, National and International seminars.

Numerous social activities are regularly carried out through NCC, NSS, YRC, Blood Donor's Club, Red Ribbon Club, Nature Club, Youth Hostel Association of India etc. and these activities have earned a good name and fame to the institution. They organise various awareness programmes, rallies, campaigns, health camps and several blood donation camps to help the needy. Students are encouraged to opt for any one of these

extension services. The College has 6 NSS units which comprises of 620 students. The NSS units of our College have been approved as a nodal centre for Unnat Bharat Abhiyan (Under MHRD) and 5 villages have been adopted under this scheme. Swachh Bharath scheme is implemented successfully in the college campus, temples and in some nearby rural villages. Internship is conducted and survey is also taken to adopt villages to implement various schemes under Swachh Bharath and Unnat Bharat Abhiyan Schemes in the forthcoming academic year. Five nearby villages are selected and got approval by IIT Delhi and the first stage of the schemes is successfully completed.

### **Infrastructure and Learning Resources**

The College is situated in a scenic backdrop of the Western Ghats spread around an area of 2,10,437 sq. metres. Our institution has a fine infrastructure such as indoor stadium, swimming pool, health centre, equipped Physics, Chemistry, Computer science laboratories and ICT enabled classrooms. The College has a well-maintained playground and a UGC sponsored 100-bedded Sports Hostel is under construction. There is an auditorium for indoor games and multi-gym. CCTV cameras are installed in the campus to ensure the safety of the students. ICT learning amenities, projector for classrooms and Wi-fi facilities are available in the campus.

There is a separate hostel functioning for boys and a hostel for girls is about to commence from the next academic year onwards. The College operates two buses for the transportation of girls. 24x7 R.O. water facility is provided to the students. Two generators are installed for uninterrupted power supply and 9 bore wells are integrated into a Water sump which ensures 24x7 water supply. Canteen, separate Lunch and parking sheds for boys and girls are also available. Rainwater harvesting canals are laid in the entire campus.

Library Management Software ROVAN LMS co-ordinates the Library Administration and the books are labelled with bar code. The computerized database makes it easy for students to access the books. Further the college is a member of e-ShodhSindhu - N LIST under INFLIBNET (Ministry of Human Resource Development) that provides an access to more than 6,000 Journals and 31,35,000 e-books. Our institution is an NDLI Club Partner making available the resources of the National Digital Library of India.

### **Student Support and Progression**

The College offers an ideal environment for students to excel in academic, social and cultural activities. The college provides scholarships instituted by the Government and other bodies to socially weaker and meritorious students under various schemes. 3678 students have availed scholarship from the State Government in the past 5 years. The toppers of our college and the University rank holders are honoured with medals and cash awards every year. Mentor-mentee system is functioning in the institution to guide and address the issues of students through personal counselling by the mentors. Career counselling is offered for higher education and competitive exams. Remedial coaching is also offered to slow-learners to establish self-confidence during examinations. The College has an excellent record of accomplishment in Sports and games. Students are actively participating and won prizes in various University level, State level and National level sports events.

Our institution gives prime importance to the Students' Placement and Higher Education. By the initiatives of the Placement Cell about 438 students got placed through on-campus and off-campus interviews during this academic year. Coaching classes for competitive examinations such as TNPSC, SSC, UPSC and for entrance examinations such as UGC-JRF, JAM etc are conducted. In 2016-17, 152 students got admitted to PG courses. Yoga and Meditation programmes are organized to inculcate health-consciousness among students. Parent

Teachers' Association has also been functioning effectively. The College has an active Alumni Association, which provides financial aids for academic and infrastructure development. A 350-seat capacity air-conditioned auditorium is about to be constructed this year by the Alumni association.

### **Governance, Leadership and Management**

The College is managed by Palayapalayam Rajus' Mahumai Fund registered in 1973 under Indian Trusts Act, 1882. The College Governing Council works in collaboration with the Principal in devising strategic action plans, policies and in the regulation of the College. Various committees comprising of teaching and non-teaching faculty under the headship of the Principal successfully implement the decisions and policies of the Management. The activities of the College are co-ordinated by various statutory and non-statutory bodies. These committees conduct intermittent meetings with Principal, Head of the Departments, Faculty members and students to review the significant academic and administrative activities. About 50 Endowment prizes are awarded by the Management / faculty to meritorious students.

The vision and mission of the college is to empower and elevate the rural community and to exalt an exceptional learning experience. Hence, the functional role of Management, Principal, HODs and faculty members is formulated for attainment of the institutional goals and to nurture the Academic Excellence. The Management has a long-term vision towards the introduction of new courses, development of infrastructure and community services, etc. Faculties are encouraged to take up research projects and to organize / attend seminars, conferences etc. Academic Staff Council plays a vital role in planning and improving the academic performance of the Institution. College website is regularly updated to provide information regarding the regular activities.

Internal Quality Assurance Cell of our institution has been serving as the yardstick and nodal hub to enhance the quality of curricular, research, extracurricular and administrative aspects. It plays a vital role in documenting and assessing the progress of our institution with pre-defined benchmarks of NAAC. Thus, it paves the path for the development of the faculty, students and society by providing better teaching-learning environment, moulding students into responsible citizens and offering numerous social services to this rural region. It promotes various extension activities such as Clean India Mission (Swachh Bharat) in rural and urban sectors, Blood Donation Camps, AIDS awareness programmes, campaigning on Women Education, addressing gender issues etc. Based on the Second cycle NAAC peer- team suggestions, IQAC promotes numerous academic, extension and research activities.

### **Institutional Values and Best Practices**

The College focuses on spreading clean and green environment among students and faculty and our campus is free from Polyethylene bags. The volunteers from NSS, YRC and Nature Club frequently plant saplings in the campus and nearby villages and contribute to the environment. The Gender Sensitization Cell conducts various programmes periodically to create awareness on gender issues and gender equity. Facilities such as Ramps and Scribes are provided for the differently abled students. Awareness on cultural heritage, constitutional rights, national integration and community development are created through various programs. This helps to impart values in the rural students which would transform them into responsible citizens of the country.

Our college acts as District Disaster Management training centre in association with the Sathya Sai Seva Samiti and renders services to people during natural calamities since 2005-2006. It provides training on risk

management techniques in simulated environments. Numerous capacity-building training programmes are imparted by the professionals to students on rescuing techniques during disasters and trained to deal with essential first-aid techniques. In collaboration with Disaster Management Centre, Foundation course on Disaster Management is conducted for students of Virudhunagar district, which encompasses disaster management methods. Certificate Course on Disaster Management is also conducted. NCC and NSS units are regularly organising Blood donation camps in association with Lions Club and Rotary Club of Rajapalayam. In the last five years, volunteers from our institution have donated about 1500 units of blood.its a relief for the hospitals and blood banks since blood can be arranged with ease form the college, since the students are willing to donate blood and help poor.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                                             |
|---------------------------------|-------------------------------------------------------------|
| Name                            | RAJAPALAYAM RAJUS' COLLEGE                                  |
| Address                         | Mudangiar Road Rajapalayam-626117<br>Virudhunagar District  |
| City                            | RAJAPALAYAM                                                 |
| State                           | Tamil Nadu                                                  |
| Pin                             | 626117                                                      |
| Website                         | <a href="http://www.rrc.edu.in/">http://www.rrc.edu.in/</a> |

| Contacts for Communication |                   |                         |            |             |                   |
|----------------------------|-------------------|-------------------------|------------|-------------|-------------------|
| Designation                | Name              | Telephone with STD Code | Mobile     | Fax         | Email             |
| Principal                  | V.Venkatraman     | 04563-226467            | 9443424148 | 4563-226467 | rrc1973@gmail.com |
| IQAC / CIQA coordinator    | M.Kanagasabapathy | 04563-222767            | 7010036227 | 4563-222767 | rrcmks@gmail.com  |

| Status of the Institution |                                           |
|---------------------------|-------------------------------------------|
| Institution Status        | Self Financing , Grant-in-aid and Private |

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

|                                            |                                                         |
|--------------------------------------------|---------------------------------------------------------|
| <b>Recognized Minority institution</b>     |                                                         |
| If it is a recognized minority institution | Yes<br><a href="#">Minority and Abstract- Final.pdf</a> |
| If Yes, Specify minority status            |                                                         |
| Religious                                  |                                                         |
| Linguistic                                 |                                                         |
| Any Other                                  |                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------|--|----------------------|------------------------|---------------------------------------|----------------------------------------------------------------------|---------------------------------------|-------------------------------|----------------|-------------|-------------------------------|--|--|--|
| <b>Establishment Details</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| Date of establishment of the college                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 22-06-1973                                                           |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| <table border="1"> <tr> <td colspan="3"><b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b></td> </tr> <tr> <td><b>State</b></td> <td><b>University name</b></td> <td><b>Document</b></td> </tr> <tr> <td>Tamil Nadu</td> <td>Madurai Kamraj University</td> <td><a href="#">View Document</a></td> </tr> </table>                                                                                                   |                                                                      |                                       | <b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>        |                |  | <b>State</b>         | <b>University name</b> | <b>Document</b>                       | Tamil Nadu                                                           | Madurai Kamraj University             | <a href="#">View Document</a> |                |             |                               |  |  |  |
| <b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>                                                                                                                                                                                                                                                                                                                                                                  |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| <b>State</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>University name</b>                                               | <b>Document</b>                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| Tamil Nadu                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Madurai Kamraj University                                            | <a href="#">View Document</a>         |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| <table border="1"> <tr> <td colspan="3"><b>Details of UGC recognition</b></td> </tr> <tr> <td><b>Under Section</b></td> <td><b>Date</b></td> <td><b>View Document</b></td> </tr> <tr> <td>2f of UGC</td> <td>03-05-1979</td> <td><a href="#">View Document</a></td> </tr> <tr> <td>12B of UGC</td> <td>12-11-1988</td> <td><a href="#">View Document</a></td> </tr> </table>                                                                                                         |                                                                      |                                       | <b>Details of UGC recognition</b>                                                                                          |                |  | <b>Under Section</b> | <b>Date</b>            | <b>View Document</b>                  | 2f of UGC                                                            | 03-05-1979                            | <a href="#">View Document</a> | 12B of UGC     | 12-11-1988  | <a href="#">View Document</a> |  |  |  |
| <b>Details of UGC recognition</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| <b>Under Section</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date</b>                                                          | <b>View Document</b>                  |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| 2f of UGC                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 03-05-1979                                                           | <a href="#">View Document</a>         |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| 12B of UGC                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 12-11-1988                                                           | <a href="#">View Document</a>         |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| <table border="1"> <tr> <td colspan="5"><b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b></td> </tr> <tr> <td><b>Statutory Regulatory Authority</b></td> <td><b>Recognition/Approval details Institution/Department programme</b></td> <td><b>Day,Month and year(dd-mm-yyyy)</b></td> <td><b>Validity in months</b></td> <td><b>Remarks</b></td> </tr> <tr> <td colspan="5">No contents</td> </tr> </table> |                                                                      |                                       | <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |                |  |                      |                        | <b>Statutory Regulatory Authority</b> | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b>     | <b>Remarks</b> | No contents |                               |  |  |  |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>                                                                                                                                                                                                                                                                                                                                                           |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| <b>Statutory Regulatory Authority</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b>                                                                                                  | <b>Remarks</b> |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |
| No contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                      |                                       |                                                                                                                            |                |  |                      |                        |                                       |                                                                      |                                       |                               |                |             |                               |  |  |  |

|                                                                                                                                |    |
|--------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Details of autonomy</b>                                                                                                     |    |
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |

| Recognitions                                                                      |    |
|-----------------------------------------------------------------------------------|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency?   | No |

| Location and Area of Campus |                                                               |           |                      |                          |
|-----------------------------|---------------------------------------------------------------|-----------|----------------------|--------------------------|
| Campus Type                 | Address                                                       | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area            | Mudangiar Road<br>Rajapalayam-626117<br>Virudhunagar District | Rural     | 52                   | 12358                    |

## 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                                                                                 | BSc,Chemistry            | 36                 | HSC                 | English               | 40                  | 39                      |
| UG                                                                                 | BSc,Physics              | 36                 | HSC                 | English               | 40                  | 40                      |
| UG                                                                                 | BA,History               | 36                 | HSC                 | English               | 75                  | 68                      |
| UG                                                                                 | BCom,Commerce            | 36                 | HSC                 | English               | 120                 | 120                     |
| UG                                                                                 | BCom,Commerce            | 36                 | HSC                 | English               | 96                  | 90                      |
| UG                                                                                 | BCom,Commerce            | 36                 | HSC                 | English               | 75                  | 74                      |
| UG                                                                                 | BSc,Computer Science     | 36                 | HSC                 | English               | 48                  | 48                      |
| UG                                                                                 | BSc,Mathematics          | 36                 | HSC                 | English               | 60                  | 49                      |
| UG                                                                                 | BSc,Mathematics          | 36                 | HSC                 | English               | 48                  | 42                      |

|                       |                             |    |                       |         |    |    |
|-----------------------|-----------------------------|----|-----------------------|---------|----|----|
| UG                    | BBA,Business Administration | 36 | HSC                   | English | 75 | 62 |
| UG                    | BA,English                  | 36 | HSC                   | English | 75 | 74 |
| UG                    | BA,Tamil                    | 36 | HSC                   | Tamil   | 75 | 69 |
| PG                    | MA,History                  | 24 | B.A.History           | English | 36 | 5  |
| PG                    | MCom,Commerce               | 24 | B.Com.                | English | 36 | 19 |
| PG                    | MCom,Commerce               | 24 | B.Com.                | English | 36 | 35 |
| PG                    | MSc,Computer Science        | 24 | B.Sc.Computer Science | English | 36 | 9  |
| PG                    | MSc,Mathematics             | 24 | B.Sc.Mathematics      | English | 36 | 11 |
| PG                    | MA,English                  | 24 | B.A.English           | English | 36 | 20 |
| Doctoral (Ph.D)       | PhD or DPhil,History        | 36 | M.A.History           | English | 12 | 1  |
| Doctoral (Ph.D)       | PhD or DPhil,Commerce       | 36 | M.Com.                | English | 4  | 0  |
| Pre Doctoral (M.Phil) | MPhil,History               | 12 | M.A.History           | English | 6  | 3  |
| Pre Doctoral (M.Phil) | MPhil,Commerce              | 12 | M.Com.                | English | 1  | 0  |

### Position Details of Faculty & Staff in the College

| Teaching Faculty                                                |           |        |        |       |                     |        |        |       |                     |        |        |       |
|-----------------------------------------------------------------|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|                                                                 | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|                                                                 | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0         |        |        |       | 5                   |        |        |       | 38                  |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 5                   | 0      | 0      | 5     | 19                  | 19     | 0      | 38    |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0         |        |        |       | 0                   |        |        |       | 57                  |        |        |       |
| Recruited                                                       | 0         | 0      | 0      | 0     | 0                   | 0      | 0      | 0     | 19                  | 38     | 0      | 57    |
| Yet to Recruit                                                  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| Non-Teaching Staff                                              |      |        |        |       |
|-----------------------------------------------------------------|------|--------|--------|-------|
|                                                                 | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government              |      |        |        | 29    |
| Recruited                                                       | 21   | 3      | 0      | 24    |
| Yet to Recruit                                                  |      |        |        | 5     |
| Sanctioned by the Management/Society or Other Authorized Bodies |      |        |        | 15    |
| Recruited                                                       | 11   | 4      | 0      | 15    |
| Yet to Recruit                                                  |      |        |        | 0     |

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

### Qualification Details of the Teaching Staff

| Permanent Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt.          | 0         | 0      | 0      | 1                   | 0      | 0      | 0                   | 0      | 0      | 1     |
| Ph.D.                 | 0         | 0      | 0      | 4                   | 0      | 0      | 13                  | 11     | 0      | 28    |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 4                   | 3      | 0      | 7     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 2                   | 5      | 0      | 7     |

| Temporary Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 5                   | 3      | 0      | 8     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 10                  | 16     | 0      | 26    |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 4                   | 19     | 0      | 23    |

| Part Time Teachers    |           |        |        |                     |        |        |                     |        |        |       |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor |        |        | Associate Professor |        |        | Assistant Professor |        |        |       |
|                       | Male      | Female | Others | Male                | Female | Others | Male                | Female | Others | Total |
| D.sc/D.Litt.          | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| Ph.D.                 | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| M.Phil.               | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |
| PG                    | 0         | 0      | 0      | 0                   | 0      | 0      | 0                   | 0      | 0      | 0     |

