# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## GOVERNMENT ARTS AND SCIENCE COLLEGE, (CO-EDUCATION)

GOVERNMENT ARTS AND SCIENCE COLLEGE, (CO-EDUCATION),
GOVERNMENT BOYS HIGHER SECONDARY SCHOOL CAMPUS,
KAIKATTIPUDUR (POST), AVINASHI- 641654, TIRUPUR (DT.), TAMIL NADU
641654
www.avinashigasc.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

## May  2023

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

The Institution, situated in the district of world-renowned Dollar city Tirupur (exports of garments) in the Southern State of Tamil Nadu, offers an exceptional amalgamation of the elite academic performance and outstanding career opportunities for the students who join the Institution with a rustic background. The place Avinashi is known for its divinity, as the name of the town (original name – *thirupukkoliyur*) is mentioned in the hymns composed by the triumvirates of Hindu Saivism in Tamil Nadu during the Sangam Age – approximately from the 3rd century BC to the 3rd century AD in South India. In such a virtuous town, several philanthropists like Sanjeev Rao and his crew dreamt of setting up a teacher-training institute exclusively for the benefit of the socially downtrodden people of the locality and donated large acres of land for the same cause. In addition, many other people of the town ardently desired to bring a Government Arts & Science College so as to facilitate the children of the working-class families to obtain graduation. The students of the villages in and around Avinashi who completed their school education had to commute at least for an hour either to Coimbatore or to Tirupur, the nearest cities to obtain higher education for a long time. This was the primary reason for many of the students of Avinashi to abort their wish to join higher education institutions. Fundamentally, Avinashi is rural Panchayat with many tiny villages which are still in the developing status. With the strong aspiration of the good-hearted people, the then Chief Minister Dr J Jayalalitha issued the Government Order to establish the Government Arts Institution in Avinashi in the year 2016 and eventually the Institution began to function from the academic year 2017 basically with three major courses - BA English, BA Economics and B .Com. Gradually, as there was an increasing demand of the students for science groups and commerce courses, three more courses – B.Com International Business, B.Sc. Computer Science and B.Sc. Chemistry were also started. Additionally, another B.Com. Business Administration course was also sanctioned by the Government in 2019.

**Vision**

The holistic vision of the Institution is to inspire and to motivate every single student towards the pinnacle of achievement so as to uplift them from the existing social status and to transform them from an ordinary being to the most rewarding and most transformative leadership community of our Nation.

**Mission**

1. The Mission of the College is always analogous to the Mission of the Government which emphasizes on providing quality higher education to the aspiring students especially of the underprivileged group of the society and to enable them to realize their full potential to accomplish their constructive goals of life. Further, some more as follows:
2. To give the students the best education and knowledge that would shape them for a better future
3. To facilitate the students with the congenial setting and technically elevated ambience
4. To promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.
5. To practice and promote high standards of professional ethics, transparency and accountability.
6. To use education to inspire and implement solutions to the environmental crisis.

7. To prepare the students to meet out the requirements of the job market
8. To help them to take up the competitive examinations
9. To enhance the moral and ethical values of the students so as to make them better citizens of the nation.

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

**Institutional Strength**

Following are the merits of the Institution:

- The college is located on the National Highways Road,, just a kilometer away from the Avinashi bus stand making it easily accessible to all the students who travel by buses from all the neighbouring villages.
- Free Bus pass scheme of Tamil Nadu Government which is processed in the Institution along with the State Transport Corporation saves the commuting expenses of the students.
- The Scholarship for the reserved category which is done in the Government portal for the benefit of the students by the teacher-in-charge eliminates the hardship of securing their educational expenses.
- Majority of the teachers are highly qualified, government appointed people and there are other supporting staff to do the teaching process, mentoring and guiding.
- Extra care is given to sports, extra-curricular and co-curricular activities.
- Rank holders have been produced by the Institution
- Various Committees to take care of the needs of the students
- Parents Teachers Association (PTA) & Old Students of Association (OSA) are the backbone of the Institution
- Many Student Enrichment Programmes (SEP) and Social Awareness events have been done -some with joint venture with the other Government sectors such as police, judicial system and other NGOs.
- Updated Online materials posted in the Institutional website.
- Core human values are incorporated in the teaching methodology
- Practical Yoga classes for the students offered periodically.
- ICT enabled teaching in some of the classrooms.
- An active IQAC Cell that monitors the progress of the Institution
- Government supported NSS programme
- Periodic field visits and social awareness campaigns
- Active Research and Development Cell (RDC)

**Institutional Weakness**

Some of the drawbacks encountered are:

- Very Frequent Syllabus revisions by the Bharathiar University hinders the teaching process. Especially, in the teaching of a foreign language like English, every semester, some changes are brought in by the University which is much challenging to both the students and the teachers.
- Any additional change in the infrastructure has to be sanctioned by the government and the process takes an extended period.
- When there is a transfer counselling, some teachers move away to other colleges and for some time the position is vacant till the other staff joins the Institution.

- Since most of the students are from underprivileged families, most often, especially after Covid-19 lock down, the drop out ratio was high. The reason being that they had to go for any job that came in their way to earn for their bread and butter.
- As most of the parents are not literates, the teachers have to play the additional role of the parents in monitoring their discipline and attendance.
- Research affiliation (since it is a newly started college) should be granted by the higher authorities.

## Institutional Opportunity

- In future, the Institution can have a tie up with the garment companies around to conduct a specific outcome-based short term courses to train and equip the students to get higher posts in the field of exports in the  popular companies of Tirupur.
- Since commerce students are more in demand in the job market, the commerce students could be taught Tally course off the college hours by any other organization with the help of NGOs.
- Cultural exchange programs with other State colleges and collaborative learning  could be implemented.
- Faculty exchange programmes with other colleges and other nations  can be initiated.
- Competitive exam preparation for  CSIR/ UGC-NET/ SSC is to be mandatory in the syllabus
- Tie- up with Cambridge University Press group would enhance the communication skills of the students and it is highly recommended by the Tamil Nadu Government
- Extra language learning (a foreign or an Indian language) can be promoted.
- Research process should be implemented in the Institution in all the departments.
- Add-on programmes, inter-disciplinary short-term course could be introduced.

All of the above could be made possible only by the approval of the State Government of Tamil Nadu.

## Institutional Challenge

- Even after three sets of students have passed out, PG courses have not been sanctioned by the higher authorities. Those who were graduated from the Institution are still awaiting the PG courses to be introduced in the same Institution, as they cannot afford to travel a long to join PG courses. When there are no PG courses, there is less possibility of admitting research scholars. As there is no Research affiliation granted by the University, the potential research guides are unable to admit M.Phil. and Ph.D. scholars. Hence, the upward growth of the Institution is now a challenge.
- Every year, there is demand for all the courses in the college,  and there are only  7 departments, the proposals for  new job-oriented courses in UG stream like B.A. History, B.A. Journalism and B.Sc.Visual Communication have been being sent to the government every year. Sanctioning the course along with the required infrastructure, staff and other expenditures related to them is in the hands of the government.
- Since it is a budding Institution with only 2(f) status and awaiting the accreditation from NAAC, no funding or any research projects from the UGC could be obtained so far.
- Inviting qualified resource persons from reputed universities and colleges to address the students without proper financial support are always a challenge to the teachers.
- Conducting Seminars and conferences do need some basic additional infrastructure like a bigger auditorium that is currently a challenge. Public Address System (PAS), Audio- Visual room are also needed.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Under the affiliation of the Bharathiar University, Coimbatore, Tamil Nadu the Institution follows the curriculum framed by various subject experts of the Board members of the University. Some of the faculty members belonging to the programmes like English, Computer Science, Commerce with International Business & Commerce with Business Administration do the role of being the Chairperson or Members of the Board of Studies of the Bharathiar University. Hence, these faculty members of the Institution act as the representatives to ensure need for the changes in the curriculum such as the addition of special papers with social and moral relevance, offering the didactic design within the conceptual framework and modification of the overlapping content. The curriculum designed by the University has the graded structure of introducing the papers in the subjects concerned. There are four divisions of the curriculum for all the programmes of the Institution are as follows:

Part I – Language I – Tamil

Part – II – Language – II – English

Part III – Core Papers & Allied

Part IV – Foundation course/Non-major Elective I & II / Value Education

The faculty members of the Institution are highly experienced in framing the syllabus, as most of them are in the Board of Studies of Bharathiar University and other notable autonomous institutions. The knowledge and wisdom of the faculty of various departments of the Institution support the progress of the students in multiple ways. Proper planning of the teaching process is initiated with the academic planner, which is prepared at the beginning of the academic year and it contains various information about the Institution. The students have been motivated to gain the flexible capabilities to explore every future opportunity. Every semester, appropriate number of seminars, conferences and workshops are being organized by all the departments to motivate and guide the students to update themselves in their field of study. The quality of teaching in the Institution directs the students to find a better place for them in the job market.

**Teaching-learning and Evaluation**

Teaching, learning and evaluation form the core axis of the Institution. The Institution is situated in central area surrounded by many villages which do have many government schools with the minimum facility. The students who complete their schooling found it very difficult to enter into Higher Education earlier , as it  was tough for them to travel from their remote villages to towns like Tirupur and Coimbatore for their studies. The inception of this Institution quenched the thirst of many students who could have obtained their degree, but for this Institution.  For an average of 300 seats, the Institution receives around 1500 applications. As the demand is more, there is increase in seats – 15% to 25 % in non-lab courses. An Admission Committee which is being constituted as per the norms of the Government order, functions effectively every year to scrutinize the process of admission. The ear marked seats for the reserved quota are completely filled as per the allotment by the government. Apparently, the beneficiary is the most disadvantaged, first-generation learners of the villages around Avinashi.  The teachers are highly qualified with doctoral degrees and NET qualifications. The teacher student ratio remains intact in the academic process. The State Government allocates appropriate number of

sanctioned posts every year based on the requirement of the staff needed in the Institution. The evaluation process is done on both the internal (in the college) and the external (University) levels. With great effort and the application of various innovative teaching methodologies, the Institution has achieved good results in the last five years. Six students who belong to the downtrodden peasant families bagged University ranks in two consecutive years. Remedial classes are being conducted for them after college hours. The students are motivated to take part in the seminars, conferences and workshops conducted by other Institutions and Universities. Feedback is obtained at the exit level for overall curricular aspects. The suggestions and grievances related to curricular aspects are being submitted to the Board of Studies members of the subjects concerned. Overall, the IQAC Cell constantly monitors and guides the teaching – learning processes of the students as well as teachers every year.