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

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

| Programme                  |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|----------------------------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| Pre Doctoral<br>(M.Phil)   | Male   | 3                                             | 0                             | 0            | 0                   | 3     |
|                            | Female | 0                                             | 0                             | 0            | 0                   | 0     |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| Certificate /<br>Awareness | Male   | 107                                           | 0                             | 0            | 0                   | 107   |
|                            | Female | 153                                           | 0                             | 0            | 0                   | 153   |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| Diploma                    | Male   | 33                                            | 0                             | 0            | 0                   | 33    |
|                            | Female | 84                                            | 0                             | 0            | 0                   | 84    |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| Doctoral (Ph.D)            | Male   | 0                                             | 0                             | 0            | 0                   | 0     |
|                            | Female | 1                                             | 0                             | 0            | 0                   | 1     |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| PG                         | Male   | 38                                            | 0                             | 0            | 0                   | 38    |
|                            | Female | 61                                            | 0                             | 0            | 0                   | 61    |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| UG                         | Male   | 429                                           | 1                             | 0            | 0                   | 430   |
|                            | Female | 345                                           | 0                             | 0            | 0                   | 345   |
|                            | Others | 0                                             | 0                             | 0            | 0                   | 0     |

| Provide the Following Details of Students admitted to the College During the last four Academic Years |        |        |        |        |        |
|-------------------------------------------------------------------------------------------------------|--------|--------|--------|--------|--------|
| Programme                                                                                             |        | Year 1 | Year 2 | Year 3 | Year 4 |
| SC                                                                                                    | Male   | 31     | 40     | 32     | 20     |
|                                                                                                       | Female | 65     | 60     | 61     | 72     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| ST                                                                                                    | Male   | 1      | 2      | 2      | 1      |
|                                                                                                       | Female | 1      | 1      | 0      | 0      |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| OBC                                                                                                   | Male   | 86     | 115    | 84     | 110    |
|                                                                                                       | Female | 185    | 158    | 172    | 137    |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| General                                                                                               | Male   | 56     | 110    | 74     | 102    |
|                                                                                                       | Female | 105    | 60     | 87     | 48     |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| Others                                                                                                | Male   | 270    | 237    | 282    | 267    |
|                                                                                                       | Female | 114    | 175    | 117    | 120    |
|                                                                                                       | Others | 0      | 0      | 0      | 0      |
| Total                                                                                                 |        | 914    | 958    | 911    | 877    |

### 3. Extended Profile

#### 3.1 Program

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

Response: 2762

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

Number of programs offered year-wise for last five years

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

#### 3.2 Students

Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2440    | 2474    | 2340    | 2170    | 1894    |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 559     | 562     | 528     | 512     | 490     |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 786     | 750     | 679     | 630     | 447     |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.3 Teachers

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 96      | 92      | 87      | 82      | 79      |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 96      | 92      | 87      | 82      | 79      |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.4 Institution

#### Total number of classrooms and seminar halls

Response: 14

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 53.77   | 51.14   | 55.81   | 65.98   | 114.31  |

#### Number of computers

Response: 126

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

Curriculum is considered the “heart” of any learning institution. It is defined as the totality of student experiences that occur in the educational process. Curriculum delivery refers to the ways by which a curriculum enables learners to achieve their learning goals. It encompasses many processes such as Teaching-Learning support, advice, guidance, coaching, mentoring, peer and collaborative learning, feedback & assessment, tutoring and skills development.

Our Institution works in an affiliated system and has been following the norms and academic programmes of the Madurai Kamaraj University, Madurai which ultimately frames the curriculum and updates the curriculum/syllabi at regular intervals. Faculty of our College are active members of Board of Studies of the University and thereby significantly contribute to the effective planning and implementation of the curriculum. At present, the curriculum involves emerging areas of knowledge in Social Science, Science, Management and Humanities.

Our Institution strives to deliver the curriculum effectively by way of providing support services, teaching materials (simplified notes for better understanding of students) and resources like maps, charts, models, e-library (N-list, NDL etc.), smart class rooms (One for each department) and skill development training (Classroom Management, Question paper Setting, Understanding Students’ psychology) to the faculty through various Orientation and Faculty Development programmes. These enable the faculty to deliver and manage the curriculum effectively, to frequently assess and document learner achievement and modify instructions to improve learner attainment. Our College has a well equipped library with the required number of prescribed, recommended and reference books as per the University norms thereby satisfying the academic needs of the students. Further, each department has its own library to issue text books and reference for the use of its faculty and students.

The College has Academic Staff Council inclusive of all Head of the Departments of each discipline under the headship of the Principal to ensure effective implementation of the curriculum. This Council supervises overall implementation of CBCS system and ensures that the number of academic days as stipulated by the syllabi is met by arranging special classes in the event of loss of regular working days.

Cognitive teaching methods like peer teaching, discussion, questioning method and field trips are also implemented to enable the students to have a deep insight in to the subjects. The College also employs a feedback mechanism from the students regarding curriculum and its implementation which reflects the level of satisfaction of students regarding the innovative teaching practices. Feedback received from the students is gainfully employed to strengthen curriculum planning and development.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response:** 65

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 15      | 13      | 13      | 14      | 10      |

| File Description                                  | Document                      |
|---------------------------------------------------|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | <a href="#">View Document</a> |
| Details of the certificate/Diploma programs       | <a href="#">View Document</a> |

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response:** 68.81

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 18      | 13      | 8       | 10      | 11      |

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Details of participation of teachers in various bodies | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs

**offered during last five years**

**Response:** 15.28

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

Response: 422

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings. | <a href="#">View Document</a> |
| Details of the new courses introduced              | <a href="#">View Document</a> |

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

**Response:** 90.91

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

Response: 20

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Name of the programs in which CBCS is implemented  | <a href="#">View Document</a> |
| Minutes of relevant Academic Council/BOS meetings. | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

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

**Response:** 39.56

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1118    | 891     | 1128    | 861     | 532     |

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs | <a href="#">View Document</a> |
| Any additional information                                                                  | <a href="#">View Document</a> |

### 1.3 Curriculum Enrichment

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

##### Response:

The Institution is an affiliated, non-autonomous college that follows the curricula framed by the Madurai Kamaraj University. Education is considered as a powerful tool for changing the societal attitudes and empowering the next generation. With this view, the University has integrated certain courses relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum.

The College being a rural and co-educational one, tries hard to mainstream gender equality, human and professional values in the Curricula by imparting "Value Education" to all the Undergraduate students. This Course inculcates in the minds of the students the basic values of Indian Ethos and tries to avoid gender disparity and also help them to appreciate the essential complements between 'Values' and 'Skills' to ensure sustained happiness and prosperity.

Gender Sensitization Cell of our college offers various awareness programmes on Gender & Education, Gender Psychology, Gender & Social work, Gender & Development to appraise the students about conceptual, theoretical and analytical understanding about gender as a social construction. These equip them better to work and live together as equal entities.

"Environmental Science" is also integrated into the curricula of Undergraduate Students which sensitizes the students with various environmental issues prevailing in the world especially India. This further induces the students to have a comprehensive understanding of environmental issues, discuss problems and solutions related to potential threats on environment and sustainability. A number of guest lectures, industry visits and field excursions are also organized in this regard.

Courses like Business Environment, Office Management, Entrepreneurship Development, Human Resource Management, Organization Behaviour, Personality Development, Presentation Skills, Interview techniques, Group Discussion etc. are provided to the students of Commerce and Management. These courses teach the basic values like mutual respect, camaraderie, commitment, compassion, empathy, team spirit, attitude formation etc., required for harmonious existence of humanity and application of the same to professional practice.

Various certificate courses like Gandhian Thoughts, Disaster Management etc., are conducted by various Departments of the College with a view to enhance the technical skills and employability of the students together with enrichment of human values and professional competence.

Extension activities also form a part of the curriculum for Undergraduate students. The students have to

take part actively in any one of the activities of their interest. These activities include National Cadet Corps, National Service Scheme, Youth Red Cross, Red Ribbon Club, Physical Education, Consumer Club, Rotaract and Nature Club. These go a long way in nurturing the students the ability to bring into practice various values learnt relating to Gender, Environment, Human and professional ethics.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any Additional Information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 291

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

Response: 291

| File Description                                                          | Document                      |
|---------------------------------------------------------------------------|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | <a href="#">View Document</a> |
| Brochure or any other document relating to value added courses.           | <a href="#">View Document</a> |
| Any additional information                                                | <a href="#">View Document</a> |

### 1.3.3 Percentage of students undertaking field projects / internships

**Response:** 39.02

1.3.3.1 Number of students undertaking field projects or internships

Response: 952

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| List of students enrolled               | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 1.4 Feedback System

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above

| File Description                                                                                                                            | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | <a href="#">View Document</a> |
| URL for stakeholder feedback report                                                                                                         | <a href="#">View Document</a> |

**1.4.2 Feedback processes of the institution may be classified as follows:**

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

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

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |
| URL for feedback report    | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 0.06

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

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

| File Description                              | Document                      |
|-----------------------------------------------|-------------------------------|
| List of students (other states and countries) | <a href="#">View Document</a> |
| Institutional data in prescribed format       | <a href="#">View Document</a> |

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 85.01

##### 2.1.2.1 Number of students admitted year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 914     | 958     | 911     | 877     | 848     |

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1119    | 1126    | 1055    | 1025    | 982     |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per

**applicable reservation policy during the last five years****Response:** 96.36

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 530     | 546     | 512     | 490     | 476     |

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The college employs several approaches to appraise the students in terms of knowledge and skills before the onset of the programmes. The teachers make a summary of the students' details based on the academic background, medium of education, economic status, curricular and extra-curricular activities of the students to know their level of academic attainment.

Orientation Programme and a bridge course are conducted for the freshers for coordinating and assessing their knowledge. These courses assist students to tackle their initial difficulties. The entry level assessment and performance of the students are taken into account and the concerned faculty members are intimated to design their pattern of teaching on par with the knowledge of the students.

**SLOW LEARNERS**

As per the competency levels of the slow learners, various methods are adopted for the enhancement of their learning and understanding ability.

1. Tutorials, remedial classes and class tests are conducted regularly to better the performance of the slow learners.
2. Terminology books/Booklets of keywords are provided by all the departments with their Tamil translation are distributed to the slow learners to enhance the knowledge of their subject. Comprehensive and abridged study materials are provided to the slow learners to mend their learning difficulties.
3. Readers Forum organized by our Library helps students to develop their reading habit,

English language and general knowledge. This leads to overall improvement of their personalities.

4. Slow learners are given individual care and are coached by their mentors and advanced learners in their class.

To augment the advancement of the students, periodic interactions are sorted with their parents regarding their academic performance. To help the slow learners to prepare pleasantly for the semester exams, the staff members of each department also train them with the previous years' question papers from the Question Bank.

### ADVANCED LEARNERS

Special guidance and consultations are offered to the advanced learners to secure the University ranks. The students who excel in their class are motivated to participate in group discussions, public speeches, seminars, workshops and quiz competitions.

1. Post Graduate students are encouraged to present research papers in state and national level conferences and are also trained to face interviews with daring confidence.
2. Various departments organize seminars and guest lectures regarding higher studies and course related topics by eminent personalities in their respective fields.
3. Students are provided with digital library for independent learning. Coaching classes are conducted for competitive exams such as TNPSC, UPSC, NET, SET AND JAM. Proctors (advanced learners) are encouraged to guide the slow learners in academics.
4. Advanced learners are motivated and mentored by the faculty members to face entrance exams for PG/Research admission like NTPSC, KVPY, GATE, NBHM, etc to make them eligible to avail scholarship.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 2.2.2 Student - Full time teacher ratio

**Response:** 25.42

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.78

#### 2.2.3.1 Number of differently abled students on rolls

Response: 19

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| List of students(differently abled)     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

#### Response:

The Institution gives utmost priority and importance to student centric methods in teaching. Students are encouraged to interact with the staff members and their own classmates to enhance their learning process and clear any doubts regarding their subjects.

#### Experiential learning

1. Students of the Department of History visit archaeological sites such as Kazhugumalai Jain Centre and Cave Temple, Moovaraivendran Cave Temple and Keezhadi excavation site. They observe various architectural styles of old buildings and monuments and learn about the history of the place. They refer numerous sources and gain adequate knowledge.
2. The Students of the Departments of Physics and Chemistry are taken to Koodankulam Nuclear Power Plant and Chemical factories respectively which enable them to get first-hand knowledge of various scientific processes involved.
3. Students of the Department of Commerce are taken to various manufacturing industries to learn about production processes, storages, packaging, pricing etc.,
4. As part of the curriculum for Environmental Studies, students are taken to visit the foothills of Western Ghats. They learn about the diverse flora and fauna of the region and various ways to protect and conserve them. This gives the students a sense of responsibility towards the environment.

#### Participative learning

Staff members help the students in preparing Power Point Presentations and participating in seminars

PG & Research Department of History organizes mock parliaments and moot court sessions.

Department of Business Administration conducts mock interviews to familiarize the students with employability skills and techniques.

The PG & Research Department of Commerce gives hands-on-training on NEFT, IMPS, Stock trading etc.,

The Department of Chemistry provides hands-on-training on preparing Soap, Phenoyl, Detergent powders, Pain balm, etc . To enhance their laboratory skills, chemical solutions are prepared by the students themselves which are then verified by the faculty.

Department of Physics imparts skills on repairing basic electronic equipments such as power supply, resistance box and capacitance box etc.

### **Problem solving methodology**

The main problems faced by the students related to learning as identified by the staff are lack of adequate knowledge in English, lack of attention and interest in learning and personal problems which hamper their learning ability.

With regard to inadequate knowledge in English, teachers take extra efforts to teach the lessons in English and Tamil. Specific notes are given to enable the students to learn effectively in English.

To increase the attention of the students, visual methods like ppt, videos and models are adopted to help them easily grasp the subjects. In particular, the department of Physics and Chemistry provide solid state models, atomic & molecular models and Visual charts . The faculty give them information and motivational advice regarding career opportunities to inspire them to take interest in learning.

Many students are unable to concentrate on their academics due to personal problems at home such as single parent, alcoholic and abusive fathers, etc. The mentors concerned and class tutors give them personal counselling.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 91.67

#### **2.3.2.1 Number of teachers using ICT**

**Response:** 88

| File Description                                                           | Document                      |
|----------------------------------------------------------------------------|-------------------------------|
| List of teachers (using ICT for teaching)                                  | <a href="#">View Document</a> |
| Any additional information                                                 | <a href="#">View Document</a> |
| Provide link for webpage describing the " LMS/ Academic management system" | <a href="#">View Document</a> |

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

**Response:** 27.73

#### 2.3.3.1 Number of mentors

Response: 88

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Innovation and creativity in teaching and learning methods are essential to capture and retain the interest and attention of the students. Teachers use various ingenious methods to strengthen the learning process.

- 1.Information and Communication Technology (ICT) is utilised by the teachers and students which enhances their thinking skills and personal capabilities. Power point presentations and educational videos are incorporated into the teaching process to enable the students to quickly grasp the concepts taught and also to keep them engaged.
- 2.Students are allotted the required number of hours for practical application of their subject in the computer laboratories.
- 3.The teachers and students are encouraged to participate in various workshops and seminars conducted by other colleges to widen their thinking, creativity and adopt a new approach to their stream of study.
- 4.Students of the Departments of Commerce and History are taken to industrial sites and archaeological sites for visits respectively to give them practical experience regarding their subject. Students of the Department of Chemistry are taken to various industries like sugar factory, cement factory and perfume manufacturing unit. Explanations and demonstrations are given on various chemical processes involved in these industries.
- 5.Apart from conventional blackboard teaching method, various innovative teaching aids are also used by the teachers to capture the interest and attention of the students.
- 6.The Department of Chemistry is equipped with various teaching aids such as solid state models, atomic and molecular models, visual charts etc.,
- 7.The Department of Mathematics gives the students free access to "Math Lab" software which enables transformation of Mathematical functions and formulae into animation. This enhances the

students' perception of Mathematical concepts. Spreadsheets are also used to provide graphic solution to Mathematical problems for easy comprehension of the students.

8. The Department of History uses various maps, charts and pictures to help students understand the subjects better.
9. The Department of Commerce updates the students with information relating to the daily stock indices of NSE and BSE. Group discussions, mind mapping and brainstorming sessions are held in class to encourage all the students to let go of their inhibitions and participate confidently in interviews, seminars etc.
10. The students are encouraged to frame questions and discuss on various debatable issues which in turn enables them to think out of the box.

These methods kindle the interests of the students and elicit positive response from them in their academic performance.

Our librarian organises newspaper reading sessions and power point presentations to keep the students updated on current affairs which gives them an edge in competitive exams. Library is equipped with internet enabled computer systems. The librarian coaches students and guides them to use the available web resources effectively. Our Library has subscribed to NLIST- INFLIBNET (6,000 e-journals and 31,35,000 e-books) and is a Club partner of NDLI (2,78,14,879 items). This is an excellent platform for the students to equip themselves with abundant knowledge and information from diverse fields of study.

## 2.4 Teacher Profile and Quality

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

**Response:** 100

| File Description                                              | Document                      |
|---------------------------------------------------------------|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| Any additional information                                    | <a href="#">View Document</a> |

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

**Response:** 31.13

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 37      | 28      | 30      | 21      | 21      |

| File Description                                                                           | Document                      |
|--------------------------------------------------------------------------------------------|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |
| Any additional information                                                                 | <a href="#">View Document</a> |

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 7.05

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

Response: 677

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** 9.17

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

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

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

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

**Response:** 0

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

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

| File Description                                                                                | Document                      |
|-------------------------------------------------------------------------------------------------|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

#### Response:

Various measures are adopted to assess the achievements of students. Continuous assessment and evaluation helps to improve the quality and ensure effectiveness of the learning process of the students.

- The college is affiliated to Madurai Kamaraj University and adheres to the guidelines prescribed by the University.
- As per the norms of the university, 25 marks are allotted for the internal exams and 75 marks for the University exams.
- The students are well informed of the internal and external assessment system at the beginning of every academic year through an orientation program.
- The internal assessment of students is done through tests, quizzes, seminars and assignments.
- The evaluation process includes both conventional and innovative methods. The conventional methods include conducting two pre-declared written tests and the innovative methods include group discussions, debates, presentations and assignments.
- Assignments are given to the students to enhance their comprehensive and cohesive communication skills.
- The college conducts internal assessment tests twice in a semester and the average marks of both the tests are consolidated as the final mark.
- The examination committee constituted by the Principal prepares the schedule for the written examination and allotment of halls for invigilation by the teachers.
- Students are encouraged to participate in curricular and extra-curricular activities like literary competitions, cultural events and sports events. The winners are awarded with prizes, shields and certificates. The students are encouraged to be creative which in turn boosts their self-confidence.
- The students are advised to use the internet and visit the library to gather information beyond the prescribed text books. The final year B.Sc (CS), B.Com(CA) and M.A (English) students are given the opportunity to take up projects and the quality of their projects is assessed by the external examiners.
- The written examinations, assignments, class room presentations and seminars enhance the communication and interpersonal skills of the students. The college has been marching steadily towards the vision and mission of the institution in achieving the pre-requisites expected of a graduate and moulding them into good citizens.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

**2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety****Response:**

Internal assessment for all the courses is conducted strictly as per the norms of the University.

- The College follows the process of evaluation by which individual departments assess the teaching learning process, marks obtained in internal tests, model examination and practical examinations.
- The College conducts Internal Assessment Tests twice in a semester.
- Tests are conducted systematically which includes question papers prepared as per the university pattern, time table, seating arrangements of the students according to their roll numbers, valuation and distribution of papers.
- The Examination Committee which functions under the guidance of the Principal organizes all the activities.
- The students are asked to write the tests in the booklets provided by the College to ensure transparency.
- The evaluated answer scripts are given to the students to check whether they are fairly evaluated.
- The relevant subject teachers counsel the weak students to improve their performance in the forthcoming exams. The progress and shortcomings of the students are discussed with the parents in the Parent- Teacher Association meeting. Assignments and Seminars are taken up by the students on the relevant topic allotted to them in groups or as individuals.
- Activities such as model making, chart making etc., improve their co-ordination and team spirit. Surprise quizzes are also conducted to keep the students updated in the relevant topics.
- For internal evaluation of practical courses, observation books, records, laboratory involvement and performance in model practical examinations are taken into account.
- The final internal mark statements are verified and signed by the students before sending them to the University. Students can approach the respective subject teachers in case of any discrepancy in their marks. Their requests are addressed immediately.

Newly appointed teachers are appraised of the evaluation process. Their teaching strategies are assessed and evaluated through feedback obtained from the students. The IQAC analyzes the feedback of the students and submits suggestions to the Principal and faculty members for their perusal and rectification. Marks are awarded to the students participating in NSS, NCC, YRC, RRC, Sports activities etc., by their respective coordinators on the basis of behavioral aspects of the students.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

**2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient****Response:**

The college has an effective, efficient, transparent and time bound mechanism to deal with examination related grievances.

- The students are provided with the evaluated answer-scripts at the end of each internal test by the relevant faculty member.
- The scheme of evaluation is explained by the faculty member when the papers are distributed which enables the students to clarify doubts regarding valuation.
- The examiner carries out the correction and the corrected marks are officially entered against the role number of the concerned student.

The college organizes a Parent-Teacher meeting for the first year students after the evaluation of First Internal Test. This enables the parents to express their grievances about their wards. If such a grievance is purely academic and examination related, the teachers carry out remedial measures to provide the students a clear understanding of the concerned subject. The entire system is transparent and time-bound.

In case of external examination (University examination), the students are legally eligible under the University rules to apply for revaluation of their answer scripts in any discrepancies. The decisions taken by the Controller of Examination are final and binding.

#### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

##### Response:

The college is affiliated to Madurai Kamaraj University and hence the external examinations schedule is prescribed by the University.

- The college provides an academic calendar that specifies the date of re-opening of the college for each semester, date of internal tests and the last working day of each semester along with Government holidays. Based on the Academic calendar prepared by the Principal and the Heads of Departments, internal examinations are scheduled. In every semester, two Internal tests are conducted of which the first internal test and the second internal test are scheduled approximately around the 35th working day and 70th working day respectively.
- The faculty members are asked to submit their respective question papers to the Controller of Examination of our College one week prior to the commencement of Internal Exams. The same schedule is followed for seminar and assignment evaluation.
- Evaluation of the answer scripts is done by the concerned faculty within seven working days of the completion of a particular test. In case of any unusual and unscheduled break in the working days such as national bandh or death of VIP, the staff committee meets to decide the compensatory working days as well as dates of internal exams.
- The academic calendar as well as Internal examination timetable are given to the students to ensure that they strictly adhere to the schedule.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

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

#### **Response:**

The institution being affiliated to Madurai Kamaraj University adheres to the syllabus prescribed by the University. The first year undergraduate and postgraduate students of each department are appraised of the syllabus by the faculty at the time of orientation programme.

#### **HISTORY**

The Department of History inculcates knowledge among the students particularly about social, political and cultural aspects of history of Tamil Nadu, India, China, Europe and United States of America. This in turn makes them realise the uniqueness and antiquity of their own social, cultural and political history and creates awareness of the heritage and past glory of India.

#### **CHEMISTRY**

Students of Chemistry acquire a firm foundation in the fundamentals of scientific knowledge and applications of Chemistry in various fields. They also gain the analytical skills as a result of hands on scientific experiments. The programme also equips them with the skills required for employment and higher studies.

#### **MATHEMATICS AND MATHEMATICS WITH COMPUTER APPLICATIONS**

Students acquire and develop analytical and computer skills which give them an added advantage in employment opportunities requiring problem solving abilities. On completion of the degree students can effectively apply different strategies of thinking with insight in all aspects of their lives and pursue research.

#### **PHYSICS**

Department of Physics imparts scientific skills to the students. Students gain knowledge on all scientific aspects of the Universe from smallest atoms to the largest galaxies and are enriched in recent trends in Physics which help them contribute to sustainable energy solutions.

#### **COMMERCE AND COMMERCE WITH COMPUTER APPLICATIONS**

The students gain proficiency in concepts related to Commerce, Information Technology and computer applications. They apply subject knowledge to business challenges and hone their accounting and entrepreneurial skills. The programme helps the postgraduate students to acquire research skills. They are also well trained to appear for competitive exams such as banking, insurance and professional exams such as CA, CS, CMA, etc.

#### **TAMIL AND ENGLISH**

The Departments of Tamil and English enhance and hone the intellectual, personal and professional abilities through effective communication skills. They can easily comprehend and interpret literature – both

ancient and modern. Students are well acquainted with one's own culture and tradition. They gain adequate knowledge and skills to take up teaching as a profession.

## COMPUTER SCIENCE

Department of Computer Science effectively ingrains in the students the ability to understand, evaluate, develop and implement computer based processes and programs to meet the requirements of various fields. They also acquire knowledge to design and construct software programs. Thus the students are moulded into skilled professionals ready for immediate employment in Computer Science and other related fields.

## BUSINESS ADMINISTRATION

Department of Business Administration instils in the students the knowledge, skills and competence required to meet the challenges of the complex and diverse business environment. The managerial and entrepreneurial skills are refined to meet the high standards of current corporate structure. Their decision making skills are nurtured and developed to help them solve complex organisational problems. All these qualities fine-tune the students' employment capabilities.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

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

#### Response:

The college employs time tested methods of evaluating the attainment of program outcomes, program specific outcomes and course outcomes.

The marks secured by the students in the internal tests, assignments, seminars, practical tests in the laboratories and University semester exams are foolproof evidence and substantiation of the attainment of the program and course outcomes.

Students take a keen interest in attending subject related seminars and aptitude based competitions in other colleges and bring back laurels. This helps the college evaluate the knowledge acquired by the students in their respective subjects, giving us positive indication of the attainment of the course outcome.

The results of the students who passed out of the college in the previous years and their placements in various jobs clearly validate the program and course outcomes.

The positive outcome of the programmes is evident from the increase in the number of students appearing for competitive exams such as UPSC, TNPSC, RRB, IBPS, etc and professional exams such as CS, CA, CMA, etc., every year.

Students also participate in various extracurricular activities and actively involve themselves in NSS,

NCC and other clubs such as Nature club, Rotaract, Red Ribbon club, Consumer club, etc. The accolades they win in inter collegiate, state level and national level events and competitions indicate the positive outcome and overall development of the students.

| Year      | Number of students appeared in competitive Examinations | Number of students placed | Number of students progressing into higher education | Number of students participated in various extension activities |
|-----------|---------------------------------------------------------|---------------------------|------------------------------------------------------|-----------------------------------------------------------------|
| 2013-2014 | 180                                                     | 44                        | 35                                                   | 555                                                             |
| 2014-2015 | 180                                                     | 41                        | 66                                                   | 762                                                             |
| 2015-2016 | 747                                                     | 70                        | 132                                                  | 1240                                                            |
| 2016-2017 | 1341                                                    | 95                        | 160                                                  | 1950                                                            |
| 2017-2018 | 1216                                                    | 91                        | 104                                                  | 2014                                                            |

Questionnaires and feedback forms given to the students and parents guide the institution to assess the effectiveness of the teaching- learning methods adopted by the teachers. This effectively documents the attainment of program outcomes, program specific outcomes and course outcomes from the students' and parents' point of view. Based on their feedback, remedial steps are taken, if necessary, to adopt new methods of teaching-learning to improve the outcomes in the following years.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 2.6.3 Average pass percentage of Students

**Response:** 81.41

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

Response: 635

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

Response: 780

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 23.97

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 7.918   | 1.65    | 4.104   | 8.2181  | 2.07881 |

| File Description                                                                      | Document                      |
|---------------------------------------------------------------------------------------|-------------------------------|
| List of project and grant details                                                     | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by non-government | <a href="#">View Document</a> |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 10.42

3.1.2.1 Number of teachers recognised as research guides

Response: 10

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** 0.52

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

Response: 9

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

| Response: 87                            |                               |  |
|-----------------------------------------|-------------------------------|--|
| File Description                        | Document                      |  |
| Supporting document from Funding Agency | <a href="#">View Document</a> |  |
| Any additional information              | <a href="#">View Document</a> |  |
| Funding agency website URL              | <a href="#">View Document</a> |  |

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

**Response:**

**Response:**

Knowledge and innovation are crucial conditions for any progress and essential engines of structural change across sectors. Keeping this in mind the institution has an incubation centre which provides a platform for the students to nurture their ideas and to improve them. The institution proposes to develop research culture not only among faculty but also among students. The college has employed several practical approaches to elevate the students on par with the latest improvements in their respective fields of study in the recent years. Problem solving techniques are imparted to learners by offering them several textual and imaginary problems. The institution has a good counseling cell comprising of able counselors; they provide valuable counsels to the students.

**Research Centre:** The teachers are bestowed with umpteen opportunities to submit innovative research papers, publish them as chapters in books and journals with ISBN and ISSN respectively. Commerce and History departments of our college are research centres. They provide enough opportunities to the learners in research. Many persons pursue their research and the departments have produced a good number of PhDs.

**Consultancy Services:** Many Consultancy Services to the regional leading companies and organizations such as Aravind Herbal, Energy capacitor etc., Water treatment companies are undertaken by our institution. Through these services knowledge is imparted.

**MoU:** MoU's are signed to share the knowledge in Operating System Installation, preparation of computerized bills, Maintenance of Accounts etc. A special training programme is given to enhance the effective function of Self-Help Groups in and around Rajapalayam.

**Co-Curricular Programme:** The various departments of the institution devise co-curricular stimuli by organising workshops, seminars and conferences. Dignitaries from the various reputed institutions are invited to deliver special address to update the knowledge of the learners. These lectures spark off the creativity of the students and sharpen their innovativeness.

**Library Resources:** The library is a store house of knowledge. It has 31,500 books; it has around 1050 e-

books, subscribes to NLIST- INFLIBNET and is a Club Partner of NDLI.

**Readers Forum:** Students are motivated to take effective part in enhancing their knowledge in current affairs through Readers Forum. Several Certificate courses are offered to the students.

**Enhancing Practical Knowledge:** Separate labs are set up for the students of Physics, Chemistry and Computer Science to make the students acquainted with more practical knowledge. The students of Physics and Chemistry eagerly visited Kudankulam Nuclear Power Plant and Kalpakkam Atomic Research Centre. Commerce students undertake visit to industries and banking sectors. The students of Computer Science and Bachelor of Business Administration choose an area of interest of their own and do mini projects as a co-curricular activity to expose and enhance their knowledge.

**Encouraging Creative Writing:** Students who are interested in writing are inspired by the language teachers to write for journals. The students of English and Tamil departments take up project to enhance their knowledge of essay writing in a particular area of study.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 40

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5       | 4       | 9       | 9       | 13      |

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Report of the event                                | <a href="#">View Document</a> |
| List of workshops/seminars during the last 5 years | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

## 3.3 Research Publications and Awards

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

**Response:** Yes

| File Description                        | Document                      |
|-----------------------------------------|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                   | Document                      |
|------------------------------------|-------------------------------|
| e- copies of the letters of awards | <a href="#">View Document</a> |
| Any additional information         | <a href="#">View Document</a> |

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

**Response:** 1.9

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 19

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 10

| File Description                                                                                   | Document                      |
|----------------------------------------------------------------------------------------------------|-------------------------------|
| URL to the research page on HEI web site                                                           | <a href="#">View Document</a> |
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |

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

**Response:** 0.37

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 5       | 7       | 18      |

| File Description                                                                   | Document                      |
|------------------------------------------------------------------------------------|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |
| Any additional information                                                         | <a href="#">View Document</a> |

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

**Response:** 1.27

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 21      | 31      | 16      | 31      | 12      |

| File Description                                            | Document                      |
|-------------------------------------------------------------|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |

## 3.4 Extension Activities

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

**Response:**

Society is the manifestation of united existence and the students are a part of the society. Students play an important role in improving and strengthening the communal harmony of the society. Thereby our Institution through students gives great importance to the betterment and prosperity of the community. To inculcate morals in all our students, our college focuses on sensitizing the students' community to social issues. Organizations like NSS, NCC, YRC, RRC etc motivate our students to take part in the empowerment of society.

Numerous mass Blood Donation Camps have been conducted at regular intervals in our college in collaboration with PACR Government hospital, Rajapalayam and PACR Rotary Blood Bank, Rajapalayam. Apart from the Blood Donation Camps, Our students also save lives of the poor and needy patients during emergencies by donating their blood. The students of the Readers Forum periodically visit the special children at Rhythm School, Rajapalayam render services to relish the Joy of Giving. Our students conduct various games and programmes to educate and entertain the special children.

NSS units of our college have adopted six nearby villages namely Solapuram, Millgate, Reddiyapatti, Sethur, Keelarajakularaman and vanagaunaramapuram of our taluk for a period of five years and various events like Dengue awareness camps, Swacch Bharath Mission, Programmes on “Open Defecation Free Villages”, Rallies on Illicit Arrack, Road Safety awareness, Tree Plantation and AIDS awareness are organised.

The NSS units of our institution actively participate in many community services like cleaning the environment, plantation of tree saplings in the neighbourhood community, literacy mission, community health welfare programmes and flood relief activities etc., such activities have helped in the improvement of lifestyle of the society particularly in the adopted villages and rural areas in and around the institution. NSS volunteers actively participate in these social welfare programmes and thereby sensitise the social issues.

Swacch Bharath mission is functioning actively in our college involving a team of 35 peer leaders per NSS unit to sensitise the elimination of open defecation through street plays, mime shows and wall paintings in the adopted villages. Our peer leaders actively involve themselves in changing the public attitude towards sanitation and have created awareness on healthy environmental conditions.