## Research, Innovations and Extension

Though the Institution is only five years old, and the research affiliation is yet to be granted by the University, most of the staff members of the Institution are full-fledged Research Guides in various disciplines. From 2017 to 2022, 8 Ph.D. and 3 M.Phil. public viva voce examinations in the Department of English, One Ph.D. Public Viva Voce in Commerce and Physics each have been conducted in the campus of the Institution. Hence, the students are exposed the Research environment even from the tertiary level of their study. Being the audience to the Viva Voce examinations, they could acquire the basics of Research, and they got trained well to defend the thesis in future. Some of the teachers are the Subject experts to conduct the Doctoral Committee meeting in other Institutions. Being the audience to the Viva Voce examinations, they could acquire the basics of Research, and they got trained well to defend the thesis in future. There is a Research Development Cell (RDC) formulated as per the guidelines of the UGC comprising various committees with coordinators and members. The function of the Cell is to create research spirit among the ng teachers and the students. The teachers have been encouraged to publish their research papers in the UGC approved journals (previously) and now un UGC-CARE Journals. Research proposal of a teacher of the Institution has been selected up to Phase III-BGSamwardhana Yojana-1 (IKS Research Proposals). The combined efforts of the staff of the department of Physics and CS have produced 5 patents and the department of B.Com. International Business has prepared 1 patent. On the whole, the college is merited with 6 patents. There is one MOU done in the departments of Physics and Chemistry together. As a part of the extension activities, the students are perpetually sensitized towards the social evils such as the use of drugs, tobacco and cigarettes among themselves, corruption and black money and other matters like Gender issues, dengue- malaria awareness programme among the villagers, basic hygiene and health, pandemic related campaigns.

## Infrastructure and Learning Resources

In the beginning, in 2017, the Institution with only three courses functioned in a school campus, occupying only four classrooms temporarily allotted in the government boys' high school by the Government authorities through the Chief Educational Officer of the School Education. When three more courses were sanctioned in the same year Shift system was followed. From 2018 onwards, the Institution got shifted to the new three-story building with 24 classrooms , 6 staff rooms, 3 labs, 2 seminar halls

The college has an outstanding library with 6182 books, reference books, the interdisciplinary books supplied by the Government of Tamil Nadu and 02 journals

 Though not one to one, appropriate number of computers have been supplied by the Electronics Corporation of

Tamil Nadu Limited (ELCOT). However, the students who had passed out their Higher Secondary Education in government schools had already been provided with a free laptop on their own. So, the student- computer ratio is somewhat balanced. In addition, there are some philanthropic entrepreneurs in and around Avinashi supplied some computer systems for the benefit of the students. Wi-fi facility is available in some specific spots of the campus. LCD projectors and white boards are available in all the departments. The PPT presentations are being shown  and the adaptation of novels into English movies  are screened using these projectors. The Institution has provided safe drinking water facility through the installation of aqua-guard. The inverters and UPS system are used for the computers.

## Student Support and Progression

 The Institution serves as the second home to the students in providing them with every facility to complete their educational objectives. Well-equipped labs and library support them for enhancing their knowledge. Sports activities are alive throughout the year and the students have been encouraged to represent the Institution  in various competitions across the State and the University in indoor and outdoor games such as Kabaddi, Volley ball, basket ball, Tennis and chess. The physical director personally accompanies them to various places to help them take part in the competitions. There are various committees – Grievance redressal Cell, Women's cell, ICC (Internal Complaint Committee), Placement and Career Guidance Cell, NSS, Youth Red Cross, Anti-Ragging, Eco Club, Anti-Drug Committee (tobacco free), Discipline Committee, Vigilance awareness Committee,  Cell for Minority (SC, ST grievance Committee),  IPR cell,  MGMGNCRE Cell (Mahatma Gandhi National Council for Rural Education supported by the Ministry of Education, GOI), Scholarship help desk, cyber crime awareness cell and Cultural committee which function effectively for the benefit and the sustenance of the students. In the initial induction program for the students admitted every year, they are well informed of the existence of each committee and they get introduced to the committee members so that it would be easy for them to approach the staff members for any assistance. In addition, the committees are available in the Institutional website.

Every year, all the students belonging to SC, ST, and OBC  are getting benefitted through the State Government Scholarships and some students get National level Scholarships. Recently, the State government of Tamil Nadu has introduced "Moovalur Raamamirtham Scheme" Scholarship (every month Rs.1000 till they complete their degree) for the girl students only who had completed their schools only in Government Schools or Govt-aided schools with the regional medium of Education. Evidently, as the majority of the girl students of the Institution do come from village government schools, they are highly benefitted out of it. The scholarship-support system is the backbone of the Institution without which many students would have dropped out of their studies. Placement opportunities are offered through campus interviews with the support of prospective employers. The passed-out students have been registered in the OSA (Old Students' Association) and their progress in the society is also being monitored and recorded in the departments concerned.

## Governance, Leadership and Management

The most significant notion of the mission of the Institution is to uplift the students academically, socially and ethically is always accentuated in every activity of the Institution. The students from the remote villages are being moulded initially, when they step in the Institution. PTA (Parents Teachers' Association) begins its function, as soon as the students get admitted. Basic ethical and moral values are being taught to them in the induction programme, even before they delve into their academic learning. Most of the students have various issues that impediment their progress. The Institution is situated closer to the Dollar city Tirupur which is the

refuge place for many workers' from the other districts. The children of those families do need more attention, as they lack the basic amenities because of their recurrent migration. The students from split-up families do have multiple survival issues. Proper counselling by the qualified psychologists is provided, and the teachers render a helping hand to such students by paying their exams. Two refugee student from Sri-Lankan Tamil camp had been graduated from the Institution. Maslow's hierarchy of needs is the foremost concept that the Institution follows to improve the leadership qualities of the students. Along with the curriculum implementation, the various committees of the Institution and department-wise tutorial counselling system focus on the physiological, safety, love and belonging, esteem, and self-actualization needs of the students. (Maslow, *A Theory of Human Motivation*). All efforts of the Institution put together enable the students to emerge out as a successful citizen rather than just a graduate. Budget allocation for equipment and books purchase by the government enhances the quality of the input of the Institution. Along with the government fund, the staff appeal to the entrepreneurs and some affluent people through the Rotary club to sponsor some facilities that they can afford to do for the benefit of the students. The items received have been documented in the Stock register. All these attempts are to make both the ends meet.

**Institutional Values and Best Practices**

The Institution has been aiming at inculcating human values in the students along with the specific subjects. The Non major elective courses such as Environmental Studies, Human Rights, Yoga for Human Excellence prescribed in the syllabus offered by the university are taught by the teachers who supplement the teaching with the conduct of seminars and workshops related to these concepts. A bladder cancer survivor's book was being published in front of the students and the cancer survivor himself motivated the students to help the needy people are ailing. Compassion and humanism were ingenuously instilled in the students in such a way that the students became the volunteers to help the covid-19 Patients who were admitted in the Institution which was utilized as the corona ward during lock down. Many students joined hands with the NGOs and prepared bed and oxygen for the patients admitted in the Institution. Practical Yoga has been taught to students since 2017 to minimize their emotional stress and to develop concentration and memory power. Yoga became an interdisciplinary topic in all the departments. Strolling among the shady trees and into the garden situated adjacent to the Institution rejuvenated the young minds, especially during post-lunch sessions. Physical activity along with learning is one of the best practices of the Institution. All the festivals of the Country and the State such as Holi, Diwali, Guru Pournima, Pongal, Saraswathi Pooja,, Onam, Christmas and other festivals glorifying nature are being celebrated every year. The Institution is unique in its identity as a well-disciplined, prospective one among the other budding institutions started during the last five to six years. It is probably one of the first among the newly started Institutions which could submit itself for NAAC Process. The Institution's axiom is: "Education for all, not only to the creamy layer." In this way, the Institution is distinct that it provides quality and quantity education to the socially disadvantaged students of the locality. The teachers also follow the dictum: "Grow with the Institution." Though being a young Institution with limited available resources, the Institution has produced 287 graduates in the First graduation day recently held and most of them are first-generation graduates.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
|---|---|
| Name | GOVERNMENT ARTS AND SCIENCE COLLEGE, (Co-Education) |
| Address | Government Arts and Science College, (Co-Education), Government Boys Higher Secondary School campus, Kaikattipudur (Post), Avinashi-641654, Tirupur (Dt.), Tamil Nadu |
| City | Avinashi |
| State | Tamil Nadu |
| Pin | 641654 |
| Website | www.avinashigasc.in |

| Contacts for Communication | | | | | |
|---|---|---|---|---|---|
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Principal | J. Nalatham | 04296-274274 | 9442919607 | - | avinashigasc@gmail.com |
| IQAC / CIQA coordinator | A. Geetha | 04296-9865372315 | 7904761213 | - | geethagac07@gmail.com |

| Status of the Institution | |
|---|---|
| Institution Status | Government |

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

| Recognized Minority institution | |
|---|---|
| If it is a recognized minroity institution | No |

## Establishment Details

| State | University name | Document |
|---|---|---|
| Tamil Nadu | Bharathiar University | View Document |

### Details of UGC recognition

| Under Section | Date | View Document |
|---|---|---|
| 2f of UGC | 21-01-2023 | View Document |
| 12B of UGC | | |

### Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| No contents | | | | |

## 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 | Government Arts and Science College, (Co-Education), Government Boys Higher Secondary School campus, Kaikattipudur (Post), Avinashi- 641654, Tirupur (Dt.), Tamil Nadu | Rural | 8.17 | 4609 |

## 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BA,English Literature | 36 | HIGHER SECONDARY | English | 72 | 67 |
| UG | BA,Ecomonics | 36 | HIGHER SECONDARY | English | 72 | 72 |
| UG | BCom,Commerce | 36 | HIGHER SECONDARY | English | 72 | 70 |
| UG | BSc,Chemistry | 36 | HIGHER SECONDARY | English | 24 | 24 |
| UG | BSc,Computer Science | 36 | HIGHER SECONDARY | English | 40 | 39 |
| UG | BCom,International Business | 36 | HIGHER SECONDARY | English | 72 | 71 |
| UG | BCom,Business Administration | 36 | HIGHER SECONDARY | English | 72 | 71 |

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

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| 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 | | | | 1 | | | | 37 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 7 | 24 | 0 | 31 |
| Yet to Recruit | 0 | | | | 0 | | | | 6 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 10 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 9 | 0 | 10 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 17 |
| Recruited | 2 | 3 | 0 | 5 |
| Yet to Recruit | | | | 12 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 10 |
| Recruited | 4 | 6 | 0 | 10 |
| Yet to Recruit | | | | 0 |

21-09-2023 07:17:18

| Technical Staff | | | | |
| --- | --- | --- | --- | --- |
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 10 |
| Recruited | 0 | 4 | 0 | 4 |
| Yet to Recruit | | | | 6 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

## Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 1 | 0 | 5 | 6 | 0 | 12 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 12 | 0 | 13 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 0 | 9 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 544 | 0 | 0 | 0 | 544 |
| | Female | 699 | 0 | 0 | 0 | 699 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 39 | 31 | 25 | 24 |
| | Female | 52 | 45 | 32 | 35 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 3 | 2 | 7 | 2 |
| | Female | 3 | 3 | 9 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 110 | 79 | 89 | 70 |
| | Female | 105 | 115 | 83 | 60 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 63 | 51 | 42 | 37 |
| | Female | 74 | 75 | 67 | 54 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 449 | 401 | 354 | 282 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | The following are already being implemented which has the features of NEP 2020: Multidisciplinary approach – Currently there is a certificate course - BFSI (Banking Finance Service and Insurance) |
|---|---|

certificate course offered by an outsourcing organization recommended by the government to the students of any discipline who pot for that. However, in future, there could multidisciplinary courses for which staff from different departments, Chemistry and Literature can work together to prepare a syllabus for the students. If there is autonomy to modify the curriculum, the B.Com. International Business can have a subject "Apparel designing and embroidery" in their curriculum which would facilitate to become potent entrepreneur in future. Interdisciplinary Approach - The students and the staff are already doing interdisciplinary approaches in their field like literature students will present a paper related to Library science or Anthropology or history. Already there is an allied subject "Social History of England" paper provides the English Literature Students with the complete history of England. In B.A. Economics course, there is an allied paper "Tourism" which focuses on the basics of Tourism. Focussing more on the Environmental issues and the resolutions – Every student has the responsibility of preserving Mother Nature. Along with the academics, the students do some significant contribution to the environment. Currently, the students are exposed the predicament of the other living creatures such as tigers, elephants, sparrows and birds. the students are taken to field visits where the ocean becomes a huge garbage bin men and sea creatures are being polluted by the dangerous throwaway of humans. Existential crisis should be made a part of the curriculum in the future. Holistic development of the students: Extra courses like Yoga and the celebrations of festivals of all religions like Christmas, Pongal, Ramzan, Buddha Pournima, Holi inculcate human tolerance and mutual understanding in the students. Yoga teaches them to control their body and mind and completely eliminate the pessimistic thought of the students. Human Rights paper insist on the concept "Liberty, Equality and Fraternity." Parallel to the academic teaching, the Institution emphasizes the holistic development of the individual as a compassionate and considerate human being. Additional Language Learning – Learning an extra language widens the career avenue of the students. Hence, a foreign language like French, German or Japanese (job -oriented point of view) or any other Indian Language could be made a part of the curriculum. Some of the

| | |
|---|---|
| | above said like Yoga and Banking course for other department students are being implemented as supplementary ones. If there is, at least partial autonomy for the Institution to design the curriculum as per the requirement of the students, it would be beneficial. By and Large, the Institution is prepared well enough to incorporate the optimistic notions of NEP 2020. |
| 2. Academic bank of credits (ABC): | The Institution is affiliated to the Bharathiar University and in the implementation of Academic Bank of Credits, it has to conform to the guidelines of the affiliated university. The digital pages of the students are being created every year using MS-Access which is done by the faculty of the college. Hence, there is a digital repository containing the data of the students available in the college as well as the University. Since the pandemic times, online repository is used in Teaching, Learning and Evaluation processes. Google classrooms created by the faculty during the lock down period contains the assignments and quiz submitted by the students through Google form and by uploading the documents. The Institutional website contains the activities of the college and it serves as a digital notice board to convey the important messages during lock down. Online applications for the admission process had been initiated and www.tngasa.in (Directorate of Collegiate Education, Tamil Nadu government) serves as the digital repository for receiving and consolidating applications from the students, as soon as the higher secondary exam results are published. The system generated rank list generated by the government website has been being published in the Institutional website. The admission process, with dates and time are also being released in the website of the Institution. From 2021, the University has made it mandatory to upload the internal marks in the University portal digitally. Hence, there is always a back up of the database of the details of the students and their internal marks are available in the digital repository. For additional features, the University is still working on it and it will be followed by the Institution. Multiple entry of a student into the same course is not yet allowed so far. However, if such a flexibility is offered by the University, many dropped out students may get benefitted. The faculty members |

| | can choose their own methodology to teach the syllabus provided by the University with restricted freedom. The teachers decide the methodology based on the levels of the students in the classroom. Designing the materials for specific topics are done by the teachers. The involvement of the students in making miniatures or models facilitate them to augment their learning process. |
|---|---|
| 3. Skill development: | The choice of a career is directly proportional to the developing of specific skills in the students. For all the jobs today, two principal skills are expected in the job market. Communication skills blended with soft skills and the Computer Literacy skills. The Institution offer a Computer Literacy Programme (CLP) for all the UG students with the support of the government. Though not included in the curriculum offered by the Bharathiar University, the CLP programme was voluntarily opted by the Institution by requesting the government to permit the course. Since 2017, the Computer Skill development programme (for all non-computer students of the college) has been taught off the college hours. Government recognized certificate will be issued to the students that is added benefit to them. Communication skills along with soft skills programme are being conducted periodically to sharpen their ability to express their knowledge. Part II English classes follow the syllabus framed by TANSCHE (Tamil Nadu State Council for Higher Education) focuses on the developing of the LSRW (Listening, Reading Speaking and Writing) skills of the students. To motivate the students to become successful entrepreneurs, the department of Commerce showcases an exhibition to display the innovative products of the students that stand as the symbol of the inherent skill in them. To inculcate the universal human values in the students, Bajans are sung by the students on Gandhi Jayanthi. The students take pledge for following non-violence and avoid caste discrimination in their life. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Tamil, the classical Language, being the regional language is used for any official communication in the Institution. Bilingual usage is much prevalent except for part – II English and English literature classrooms, The official circulars and communication from the government are in Tamil only. So, there is an equal promotion of both the regional Language |

and the foreign language (English) in the Institution. There is an association for Computer Tamil Association (kanithamizh peravai) to promote digital Tamil Language and literature. The world mother tongue day (21.02.2022) was celebrated in the Institution by making the students stand in the design of the word Tamil. An exclusive herbal garden where the special herbs and plants like nilavembu, tulsi, nocchi and neem (these herbs have been used in the prevention and the treatment of dengue, small pox, chicken pox and covid-causing virus. The herbal garden along with the vegetable-bearing plants have been nurtured and maintained by the department of Economics. MGNCRE (Ministry of Education, Government of India) audited the campus for the Green Audit in 2022 and awarded the highest grade. Culture, being the soul of the rustics of Avinashi, undoubtedly the students follow the Tamil culture in their dress code. The Institution is stern in the rule of dress code. Hence, during the cultural celebrations, the boys wear dhotis and girls wear saris. Pongal festival (Makara Sankranti) has been being celebrated with the motto of glorifying the objects of nature. Hence, the students prepare Pongal (rice with jaggery) in mud pots and offer it as prasada to Sun God. Saraswathi pooja is celebrated to worship Matha Saraswathi, the Goddess of Learning. Onam celebrations (the cultural festival of the neighbouring State Kerala) is also celebrated by the students. The story behind Onam is related to the vamana avatar, one of the seven avatars of Lord Vishnu. The birth of Jesus Christ is also celebrated on Christmas. Religious tolerance is maintained in the cultural festivals. Through the festivals, the students learn the Indian heritage and history. The girl students do perform the village folk dance kolattam, kummiyattam during the Pongal festival. Bharatanatyam is being performed by the students in the college functions. The boys used to bring parai (a drum that is exclusively used in the villages of Tamil Nadu ) to beat and dance for its rhythm. Kolam (drawing on the front yard) and mehandi competitions are chosen instead of facial painting or nail art. Tradition is emphasized in all the activities of the Institution. The herbal medicinal food and drinks are being prepared by the students in cookery competitions.

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|---|---|
| 5. Focus on Outcome based education (OBE): | The axis of the Institution revolves on the outcome-based education from the beginning. The educational goals are effectively fixed by the system that the beneficiary should achieve the goal, while completing the degree course. Hence, from the first-year classes onwards skill-development programme such as CLP (Computer Literacy programme) and communication skills are being introduced to the students. The students are much ignorant about their goals and outcomes of education. So, many SEPs (Student Enrichment Programme) have been organized by various departments. Ultimately, the progress of the student should be an upward mobility and getting placed. The staff has been doing multiple roles such a motivator, facilitator, trainer, guide, mentor, disciplinarian and sometimes a dictator too. Appropriate opportunities are provided for the students and this help students achieve the specified outcomes. |
| 6. Distance education/online education: | The Institution serves the centre for the Tamil Nadu Open University conduct classes and the conduct of the final exams. The administration of the TNOU is directly by the government. The Institution just provides the building to the candidates (during week-ends). Online classes were conducted during the covid-19 lock down period in various platforms such as Google Meet, Zoom, Google classroom, Institutional website, sharing of materials, subject related messages and audio in WhatsApp groups. Some of the online classes were recorded and posted in the YouTube pages of the staff members. Tests and quiz were conducted through Google classrooms and Google sheets. In the post -pandemic period, a blended mode is followed. The links to the materials used for the previous online classes have been provided to the offline class students as supplementary ones. The videos of the YouTube links are also given to the students. LCD projectors are being used in some specific classes where pictorial or visual assistance is needed. English movies in literatures classes are screened periodically and the comparison of novels and the movie version is given as a challenging assignment to the students. The students have been guided to use various MOOCs and attend SWAYAM courses for updating their knowledge in their subjects. However, the enrolment to such courses requires and a kind of |

bilingual assistance and financial assistance for the students. Hence, the enrolment to those online courses is still lagging.

## Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | There is an ELC in the Institution with a Election nodal officer who is linked with the local Tahsildar office and the Election officers in the Collectorate of the town Tirupur. The primary aim of the nodal officer is to create awareness among the students in the college initially, and later on, with the support of the students, sensitizing the society. |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | There is a campus ambassador, usually from the II year classes who is well-informed of the procedures and the implementatation of the Electoral Literacy club. The student can take some assistants with her or him to create awarness among the other students. The campus ambasssador with her/his team are highly active not only in the college but also in the neighbouring surroundings of his/her residential locality. They carry the proper message to the areas where many are still ignorant about the significance of Election and Voting. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | In addition, the students are sensitized about their democratic rights as the voters who could decide the destiny of the nation. From each department, 20 students are identified and totally 140 students along with the nodal officer and the Election-in-charge authorities of the government used to go to different villages and distribute notices about the rights of a citizen in voting. Additionally, they used to set up a mock polling booth to facilitate the ignorant people about the process of polling. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The Institution has been conducting Awareness campaigns and the students have been motivated to do poster presentations related to the issues during the time of Elections. Awarneness drives like setting up a model polling booth and conducting a mock-polling to facilitating rural folks about the process of the Elections. The operational procedures of the EVM (Electronic voting Machine ) are being |

| | explained and demonstrated to the elders of the villages around the Institution. On 25.01.2020, the National Voter's Day – an awareness campaign along with District Election Office and District Collector's Office – the English Department Students led by the HOD and the Staff Members went for an awareness campaign and the English department students won prize in Poster Presentation too. |
|---|---|
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | In the Institution, the students who have completed 18 years of age are made to register themselves to obtain the EPIC (Electors Photo Identification Card). Their additional duties are to find out those who have not registered their names and to help them register their names in the voter's list. The students are asked to spread the message across their village too. A camp is arranged in the college premises to help the public also to register and to do modifications in their details. The Institution performs this duty with utmost care and sincerity. |

# Extended Profile

## 1 Students

**1.1**

**Number of students year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1154 | 1004 | 838 | 498 | 223 |

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

**Number of teaching staff / full time teachers during the last five years (Without repeat count):**

**Response: 52**

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**2.2**

**Number of teaching staff / full time teachers year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35 | 29 | 29 | 25 | 11 |

## 3 Institution

**3.1**

**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8.95 | 2.98 | 0.00 | 0.00 | 4.99 |

| File Description | Document |
|---|---|
| Upload Supporting Document | View Document |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

**1.1.1**

**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**

**Response:**

Effective planning begins well in advance in the previous semester itself.

**In the Previous Semester**

**Tentative Subject Allocation in the department:** Subject allocation for the next semester (verified with the syllabus in the University portal) in the department based on the experience and willingness to handle a paper. Different subjects are given to each faculty member so as to make the faculty familiar with the entire syllabus. And a tentative timetable is prepared.

**Submission of workload:** On the last working day of the previous semester, all the departments have to submit the workload and time table for the next semester to the Principal and in the Council meeting to decide the availability of the faculty (got transferred or retiring from service) and to finalize the timetable. Staff requirement is also discussed.