Disaster preparedness and Disaster management activities aim to minimize loss of lives and damages at times of disaster. Our institution along with NGO – Sathya Sai Seva Samiti provides effective training programme like certificate course in Disaster management and sends our students to attend various workshops on disaster management techniques through YRC. These equip them with the skills required to face natural calamities.

The Readers Forum is functioning through the Library. The Readers' Forum meets regularly to develop the habit of reading Newspapers and Books and to develop Leadership qualities, oratorical skills, Spoken English, Current Affairs, etc. among the students. Career Guidance and holistic development are its main objectives. Certificate Courses and Competitions are also conducted by the Readers Forum.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 19

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 7       | 3       | 5       | 3       | 1       |

| File Description                                          | Document                      |
|-----------------------------------------------------------|-------------------------------|
| Number of awards for extension activities in last 5 years | <a href="#">View Document</a> |
| e-copy of the award letters                               | <a href="#">View Document</a> |

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

**Response:** 101

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 27      | 22      | 19      | 18      | 15      |

| File Description                                                                                        | Document                      |
|---------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of extension and outreach programs conducted with industry,community etc for the last five years | <a href="#">View Document</a> |
| Any additional information                                                                              | <a href="#">View Document</a> |

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

**Response:** 55.76

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 2015    | 1950    | 1240    | 762     | 555     |

| File Description                                                                          | Document                      |
|-------------------------------------------------------------------------------------------|-------------------------------|
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |
| Any additional information                                                                | <a href="#">View Document</a> |

### 3.5 Collaboration

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

**Response:** 390

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 90      | 68      | 51      | 79      | 102     |

| File Description                                             | Document                      |
|--------------------------------------------------------------|-------------------------------|
| Number of Collaborative activities for research, faculty etc | <a href="#">View Document</a> |
| Copies of collaboration                                      | <a href="#">View Document</a> |

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

**Response:** 15

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

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

| File Description                                                                                                                      | Document                      |
|---------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house                                                                      | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

Response:

#### INFRASTRUCTURE AND LEARNING RESOURCES



**Classrooms / ICT / Library / Laboratories**



**Sports / Games / Cultural**



**Infrastructure Augmentation/Maintenance**

The infrastructural strategy of the college is driven by visualization of future requirements of teachers, administrative staff and particularly students in advance. The requirement of new infrastructure is first discussed in the meeting of the Planning Board which is constituted as per UGC guidelines. The requirements are accomplished by the management at the earliest.

Our college facilitates the students with 52 classrooms which are spacious and fitted with lightings, fans and blackboards to make teaching learning process a triumphant one. Twelve projectors are installed at the essential classrooms for impressive and competent learning. The laboratory for Physical science and Chemistry are equipped with necessary resources to dispense the practical knowledge of students for rich experience.

Library is stacked with necessary books pertaining to the syllabus and reference materials. The students are permitted to borrow books as per the book bank scheme. Online resources [ INFLIBNET / NLIST / NDL ] are made available to both the faculty and the students. Apart from the main library, every department has its own department library with a considerable number of books to enhance the reading habits of the students and thereby enrich their knowledge.

The college has a well –equipped computer laboratory to enable the students to make an optimum use of network for their studies and presentations. The computer programs such as CHEMSKETCH, CHEM, wxMAXIMA, MATLAB etc., are provided for the betterment of the student community.

In addition to the above, as and when a need arises to introduce new technology, facility, teaching learning aid, equipment etc., it is fulfilled with the approval of the College Governing Council.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:**

## KEY FACILITIES







1. **Outdoor and Indoor Sports Facilities:** Our College has set up facilities/grounds for Cricket, Football, Basketball, Volleyball, Table-Tennis, Badminton, Chess, Carom, etc., and league matches are encouraged. Our college has planned to organise inter-college sports tournaments to develop a spirit of healthy competition.
2. **Special Coaching:** We are proud to have quite a few state-level players who have played in the Nationals. One of our students was selected to participate in 5000 meter race in the Commonwealth games. Another student represented India in Basketball. We have also planned to arrange special coaching for them.
3. **Gymnasium:** In order to ensure a sound body and mind, students are given awareness on health and fitness. A modern gym with all the latest gadgets has been set up in the hostel.
4. **Adventure:** Taking advantage of the natural beauty of the surrounding western ghats, an 'adventure club' formed by students, organizes camps such as nature-walks, trekking and hiking.
5. While games, sports and athletics directly contribute to physical development of students, other co-curricular activities also indirectly contribute to it. These activities provide a useful channel for the growth and development of the body.

Students are selected through selection trials and trained to participate in intra college events, inter –

university events etc. Track suits, Jerseys and sporting gear are provided to the students free of cost and they are also provided with financial and technical support from the college sports fund to represent our college in the university level tournaments. Apart from the above facilities, our college has a fully equipped gymnasium for the use of students and faculty members free of cost.

Many of our students are selected for the university level sports and games every year. We fully support our students to participate in the games as it will help them in their future. Our college teams compete in various tournaments like Football, Kabadi and Athletics and have secured prizes. The sports department conducts an Intercollegiate and Zonal Sports Meet for the students and also conducts an Intra Department Sports Meet for the faculty members and students of our college. The sports department takes care of the needs and wants of the students regarding sports materials. The separate sports wing attached to the college provides facilities for many games. The sports facilities in the college are built to international specifications and provide a different choice of sports and games.

#### 1. Yoga center

The college has 2 separate Yoga centers. Yoga and meditation are taught to activate their positive energy and to keep them fit physically and mentally.

#### 2. Cultural activities

The youngsters lean more towards the western way of living. Slowly they forget their rich culture and heritage. To make them realize the importance of our rich culture and heritage, cultural activities are given due importance. They are encouraged to participate in several cultural competitions conducted in college as well as at the University level.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 100

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

**Response:** 14

| File Description                                                   | Document                      |
|--------------------------------------------------------------------|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |
| any additional information                                         | <a href="#">View Document</a> |
| Link for additional information which is optional                  | <a href="#">View Document</a> |

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

**Response:** 99.6

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 53.75   | 51.00   | 55.50   | 65.30   | 114.21  |

| File Description                                                          | Document                      |
|---------------------------------------------------------------------------|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | <a href="#">View Document</a> |
| Audited utilization statements                                            | <a href="#">View Document</a> |
| Any additional information                                                | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

**Response:**

- Name of ILMS software : ROVAN LMS
- Nature of automation (fully or partially) : Fully
- Version : 6.0
- Year of Automation : 2012

#### LIBRARY SOFTWARE

The Integrated Library Management Software **ROVAN LMS** co-ordinates the Library Administration and all the books are labeled with bar code. It provides a user-friendly atmosphere in the library. Further it is

upgraded from time to time.

The Library Management System module covers all library services like Online Public Access Catalogue (OPAC), book lending, e-gate, etc. The computerized database makes it easy for students to access the books needed for their curriculum. E-learning facility is also made available for the students. The ROVAN LMS provides extended service for accessing e-books through intranet.

The Library is Wi-fi enabled. There are 10 Computers having broadband internet connectivity including 5 computers in the Digital Library. Laser printer for scanning and photocopying and a Barcode Printer and Barcode Readers are also available in the Library.

## DIGITAL LIBRARY SERVICES

- OPAC (Online Public Access Catalogue) for book search
- E- Library (1038 e-books are available with remote access facility)
- Member of e ShodhSindhu - **N LIST** under INFLIBNET an infrastructure for Scholarly Content under the Ministry of Human Resource Development that provides more than 6000 + online journals and 31,35,000+ e books. It provides web based services including access to e- books, e- journals and Research databases, that are available from a single point access.
- The College is an NDLI Club Partner making available nearly 3 crore items.

Apart from these the following facilities are also available:

- Internet browsing facility for Staff and Students.
- NVDA Software (NonVisual Desktop Access version 2018.4.1) that allows blind and visually impaired users to read the screen. Links to audio books are also made available.
- Links are provided to important Open access resources such as Reference desk, Indian Academy of Science Journals, Directory of Open access books, Directory of Open access Journals, etc.
- Links to the various MOOCs Portals and guidance to take up online courses are provided.
- Skill Updation Programmes on Internet Search & Online Application, Effective Web Usage, Open Referencing Tools, Open access resources, etc. are conducted periodically.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for

## library enrichment

### Response:

### Library Enrichment:

Our Library is spread around 4560 sq.ft. with a seating capacity of 100 students. It is well stocked with a wide variety of 31,541 books and subscribes to 8 Newspapers, 34 Magazines and 15 Journals. The Library has exclusive sections for **Reference Books, Dissertations and Thesis, Book Bank** (catering to the students of economically and socially backward communities), a separate section on **Career Guidance**, and a **DVD** Section that are all well maintained.

Every department maintains a **Department Library**. The **Library Committee** meets periodically to discuss the activities of the library and to enrich the students' Knowledge. **Feedback** is collected from the students regularly.

**Facilities for the Physically Challenged:** The Library is User friendly and caters to the special needs of the Physically Challenged students with Ramps. A separate system is allotted for the Blind or Vision Impaired students in the Digital Library to read the screen with a text-to-speech output. Braille books are also available for the visually impaired students. Links to Audio Books are also provided.

The Library conducts activities such as Readers Forum, Certificate Courses and Competitions, Skill Update Programmes to empower both staff and students, Book Exhibitions and Expos, National Library Day Celebrations, Nature Walks, etc.

**OUTREACH:** The Library is open to outsiders who visit the library in quest of wider knowledge in their fields.

A **Memorandum of Understanding** has been signed with **Ritham Special School for Mentally Challenged Children, Rajapalayam**, and 25 volunteers render services to relish the Joy of Giving.

The Library reaches out to develop the reading habits of School children since the habit of reading is best cultivated in schools. Towards this mission, a State Level Programme for the Librarians from various schools in and around Rajapalayam was conducted for **Effective Librarianship**. Competitions for school children based on leisure Reading were conducted to instill the **Joy of Reading** in which many schools participated including two schools for Special Children.

## RARE COLLECTION

The College library has a very good collection of rare books. We maintain rare books to safeguard our heritage and to promote the development of new ideas about the past. Old College Magazines and Handbook & Calendars from 1973 onwards are available in the library and it is a subject of great interest to young researchers.

Rare books are available in various subjects including History, Epigraphy, Archeology, Sociology and Tamil. These rare books are exclusively maintained and binding of these books is done as and when required. Although these books are not under circulation yet users can refer these books in the Library.

The library also has an extensive collection of reference sources like Encyclopedias, Dictionaries, Biographies, etc. These reference sources are accessed by the users for their various college Assignments, Project works, etc.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

**Response:** A. Any 4 of the above

| File Description                                                                 | Document                      |
|----------------------------------------------------------------------------------|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <a href="#">View Document</a> |
| Any additional information                                                       | <a href="#">View Document</a> |

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

**Response:** 3.07

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.34    | 4.43    | 1.86    | 6.07    | 2.67    |

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |
| Audited statements of accounts                                                              | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 8.08

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

Response: 205

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The IT infrastructure strategies are developed as per the guidelines of state government as well as UGC from time to time. Software and hardware are upgraded regularly and as and when a demand for the same arises. The college has a well-developed system for providing IT facilities to the users. Some of the facilities are as under:

1. Our college maintains and provide pioneering IT infrastructure facilities with time to time and need to its students as well as faculty members
2. Three servers and 164 computers are available with internet facility.
3. Computers are accessible through passwords.
4. The college website has information regarding admission, departments, committee, college rules, library, sports, photo gallery, IQAC and upcoming events. The college updates its website regularly.
5. Library is provided with uninterrupted internet service with bar coding system for lending books.

6. All the departments have Internet facility via lease line for preparation of power point presentation as teaching learning materials etc.
7. Computer with internet facility is available in placement cell.
8. Computers are provided in the administrative office for administrative purpose and maintenance of accounts.
9. Students' profile, Fees and attendance of the students are documented using ROVAN software. Students' database is accessible in all department computers through network.
10. Attendance of teaching and non-teaching staff members is automated with biometric system.
11. Printer and scanner facility are available for the students and faculty members in computer laboratory and library.
12. Examination cell and administrative office are provided printer and scanner facility.
13. Portable LCD projectors are provided on need basis for ICT enabled learning. Both Smart room with SMART and Audio visual hall is available with LAN as well as Wi-Fi facility
14. Computers in the computer laboratories, library, departments and administrative office are networked using LAN.
15. The campus is enabled with BSNL broadband connectivity with 10 Mbps speed and Rail net broadband connectivity with 16 Mbps unlimited free download.
16. The college campus is Wi-Fi enabled. Licensed software.
17. The College has self-supportive automated software ROVAN for maintenance of student database.
18. Net Protector and K7 Anti-virus software are used for PC security.
19. Proprietary software for Microsoft Office, Visual Studio 2005, Windows XP, Windows 8.1, SQL Server, Server 2008 r2 license.
20. The CCTV vigilance installed at strategic places help monitor the campus activities.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 4.3.2 Student - Computer ratio

**Response:** 19.37

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** 5-20 MBPS

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                                                  | Document                      |
|-----------------------------------------------------------------------------------|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |
| Link to photographs                                                               | <a href="#">View Document</a> |

### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 43.73

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 35.255  | 19.5    | 25.22   | 24.3    | 37.63   |

| File Description                                                                             | Document                      |
|----------------------------------------------------------------------------------------------|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |
| Audited statements of accounts.                                                              | <a href="#">View Document</a> |
| Any additional information                                                                   | <a href="#">View Document</a> |

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

**Response:**

The college has an Advisory Committee which looks after regular maintenance of College campus. The committee submits its report to the Principal and Chairman of the trust. If required the issues are discussed in Local Managing Committee (LMC) meeting and the necessary steps are taken. The management allocates sufficient fund for the upkeep of the infrastructure and equipments every year.

## **I. Laboratory**

### *Science Lab*

1. Each laboratory has got sufficient lab equipments as per the requirement of University syllabus and the equipments are periodically inspected.
2. College ensures that repairs are made in a timely manner and prevent any damages from getting worse.
3. The lab equipments are kept away from any extreme heat or cold
4. Timely replacement of damaged parts are done.
5. Each lab has a keen lab technician to look after particular lab.

### *Computer Lab*

1. Computers and accessories are well maintained and serviced as required. Most of the computers and other electronic gadgets have AMC facility
2. Antivirus software is installed in all systems to prevent uncalled for system troubles.
3. A centralized generator is installed in the college
4. Each lab has a dedicated lab supervisor who is mainly responsible to look after that particular lab under his/her domain.

## **II. Library Maintenance**

1. shelving new materials
2. searching for lost books
3. evaluating the physical condition of the stocks
4. removing and remediating damaged books
5. weeding the collections in accordance with established guidelines
6. recording collection statistics
7. changing location codes of materials, if necessary
8. physical processing and labeling of new materials
9. space planning for collection moves
10. organizing and planning the relocation of materials

## **III. Sports complex**

1. There is a regular inspection and supervision of sports facilities and equipment available in our college.
2. Our college abandons the use of old and exhausted equipment.
3. Maintenance and repair are inappropriate to the extent that the equipment would be possible to re-use; otherwise, leaving such equipment is the best way to follow safety rules.

## **IV. Classrooms**

1. The goal of the college is to maintain a safe, clean and secure environment that will optimize the learning experience for students and staff.
2. The classrooms, lecture halls and tutor rooms are fully furnished with state-of-the-art technology to be at par with the standards set by the world's best institutes. It was regularly overseen by the department staff and representatives.
3. The Teaching-Learning pedagogy used in the classrooms is IT enabled and all classrooms are equipped with a standard array of presentation equipment that provides our faculty with the best multimedia tools for their instructional needs.
4. The smart halls can accommodate up to 120 students, classrooms can accommodate 60 students. It was cleaned and kept in protected.