**Academic Calendar (Handbook) :** Next is the preparation of the Academic calendar with the number of working days and holidays. The academic calendar contains additional information like the do's and don's of the Institution and the format for obtaining TC and bonafide certificate.

**In the implementation Academic year/semester**

**Syllabus verification :** On the very first day, there is a department meeting to verify if there are any modifications in the syllabus. Further, if there is lack staff, it is decided to share the papers among the existing staff.

**Acquiring text books:** The faculty members check if the text books are available in the library or to purchase in the Library fund allotted by the government.

**The conduct of the Induction program:** All the newly admitted students have to attend an Induction programme for a week. Various sessions and information will be provided to them. A campus tour is also done for them.

**Teaching Methodology :** Depending on the complexity of the subject and the level of the students, the

individual faculty designs the methodology. The course outcomes and programme outcomes are considered, while handling the classes. Chalk and talk, walk and talk, Team teaching, peer-group teaching, group discussions,, participatory leaning, seminars, assignments and quiz are the diverse ways to make the learning process happen in the classrooms.

**ICT enabled teaching:** The WhatsApp groups are used to share the content and Google classroom is meant for assignment submission. Audio files are used in Communication skills classrooms. LCD projectors and PPT are used periodically to supplement the demanding topics.

**Attendance**: 75% attendance is mandatory for the students. If a student is irregular to class, intimation will be sent to the parents.

**Assessment :** Two internal assessment tests at periodical intervals and final model exam along with weekly assignment will decide the internal mark of a students.

**Feedback :** The feedback of the students regarding the curricular aspects are collected at the exit level. However, every semester, individual faculty receives honest feedback about the teaching performance which facilitates him/her to improve the methodology.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**

**Response:** 2

| File Description | Document |
|---|---|
| List of students and the attendance sheet for the above mentioned programs | [View Document](#) |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | [View Document](#) |

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**1.2.2**

*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*

**Response:** 49.69

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 693 | 290 | 209 | 433 | 222 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*

**Response:**

The Institution upholds the core values of the society such as humanism, loyalty, accountability, humility, equality, empathy and honesty along with the curriculum. To sculpt an ideal citizen, the teachers strive hard to instil the human values and mutual respect among themselves. In the curriculum offered by the Bharathiar University, there is a foundation course **"Environmental Studies" u**nder Part -IV. The topics in this subject cover the entire theoretical framework of the Environmental issues crises – pollution, acid rain and other such major matters of the globe. The Institution made it a point to sensitize the students towards the living environment of the Institution. The department of economic maintain a herbal garden and some rare plants in the campus. The **Eco club** of the Institution conducts various **Student Enrichment Programmes** to create awareness about the fellow-creature sufferings – like the lack water and food for many tiny creatures such as the sparrows and the killing of elephants in the deep forests. There was a Green Audit conducted by **MGNCRE (Mahatma Gandhi National Council of Rural Education** under the Ministry of Human Resource Development, in Government of India) in the

campus and the best grade A++ is awarded to the Institution. Further, the students are being taken to **field visit** to enrich their knowledge about the significance different cultures.

In the second semester of the UG first year course, there is a non-major elective paper which deals with the matters regarding **human rights**. Along with the theoretical background, the students are provided with the knowledge about basic rights as a living being, the responsibilities of citizen, women empowerment and the eradication of child labour through the conduct of events.

**The Women's cell** of the Institution invites the inspiring personalities to address the students so as to motivate them ardently. The International Women's Day – March 8th 2019 was celebrated with the galaxy of women personalities in and out the Institution. The Guest of honour was Mrs. E. S. Uma IPS, Deputy Commissioner (Law and Order), Tirupur District motivated the students to achieve higher posts by being simple and straightforward. The event honoured many young women students who were aspiring to take up UPSC examinations. The Institution has a majority of women teachers who were also honoured.Every year, the women's day is being celebrated to make the students aware of the upgraded Rights of women in the society

To support the elders those who are ailing is a lofty human value which was taught to the students on 13.03.2019 by inviting a bladder cancer survivor Mr. Neelakanta Siva to the department of English to release his book on the woe and anguish of the cancer patient and the spouse. It was an eye-opener to many students to know about the basic values and the importance of good habits in life.

The Institution never allows any discrimination among the students. The oaths issued by the government on "The Equality Day" are being sworn in by the students and teachers of the Institution.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 1.3.2

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

**Response:** 2.86

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

Response: 33

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*

**Response:** B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

| File Description | Document |
|---|---|
| Feedback analysis report submitted to appropriate bodies | [View Document](#) |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | [View Document](#) |
| Action taken report on the feedback analysis | [View Document](#) |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | [View Document](#) |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 93.24

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 449 | 401 | 354 | 282 | 223 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 449 | 412 | 364 | 304 | 304 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list as published by the HEI and endorsed by the competent authority | [View Document](#) |
| Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only. | [View Document](#) |

**2.1.2**

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

**Response:** 90.69

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 312 | 274 | 245 | 191 | 137 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 312 | 285 | 255 | 213 | 213 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | [View Document](#) |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule ( Translated copy in English to be provided as applicable) | [View Document](#) |

## 2.2 Student Teacher Ratio

**2.2.1**

**Student – Full time Teacher Ratio**
**(Data for the latest completed academic year)**

**Response:** 32.97

## 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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:**

Since the inception of the Institution, the teachers have been attempting to facilitate the students to analyse their strengths and weakness so as to improvise their learning process. As the curriculum for the Institution is offered by the affiliating Bharathiar University, the teachers have to follow the programme outcomes and the course outcomes specified by the University. The students are motivated to take part in the teaching learning process The following are some of the student-centric practices of the Institution:

**Imitation method** to teach the foreign language (English): The students are guided to listen to the speeches and dialogues from the collection of audio clipping from ESL (English as a Second Language) from the website and they have to imitate the same. The method begins with the basic phonology & later to higher level.

**Peer Group teaching method:** The peer group teaching contributes significantly in the learning process. Any advanced level learner is asked to add two moderate level students from the class and it is the responsibility of the advanced level leader to help the slow-learners in understanding the topics. Since it is a small group, the learning process is monitored easily.

**Groups and team-teaching**: The class is divided into smaller groups with a name to identify them each. Seminars, poster-presentations, mock-interviews are conducted among the groups and the teacher makes assessment finally by testing their performance. The teacher encourages team-teaching, as it involves the participatory learning.

**Seminars** : The "Environmental Studies" and the "Human Rights" papers deal with the issues related to Nature and the humans as citizens. Hence, the students are made to do seminars once in a week to discuss various notions related to these subjects along with the core subject topics too.

**ICT enabled teaching/ Google Classroom**: During the lock down period, the students made the maximum use of the Google classroom to post their assignment topics and to take up the quiz contests. They had the opportunity to attend many National and International webinars to enrich their knowledge even when the whole world was doomed temporarily. Online platforms like Google, Zoom and Webex facilitated the contact classes of teachers to the students. LCD projectors in the Institution are utilized for the purpose of visual demonstration of complex subjects. Online materials have been provided in the Institutional website. WhatsApp groups were created to share Information and learning materials.

**Project work and Internship:** The Computer science students have to take the project work in the final semester and the students opt for some socially relevant topics such as "Supermarket Management System" and complete the projects successfully.

**Participatory learning beyond the classroom :** As many students are from the family of farmers from the villages, they used to bring the saplings of special herbal and vegetable plants to create a garden in the campus. The students do gardening along with the decomposing of the dry leaves, when they are free This experience stirs the interest of the students towards  Agriculture, which is the backbone of India.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

### 2.4.1

**Percentage of full-time teachers against sanctioned posts during the last five years**

**Response:** 95.56

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35 | 29 | 29 | 27 | 15 |

| File Description | Document |
|------------------|----------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | [View Document](#) |

### 2.4.2

*Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*

**Response:** 73.64

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 21 | 21 | 20 | 21 | 12 |

| File Description | Document |
|---|---|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | [View Document](#) |
| Institution data in the prescribed format | [View Document](#) |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | [View Document](#) |

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**

**Response:**

The Institution follows the system of conducting Internal assessment procedure as per the guidelines provided by the Bharathiar University. In the overall 90 days, approximately after 30 working days, at least if two units of each subject is completed, the first CA tests are conducted. After the completion of four units of the syllabus, after the 60th day, the Second CA tests will be conducted. Finally, at the verge of the concluding period of the semester, Model exams are conducted with the inclusion of all the five units of each paper. This planning is done well in advance in the academic calendar cum handbook and the same is distributed to all the students and staff. Hence, the completion of the syllabus and the preparation of the question papers are being done by the teachers simultaneously with the teaching process. The pattern of the question paper is based on the model given in the syllabus portal of the university website. Apparently, the system is flawless and clear for the students. The total marks is 100 which was divided into 75 (external) and 25 (internal) pattern till 2021. However, there was some examination reformations introduced by the university in 2021-22 in the split up of 100 marks into 50 :50.

**Components:** Various components such as seminars, group discussions, team-teaching, preparing miniatures, poster presentations, written assignments, oral recitations, speeches, case -studies, class participation, field surveys, internships, attendance, report submission and paper presentation in the conference, taking part in quiz and discipline are being assessed and the marks are awarded as per the performance of individual students. Every component is entered in a sheet and the deserving marks are posted against each the names of each student. Finally, before the internal marks are finalized, the students are allowed to check the marks, before they sign against their marks. Hence, there is complete transparency in the system.

**Grievance Redressal**: The council members of the Institution form the Grievance Redressal Cell. Any grievances regarding Internal marks and attendance of the students are being received by the Cell and the needful is being done. The tutors of each class also have the right to address the grievances of the

students. In the end semester examinations, any grievances regarding the question papers are immediately sent to the controller of examination and get them solved. There is a WhatsApp group that included all the principals of the affiliated colleges and the people of the controller section of the university. So, the grievances are instantly resolved during exams.

**Revaluation/ retotalling :** After the results are announced, some grievances are received from the students regarding the award of marks. The university offers a period of 10 days to apply for revaluation or retotalling. This process also is done through the grievance redressal committee of the Institution and the reciprocation to the same is prompt in helping the students. Obviously, the functioning of the University and the Institution in the conduct of examination go hand in hand together with utmost clarity.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*

**Response:**

These following POs and Cos offered by the Bharathiar University are implemented properly by the Institution and

the same is duly uploaded in the Institutional website too.

B.A. Economics

B.A. English

B.Com

B.Com B.A.

B.Sc. Chemistry

B.Sc. Computer Science

| File Description | Document |
|---|---|
| Provide Link for Additional information | [View Document](#) |

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

The Institution began to function from 2017, when the Tamil nadu government made an announcement of the inception of new colleges in the rural localities across Tamil Nadu. Since then, there are three batches have passed out of the Institution. The results of the three batches prove that the Programme Outcomes and the Course outcomes have been attained.

The budding Institution has produced 287 graduates in the First Convocation Day held recently. The holistic outcomes of the course and programme have successfully attained from the end semester examination results of every semester. Though with rural background, 75% of the students are able to get pass marks with good percentage.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**2.6.3**

**Pass percentage of Students during last five years  (excluding backlog students)**

**Response:** 90.96

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 244     | 223     | 177     | 0       | 0       |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 278     | 241     | 189     | 0       | 0       |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | [View Document](#) |

## 2.7 Student Satisfaction Survey

**2.7.1**

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.71

| File Description | Document |
|------------------|----------|
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

I**ndian Knowledge System:** The values promoted by the Indian Knowlede system are  being carried out in the college. The roots of Indian tradition and heritage is being instilled in the students in various ways such as making them to do particpatory learning . They are guided to celebrate the cultural and religious festivals with much tolerance. The Teachers's day is the day for the students to worship teachers and they get the blessings of the teachers that day. and they do the role of teaching in the class to understand the values of the Guru (the teacher).

In the library hours, the students are being instructed  to read books on Indian core values and morals . and they have to deliver short speeches on the value of *dharma* and the difference between *dharma* and *adharma* in the classes. Personification of the traits like compassion, honesty,, hardwork, kindness anger, and greed are enacted by the students in the class. They communicate in  bilingual language to prove their point.

One of the faculty of the Institution applied the for the project in IKS and was selected up to the II Phase.

**Patents owned by the faculty**

| Year | Applicant Name | Department | Field of Invention |
|---|---|---|---|
| 2021-22 | Dr. M. Senthilkumar | Computer Science | Communication |
| | Dr. A. Balamurugan | Physics | Communication |
| 2021-22 | Dr. M. Senthilkumar | Computer Science | Bio-Medical Engineering |
| | Dr. A. Balamurugan | Physics | Bio-Medical Engineering |
| 2021-22 | Dr. M. Senthilkumar | Computer Science | Communication |
| | Dr. A. Balamurugan | Physics | Communication |
| 2021-22 | Dr. M. Senthilkumar | Computer Science | Digital Communication |
| | Dr. A. Balamurugan | Physics | Digital Communication |
| 2021-22 | Dr. A. Balamurugan | Physics | Granted Design Patent-Tittle: Solar Cell phone Cover |
| 2021-22 | Dr. S. Balamurugan | Commerce (International Business) | International Business |

The Institution motivates the faculty members to participate in innovative research. As the innovative research contributes for knowledge gaining activity of the students, the college by conducting various events imparts the knowledge about innovation. The college has conducted various seminars/conferences including on Research Methodology, Intellectual Property Rights(IPR) and Entrepreneurship. Various departments have taken initiative to boost the knowledge of innovation in the minds of students community through their events.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**3.2.2**

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

**Response:** 38

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 16 | 9 | 10 | 2 | 1 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.9

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 10 | 20 | 8 | 3 | 6 |

| File Description | Document |
|---|---|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | [View Document](#) |
| Links to the papers published in journals listed in UGC CARE list or | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**3.3.2**

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

**Response:** 0.29

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 09 | 1 | 4 | 1 | 0 |

| File Description | Document |
|---|---|
| List of chapter/book along with the links redirecting to the source website | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | [View Document](#) |

## 3.4 Extension Activities

### 3.4.1

**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**

**Response:**

Sensitizing the students towards the current social issues is the need of the hour. Today's youth might become tomorrow's leaders of the nation. Hence, along with the regular academic work, many social awareness events, rally, campaign have been organized in and out of the Institution and in the neighbourhood villages too. The students assume the role of ambassadors in creating awareness among the public. They have been creating awareness since 2017 in the following aspects.

It is obvious that the students are exposed to various aspects of the society through these extension activities. By offering help to the society through the Institution, they too gain valuable lessons of life for the future. These lessons would surely come in hand when they step out of the college as graduates. These types of extension activities promoted by the Institution facilitate to improvise their roles as the citizens of India. Further, the service for the society make them a holistic personality. Worldly wisdom is acquired gradually through these activities. Such extension activities provides the students with several significant competencies like leadership qualities, coordinating skills, communicative skills, life skills and soft skills too.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**3.4.2**

**Awards and recognitions received for extension activities from government / government recognised bodies**

**Response:**

The institution, being a developing one, has not received any such awards or recognitions from the higher authorities. However, one of the staff member Dr. B. Manivannan has received award from the Tamil Nadu government

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**3.4.3**

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

**Response:** 11

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2 | 2 | 2 | 2 | 3 |

| File Description | Document |
|---|---|
| Photographs and any other supporting document of relevance should have proper captions and dates. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | [View Document](#) |

## 3.5 Collaboration

**3.5.1**

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

**Response:** 1

| File Description | Document |
|---|---|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | [View Document](#) |
| List of year wise activities and exchange should be provided | [View Document](#) |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

**Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**

**Response:**

The Institution has a two-story building which was built in the year 2019. with all the basic amenities as follows:

**Classrooms & Departments:** For the seven UG programmes, three spacious class room with appropriate ventilation with required writing-desks and benches for the students with extra chairs for quiz programmes. Six Spacious rooms other than classrooms have been used as the staff rooms. To facilitate ICT enabled teaching, there are 6 LCD projectors available in the department.

**Seminar Halls:** There are two seminar halls out of which the one in the ground floor is used as a large classroom presently and the other one in the second floor which can accommodate 300 students is being used for the purpose of conducting various events, seminars, cultural programmes and other academic activities related to the departments concerned or the entire college. The students actively take part in multi-faceted academic activities such as panel, group discussion, mock interviews, quiz and other such peer-group activities too.

**Laboratories:** Four well-equipped laboratories are available in the campus, in total, for Physics, Chemistry, Computer Science and the last one is exclusively maintained for computer land Internet literacy program for non-computer students. Subject-related Practical classes have been being conducted in the specific semesters, as per the curriculum. Labs are also being utilized to develop the technical knowledge of the students and to give them hands on training as a part of participatory learning.

**Administrative Rooms:** In the ground floor, there is a spacious chamber for the Principal where the council meetings are being held periodically. Next to the Principal's room, there is a chamber for non-teaching staff that incorporates a separate chamber for the bursar to monitor the administrative work.

**Library:** The institution has a spacious library with adequately stocked books, journals, reference books, magazines and various newspapers open for all from morning till evening

**Multi – purpose open auditorium:** There is a wide open auditorium to conduct multi – purpose academic, cultural and co-curricular activities.

**Yoga classes:** Yoga classes are regularly conducted in the college premises from a world-wide

organization – "Vethathri Maharishi -Kundali Yoga  by the trained  yoga gurus.  Both the seminar hall and the open auditorium are being used for the same.

**IQAC** : There is an IQAC cell with all a system and proper facilities next to Principals's chamber.

**Block – B in the premises :** In block 'B' there are five rooms which are used as the sports room, Gymnasium and  two separate rooms are used as sick room and for girl students and women staff – "Women's special room."

**Washrooms-** There are washrooms for men and women separately in each floor of the institution.

| Floor | Usage of rooms |
|---|---|
| I | <ul><li>Administrative block</li><li>Principal's Chamber</li><li>IQAC</li><li>Chemistry Department, Lab,</li><li>Tamil Department</li><li>Physics department& Lab</li><li>Central library</li><li>Chamber of Physical director</li><li>Chemistry classrooms</li></ul> |
| II | <ul><li>Commerce Block (Departments & Classrooms</li><li>Economics Department & Classrooms</li><li>Computer science Lab, classrooms & department</li></ul> |
| III | 1. English Department & Classrooms<br>2. B.Com IB Department & Classrooms<br>3. B.Com. B.A. department & classrooms |

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.1.2**

*Percentage of expenditure for infrastructure development and  augmentation excluding salary during the last five years*

**Response:** 50

4.1.2.1 **Expenditure for infrastructure development and  augmentation, excluding salary year wise**

**during last five years (INR in lakhs)**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4.47 | 1.49 | 0.00 | 0.00 | 2.5 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | [View Document](#) |

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

**The origin** The Library of the Institution is the ever-emanating spring of knowledge that aims to contribute to the holistic personality development of the students. Even at the beginning of the Institution, the Government had released the fund for the purchase of the essential and the basic text and reference books for the Institution. Since then, the library is a space for the students to widen the knowledge about the concepts related to various topics. Initially, the most needed but expensive text books had been purchased. The students who did not afford to buy their own copies made use of the library books for a limited period. Hence, library stood as the pillar for the building of teaching and learning processes. The departments concerned choose the books to be purchased and a department library was maintained in each department.

**The Vision :** The vision of the library is to transfer the wisdom of the text books to the young minds. When there were free hours for the students, they used to visit the library to read newspapers To develop the reading skills in students, it was decided by the departments to allot special hours in the timetable for library reading. Some non-lab courses such as English Literature and Tamil depend completely on text books and reference books. Hence, the library in the Institution does a prominent role to provide the vital support to the teaching learning process of the Institution.

**Present status :** Currently, the Library of the Institution has a wider collection of sources in the forms of books, journals, e-books, e-journals of different subjects. In that way, the library provides both the students and the staff to have access to various resources across the world. in order to facilitate teaching,

learning, and research activities of the Institution.

**Description of the library:** The total area of the Library is 1682Sq.ft in which there are two divisions – one part is for the cupboards to keep the books and the other spacious part is filled with chairs, tables and benches for the students to be seated for reading.

**Books & Journals :** Around 6182 books – text books, reference, competitive examination preparation books in various disciplines and daily newspapers 4 in number both in Tamil and English along with the employment newspapers are being displayed for the students.

**System of the Library:**

Visitor's notebook has to be signed at the entry.

Reference books for the competitive exam preparation such as UPSC, SSC-CHSL,

TNPSC, BANK, RAILWAY, SET, and NET are plenty in number, yet not for

circulation

Other books are for circulation for a specific period only

Current library related services like the following are being displayed in the notice board.

1. Newspaper clippings related to employment opportunities
2. Important circulars
3. Conference and seminar brochures
4. Pamphlets.

**Available Resources:**

| S. No | Genres | Number available |
|-------|--------|------------------|
| 1 | Title of the books | 4048 |
| 2 | Volumes | 6182 |
| 3 | Journals | 03 |

**Audit** : Every academic Internal audit is conducted and the report is maintained

**The Challenge :** The government fund is expected to upgrade the Automation system of the library

| File Description | Document |
|------------------|----------|
| Upload Additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

The Institution has partially done the updation with regard to the IT requirement of the college, as there is only a meagre amount of fund being generated every year under the head "IT requirement" However, the faculty members of each department render the data needed for the students for any academic related updation through their dongle or other network services. Since most students hail from rural background, some from poverty-stricken localities, they are not in a position to afford Android phones. For those students, the faculty members lend their phones for any academic upgrading purpose.

Specific Wifi spots such as the Principal's chamber and the administrative office are available in the Institution for the conduct of administrative tasks. For the academic year 2020 – 2021, Tamilnadu Government provided FREE mobile data facility to all the students through JIO, AIRTEL, BSNL and VODAFONE Network, during the pandemic time to attend online classes.

Computers for the Institution are being sanctioned by ELCOT (Electronic Corporation of Tamil Nadu) by the allotment of the Government Order from the Higher Education Department. Additionally, the majority of the students who studied in Government schools used to carry their own laptop provided to them in schools by the Government. The Deparment of Computer Science is having IoT devices namely 15 interfaces, Audrino Kit and Raspberry Pi kit. For the past 2 years, a Hands on training cum workshop is organised to our students, while they are doing second year.