## V. Departments

The respective department maintains a stock register for all relevant equipment. Stock verification is carried out at the end of every academic year and the missing instruments and breakages are noted down.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 32.23

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 864     | 886     | 892     | 428     | 608     |

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload self attested letter with the list of students sanctioned scholarships                                                | <a href="#">View Document</a> |
| Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                                                   | <a href="#">View Document</a> |

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

**Response:** 1.97

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 54      | 47      | 44      | 38      | 40      |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** A. 7 or more of the above

| File Description                                          | Document                      |
|-----------------------------------------------------------|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Link to Institutional website                             | <a href="#">View Document</a> |

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

**Response:** 49.87

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1469    | 1541    | 1518    | 871     | 414     |

| File Description                                                                                                        | Document                      |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                                              | <a href="#">View Document</a> |

**5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years****Response:** 9.81**5.1.5.1 Number of students attending VET year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 422     | 203     | 201     | 191     | 117     |

| File Description                          | Document                      |
|-------------------------------------------|-------------------------------|
| Details of the students benefitted by VET | <a href="#">View Document</a> |
| Any additional information                | <a href="#">View Document</a> |

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

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases                                                  | <a href="#">View Document</a> |
| Any additional information                                                                                                   | <a href="#">View Document</a> |

**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 10.18**5.2.1.1 Number of outgoing students placed year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 91      | 95      | 70      | 41      | 44      |

| File Description                                        | Document                      |
|---------------------------------------------------------|-------------------------------|
| Self attested list of students placed                   | <a href="#">View Document</a> |
| Details of student placement during the last five years | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |

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

**Response:** 12.47

5.2.2.1 Number of outgoing students progressing to higher education

Response: 98

| File Description                                   | Document                      |
|----------------------------------------------------|-------------------------------|
| Upload supporting data for student/alumni          | <a href="#">View Document</a> |
| Details of student progression to higher education | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |

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

**Response:** 49.67

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8       | 15      | 9       | 1       | 1       |

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15      | 20      | 12      | 5       | 4       |

| File Description                                                                                              | Document                      |
|---------------------------------------------------------------------------------------------------------------|-------------------------------|
| Upload supporting data for the same                                                                           | <a href="#">View Document</a> |
| Number of students qualifying in state/ national/ international level examinations during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                                    | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

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

**Response: 11**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 1       | 1       | 7       |

| File Description                                                                                                                             | Document                      |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <a href="#">View Document</a> |
| e-copies of award letters and certificates                                                                                                   | <a href="#">View Document</a> |

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

**Response:**

The College provides a platform for the active participation of the students in the various academic and administrative bodies. It enhances the students in gaining leadership qualities and administrative skills. The Students are actively involved in the smooth functioning of the College and they represent the concerns of the students in the College Council through the staff advisor. In all the official functions of the college, a representative of the students is invited to offer felicitations, thereby ensuring their representation and involvement in the events.

**Role of Students in various administrative bodies:**

- Representing the views of the students to the College Management.
- Promoting good communication within the campus.
- Supporting the educational development programs for the progress of students.
- Assisting first year students in induction program.
- Contribution to the implementing of college policies.
- Facilitate sports and cultural activities in college premises.

Various programs like Paper Presentations, Workshops, Seminars, Awareness camps, Blood Donation Campaigns etc., are organized by the following administrative and academic committees every year.

| S. No | Administrative Bodies                          | Representation of Students in Committees                                                                                                                                                                                                                                                                                                                                             |
|-------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Internal Quality Assurance Cell                | Internal Quality Assurance Cell is formed with a view to create and enhance quality in all spheres of academic and administrative endeavours. Student Representative can suggest and promote culture in the institution.                                                                                                                                                             |
| 2     | Anti-Ragging Committee                         | The Anti-Ragging Committee aims at creating awareness about ragging and sexual harassment by organizing various programs and displaying sign boards in the campus.                                                                                                                                                                                                                   |
| 3     | Students' Grievances Redressal Committee       | The student representatives can share and address their views and grievances about the academic and other matters.                                                                                                                                                                                                                                                                   |
| 4     | Sports and Cultural Committee                  | Student representative plays an active role in the organization of college sports meet and Inter- Collegiate cultural events. These functions are carried out under the guidance of Dr. L. Muthukumar along with the student representative.                                                                                                                                         |
| 5     | Class Representative Committee                 | This is a Department level committee having student representatives from all the classes. This committee is convened frequently in which students discuss freely their opinions / suggestions / grievances with the tutors concerned.                                                                                                                                                |
| 6     | Placement Committee                            | Student volunteers play a big role during placement process by roping in potential recruiters. The committee functions with the support of Mr. R. VishnuShankar the Placement Cell Coordinator and a student representative.                                                                                                                                                         |
| 7     | Magazine Committee                             | Members of the Committee co-operate in collecting articles for the magazine, liaison between the press and teachers doing the editing/ proof-reading works and also distribute magazines when it comes from the printer. Every year the Magazine Editorial Board is carried over by the department on circulation basis with the student representative of the department concerned. |
| 8     | Hostel Committee                               | The Hostel warden and Deputy warden assist and assist in maintaining the area eco-friendly along with the students support. Quality and hygienic, nutritious food is served by the hostel committee.                                                                                                                                                                                 |
| 9     | Library Committee and Internal Complaints Cell | The committees function with the support of Smt Vasanthi Assistant Librarian along with student representatives.                                                                                                                                                                                                                                                                     |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** 73.2

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 80      | 64      | 62      | 87      | 73      |

| File Description                                                           | Document                      |
|----------------------------------------------------------------------------|-------------------------------|
| Report of the event                                                        | <a href="#">View Document</a> |
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |
| Any additional information                                                 | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

*Alumni Association of Rajapalayam Rajus' College* was established in the academic year 2006-2007. The alumni association meet has been conducted every year. The alumni of PUC batch 1973, Under Graduates and Post Graduates of our institution participated in this meeting and shared their views and offered suggestions for the betterment of students. The alumni meet is hosted by the Alumni association generously and the alumni honored the retired teaching and non-teaching staff. The association also honors the university rank holders every year. This provides an opportunity for the alumni to meet their friends and act as a bridge for the faculty to share their experience, knowledge and insights. There is a mutual benefit for the Institution as well as the alumni.

***Main Objectives of the association:***

- 1.To provide Educational scholarships to economically deserving students.
- 2.To provide motivational guest lectures and career guidance to our final year UG and PG students to mould them into good citizens.
- 3.To encourage the formation of regional chapters to increase the participation of Alumni.
- 4.To encourage the Alumni to take abiding interest in the process and development of the Institution.
- 5.To arrange and support placement activities of the students of the Institution.
- 6.To encourage and guide the students on self-employment and to become entrepreneurs.
- 7.To promote the Industry-Institution interaction to bridge the gap between corporate requirements and education offered and enhance students' employability.

Citing the above objectives of Alumni Association our alumni contribute in many ways for the development and betterment of our Institution. Our students and the Institution are benefited in various fields such as student placement, training, expert lectures, career guidance sessions, Industrial visits and mentoring. The alumni of our Institution guide and nurture our students to become professionals. It is our plan to develop everlasting relations with our alumni which in turn will give rise to mutual benefits. The association has planned to construct Alumni Association Auditorium at a cost of Rs. 75 lakhs. **About Rs.10,50,000 have been collected so far for the construction of Alumni Association auditorium.**

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

#### 5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

**Response:** 1 Lakh - 3 Lakhs

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Any additional information            | <a href="#">View Document</a> |
| Alumni association audited statements | <a href="#">View Document</a> |

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

**Response: 5**

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

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

| File Description                                                                      | Document                      |
|---------------------------------------------------------------------------------------|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years | <a href="#">View Document</a> |
| Any additional information                                                            | <a href="#">View Document</a> |
| Report of the event                                                                   | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The Institution pursues academic excellence by providing a learning environment and promotes human excellence through courses and activities that help students achieve their personal integrity. It provides diversified academic programmes. It happens to be the foremost center of higher education catering to the needs of all rural deprived community especially to the socio-economically weaker students hailing from rural and semi-rural areas.

##### Vision

To provide Quality Higher education to rural students and nurture in them the values of Discipline, Devotion, Dedication and transform them into responsible citizens. The college is a site where a confluence of ideas and practices furthers national progress and growth.

*"Learn, Grasp and Prosper"* is the motto and crucial inputs into the formation of policies in the college, and in accomplishing its vision.

##### Mission

- To contribute Nation building by imparting quality higher education to rural youth.
- To inculcate the national spirit and instil a sense of social commitment in the minds of the youth to foster Universal Brotherhood.
- To promote the evolution of lawful and equitable society through higher education.

The mission statement emphasizes on making the students self-confident, self-dependent, and self-reliant. It also highlights the dignity of hard work and perseverance. The college provides financial support to economically weaker students through Students Aid Fund. It also serves as hub to uplift the socio-economic status of the rural students of this region.

##### Nature of Governance

The Management of the college is empowered with the College Governing Council and its Secretary governs the same. The Secretary and the Principal monitor the routine administrative academic affairs of the college. The management, besides Grants, also invests in sustainable facilities and modern technology for promoting a quality education. The management sets the vision through the College Committee Meetings, Governing Council Body Meetings, Internal Quality Assurance Cell Meetings and the Academic Staff Council Meetings.

##### Perspective Plans

The institution is equally interested in offering diverse programs through societal, research and empirical learning in stimulating academic activities. It also aims to develop an explicit relation with the Alumni of this institution for mutual development.

### Participation of Teachers in the decision making bodies

The College Governing Council is keen to recruit, enhance and retain qualified and meritorious faculty with good academic credentials. It confidently believes the decentralized governance model and teachers' participation in decision making serve as the root to reap the fruit of productive learning environment.

The Principal of the institution shares the vision and mission and the decisions taken by the College Governing Council in regular meetings with all the Heads of the Departments through Academic Staff Council Meetings. The Principal ensures academic plannings like requirement of faculty members, analysis and utilization of classes, feedback of academic system and result analysis. He also motivates and promotes Research and other activities through the Heads of the Departments. Then the Head of the respective Departments along with their members of faculty prepare time table and allocate the work load. This gives faculty an enormous sense of belonging and brings out the best in them.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The Institution encourages a culture of participative management by involving staff members in a number of administrative roles. The college activities are managed by the committee constituted for academic and extension activities. Major committees comprise of teaching, non-teaching staffs and students as well. The college has created a decentralized structure for decision making where the committees interface their decisions with the staff council and the college committee.

The College Governing Council consists of seven members from parent body, Principal as ex-officio member and a representative from Madurai Kamaraj University. It serves as the apex body in managing day to day affairs of the college. The Academic Staff Council consists of the Principal, the Coordinator of the self finance courses, the Heads of the departments and the Coordinators of the extension activities, discusses and develops institutional plans for academic growth and created various committees for academic and non-academic activities. Various committees are constituted by the Staff Council for managing various functions of the college like preparation of college time table, allocation of co-curricular works, organizing admission, looking after the welfare of the students, preparing working guidelines for effective functioning of the college. The Academic Staff Council suggests improvements in the design and implementation of the plans. All the committees do get their decisions ratified from the council and the decision of the Academic Staff Council remains final.

The various committees and their responsibilities are :

| Committees                                   | Responsibilities                                                                                                                                |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Management Board – College Governing Council | Policy Decision making Body.                                                                                                                    |
| Internal Quality Assurance Cell              | Enhancing quality in academic and administrative affairs                                                                                        |
| Academic Staff Council                       | Planning day to day administration, consultations/suggestions for quality sustenance                                                            |
| Examination Committee                        | Planning and execution of examination and internal assessment tests                                                                             |
| Students' Grievance Redressed Cell           | Redresses the grievances of the students                                                                                                        |
| Disciplinary Committee                       | Enforcing the students to follow the code of conduct initiated by the institution                                                               |
| Anti-Ragging Committee                       | To create awareness on Anti-Ragging and maintain the campus Ragging Free zone                                                                   |
| Admission Committee                          | Admit students based on the University and Tamil nadu State Government / Linguistic minority rules.                                             |
| Hostel Committee                             | Maintains hostel welfare                                                                                                                        |
| Library Committee                            | Takes decisions on updating and managing the library.                                                                                           |
| Staff Club                                   | Discussing both Academic and non-academic matters.                                                                                              |
| Women's Development Cell                     | Providing facilities for Women students and staff.                                                                                              |
| SC/ST Cell                                   | To intimate and help the SC/ST students to get the benefits and schemes announced by the Government                                             |
| Internal Complaint Committee                 | The cell takes consistent action by preventing sexual harassment and gender discrimination of women staff and girl students in the institution. |
| Students' Counseling Cell                    | To counsel the students who deviate from their normal behavior.                                                                                 |
| Extension Activities                         | Motivate and train the volunteers to involve in all social activities.                                                                          |
| Nature Club                                  | To maintain the campus environment Green and Clean.To assist the forest department for getting survey of wild animals                           |
| Minority Cell                                | The cell provides services to the educational needs of the Linguistic and Religious Minority community for their academic development.          |

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

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

**Response:**

The college has continuously striven to provide quality and inclusive education with the help of its stakeholders. This has often required strategic planning in different spheres of the college activities. The planning policies are rooted firmly on the fundamental concepts of liberal thinking, environmental concern, social responsibility and democratic functioning. From infrastructural planning to academic delivery the college is in the constant process of evolving new and effective strategies to meet the challenges of classrooms, laboratories, academic infrastructure and library needs.

**Perspective/Strategic plan and Deployment**

The college has perspective plans for its development. They are the results of the constant deliberations of the IQAC and the College Governing Council where the suggestions and requirements of various Departments are analyzed and fulfilled.

**Teaching and Learning Development**

The college plans to transform the atmosphere of teaching from a teaching center into a learning center where research becomes the focal point to emerge quality learning. It also looks in creating a leader through providing quality and inclusive educating focusing on developing the latest and most relevant courses with appropriate use of technology. The college is facilitating ICT enable teaching, systematic internal evaluation process and continuous monitoring of the students' performance. This practice ensures accountability.

**Curriculum Development**

Curriculum development is carried out by Board of Studies and the Academic Council by the University. Some of the senior teachers of this institution being its members offer their suggestions in their respective Board meetings and interact with the members of the various bodies of the University. In designing the curriculum they incorporate issues of contemporary relevance in tune with the model curriculum supplied by the UGC. The entire teaching faculty contributes substantially to the periodic revision and update of the curriculum which are ratified by the University.

**Research and Development**

The college encourages research among the teachers to enhance their research activities. Two PG departments already got Research Centre status and few more departments plan to become research centers with the aim to increase the quantum of research. Ten faculties of the institution are recognized as research supervisors under Madurai Kamaraj University and they have been supervising Ph.D and M.Phil scholars. The management encourages faculties to take up projects and collaborative assignments and provides all the necessary support for the research and development.

**Community Engagement**

The College is keen on designing programmes to ensure the involvement of the students and teachers to enhance the extension activities and community development. It aims to produce knowledge, skill and attitudes necessary for developing social concern and adopted six villages for community development.

## Human Resource Management

The College provides continuous training to its staff to become competent teachers with necessary soft skills to mentor students effectively. The college conducts training programmes in new areas of knowledge and encourages faculty members to attend seminars, conferences, workshops and orientation programmes through IQAC.

## Industry Interaction

Industry interaction, industrial visits and consultation services are provided by the respective departments and the college encourages students to take up projects with industries.

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Any additional information                             | <a href="#">View Document</a> |
| Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Link for Additional Information                        | <a href="#">View Document</a> |

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

#### Response:

#### Governing Body:

The college is governed by the Secretary of the College Governing Council, President, Seven members from the parent body, Principal and a University Representative. They take the responsibility of monitoring the implementation of activities in the institutional strategic plan.

#### Administrative setup:

The Principal, who is the executive head, manages day to day working of the college with the assistance of a number of officials. , the management, the Head of the Institution, the Heads of the Departments, teaching, non-teaching staffs, students and stake holders work as a team to reinforce the culture of excellence and achieve a few vital goals within a short span of time.

#### Functions of various bodies, service rules and procedures:

The IQAC is the central body which assists the College on all matters pertaining to quality on college campus. Each department is headed by the Head of the departments who is assisted by the faculty members of the respective departments. The Research Committee discusses the research expectations of the Institutions, suggests different possibilities, evaluates research worthy projects for funding, and organizes periodic research programs. Besides this set of College officials, there are several other statutory bodies

which look into other specific areas of administration. The college has an Examination Committee to discuss issues related to evaluation and suggest changes whenever necessary. It has Anti-Ragging Committee, Equal Opportunity Cell, Anti Sexual Harassment Cell, and Gender Sensitization Cell. Based on the experience and the expertise of the faculty members, teams have been formed. They are functioning effectively and act spontaneously for grooming the members of their teams.

#### **Recruitment:**

Recruitment of teaching, non-teaching and office administration staff is planned at the end of every academic year as per the requirements of the next academic year.

#### **Promotional Policies:**

Staff appraisal system is in existence in tune with the promotional policies.

#### **Students' Grievance Redressal Mechanism:**

Students' Grievance Redressal Mechanism is part and parcel of the Institution. The Academic Matters are pertaining to absences, re-admission and cancellation of admission. Discipline Matters pertaining to the violation of the student conduct such as Teasing/Abusing fellow mates, damages to the property of the institution, Violation of Library and lab rules, etc. Attendance related issues pertaining to student attendance such as cases relating to shortage of attendance due to ill-health, accidents, unforeseen emergencies etc. Hostel and Mess related issues pertaining to allocation of rooms, cleanliness and hygiene, mess facilities etc.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### **6.2.3 Implementation of e-governance in areas of operation**

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

**A. All 5 of the above**

**B. Any 4 of the above**

**C. Any 3 of the above**

**D. Any 2 of the above****Response:** A. All 5 of the above

| File Description                                                                                             | Document                      |
|--------------------------------------------------------------------------------------------------------------|-------------------------------|
| Screen shots of user interfaces                                                                              | <a href="#">View Document</a> |
| ERP Document                                                                                                 | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation Planning and Development, Administration etc | <a href="#">View Document</a> |

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

The Institution has various bodies/cells/committees. It works with full devotion for the welfare of the students' community. The committees, constituted by the principal, have convened periodical meetings concerned with their activities and proper implementation of the programs to be conducted under the supervision of the committees. Various committees such as Examination Committee, Discipline Committee, Students' Counseling Committee, **Women's Development Cell**, Students' Grievance Cell and Placement Cell, have actively implemented in the resolutions and passed in their respective meetings.