In the area of IT, the Institution is in the stage of a toddler. In the future, after the accreditation by NAAC, phenomenal development in the updation of IT facility in the Institution is looking forward optimistically.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

**4.3.2**

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

**Response:** 12.68

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

Response: 91

| File Description | Document |
|---|---|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)*

**Response:** 29.96

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2.68 | 0.89 | 0.00 | 0.00 | 1.5 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

**5.1.1**

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

**Response:** 67.69

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 705     | 605     | 589     | 412     | 205     |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**5.1.2**

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |

## 5.1.3

**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years**

**Response:** 15.93

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 325 | 121 | 121 | 25 | 0 |

| File Description | Document |
|---|---|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

## 5.1.4

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

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

**Response:** B. 3 of the above

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 40.37

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 83 | 97 | 80 | 0 | 0 |

5.2.1.2 **Number of outgoing students year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 244 | 223 | 177 | 00 | 00 |

| File Description | Document |
|---|---|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | [View Document](#) |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**5.2.2**

*Percentage of students qualifying in state/national/ international level examinations during the last five years*

**Response:** 0

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|---|
| Institutional data in the prescribed format | [View Document](#) |

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 6

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*

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 04      | 00      | 02      | 00      | 00      |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

**5.3.2**

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

**Response:** 14.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 44      | 07      | 12      | 04      | 04      |

| File Description | Document |
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| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

**The Alumni:** Since the Institution is just five years old and growing steadily to reach the heights, the Alumni of the Institution are also the budding entrepreneurs or aspiring to get placed in better career

opportunities. There are only three batches have passed out of the college and enrich the society by their contribution as holistic human beings. The dark period of Lock down could not allow them to go to the pinnacle of success. However, the alumni of the college had to be brought together for further activities., the formal Alumni Association was initiated with a proper Inaugural function under the presidentship of the Principal on 28.04.2022. The alumni were asked to gather and register their details with the Co-ordinator. This has been registered under the Tamil Nadu Societies Registration Act 1975 (Tamil Nadu Act 27 of 1975) on the 18th October 2022. It has been constituted by the Executive Committee members and consists of 9 members as given below:

| Name of the post | Number of the post |
|---|---|
| Vice President | 01 |
| General Secretary | 01 |
| Joint Secretaries | 02 |
| Treasurer | 01 |
| Executive Committee Members | 03 |

**The Objectives :** The following are the core objectives of forming an OSA in the Institution.

- To upgrade the status of the Institution, the contribution of the alumni is essential
- To create connectivity between the present and the outgone students which would result
- in mutual benefit, it is very important.
- To contribute to the growth of the Institution, the support of the local alumni is much needed.

**The role of the alumni :** Some of the alumni got placed in many companies who recommend the names of their juniors for career opportunities. Some had opted for higher education After obtaining PG in other colleges, a few of them join as management faculty in the Institution. On the whole, Alumni Association functions for the welfare of the college and students.

**Membership :** The Passed out students were informed through the WhatsApp groups to register themselves and to pay the one-time registrations fees. The amount collected is paid to the Account opened in the name of OSA in a Nationalised Bank and the collected amount is deposited in accordance with rule No.24 of The Tamil Nadu societies Registration Act.

It is anticipated in future that there would be a significant contribution of the alumni to the overall growth of the Institution. With the adequate support of Alumni Association of the Institution the presents students would get highly benefitted in various aspects such as the guidance regarding career and other social contributions too. Soon, the alumni association of the Institution would grow as a colossal banyan tree with its widespread branches to offer its coolest shade to those who are associated with it.

| File Description | Document |
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| Upload Additional information | [View Document](#) |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

**Vision of the Institution:**

The holistic vision the Institution is to inspire and to motivate every single student towards the pinnacle of achievement so as to uplift them from the existing social status and to transform them from an ordinary being to the most rewarding and most transformative leadership community of our Nation.

**Mission of the Institution:**

1. The Mission of the College is always analogous to the Mission of the Government which emphasizes on providing quality higher education to the aspiring students especially of the underprivileged group of the society and to enable them to realize their full potential to accomplish their constructive goals of life. Further, some more as follows:
2. To give the students the best education and knowledge that would shape them for a better future
3. To facilitate the students with the congenial setting and technically elevated ambience
4. To promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.
5. To practice and promote high standards of professional ethics, transparency and accountability.
6. To use education to inspire and implement solutions to the environmental crisis.
7. To prepare the students to meet out the requirements of the job market
8. To help them to take up the competitive examinations
9. To enhance the moral and ethical values of the students so as to make them better citizens of the nation.

*As per the Guidelines of the state government, our affiliating Bharathiar University, incorporates various changes in the curriculam as per NEP , which is followed and adopted by our Institution. Sustained institutional growth is reflected in introducing new programmes , increase in the strength of our students, teaching and non teaching faculty members over the past six yeras. Also our institution is acting as exam nodal center for Tamilnadu Open University (TNOU).*

*Participation in the institutional governance*

Various academic and administrative councils are functioning under the lleadership of the Principal. Being the academic and administrative Head of the institution, she provides valuable guidance in planning and organizing all the academic and other related activities in the campus. The powers are classified and delegated to all Heads of the Departments who delegate the duties and responsibilities to

the staff members concerned, so that it is executed and implemented in the college. So that all the decisions and rules decided by the council are intimated to the students for their welfare. .

***Short term and long term Institutional Perspective Plan of the Institution are fulfilled by various committees. T**he Committees like Academic Council, College Union, IQAC, E-Goverance, Various Clubs, Sports and NSS activities and its works are decentralised. Administrative decisions are taken by the Principal on the basis of the directions and rules of the Government of Tamil Nadu. These administrative decisions are implemented by a team of Non Teaching staff comprising of Bursar, Superintendent, Assistants, Junior Assistants and other lower grade staff.

| File Description | Document |
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## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

The perspective plan is effecively made in consultation and with the approval of the Director of Collegiate Education and the Department of Higher Education of the Government of Tamil Nadu. The Committee duly constituted by the College Academic Council prepares the academic calendar every year, which takes into consideration of the instructions of the Director of Collegiate Education and the suggestions of the College Council. The College Council is the decision making body in the Institution. This Council is headed by the Principal, and also the Department Heads are its members. The decisions made by this Council are passed to the faculty members, who are involved in implementing the decisions made. The Discipline of the college is maintained through a separate committee along with the college council.

At the end of the every academic year, the Principal and the Heads of all the departments convene a meeting to discuss in detail the plan for the forthcoming academic year. Based on that the HODs and the faculties prepare the departmental Timetable, Workload, CIAs, Model Exam and other association activities. The plan includes maintaining eco-friendly campus and to carry out various co-curricular activities.

The following aspects are considered for inclusion in the plan for infrastructure development

- The Academic plan is to increase the number of UG, PG courses and to go for Research programmes.
- To establish language lab and to increase number of computer labs, along with hi-end systems.
- To go for smart class rooms

- To establish digital library with access to e-resources
- To motivate the students to crack civil service exams.
- To encourage the temporary staff to clear competitive exams like NET, SLET, CSIR, JRF, SRF,...etc.
- To involve more students into Sports and other Cocurricular activities.
- 

A Calendar Committee is constituted every year under the convenorship of Principal and senior faculty member, preferably a Head of the Department. The Committee prepares the academic calendar every year, which takes into consideration the instructions of the Director of Collegiate Educations and the suggestions of the College Council. The calendar has all the details about the College, programmes, facilities, names of teaching and non-teaching staff, the monthly calendar with holidays, day order and dates of internal examinations, etc. The follwing are the committees formed by the head of the Institution in order to facilitate the students and staff to conduct the teaching-learning process progressively..

1.College Council

2.NAAC Steering Committee

3.Admission Committee

4.Discipline Committee

 5.Anti-Ragging Committee

6. Anti Women's Sexual Harassment Cell

7.Research Development Cell

8. Grievance Redressal Committee

9.Magazine Committee

10.Calendar Committee

11.NSS Advisory Committee

12.Sports Advisory Committee

13.Examination Committee

14.Library Committee

15.Cultural Committee

16.Women's Cell

17.Counselling Cell

18. Internal Complaint Committee

19. Career Guidance and Placement Cell

20. IPR Cell

21. MGNCRE Cell

22. Parents Teachers Association ( PTA )

23. Old Students Association ( OSA )

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module reflecting the name of the HEI | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

The Institution has several f welfare measures for both the  teaching and non-teaching faculties. It

executes them through different modes and channels.

- Faculties are encouraged to participate in RCs, OCs, MDPs, LDPs, and all other FDPs like NAAC, IQAC, IPR, ...by availing On duty.
- Festival advance is offered by the government through the Institution to both teaching and non-teaching staff specific festivals susch as Pongal and Deepavali.
- Motivation of the staff to take part in various workshops, seminars, conferences, in and out of Tamil Nadu and International too. .
- Various types of leave are sanctioned without pay loss such as Casual leave, Restricted holiday,Earned Leave on other Duty Leave Maternity leave, Medical Leave, Pandemic Leave (due to Covid )
- Separate Toilet facilities for Lady Faculty members.
- Faculty members avail on duty leave, to go for external valuation, Board of Studies meetings, to present papers and attend seminars . On duty leave is given to the faculty to act as Resource persons at various platforms.
- During Pandemic Vaccination camp was organized at our college for staff, students and general public.
- De worming tablets were issued by Health department, Avinashi and were distributed periodically to both staff and students
- Both teaching and Non-teaching staff members took the responsibility as presiding officers and other various role in elections.
- Career Advancement Scheme (CAS) has been regulated and implemented as per the Regulations of the UGC for career advancement and by the State Higher Education department, implemented through DCE.

## 6.3.2

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

**Response:** 0.78

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**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

| File Description | Document |
|------------------|----------|
| Institutional data in the prescribed format | [View Document](#) |

## 6.3.3

*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years*

**Response:** 11.17

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 09      | 03      | 05      | 02      | 01      |

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10      | 10      | 10      | 10      | 10      |

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**

**Response:**

The Institution has strategies for mobilization and optimal utilization of resources and funds from various

sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external) Financial Resources play a major role in the development of the college. The College pays keen attention to mobilise necessary funds as much as possible. Every year the College is collecting fees under the heads tuition fees, term fees, PTA & OSA annual subscriptions, CLP tution fees.from the students to meet the yearly expenditure to the all departments. Budget is prepared as per the requirement of the various departments. The disbursal of funds for the needs proposed are strictly monitored by the Principal. Expenditure receipts are maintained for various purchases especially related to the lab and library. The College follows a transparent accounting and audit practices. The generation of funds is primarily based on quality enhancement of teaching and learning. The fee structure devised by the government faciilitate the students from various parts of Avinashi town. But the area is possible to mobilize funds from the students. The Government provides NSS funds regularly to the College. The students are also sent outside the College to participate in the intercollegiate programmes for which the Government grants money.

Every year in the budget allocation a considerable amount has been allotted to increase the library facilities in the College. New books are purchased, more journals, are subscribed and computer facilities are established to upgrade the standard of library. Apart from the books daily newspapers are purchased for the faculty and the students to improve their general knowledge. Computers, printers, tables, desks, chairs, water doctor, sport materials, t-shrits and books for the library were contributed by distinguished donors from our region namely The Chennai silks, Ramraj Cottons, S.P Apparels, OSA of Government Boys Hr.Sec School, Avinashi and Rotary club of Tirupur, etc,.The College takes keen interest to utilize allotted amount properly. Resources need to be properly utilized for the allotted purpose. Urgent requirements need to be met for the welfare of student community and the institution. Funds received should move only through proper channels of administration. Amount collected for the purpose need spent for the purpose only. Using funds at the appropriate time will avert major expenses. The OSA and PTA Funds is utilized for recruiting teaching staff, sub-staff and sweepers, scavengers, purchasing computers and other equipments.