**Women's Development Cell**

The objective of the **Women's Development Cell** is to create awareness and inculcate a sense of value in the younger generation to differentiate the right from the wrong, to take care of the problems and matters related to the Women Staff and Students and to make arrangements for the infrastructure needed for Women in the Campus. It is a special Cell which inculcates the self-reliance, boldness, and Confidence to the girl Students. "Women empowerment" is the motto of the cell. The cell organizes various encouraging activities, Counseling sessions, awareness campaign to develop their confidence and prepare them to meet the challenges ahead. For the benefit of Women Student to know about the campus culture, WDC conducts orientation programme regularly for the first year Students. Awareness programme about environment and health are also conducted. Pongal celebrations are also conducted with grand manner to practice and follow the tradition and culture. International women's day is celebrated for their empowerment. Cultural events and competition are conducted every year to motivate their talents.

**Minutes of Meeting on 10.012017 Agenda: Allocation of Bus Duties**, A Detailed bus duties for female faculties for all day of the week is schedule to take care of the girls discipline while boarding the bus.

**Minutes of Meeting on 12.09.2017 Agenda: Girl Students' Dress code and need of Meditation classes** for the both teaching and non-teaching staff. A Pattern of New coat design is shown to principal and to Management for their consent. On **18.09.2017 Women Development Cell** organised 3 Hours Introduction to Meditation in association with Sri Ramachandra Mission for All Women Staff.

**Minutes of Meeting on 05.09.2018, Women Development Cell** organised **International Conference on "Why Safegrading the Girl child and empowering women is crucial to India"** by Prof. David Sweeney, Founder of AAOI delivered a special speech on this occasion.

**Minutes of Meeting on 13.12.2018, WDC** in collaboration with Digital sakthi organised a One day Seminar Programme on "Digital Literach and Online Safety" for all UG and PG girl students.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The institution takes appropriate measures to give its employees a sense of belonging and helps them in achieving their professional, personal and organisational goal. It provides opportunities to all employees to associate with state and national professional bodies. It encourages both teaching and non-teaching staff to participate in seminars, conferences and faculty development programmes for their continuous academic development. The college also organizes various training programmes through IQAC for the faculties to upgrade their knowledge, teaching skills and methodology. Besides, teachers are motivated to pursue research activities and are given various incentives.

- Orientation programmes for newly appointed faculties are conducted.
- Medical Leave for Self-Financing staffs is an added advantage to the institution through which the needy staffs reap the benefits.
- The institution supports faculty engaged in research or pursuing higher studies by providing incentives.
- Accommodation for bachelor staff is provided at free of cost in the college hostel.
- Advance salary is provided in case of emergency need by applicant faculty.
- Periodical general medical check-up camps for staff members are conducted.
- The Multi-gym is open to the staff members as a free fitness centre.
- Employee Provident Fund (EPF) is applicable to the self financing staff from their date of joining the institution.
- Group insurance scheme for the welfare of the faculty with Star Health Insurance and the premium are duly paid.
- ICT Programs for both teaching and non-teaching staffs are organized.
- Yoga training programmes are conducted to all teaching and non-teaching staffs to maintain their health and fresh their minds.
- Free eye check up camps are organized for teaching, non-teaching staffs and students.
- Instruction on e-resources and open-access to all staff members is followed.
- Knowledge of digital library usage is imparted for both teaching and non-teaching staffs.

- Institution helps the teaching and non-teaching staffs to receive the welfare schemes of the government.
- Women faculty can avail the college bus facility.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

**Response:** 24.65

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 21      | 31      | 13      | 37      | 6       |

| File Description                                                                                                   | Document                      |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                                         | <a href="#">View Document</a> |

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

**Response:** 2

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

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

| File Description                                                                                                                        | Document                      |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Reports of Academic Staff College or similar centers                                                                                    | <a href="#">View Document</a> |
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |
| Any additional information                                                                                                              | <a href="#">View Document</a> |

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

**Response:** 9.6

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 18      | 17      | 4       | 3       | 2       |

| File Description                                                                           | Document                      |
|--------------------------------------------------------------------------------------------|-------------------------------|
| IQAC report summary                                                                        | <a href="#">View Document</a> |
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                 | <a href="#">View Document</a> |

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

**Response:**

The institution has a comprehensive Appraisal System for teaching and non-teaching staff. It is carried out at the end of every semester for teachers. There are two stages in the evaluation process of teaching staff. The first one is self-rating by the teacher himself through a well-structured self-appraisal form which has various parameters related to contribution in academics, qualification up gradation, research, etc... The second stage is the students' rating about the academic performance of the teachers. The performance of the non-teaching staff is also collected at the end of every academic year through feedback from the students. The feedback about both teaching and non-teaching staff given by the students are analysed by the IQAC and this analysis provides an insight to the management regarding the teaching learning process adopted in the campus. On the basis of the feedback, necessary initiatives are taken by the Principal and the management for the quality enhancement of the faculties.

## Feedback Evaluation

A well structured feedback form is prepared to collect the opinion of the students about teaching, non-teaching and infrastructure of the campus. The form contains the details about the preparedness of the teacher for the class, innovative methods of teaching, punctuality of the teacher to the class room, effective delivery of the lecture, body language of the teacher, approach of the teachers and facilities in the campus. This feedback is collected from the students at the end of every semester. At the end of every academic year feedback is collected from the students to evaluate the approach of non-teaching staff and the infrastructure of the institution. The received forms are evaluated by senior faculty members and the Principal. On the basis of the feedback, necessary initiatives are taken by the Principal and the Management for the quality enhancement of the institution.

## Staff Self-Appraisal

Members of teaching faculty at this institution are given opportunity to carry out self-assessment. A well-structured self appraisal form is to be filled and submitted by each faculty at the end of every academic year. Publications of Books and Research by the faculty members play a key role in the Staff Self-Appraisal. The Heads of the respective Departments evaluate these self-appraisal forms and submit the same to the Principal with suitable recommendations. These recommendations are in turn evaluated by the Principal and the Secretary. Necessary initiatives are taken for the quality enhancement of the faculty members in case of need.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Internal Audit is performed by officials deputed from Trust office periodically and the reports are obtained before conduct of the external audit which is normally done after the closure of the accounts in all respects. External Audit is done by the Statutory Auditors after 30th June of the subsequent year. During the course of Internal Audit, all required steps are taken to regularize the accounts and to obtain confirmations for the credit balances, to collect documentary evidences wherever inadequate in respect of payments, compliances of T.D.S. and Statutory Formalities and Reconciliation of Unit wise balances with the Control Accounts and Bank Reconciliations. The copy of the Internal audit report covering all matters related to maintenance of accounts is preserved. Subsequently, External Statutory Audit is conducted by the auditors and the final audit report with audit findings are submitted to the Management. The consolidation of the findings of the Institutions with Trust Central office has been completed and the annual returns have been submitted to Income tax Authorities, Registrar of Societies, and Tamilnadu and to the other relevant authorities concerned.

**6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III) (INR in Lakhs)****Response:** 12.1

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.1     | 2       | 0       | 6       | 3       |

| File Description                                                                         | Document                      |
|------------------------------------------------------------------------------------------|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |
| Any additional information                                                               | <a href="#">View Document</a> |
| Annual statements of accounts                                                            | <a href="#">View Document</a> |

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

The resources are useful for any Institution to develop and promote the academic ambience in the campus. The College gets the financial assistance from the Government in the form of salary grants for aided courses only. Besides, the College also gets the UGC grants under various schemes. The salary grants is spent on the staff members as per the norms of the Government and every year the assessment has been done by the Director and the Joint Director of Higher Education Office. Apart from the salary grants the Institution also gets the non-salary grants at a stipulated rate given by the Government. This grant is utilized according to the ceiling mentioned each and every item and the assessment is also carried out by the Government. The UGC provides the Undergraduate Development Assistance wherein capital assets and general assets are prescribed. As per the proposal submitted to the University Grants Commission, the grants being sanctioned and are utilized as per the allocation. The audited statements of Income and Expenditure are prepared by the auditors which is necessary as per the guidelines of the UGC in the form of Utilization Certificate. The grants which are received for the purpose is utilized for the same. In the XI Plan, the Institution received the grants for books, equipments, development of sports infrastructure, purchase of sports equipments and for the construction of classrooms and construction of women hostel. Likewise in XII plan, we have an allocation of grants on the basis of XI plan grants for the Undergraduate Development Assistance. At the same time, the UGC has also allocated some grants towards the merged scheme.

**6.5 Internal Quality Assurance System**

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

#### **Response:**

Internal Quality Assurance Cell of our institution was established on 23.06.2006. Ever since, the IQAC has been serving as the yardstick and nodal hub to enhance the quality of curricular, research, extracurricular and administrative aspects of our college. It plays a vital role in documenting and assessing the progress of our institution with pre-defined benchmarks. It, thus paves the path for the development of the faculty, students as well as the society by providing better higher education, moulding students into responsible citizens and offering copious social services to this rural region. It promotes various extension activities such as Clean India Mission (Swachh Bharat) in rural and urban sectors, Blood Donation Camps, AIDS awareness programmes, campaigning on Women Education, addressing gender issues etc., through various extension activities.

#### **Two practices that are institutionalized as a result of IQAC initiatives:**

##### ***I) Enhancing Research Activities in the Institution***

IQAC mainly focusses on quality improvement of the teaching faculty in terms of research. It encourages the faculties to publish research papers in peer-reviewed journals and present research papers in national / international conferences. Based on the NAAC peer-team suggestions, periodic meetings were conducted to promote the quality of the research publications. Despite this, junior faculty members are motivated to pursue Ph.D. Moreover, faculty members are encouraged to submit both Major and Minor Research projects under UGC, ICSSR, ICHR, CSIR, TNSCST etc.

***With these initiatives, the following are the research accomplishments during the last five years.***

- **Overall indices in Scopus, Google Scholar, Research Gate etc.,** have increased to about 170.
- **Two Major Research Projects** were granted by UGC for the Research Department of History.
- **Seven Minor Research Projects** were granted by UGC-SERO, Hyderabad.
- **Research fund received was 23.78 lakhs.**
- **Department of Commerce was upgraded to Research Department.**
- **19 scholars** were awarded Ph.D from our institution.
- **10 faculties** were recognized as Research Supervisors from Madurai Kamaraj University.
- **About 36 publications** were indexed in UGC recognized journals.

##### ***II) Gender Sensitization Programmes***

The objective of this programme is to develop a positive attitude towards the opposite sex. Gender Sensitization Programmes are conducted regularly by the Chief Nodal Officer, Gender Sensitization Cell, Ms. Vasudeva Raja Latha. This cell aims to create awareness among both genders on sexual harassment and laws relating to it - Vishakha and Nirbhaya Laws, Helplines, Anti-ragging, the Laws that protect women, Policy of Zero tolerance towards Gender violence, etc. Certificate Courses on Gender related topics are also conducted by the Cell. Students, who volunteer to be Gender Champions, meet every fortnight to discuss the problems faced by boys and girls, solutions to them, Sex Education, Gender Discrimination in the Society etc. These gender champions are Ambassadors who spread the message to other students in their respective classes. The interactive sessions are generally beneficial in helping the

students to respect the opposite gender both at home, college and in the society. More than 30 Programmes and Competitions such as quiz, drawing, essay writing, elocution, debate & skit based on Gender Sensitization were conducted through this Cell.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

##### **Response:**

Academic programs of our college are monitored by the IQAC as mandated by the UGC. IQAC and Academic staff council having representations from the senior faculty of all the departments coordinate and evaluate the outcomes of all programmes. Since our institution is affiliated to the Madurai Kamaraj University, our curriculum structure is defined by the norms of the Madurai Kamaraj University, Madurai. However, periodic representation from the institution is given from time to time in areas like syllabus pattern, question paper corrections (if any) and valuation of the answer scripts. Some of our faculty members are also representing Board of Studies at Madurai Kamaraj University, Madurai in Undergraduate and Postgraduate boards. Suggestions were also given by our faculty members to impart career oriented curriculum.

IQAC effectively intervenes in the teaching-learning process through various measures such as in the preparation of teaching materials, submission of semester-wise reports from each department, result analysis, feedback collection from students and alumni about teaching-learning, syllabus content, infrastructure facilities etc. Question paper setting for Internal Assessment Test is based on University Questions, which enables the students to face the University examinations confidently.

Every semester, Internal Assessment Scores of each student, based on internal tests, assignments, seminars, peer-team teaching, quiz, field visits etc., as per University framework is recorded by the Examination Cell. Moreover, after the completion of Internal Assessment Test, performance of each student in Internal Assessment Test is analysed in departmental meeting, organised by the Head of the Department. Based on the internal examination performance, slow learners are identified. They are given extra care in terms of special coaching. Similarly, end Semester University Examination results are analysed for each department by the Academic Staff Council and the same is submitted to the Principal. Based on this also, the slow learners are identified by both programme-wise as well as course-wise. Remedial coaching classes are arranged for these students.

IQAC insists to conduct Career-oriented Certificate and Diploma courses as well as value added courses by each Department. University affiliated certificate and diploma courses are also conducted regularly.

IQAC encourages the use of ICT enabled teaching such as Projectors, Powerpoint presentation, utilization of online modules, Google Classroom and other e-resources. As a part of academic plan, students are

taking seminars and peer-team teaching. This will enhance the subject knowledge as well as the soft skills of the students. **It must be emphasized that 41 students secured University rank in the previous 5 years.** Industrial and Field trips are also arranged regularly by each department for the benefit of students as a part of Curriculum, to get hands-on training.

It must be emphasized that our institution believes, besides subject acquaintance, each student should possess inherent soft skills, communicative and sociability skills to face the real world challenges after the graduation. **To shape the future of the students, besides the academic teaching, soft skill development, societal behaviour, sociability, work culture, communicative skills etc. are also instilled by our faculty in classrooms.** This nurtures and moulds them to better citizens of India. In addition to this, social, economic and gender based issues of each student is addressed by the faculty.

### ***Placement and Higher Education***

In our institution, prime importance is given to the Students' Placement. Placement Cell functioning actively under Mr. R. Vishnu Shankar, Placement Officer, offers guidance to students regarding Career opportunities, Personality Development, Soft Skills and facing interview with confidence, through eminent entrepreneurs, industrialists and proprietors. IQAC in association with Placement cell encourages organising both On-campus as well as Off-campus interviews for eligible students through Placement cell. In addition to this, special coaching classes for competitive examinations such as TNPSC, SSC, UPSC, etc. are also conducted.

By the direction of the IQAC, our college library procured books and journals for the benefit of students to prepare for such entrance examinations. Our library has a separate section for Career Guidance with a wide variety of books to prepare for various competitive examinations, which includes those on Aptitude, Reasoning, Group Discussions and Interviews. In the last five years, about 337 students were placed through our College Placement Cell. By the initiatives of Placement Cell of our institution, ***in the academic year 2018–19, about 400 students were placed through on and off campus interviews.*** Despite these, career oriented certificate courses, offered by individual departments and personal guidelines by faculty, also aid to enhance the placement of students. ***Students are placed in reputed industries such as The Ramco Cements (Madras Cements), Vedanta (Sterlite) Ltd., TVS fasteners, Muthoot Finance, Orchid Pharmaceuticals, Ramaraju Surgicals, Dhuruva Finance, SriRam Meditex etc.***

IQAC insists every faculty to motivate students to pursue higher studies and highlighting its significance. Nearly 21% of UG students are joining PG or B.Ed. courses. Coaching classes and necessary guidance are given to meet entrance examinations such as UGC–JRF, JAM and University PG admissions. UGC - NET / SET coaching are also conducted regularly. In the academic year 2016–17, about 152 UG students are admitted to PG courses. After completing PG, few students prefer to pursue research. Some of the students from Science stream are doing PhD and Post-Doctoral research in top national and international Universities. Efforts are being taken to introduce more PG courses.

Since majority of the students are from rural background, first generation graduates, efforts are taken by each faculty to acquire both subjective and communicative skills. To understand the subject in-depth, each faculty member provides notes materials, suitable reference books and other learning resources. This enhances not only the University results but also the placements. Students are also securing the University ranks. It must be pointed out that, substantial number of students are also preferring to join army and police services.

In addition to this, IQAC insists to promote the research activities. In the last five years, number of faculty with PhD has increased significantly and four more faculty recognized as Research Supervisors. Efforts are also taken to upgrade Physics, Mathematics and Chemistry Departments as Research centres. This will enhance the number of students to opt research programmes.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 30.4

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 39      | 33      | 30      | 28      | 22      |

| File Description                                                             | Document                      |
|------------------------------------------------------------------------------|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |
| Any additional information                                                   | <a href="#">View Document</a> |
| IQAC link                                                                    | <a href="#">View Document</a> |

### 6.5.4 Quality assurance initiatives of the institution include:

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

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above****Response:** C. Any 2 of the above

| File Description                                            | Document                      |
|-------------------------------------------------------------|-------------------------------|
| e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |
| Annual reports of institution                               | <a href="#">View Document</a> |

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

Internal Quality Assurance Cell of our institution was established on 23rd June 2006. It plays a key role for documenting and assessing the progress of the institution with the pre-defined benchmarks of NAAC. It aids for the development of the faculty, students and the society by providing better higher education, shaping students into responsible citizens, flourishing the socio-economic status of the rural students and nurturing the social relations through various social services to this rural region. It enhances the quality of education by offering better teaching and learning environment to the rural students of this region. Based on the suggestions from the NAAC Peer team (2013, Second Cycle), IQAC has undertaken important initiatives to promote research and curricular standards of our institution. It plays a vital role to enhance the qualities of academic as well as administrative standards of our institution.

***Some of the important achievements and initiatives in the last five academic years are:***

- Commencement of new programmes and Additional Sections: MA (English), M.Sc. (Maths), B.A. (Tamil), B.Sc. (Maths with Computer Applications) and B. Com. Additional sections.
- Priority to the rural girls in the admission – in the last five years, strength of the girl students has increased significantly. Total number of girl students is increased from 654 in 2013-14 to 1145 in 2018-19.
- Based on the suggestion from NAAC peer team to enhance the facilities of sports activities, special focus is given for the same.
- Construction of Indoor stadium to widen the indoor sports activities was completed.
- Standard Swimming pool (25 meters x 21 metres) was constructed.
- Construction and installation of 12 station and 6 station Multi-Gym were completed.
- 400 meters track was improved to strengthen the outdoor sports activities.
- Substantial number students were participated and secured places in National / State / District level and University level tournaments.
- Our institution is regularly organising various sports meets and tournaments in Zone and Inter-Zone levels.

- Based on the suggestion from NAAC peer-team, efforts were taken to enhance the admission of more number of students in PG courses.
- Nearly 21% of UG students are joining PG or B.Ed. courses.
- In the academic year 2016–17, about 152 UG students are admitted to PG courses.
- Efforts are being taken to introduce more PG courses and Research Centres.
- Based on the suggestion from NAAC peer team, more focus is given for research activities.
- There is a phenomenal growth in research activities during the last five years. A separate Research Committee is formed, which is functioning under the Dr. K. Sivaramamorthy, Research coordinator, promotes and monitors the research activities in the campus.
- Research committee encourages faculty members to publish their research findings in peer-reviewed high impact journals.
- To add a feather to the cap of the institution, the Department of Commerce was upgraded as Research Department in 2013. In the last five years, number of faculty with PhD has increased significantly and substantial number (4) of faculties recognized as Research Supervisors.
- Efforts are being taken to promote the Department of Physics, Chemistry and Maths to Research centres, which in turn enhance the number of students opting research streams.
- Department of History is publishing the Research Journal called QUEST HISTORICA - A Journal of History with ISBN number and it has attracted many Social Science Researchers.
- Delineating the standards of research publications towards the benchmark. Research papers were published in impact, peer-reviewed journals.
- Two major and six minor UGC Research Projects were completed.
- Research committee insisting the faculty to apply for DST, UGC research projects. For this meetings are also conducted.
- In the period of last five academic years, overall Scopus, Research Gate and Google Scholar Citations are increased to 170.
- Utilization of ICT tools in teaching-learning is enhanced.
- Microsoft Campus licence has been purchased.
- e-governance is implemented partially.
- The IMS software 'ROVAN' is periodically updated managing both the office and library functions towards 'paperless administration'.
- Public Financial Management System is used to transfer funds related to UGC schemes and Research Projects.
- More classrooms (eight) are constructed.
- IQAC promotes various extension activities such as Clean India Mission in villages, Blood Donation Camps, AIDS awareness programmes, campaigning on Women Education, addressing gender issues etc., through NCC, NSS, Red Ribbon Club, Youth Red Cross, Blood Donors' Club etc.
- CCTV cameras (40 numbers) are installed throughout the campus to enhance the security of the students and faculty.
- Various e-resources such as N-List / INFLIBNET, e-books are procured by the library.
- A good number of seminars / conferences / guest lectures are organized by every Department during the last five years.
- In the last academic year, 2017–18 about 45 seminars / workshops were conducted by various departments.
- Many career-oriented and Value-based Diploma and Certificate courses are conducted by each department.
- MoUs were signed by each department with various academic institutions, industries and voluntary organisations for the exchange of knowledge and utilisation of expertise.

- Enhancement in ICT enabled teaching and learning, utilization of online modules, Google Classroom and other e-resources by faculty and students.
- Pre-structured questionnaire is used to collect feedback about faculty, syllabus pattern and infrastructure, from stakeholders to improve the quality of teaching and learning.
- To strengthen the quality of the faculty members in the self-financing stream, financial incentives are given for completing Ph.D/NET.
- Seminars for rural unemployed youths and women self-help group members for enhancing entrepreneurial skills were conducted. Despite these, agro based seminars on the themes, soil testing, utilization of solar energy, efficient irrigation techniques in agriculture for farmers were also conducted, funded by Tamilnadu State Council for Science and Technology. About 500 members were benefitted through these seminars.
- IQAC insists every Department to organize Seminars / Conferences / Guest Lectures to address the quality enhancement with the perspective of soft skills development of students, Industrial work culture, Placement opportunities, communication skills, Societal participation, Scientific temper etc.
- In the last five years, about 337 students were got placement in reputed industries and companies through campus interviews, by the initiatives of Placemen

NAAC

- More than 150 quality enhancement programmes were initiated by IQAC.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 70

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 30      | 17      | 10      | 07      | 06      |

| File Description                                                      | Document                      |
|-----------------------------------------------------------------------|-------------------------------|
| Report of the event                                                   | <a href="#">View Document</a> |
| List of gender equity promotion programs organized by the institution | <a href="#">View Document</a> |
| Any additional information                                            | <a href="#">View Document</a> |

#### 7.1.2

##### 1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

**Response:**

##### Safety & Security

Our College has dual exit gates which are guarded by an experienced ex-serviceman. The Security wing of the college takes care of the check-in and check-out of vehicles and visitors.

The complete campus is under CCTV surveillance for the safety of students and staff. Fire extinguishers have been fixed at different places in the college. Two college buses have been provided especially for girl students. College has also arranged Government buses for both girls and boys separately. Bus Committees have been formed involving Teaching Staff which ensures the safety of both boys & girls students while getting into the bus and also encourages them to avoid travel in the foot board. Further the college has a common health centre with a part time medical practitioner and furnished first aid box with sufficient supplies.

In pursuance of the sexual harassment of women at work place (prevention, prohibition and redressal) act 2013, Internal Complaints Committee has been formed to handle the related issues. The committee has eight members comprising of Principal, Vice-Principal, Co-ordinator, two teaching staff and an outsider from NGO.

Anti Ragging Committee has made the college a ragging free campus. It has installed complaint box for complaints related to ragging. Anti ragging slogans have been displayed at various places of the college campus. There is no single case registered about ragging in the college history.

### **Counseling:**

Our college has separate counseling cell to address the sensitive issues of students and help them to get rid of the problems. Students Grievance Box has been installed in the Lobby of the college which facilitates the students to drop in their grievances which are set up right.

Student Counseling Cell has been formed which gives counseling to the students in need for special attention and improvement. Mentor-Mentee system is also followed by the teaching staff wherein students are allocated to each faculty who take the responsibility of the students.

### **Common Room:**

The Institute provides common rooms apart from classrooms such as playground, lunch sheds, canteen, library study cabin, indoor stadium and gym which is covered under CCTV surveillance. There are no gender discrepancies observed in these common places. Gender Harmony is maintained in these places in spite of the absence of faculty.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### **7.1.3 Alternate Energy initiatives such as:**

#### **1.Percentage of annual power requirement of the Institution met by the renewable energy sources**

**Response: 0**

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 76973

| File Description                                                                | Document                      |
|---------------------------------------------------------------------------------|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |

#### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 76.27

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

Response: 12679.2

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 16624.8

| File Description                                             | Document                      |
|--------------------------------------------------------------|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

#### 7.1.5 Waste Management steps including:

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

**Response:**

##### **Solid waste**

The solid wastes generated from the different sources on the campus are segregated as non-degradable and bio-degradable. For this purpose separate dustbins are provided all around the campus. Dustbins are also placed in each classroom for convenient usage. The biodegradable waste comprising of leaves and waste food are disposed through composite pit which has been constructed for the disposable of these bio-degradable waste. This also helps to produce manure. Sanitary napkins are disposed off through incineration process. Non-biodegradable wastes are collected and recycled through external agency.

##### **Liquid waste**

The 3 R's policy – Reduce, Reuse and Recycle is followed by the Department of Chemistry in their Laboratory for the usage of chemicals. The emission of toxic gasses has reduced sizably. The practice of semi-micro level usage of chemical and reuse for certain chemicals is followed in practical sessions. The used chemicals are disposed in the prescribed manner.

The water used for washing hands by students and staff is diverted towards trees and plants. The waste water released from the RO plant is used for toilets.

The Liquid waste from canteen is disposed in soak pits with the size of 7\*7\*6 feet(l\*b\*d) constructed. It can be used for 7 – 10 years. It naturally filters the liquid waste since blast bricks, gravels and coarse sand are used for filtration. It helps to control waste water and water contaminated diseases. It results in increase of the ground water level also.

Rain water is not allowed to contaminate and connected to the canals constructed for this purpose.

### E-Waste

The used electronic goods from Physics and Computer Laboratories such as computers, keyboards, wires and peripherals are sold to certified scrap dealers, who collect and dispose end-of-life electric and electronic equipments in responsible manner.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 7.1.6 Rain water harvesting structures and utilization in the campus

#### Response:

Our College is situated in outskirts of the town Rajapalayam. Rajapalayam completely depends upon rain for its water requirement. Rain is the only source of water for both domestic as well as agricultural requirements. Our college being a responsible participant of the society has implemented rain water harvesting system in the campus. All the buildings within the campus have been installed with rain water harvesting system to improve the ground water table level. Roof top of each block is catchments of rain water which passes through the pipelines connecting the canals. Two different rain water canals of 958 cubic meters and 58 cubic meters each have been constructed at a cost of Rs. 38,63,697 so that they flow towards the common rain water pond located in the southeast corner of the campus. The water collected in this pond is utilized for gardening purpose. This also helps the college to make an attempt to raise the subsoil water. Further the main block of the college has eight separate rain water pits for this purpose. All of these steps help the college to save a lot of water without going waste.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

### 7.1.7 Green Practices

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

#### **Response:**

Green Practices promote a cleaner, safer and healthier place to live and work. It is not just the t-shirts and bags that say “Be Green” or “Recycle”, but it is a way of living sustainably that has to be practiced by all.

We have serene college campus which is located in the lap of Western Ghats, providing a pollution free and noise free environment.

#### **Bicycles and Public Transport**

In spite of Technological advancement, bicycles are used as a major means of transport to the college thus enabling the campus to be pollution less. A few staff and a large number of students use bicycles to reach college which is a healthy practice as well. This practice has massive impact on the environment lessening the pollution to a great extent. Institution arranges public transportation facility for boys and girls separately. They can avail student bus pass for concessional travel from their places to the college. Students can also access auto rickshaws which are readily available in front of the college campus at any time. Vehicle pooling is a common practice followed by our staff and students.

#### **Pedestrian friendly roads**

The existence of pedestrian friendly roads inside the campus provides the pedestrians a pleasant and protective walking environment undisturbed by the vehicles. Walking is preferred within the campus, everyone including the Secretary and Principal park their vehicle in parking area and walk till their place of work.

#### **Plastic-free campus**

Institution has made a commitment in reducing its plastic footprint, pledging to measurably reduce plastic pollution inside the college campus, with a particular focus on the reduction and elimination of plastic bottles, plastic straws, single use plastic bags, etc. Women’s Development Cell has instituted a Cleanliness Committee to maintain plastic free campus and propagate awareness to the students regarding usage of plastics. it also has launched a campaign against usage of plastics to save the environment. Plastic free and Smoke free posters and slogans are displayed at prominent places of campus. College strictly adheres to the policy of plastic ban within the campus.

#### **Paperless office**

ROVAN-IMS, a College Management System Software with various modules relating to Admission, Student fees, attendance, Library, etc. is efficiently utilized to manage the office administration which minimizes files and documents. The computers of various departments are connected through LAN which

enables quick sharing of data and reduces the usage of paper.

### Green landscaping with trees and plants

The buildings are constructed with natural ventilations and lightings with a view to conserve energy. The natural landscape predominates the campus with a rich bio-diversity of flora and fauna consisting of more than 1000 trees and plants which includes 63 varieties. These are maintained by NSS and NCC Volunteers.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 0.21

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| .15     | .14     | 0.12    | 0.13    | .11     |

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |
| Any additional information                                                                  | <a href="#">View Document</a> |

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

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

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**

**D. At least 2 of the above**

**Response:** B. At least 6 of the above

| File Description                                       | Document                      |
|--------------------------------------------------------|-------------------------------|
| Resources available in the institution for Divyangjan  | <a href="#">View Document</a> |
| link to photos and videos of facilities for Divyangjan | <a href="#">View Document</a> |

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

**Response:** 65

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 16      | 15      | 13      | 11      | 10      |

| File Description                                                                  | Document                      |
|-----------------------------------------------------------------------------------|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |
| Any additional information                                                        | <a href="#">View Document</a> |

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

**Response:** 50

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 13      | 12      | 10      | 8       | 7       |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Report of the event        | <a href="#">View Document</a> |
| Any additional information | <a href="#">View Document</a> |

**7.1.12**

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

**Response:** Yes

| File Description                                                                                                             | Document                      |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                 | Document                      |
|--------------------------------------------------|-------------------------------|
| Provide URL of website that displays core values | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                                                                | Document                      |
|-------------------------------------------------------------------------------------------------|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |
| Any additional information                                                                      | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                                                         | Document                      |
|------------------------------------------------------------------------------------------|-------------------------------|
| Any additional information                                                               | <a href="#">View Document</a> |
| Provide link to Courses on Human Values and professional ethics on Institutional website | <a href="#">View Document</a> |

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

**Response:** Yes

| File Description                                                                            | Document                      |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |

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

**Response:** 101

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 21      | 21      | 21      | 19      | 19      |

| File Description                                               | Document                      |
|----------------------------------------------------------------|-------------------------------|
| List of activities conducted for promotion of universal values | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

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

**Response:**

The college and the students celebrate various National and International Days with great intense and passionate feeling. National festivals like Independence Day and Republic Day are celebrated with great

enthusiasm. Days of International importance are also celebrated by the institution through NSS, NCC, WDC and other Extensional activities.

Birth and Death anniversaries of great Indian personalities are also celebrated with great fervor to recall their contributions in building Nation. Along with these festivals, the college also celebrates the birth/death anniversaries of eminent Tamil writers who dedicated their contributions for Tamil Language. Department of Tamil organizes various Programmes on various Topics for the celebration of Birth/Death anniversaries of Tamil writers every year.

Rajapalayam Rajus' College organizes and celebrates the Birth/Death anniversaries of great Indian Personalities and Eminent Tamil writers like:

| S. No. | Programme                    | Date           | Organized by   |
|--------|------------------------------|----------------|----------------|
| 1.     | Bharathiar Anniversary       | 12th September | Dept. of Tamil |
| 2.     | Bharathiar Birthday          | 11th December  | Dept. of Tamil |
| 3.     | U.Ve.SaminathaAyyar Birthday | 19th February  | Dept. of Tamil |
| 4.     | A.P.J.Abdul kalam Birthday   | 15th October   | Dept. of Tamil |
| 5.     | Kamarajar Birthday           | 15th July      | NSS            |
| 6.     | Gandhi Jayanthi              | 2nd October    | NSS            |

We celebrate significant National Festivals like:

| S. No. | Programme | Date | Organized by |
|--------|-----------|------|--------------|
|--------|-----------|------|--------------|

|     |                              |                         |                 |  |
|-----|------------------------------|-------------------------|-----------------|--|
| 1.  | Republic Day                 | 26th January            | NCC & NSS       |  |
| 2.  | Independence Day             | 15th August             | NCC & NSS       |  |
| 3.  | National Library Day         | 8th August              | Dept. of Librar |  |
| 4.  | NSS Day                      | 24th September          | NSS             |  |
| 5.  | National AIDS Day            | 1st December            | NSS & RRC       |  |
| 6.  | National Teachers Day        | 5th September           | NSS & All De    |  |
| 7.  | National Vigilance week      | 26th -31st October      | NSS             |  |
| 8.  | National Voters Day          | 25th January            | NSS             |  |
| 9.  | Pongal Celebration           | During Month January    | WDC & NSS       |  |
| 10. | Saraswathi Pooja Celebration | During Month of October | Dept. of Librar |  |
| 11. | Ugadhi Celebration           | During Month of March   | WDC & NSS       |  |
| 12. | National Consumer Day        | 24th December           | Consumer club   |  |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

##### **Response:**

Our college has a policy of discharging its financial, academic, administrative and auxiliary functions in a transparent manner. With regard to the recruitment of faculty, advertisements are published in leading newspapers giving ample time for the candidates to apply. The applications are scrutinized as per UGC Norms.