## 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

**Response:**

The Internal Quality Assurance Cell (IQAC ) plays a major role in assessing and maintaining the overall quality of the Institution. Further, the cell monitors the updating process and the upgradation of the faculty and students as a whole. Being the very soul of the Institution, the primary motto of the IQAC is to contribute to the development and to evaluate the outcomes of the system. The IQAC cell guides the people of the n the quality aspects in teaching learning process, various activities carried out through out the year, both academic and other co-curricular activities,

- To provide Quality Education
- To monitor the entire process of the student centric teaching-learning practice
- To enable the documentation process
- To plan the effective and systematic functioning of the Grievances and Redressal cell
- To provide a holistic Inclusive environment
- To enable Value based Skill Education
- To prepare and proceed for AQAR
- To get prepared for NAAC accreditation

| File Description | Document |
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**6.5.2**

**Quality assurance initiatives of the institution include:**

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

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

| File Description | Document |
|---|---|
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

**Gender Equity:** Though he institution is co-education in nature, it is evident that there is an surge of increase in the enrolment of girl students interested in pursuing higher education in the locality of Avinashi and Tirupur. The institution's gender equity programs progress towards the empowerment of women, sustainable growth, and socio-economic reformation in the lives of the girls from the socially downtrodden families, in consonance with policy statement of Rural Education with Women Empowerment.

**Sensitization in curricular and co-curricular activities: In the curriculum :** There are some special papers offered to the UG first and second year students under Part -IV entitled **"Women's Rights" and "Human Rights."** The topics include the status and position of women and the opportunities available for them. While discussing the topics in the classroom, the faculty implicitly teach the equality and status of women as a citizen and as a human being.

**Equal Representations :** In Academic and Administrative responsibilities in the Institution women faculty are excelling in their roles as the Principal, Heads of the departments and the convenors of various academic and statutory bodies. Further, many women faculty render their service as the BOS members of Bharathiar University and various other Autonomous colleges. The key roles such as the coordinator of & Curriculum Development Cell, Academic Council are being performed by women. Obviously, these women faculty of the Institution stand as the role models to the girl students in the classroom. In addition, many programmes have been arranged to bring awareness among the students focussing on importance and contribution of women in the society. Additional initiatives ensure active participation of the girl students in co-curricular activities including sports for which the faculty support them to go to outstations for the competition.

**Facilities for women on campus:**

- Security checkpoints at the campus entries.
- Awareness campaigns on women safety.
- Internals Complaint Committee & the Women's Cell
- Rally and campaign for promoting girl's education
- Special rooms for girl students in Block B of the campus
- Counselling for girls

Commemorative Days Celebration:

Every year the institute organizes the following programmes to make synergy among the students and society and to bring equality among the students

| S. No | Date | Venue | Day |
|---|---|---|---|
| 1 | October 2nd | College Quadrangle | Gandhi Jayanthi |
| 2 | May 17th | Seminar hall | Telecommunication and information Society Day |
| 3 | July 29th | Seminar hall | Dr. A.P.J. Abdul Kalaam's memorial day |
| 4 | Sep. 5th | Seminar hall | Teacher's Day (Thank you first Gurus." |
| 5 | Oct.17th | Seminar hall | World Food Day |
| 6 | Jan 30th | Seminar hall | National leprosy Eradication Program |
| 7 | 3rd December | Open field | International Day of Persons with disabilities |

Further, the following gender-sensitization events like

Anti Sexual Harassment and violence

Protection of Women in the workplace

National Girl Child Day 2018

World Women's Day

Protection of Women against harassment

Legal protection for women

Hence, the Institution maintains zero tolerance policy in the instances against girls and women.

| File Description | Document |
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| Upload Additional information | View Document |

**7.1.2**

**The Institution has facilities and initiatives for**

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

**Response:** B. 3 of the above

| File Description | Document |
|---|---|
| Geo-tagged photographs/videos of the facilities. | [View Document](#) |
| Circulars and report of activities for the implementation of the initiatives document | [View Document](#) |

### 7.1.3

**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

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

| File Description | Document |
|---|---|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | [View Document](#) |
| Green audit/environmental audit report from recognized bodies | [View Document](#) |
| Certificates of the awards received from recognized agency (if any). | [View Document](#) |

### 7.1.4

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**

**Response:**

Being the Nation of Youth, Indian education system incorporates every value essential to the developing and the shaping of the young minds so as to make them future leaders. The Institution has been following the National Educational Policies implemented by the State and the Central Government. Having the notion that mere subject knowledge and a degree certificate won't make a student a holistic person and a law-abiding citizen of the country, the Institution has been taking various measures to instil the core human values, morals and ethics in the students along with the academic activities. The Institution is situated in a rural locality, and the majority of the enrolled students originate from the below poverty level families. They are in need of financial, psychological and moral support from the Institution. The teachers in schools could guide them only towards their choice higher education. However, they look upon the faculty of the higher education institution for choosing their career avenue and consequently, their own life style. Hence, the Institution takes the moral responsibility of providing an inclusive environment for every single student with tolerance and harmony. In addition, the faculty members assume the roles of *matha* (Mother) and *pitha* (father) too along with the already performing role of *Guru.*

The shaping of the individual students towards cultural, regional, linguistic, communal socioeconomic and other diversities has been done through various awareness and Student Enrichment programmes. The celebration of National and State level cultural festivals with equal spirit motivates the students to be tolerant in religion. Different sports and cultural activities like the celebration of Onam, Christmas and Pongal organized in the Institution promote harmony and understanding for one another. The commemoration of specific days develop the basic knowledge about significance of such days. Mutual respect and compassion for the people across the country is instilled in the minds through these kinds of events. To respect the fellow women and to treat them with dignity is implicitly introduced through the days like "Women's day," Girl children's day, awareness programme on Gender sensitization which have been done with the helping hands of the clubs like Rotary and Lion's. The human rights awareness programme along with legal consultation by the advocates who focussed more on the cybercrime and cyberbullying issues was conducted to discuss the preventive measures of not becoming victims to such evils.

The Institution insists on the dress code of the students along with the lanyard around their neck. Any deviation in discipline matters are reported to the Discipline Committee of the Institution and the decision taken by them will be final regarding the matter. Tobacco cessation cell has been established for the purpose of spreading awareness and providing necessary treatment and referrals wherever necessary to the needy.

In these means, the Institution takes different initiatives to provide a conducive environment to the young students.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

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

**Response:**

**Practice 1-  Social- Emotional Learning (SEL) with Entrepreneurial Skill Development**

 **Objectives :**

- To make the students ascertain the individual's personal distinctiveness among
- the others
- To identify the hidden talents and merits of every student
- To understand the level of their learning process
- To facilitate the students to develop their life-skills
- To make them understand their responsibility as a member of the family, a part
- of the Educational Institution and the citizen of the Nation
- To promote the entrepreneurial skills of the students
- To provide them various opportunities to prove their ability as a student and a better human being.

   **Context** :   In the present times, education alone can't make a student to achieve a better place in the society. The students need to gain experience in several situations which would insulate them to encounter the outside world. Basically, the majority of the students are from the family of garment company workers and from the database collected at the time of the admission, it is noticed that many students originate from the family of single parents. Initially, there were many drop -outs, because of the conflict between the parents or from some other members. Additionally, the students, especially the girls are deprived of financial and emotional support from their families which immediately reflected in their studies.

 **Practice :**

- The reasons of underperformance of the students are identified.
- Personal counselling is offered by the tutor. In the next level, Yoga gurus give them counselling.
- If the student is absent for a long time, the parents are informed and the peer group would contact and counsel them.
- Many faculty members support such students by paying fees on their own.
- Peer -team support is rendered to the low-level learner on and off the college hours
- For those who have hidden talents such as painting, cooking, tailoring, artificial jewelry- making and  handicraft work, they are asked to participate the in the college level exhibition to showcase their talents.

**Evidence of success:** The emotional and moral support offered by the Institution is based on the humanistic instinct rather than a formal one. Hence, the students tend to continue their upward movement either in higher education or in getting a placement opportunity to work. The drop-out ratio in the last two academic years is the monitory evidence. The students who have hidden talents become entrepreneurs with the support of the faculty members.

 **Problem Encountered and resources required:**  Specific counselling need to be given to the parents

also. There should be full-time counselling centres to be set up in the campus and the entrepreneurial skills should be recognized by the outside world.

**Practice 2 - Education beyond the classroom - Learning with Nature**

**Objectives** : The enhanced classrooms along with the ICT enabled high-fi environment might be the landmark of one of the   Modern teaching innovation. Yet, academic learning amidst nature takes education out of the classroom and in the natural environment, treating the existing natural objects as exceptional tools to acquire wisdom and develop various life-skills.   The intended outcome of this practice is primarily to learn the environmental ethics along with the regular curriculum. Mother Nature is the best teacher while the academic teachers merely facilitate the process of learning. .

**The Context:** After the outbreak of the covid-19, the entire humanity has been yearning to be in contact with the outside world. After a long period of lock down that had its adverse influence upon every single human being did not leave the student community too. mental instability was very much prevalent among the students who fine the regular lecture classes boring..

**The Practice :** Linking the students with Nature is not something new in our Institution. Most often, the students gain knowledge about nature.

- field visits
- visiting nearby agricultural lands in villages
- nearby waterfalls
- Extinction of tigers and elephants
- bird watching in Avinashi pond  and
- To take part in cleaning the Noyyal river (a tributary of Kaveri river) of Tirupur.

The entire process of this practice is divided into three specific segments.

1. strolling

2. teaching

3. Shooting questions

**Time period :**  Post-lunch sessions – three days in a week.

**Strolling :** The students of a particular class were taken for a stroll in the post-lunch sessions around the campus in turns.

**Teaching:** After a brief stroll, the teacher takes the time to enlighten the students on the topic for that day from the syllabus (the text or material could be carried in their hands). Both the teacher and the students position themselves under the tree while the learning process takes place.

**Shooting questions** : In the third segment, the students  (in groups) should ask the teacher a question either from the topic taught previously or anything related to the environment around them.  This practice is based on the Gurukula method of teaching which existed in the ancient times which includes the physical, mental and spiritual development of the students along with the academic learning.

**Evidence of Success :** The practice initially started as a remedy for the students' inactiveness and disinterest during the post-lunch , especially when a dry subject had to be taught by the teacher. After a long stretch of shutting oneself inside the closed doors during covid-19 lock down, this practice had given both the students as well as the teachers not only a ray of sunlight, but also a ray of hope too.

**Problems Encountered and Resources Required :** T

1. Extreme weather conditions  (rainy day or hottest day)

2. The teachers who handle these classes should be thoroughly prepared and should have extra energy and interest.

**Notes:** This practice, in a way, had solved many short-term problems of the college such as the lack of classrooms (when the Institution was started in 2017, it was functioning in a limited set of classrooms permitted by the adjacent Government Boys High school, in their campus). Hence, this practice aided in the solving of this problem..