Selection process is carried out by a selection committee comprising of the Principal, Heads of various departments, Members of Governing Council and a nominee from Madurai Kamaraj University. Academic council meetings are organized regularly in order to make the faculty participate in the decision making process. The Principal, Public Information Officer of our college replies all the queries received under RTI.

The institution is best governed keeping in view with the interest of the stakeholders such as students, parents, employees, general public and the government. Institution adopting transparency in its activities in turn motivates and improves speed and efficiency which gives ample reasons for the enthusiasm among the stakeholders.

Biometric attendance for staff and CCTVs installed enhances lucidity in the regular activities of the college. ERP software-ROVAN is being used in the college to efficiently manage the attendance and student information.

The college follows the prescribed norms applicable for a minority institution in the State of Tamilnadu. Admission procedure is duly followed and department-wise name list of the selected students are displayed on the notice board and communicated to them individually.

Time-tables for both internal and external examinations are displayed on the notice boards for easy communication. Signatures from students are obtained in the consolidated internal marks statements to ensure transparency.

Details relating to fund allocation and expenditure of the infrastructure are displayed on inscriptions

fixed on each of them respectively. In the Annual General body Meeting of PTA and Alumni, the audited financial statements are disclosed and kept open for further review.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 7.2 Best Practices

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

**Response:**

#### **BEST PRACTICE: 1**

#### **TITLE: *DISASTER MANAGEMENT TRAINING PROGRAMMES***

#### **OBJECTIVE:**

Our College in collaboration with Sri Sathya Sai Seva Samiti conducts a Certificate Course in Disaster Management with a vision

To provide educational and public awareness on cornerstone of approaches aimed at reducing vulnerabilities caused by natural hazards.

To provide access to disaster preparedness focusing on the socio-economic and political dimensions as well as health aspects of vulnerability and disaster rather than hazards intrinsically.

To equip the students to deal with disaster-related tasks and to orient them in various aspects of crisis management.

#### **THE CONTEXT:**

The course is an introduction to the frangibility that takes place during natural hazards. It is mainly an examination of the nature, scope, context, concepts and dynamics of disaster and its risk factors.

Instead of conventional approach where introduction to the subject and definition constitute the first part, the course starts with the main issues in focus and works its way in extracting the concepts, dynamics and definitions of susceptibility during natural hazards.

Certificate Course in Disaster Management is designed more like a journey of learning structured into progressive but non-linear blocks of exploration with clear sign posts and landmarks. The course is designed in a way where “imparting knowledge” is kept to a minimum. This is an extremely practical subject with highly problematic and politically charged fields.

**THE PRACTICE:**

The course usually starts during the month of July. Every month classes are conducted from 10.00 a.m to 4.00 p.m on every Saturday. Classes comprises of both theory practical sessions.

In the initial stages of the course, students are taught emergency methods and rescue techniques. Then students are introduced to the science of disaster. They gain basic knowledge about five types of disaster: flood, cyclone, earthquake, landslide and tsunami. The course consists of presentations, case studies and practical classes. During the course, co-ordinator of Certificate Course in Disaster Management and convenor of Sri Sathya Sai Seva Samiti guide the students to enhance their gained knowledge and to put their gained knowledge in practice.

The best approach of this course imparts mutual learning, challenging preconceptions and exploring answers rather than expecting to be given such answers. The course will also be flexibly shaped around students' experience and areas of interest.

Apart from the certificate course, programmes are also organized to train various disaster management techniques in the NSS camps conducted every year for six units exclusively for the NSS volunteers. This boosts their service attitude and makes them well equipped for any kind of emergencies including natural disasters.

Various skill training for those persons who may be required to undergo duties in: Emergency operations center, Rescue, First aid, Emergency feeding and welfare, Communications, Needs and damage assessment are provided. In some cases, they are trained as auxiliaries to support existing emergency services (e.g., for auxiliary rescue teams acting in support of the police and fire authorities).

**EVIDENCE OF SUCCESS:**

The Certificate Course of Disaster Management enlightens the learners on various kinds of disasters and the way to deal with each kind. It teaches how to manage the risks in an emergency.

It is a practical workshop which makes the students to practice risk management techniques in simulated environments. The Course covers topics such as earthquake, flood, cyclone, fire and stampede. It also focuses on the rules of staying safe and the five points to remember during a disaster- do not panic; be calm, be cool; do not spread rumours and do not believe them; do not run, walk fast; and apply presence of mind.

The students are also taught to deal with casualties and injuries. For example, they are taught to prepare a stretcher using bamboo sticks, clothes and ropes.

The main aim is to identify different types of disasters and how we can reduce the risks of it. The session also helps the students to develop a coping mechanism if disaster strikes.

Understanding the benefits of the course and even discussing them with their peers, counseling and motivation from their lecturers would enhance the active participation of the students

**PROBLEMS ENCOUNTERED AND RESOURCES:**

- Time Management:

Time Management is a difficult task for the students as they are from distant rural areas. They feel that the course is a hard nut to crack in the midst of their academic programmes. A proper motivation, a proper understanding about the significance and benefits of the programme and proper positive remainder from the programmers will be of a great help to the learners.

- Lack of Parental Support:

After enrolling their course, many students fall behind and nurture the idea of giving up due to the lack of parental support. Co-ordinator of the course talks to the parents and explains the significance of the course.

- Adaptability struggle:

Switching from traditional classroom to face-to-face training makes the learning experience entirely different for students. Their resistance to change, especially girl students' reluctance to adapt the risks in rescue techniques delayed them to get accustomed to the course.

**BEST PRACTICE: 2****BLOOD DONATION SERVICES****OBJECTIVE:**

- Contribute towards the formation of an altruistic and habitual culture of blood donation voluntarily.
- To increase the active and effective participation of the students to mould them as responsible citizens.
- Guaranteeing the ceaseless supply of blood and its components to the person who needs it.
- Create the awareness of benefits and importance of blood donation to the general public.
- Promote universal values and brotherhood among the people through blood donations campaigns
- Cultivate a caring attitude towards community.

**THE CONTEXT:**

For every 2 seconds someone needs blood. It is essential for surgeries, cancer treatment, chronic illness and traumatic injuries. Whether a patient receives whole blood red cells, platelets and/or plasma, this life saving can start with one person making a generous donation. Regular blood donations by sufficient number of healthy people are needed to ensure that safe blood is available whenever and wherever it is needed.

Blood costs nothing to give yet is more valuable than any other resource on earth. Blood donation is the real act of humanity. Frequent volunteer blood donors ensure that blood is ready (collected and tested) and available year-round whenever and wherever it is needed.

### THE PRACTICE:

Students voluntarily come forward to donate blood in emergency situations. A common misunderstanding about blood usage is that accident victims are the patients who use the most blood. The college also organizes blood donation campaigns in collaboration with Rotary Club of Rajapalayam and Lions Club of Rajapalayam.

| Year      | Date       | Name of the Programme         | Organized by                              | No. of Students | No.  |
|-----------|------------|-------------------------------|-------------------------------------------|-----------------|------|
| 2013-2014 | 27.08.2013 | Blood Donation                | Government Hospital                       | 40              | 40   |
|           | 29.08.2013 | Blood Donation                | Rotary                                    | 47              | 47   |
|           | 13.02.2014 | Blood Donation Camp (Madurai) | Tamilnadu State Corporation (Rajapalayam) | 25              | ---- |
| 2014-2015 | 27.06.2014 | Blood Donation                | Government Hospital                       | 40              | 40   |
|           | 25.07.2014 | Blood Group Identification    | Rotary                                    | ----            | ---- |
| 2015-2016 | 20.07.2015 | Blood Group Identification    | Rotary                                    | ----            | ---- |
|           | 13.07.2015 | Blood Group Identification    | Rotary                                    | ----            | ---- |
|           | 29.07.2015 | Blood Donation                | Government Hospital                       | 52              | 52   |
| 2016-2017 | 05.07.2016 | Blood Group Identification    | Rotary                                    | ----            | ---- |
|           | 28.02.2017 | Blood Donation                | Madurai Kamaraj University                | 20              | 20   |
|           | 12.04.2017 | Blood Donation                | Rotary                                    | 45              | 45   |
| 2017-2018 | 19.07.2017 | Blood Group Identification    | Rotary                                    | ----            | ---- |
|           | 28.10.2017 | Blood Donation Camp           | Government Hospital                       | 25              | ---- |

Apart from the steps taken by the Blood Donors Club, NCC and NSS also organize blood donation services in and off campus in collaboration with Lions Club, Rajapalayam. NSS volunteers donate blood in their respective camps every year.

In urgency of blood requirement, referred by hospital authorities, people can easily approach the college. It is painless process for people to get a donor, as there is a simple formality. Even illiterate people come to college for arranging blood donors with ease and immediately they are endowed with students of

the blood which is needed.

The students never accept monetary benefits given in return. They are well treated by the people, transport, food or refreshments are arranged to them. The blood donor club appreciates these students by giving a round of applause in their respective classes the very next day. This would motivate the other students as well. At the end of every academic year, the students are complemented with a small token of gift.

Once students habituate donating blood, it would continue to be a part and parcel of their life in future.

### **EVIDENCE OF SUCCESS:**

Our principal has been a role model for donating blood. He has donated blood to the poor patients for more than 55 times and saved the lives of many people. Motivated by his efforts, every year, many students and faculties have donated blood voluntarily on various occasions. Blood donation is the way to stay healthy. Blood donation never asks to be rich or poor, any healthy person can donate blood.

Many students got enlightened about the importance of blood donation and they have got awareness about the value of saving lives. Efforts of the club are well recognized in and around the town. The local hospitals as well as the blood banks contact our college, when in need of blood. We are well approachable even in case of emergencies, since there is simple procedure followed in arranging blood donors.

Apart from the local hospitals, blood banks in nearby town and villages donors of rare blood groups. The whole process of blood donation makes the students understand the values of human life which also brings the sense of generosity.

### **PROBLEMS ENCOUNTERED:**

Many students avoid donating blood because they are afraid. Coming from economically backward families, students have a low nutritious lifestyle, which in turn makes them for blood donation.

Students opine that blood donation would increase their body weight. There is an interruption in their curricular activities due to dizziness after donation. They are also unable to do strenuous activity for the next 12 hours after blood donation. Sometimes parents curb the students' attitude of blood donation.

Blood donating students are given permission to go home and take rest. Certain nutritious foods are suggested to students which would help them to overcome dizziness.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 7.3 Institutional Distinctiveness

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

##### Response:

Higher education is the means of nation building through economic and social development. Though there is commercialization of education, our college was established with service motive for the betterment of the society.

With the vision of imparting quality education to rural youth and give equal opportunity to girls, the college upgraded as co-educational institute in the year 2012. The institute has earned a unique fame in the district being one of the oldest institutions and providing quality education at feasible cost.

A curious mind can conquer the world. The events and programmes organized by the college have a proven record of helping the students and increase their ability and learn more for their future. Focusing the rural youth, who lack in communication skills, additional efforts are taken to help them to cope up with the change they face, i.e., coming from regional language based institution and now being in an institute insisting on need for English language.

##### Reading:

As there is a decline in the level of reading among the rural students, Reader's Forum has been formed which supports the students to cultivate the habit of reading, which is beneficial for mental stimulation, stress reduction and vocabulary expansion. Our college also organizes Book Exhibition in association with New Century Book House Pvt Ltd., which allows them to explore varieties of books.

##### Student Teacher Ratio:

To pay full attention towards each and every student, Student-Teacher ratio is well maintained.

##### Transport Facility:

Not every village is provided with higher education facility, this results in students travelling long distance for availing college education. The institution arranges Government transport facilities to the students in order to facilitate them with cost free transport.

##### Team work

The students are trained to work in team as groups which would help them to learn, being patience.

##### Cultural Attachment:

Cultural attachment is a philosophy, which encapsulates how an individual bonds to his or her cultural. Students are never forced to follow or quit any cultural beliefs. They are allowed to wear traditional dresses on occasions like department events as festivals. This brings them closer to the culture they belong to.

**National Integration:**

Every programme is started with invocation to mother Tamil and concluded with national anthem. This practice creates a sense of Unity and Integration.

**Soft Skills Programmes:**

Soft skills learning programmes are organized for holistic development of students. This would help them to be successful in career as well as during social interactions in the society. These programme cover development of characteristics like communication, leadership, stress management, team building which leads to over all personality development.

**Imparting Values:**

The value education offered by our college strengthens the ethical and moral values of the students by including in them the values of tolerance and reverence. The students begin the day in the college with 2 minutes silent prayer. To enhance the spiritual values of students, the institution organizes Residential Programmes in association with Vivekananda Kendra, Kanniyakumari.

Our institution assures to scattle a positive impact among the youth through value based programmes and activities. These programmes help them to get moulded as responsible citizens and noble human resources.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

## 5. CONCLUSION

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### Additional Information :

- Priority to the rural girls in the admission. During the last five years, strength of the girl students has increased significantly. **Total number of girl students has increased from 654 in 2013-14 to 1145 in 2018-19.**
- Priority to the economically and socially backward students in the admission. More than 85% students are having annual family income less than Rs. 2 lakhs.
- **Construction of Indoor stadium, swimming pool and installation of Multi-Gym to strengthen the sports activities.**
- Microsoft Campus licence has been procured. The IMS software is periodically updated to administer office and library functions. Public Financial Management System is used to transfer funds related to UGC schemes and Research Projects.
- 2 major and 6 minor Research Projects have been completed.
- **Numerous social welfare based extension activities such as Swatch Bharat in villages, free medical camps, Blood Donation Camps, AIDS awareness programmes, campaigning on Women Education, addressing gender issues etc., are carried out through NCC, NSS, Red Ribbon Club, Youth Red Cross, Blood Donors' Club.**
- CCTV cameras are installed to enhance the security of the students.
- Various e-resources and e-books are procured by the library.
- A good number of seminars / guest lectures are organized by every Department.
- Many career-oriented / Value-based Diploma and Certificate courses are conducted by departments.
- MoUs are signed by various departments with academic institutions, industries and voluntary organisations for the exchange of knowledge and utilisation of expertise.
- In the last five years the number of faculty with PhD has increased significantly and a substantial number of faculty are recognized as Research Supervisors.
- **Department of History is publishing the Research Journal called QUEST HISTORICA and it has attracted many Social Science Researchers.**
- **Overall research indices from Scopus, Web of Science, Research Gate and Google Scholar Citations have increased to 170.**
- Enhancement in ICT enabled teaching, utilization of online modules, Google Classroom and other e-resources by faculty and students.
- Lease-line based internet connection with bandwidth 20-35 MBPS is provided.
- Feedback is collected from stakeholders to improve the quality of teaching, learning and infrastructure.
- **Seminars are organized for farmers, rural unemployed youth and rural women for enhancing entrepreneurial skills.**

### Concluding Remarks :

Rajapalayam Rajus' College as an institution of excellence manifests categorical quality and humanity in the realm of higher education. It imparts holistic education which caters especially to cater to the higher educational needs of rural youth of this backward region. It serves the society by moulding the younger generation into socially sensitive and responsible citizens and empowering them to face the present challenges with self-confidence and self-reliance. The need based curriculum followed by our institution nurtures in the students the concepts of knowledge sharing, significance of high thinking and virtuous living. ***Our College imparts value***

***based and balanced education to the rural students in a healthy and transparent student centric way.***

Being the Centre of Higher Learning, the College concentrates on undertaking research which would be of utmost benefit to the society at large and thereby focus is on emphasizing and motivating the staff and students to undertake fruitful research for enriching the society. ***In this regard, the College has taken sincere efforts and also has been successful in implementing the suggestions of the NAAC peer-team report of Second cycle in 2013.*** The College has also concentrated on growth parameters such as improving students' strength and their progression, study streams and educational resources, extension activities and infrastructure thus contributing to the growth of the college during the last five years since 2013. We are enthusiastically anticipating and awaiting peer-team visit and hope for optimistic discussions and suggestions from them to enhance the quality of teaching and learning in our institution.

NAAC