The Principal

Government Arts and Science College (Co-Education)

Avinashi,

Tirupur (Dt.) Tamil Nadu – 641654

| File Description | Document | |
| --- | --- | --- |
| Best practices as hosted on the Institutional website | [View Document](#) | |

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

The Government Arts and Science College (Co-education), Avinashi began functioning from the academic year 2017 in a tiny tiled building inside the Government boys high school campus in the rural -based town Avinashi, Tirupur district, Tamil Nadu. Since the Institution started late in the academic year, most of the meritorious students enrolled themselves in some other colleges. However, the Institution was a boon to those who could not find a seat anywhere and thinking of giving up studies had the opportunity to join in the available courses. Today, they are all graduates. The most unique feature of the Institution is that it stands as a tower of knowledge to uplift the girl students of the entire locality who

prefer the Institution for various reasons that are given below:

1. Safety in the campus

2. Easily accessible by bus (not in remote area)

3. Discipline

4. Student-cantered teaching

5. Social-emotional support

6. Grievance redressal cell

7. Counselling and Yoga

For all the above reasons, the enrolment percentage of girl students stand high than the boys. It should be kept in mind that these girls, if this Institution had not been incepted, most of them would not have opted for higher education. Even now, the girls who had completed their graduation in 2020 (first batch) is awaiting the PG courses in the Institution which are yet to be sanctioned by the Government. The following data would prove the above said point.

Though not an exclusive Institution for women, the special features of the Institution inspire the girl students to get enrolled in the Institution. A girl from 2020 batch in Economics programme obtained University rank last year. She belongs to an underprivileged family. If not for this Institution, she would not have joined any college outside Avinashi. The words of Kofi Annan, "To educate girls is to reduce poverty" is true in the case of those who joined the Institution. Hence, the Institution's primary purpose is to uplift the lives of the downtrodden through education and to empower the students with wisdom. Disseminating knowledge is the duty and the responsibility of the Institution.

The Institution has the following additional unique features too:

1. The Institution is exclusively meant for the socially disadvantaged family of students.

2  The Institution rendered its helping hands to the society during the pandemic period by used as the corona ward for three months and further three vaccine camps were arranged in the college campus for the faculty, students and the public too.

3. The Scholarship by the Tamil Nadu Government and other welfare organizations provide financial support for the students. ? The location of the Institution is easily accessible to the students by bus from various  villages around Avinashi. The government bus pass system facilitated them to reach the Institution without difficulty. There are many garment companies and other minor organizations situated closer to the Institution assists the students to do their part time jobs in the evening and to earn for their families.

4. The Institution offers blended pedagogical mode for the holistic development of the students.

5 In the last five academic years, five students belonging to B.Com. (International Business & B.A.. Economics) had bagged university ranks

. 6.A transparent and well-planned admission process in accordance with the guidance from the Higher education department is followed. Hence, the ear-marked reserved categories are the one who have been getting the highest benefits. Majority of the students are the first graduates of their families.

7 Highly qualified faculty with Ph.D. or NET/SET are guiding the students with their hard-earned expertise. Many of the faculty are invited to other popular Institutions as resource persons, Members/University nominees of Board of Studies, Members of central valuation, members of Question paper scrutiny board, Members of External ISO audit and Panel members for Ph.D. Evaluation. Some of the faculty are full-time research guides. 10 Ph.D. viva voce examination have been conducted in the campus.

8 There is always a demand for the courses in this Institution. In the academic year 2021-2022, for the available 302 seats, 2778 online applications had been received. (supporting document link is given in the column). Based on the demand, later, 20% seats in all the courses except science were increased.

9 Another significant feature is that among all the recently started new Arts & Science Colleges in Tamil Nadu within the last 8 years, this Institution stands in the first row to go for NAAC Accreditation.

10 Further, the submission of the Institution for NAAC accreditation is promptly after the completion of five academic years and there is no lapse of period for the same.

11Yoga for Youth Empowerment is a certificate course offered by the Institution which offers practical yoga sessions (asanas and surya namaskara) rather than the theoretical paper in the curriculum entitled "Yoga for Human excellence."

11 The students have been motivated to take part in the sports, extra-curricular and co-curricular activities in the affiliated university and in other colleges too. Many laurels were bagged by the students.

12 The campus got the best accreditation such as A+ and A in the Green audit done by NRISG (National Rural Institutions Sustainability Grading).

13 The campus has herbal garden with the rare plants such as nilavembu, tulsi and gooseberry which, if taken with medical advice, could cure dengue and corona. Other herbal plant like Sesbania Sesban is also available whose soup can cure normal cough, fever and sore throat.

14 Free Career Guidance and coaching classes for competitive examinations have been being handled by the District Employment and career Guidance centre, Coimbatore since 2018.

Abeit being very young in nature, the Institutions has acquired several merits which are beneficial to the shaping of the overall personality of the young minds.

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

Many on-campus programmes such as Agniveervayu (Guided by the Air force Wing commander, Chennai) & TNPSC Training classes are being conducted to place the students in Central and State Government careers in future.   The Institution has been chosen as the specific campus in the Tirupur district by the Government of Tamil Nadu to initiate the Project *Pasumai Thamizhagam* (Green Tamil Nadu) by planting 1000 trees which is implemented by the Tamil Nadu Ministers M. P. Saminathan, the Minister for Information & Publicity & Mrs. N. Kayalvizhi Selvaraj, Minister for Adi Dravidar and Tribal Welfare.

## Concluding Remarks :

On the whole, the Institution offers vast scope to the students for a long, fulfilling career. By the encouragement of the faculty, the students are being motivated to look beyond the classroom, solve experiential  problems, develop their own search for meaning, and cultivate strong professional ethics. Currently, the Institution is awaiting the PG courses to be offered by the Government of Tamil Nadu, as many of the students who completed their UG programmes wish to continue their higher studies in the same Institution. Hence, it is the need of the hour to have PG courses and research programmes in the Institution.  There is always a ray of hope in the Institution, because it counts its blessings and not troubles.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 2.4.1 | **Percentage of full-time teachers against sanctioned posts during the last five years**<br><br>2.4.1.1. **Number of sanctioned posts year wise during the last five years**<br>Answer before DVV Verification:<br><br>

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 37 | 31 | 31 | 29 | 17 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 35 | 29 | 29 | 27 | 15 |

Remark : DVV has made changes as per the report shared by HEI |
| 2.4.2 | *Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)*<br><br>2.4.2.1. **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**<br>Answer before DVV Verification:<br><br>

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 22 | 22 | 21 | 22 | 12 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 21 | 21 | 20 | 21 | 12 |

Remark : DVV has made changes as per the report shared by HEI. Librarian not considered |
| 2.6.3 | **Pass percentage of Students during last five years  (excluding backlog students)**<br><br>2.6.3.1. **Number of final year students who passed the university examination year wise during the last five years**<br>Answer before DVV Verification:<br><br>

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 194 | 219 | 114 | 0 | 0 |

Answer After DVV Verification : |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 244     | 223     | 177     | 0       | 0       |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 272     | 240     | 189     | 0       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 278     | 241     | 189     | 0       | 0       |

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 12      | 1       | 4       | 1       | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 09      | 1       | 4       | 1       | 0       |

Remark : DVV has made changes as per the report shared by HEI

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**4.1.2** — *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 895457  | 298726  | 0       | 0       | 499980  |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|

| 4.47 | 1.49 | 0.00 | 0.00 | 2.5 |
|---|---|---|---|---|

Remark : Please provide sufficient supporting documents for this metric like audited balance sheet. As provided documents are not clear and sufficient. Value of metric 3.1, 4.1.2 & 4.4.1 cannot be same

| 4.3.2 | **Student – Computer ratio (Data for the latest completed academic year)** |
|---|---|
| | 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** |
| | Answer before DVV Verification :  987 |
| | Answer after DVV Verification: 91 |
| | |
| | Remark : DVV has made changes as per the report shared by HEI |
| 4.4.1 | *Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 895457 | 298726 | 0 | 0 | 499980 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 2.68 | 0.89 | 0.00 | 0.00 | 1.5 |

Remark : Please provide sufficient supporting documents for this metric like audited balance sheet. As provided documents are not clear and sufficient. Value of metric 3.1, 4.1.2 & 4.4.1 cannot be same

| 5.1.4 | *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* |
|---|---|

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made changes as per the report shared by HEI

| 5.2.1 | **Percentage of placement of outgoing students and students progressing to higher education during the last five years** |
|---|---|
| | **5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 83 | 97 | 80 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 83 | 97 | 80 | 0 | 0 |

5.2.1.2. **Number of outgoing students year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 194 | 217 | 114 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 244 | 223 | 177 | 00 | 00 |

Remark : DVV has made changes as per the report shared by HEI

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 10 | 2 | 31 | 0 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 04 | 00 | 02 | 00 | 00 |

Remark : DVV has made changes as per the report shared by HEI

| 5.3.2 | **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** |
|---|---|
| | 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 158 | 10 | 29 | 4 | 12 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 44 | 07 | 12 | 04 | 04 |

Remark : DVV has made changes as per the report shared by HEI

| 6.3.3 | *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* |
|---|---|
| | 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** |

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 37 | 9 | 13 | 2 | 1 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 09 | 03 | 05 | 02 | 01 |

6.3.3.2. **Number of non-teaching staff year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 5 | 6 | 5 | 4 | 2 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| 10 | 10 | 10 | 10 | 10 |

Remark : DVV has made changes as per the report shared by HEI

| 6.5.2 | **Quality assurance initiatives of the institution include:**<br><br>1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**<br>2. **Academic and Administrative Audit (AAA) and follow-up action taken**<br>3. **Collaborative quality initiatives with other institution(s)**<br>4. **Participation in NIRF and other recognized rankings**<br>5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**<br><br>Answer before DVV Verification : A. Any 4 or more of the above<br>Answer After DVV Verification: D. Any 1 of the above<br>Remark : DVV has made changes as per the report shared by HEI |
|---|---|
| 7.1.2 | **The Institution has facilities and initiatives for**<br><br>1. **Alternate sources of energy and energy conservation measures**<br>2. **Management of the various types of degradable and nondegradable waste**<br>3. **Water conservation**<br>4. **Green campus initiatives**<br>5. **Disabled-friendly, barrier free environment**<br><br>Answer before DVV Verification : A. 4 or All of the above<br>Answer After DVV Verification: B. 3 of the above<br>Remark : DVV has made changes as per the report shared by HEI |
| 7.1.3 | **Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following**<br><br>1. **Green audit / Environment audit**<br>2. **Energy audit**<br>3. **Clean and green campus initiatives**<br>4. **Beyond the campus environmental promotion activities**<br><br>Answer before DVV Verification : B. Any 3 of the above<br>Answer After DVV Verification: C. Any 2 of the above<br>Remark : DVV has made changes as per the report shared by HEI |

## 2.Extended Profile Deviations

| ID | Extended Questions |
|---|---|
| 1.1 | **Number of teaching staff / full time teachers during the last five years (Without repeat count):**<br>Answer before DVV Verification :  53<br>Answer after DVV Verification : 52 |
| 1.2 | **Number of teaching staff / full time teachers year wise during the last five years**<br><br>Answer before DVV Verification: |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37      | 31      | 31      | 27      | 13      |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35      | 29      | 29      | 25      | 11      |

| 2.1 | **Expenditure excluding salary component year wise during the last five years (INR in lakhs)** |
|-----|--------|

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 895457  | 298726  | 0       | 0       | 499980  |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8.95    | 2.98    | 0.00    | 0.00    | 4.99    |