



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE

**NO.1, MAIN ROAD, SUNDARAKKOTTAI, MANNARGUDI
614016
www.stet.edu.in**

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sengamala Thayaar Educational Trust Women's College, located at the Sundarakkottai village, Mannargudi Taluk of Thiruvarur District, Tamil Nadu, was established in 1994 with the vision of providing quality and excellent higher education exclusively for women, who hail from socially and economically weaker section of the society, as a mission of capacity building of the nation. The institution was started with five departments and 155 students. Now, it offers 12 Undergraduate programmes, 13 Postgraduate programmes, 5 Research programmes, 1 PG Diploma and subject related certificate programmes offered by both the Parent University and the institution. The institution facilitates online certification programmes offered by NPTEL (SWAYAM/MOOC) for teachers and students. About 20202 students have graduated from this institution and 2032 students secured university ranks, in the past twenty five years.

The institution has produced 149 M.Phil., and 17 Ph.D., scholars. The teachers and students have published 310 research articles and reviews, 10 books, 241 book chapters / abstract proceedings/ and conference / seminar proceedings during the past five years.

The institution publishes an International Quarterly journal 'Scientific Transactions in Environment and Technovation'. Each department publishes 'Bi-annual News Letter'. The Department of Microbiology has discovered 2 new genera, 127 new species, 3 new generic records, 16 new varieties and 18 new records to India.

The institution gives global exposure to the students and teachers through MoUs, Seminar/ Conferences/ Workshops/ Faculty Development Programmes. The institution organizes outreach programmes for the development of social responsibility and leadership qualities and soft skill development, coaching classes for competitive examinations and placement for the holistic development of the students.

The institution received the certificate of recognition from ICT-ACT, Chennai for "Best Practices : Higher Education in Tamil Nadu 2017 and 2018". The institution has been accredited by NAAC, Bengaluru, in the first cycle, with 'A' grade (3.45/4 CGPA).

NAAC and UGC have recognized this college as 'Mentor' institution to facilitate the Non Accredited institutions to get accredited themselves. The college is an ISO 9001:2015 certified institution. The institution is celebrating 'Silver Jubilee', and is marching towards the Centre of Excellence and for global acclaim.

Vision

S.T.E.T. Women's College is the higher educational institution located in a small Village, Sundarakkottai, Mannargudi Taluk, Thiruvarur Dt, Tamil Nadu. The institution serves for the cause of higher education exclusively for women students who hail from rural and socially and economically weaker section of the society. The institution strategically planned to implement the concept of Empowering Women Empowering the Nation.

The institution has created ambient environment with higher end sophisticated instruments, application of

technological innovation and ICT enabled gadgets so as to provide very high quality education and to create a Centre of Excellence with the following vision.

To blossom into a Centre of Excellence in Higher Education and Research, targeting the women students of the downtrodden and economically weaker section of the society, so as to enlighten, empower and make them instrumental in creating a par excellent society.

Mission

Higher education to women was relatively accessible in towns and cities at the time when the college was established. Colleges offering higher education were conspicuously less in the rural areas such as Sundarakkottai a village in Thiruvarur district, Tamil Nadu. The first mission statement of higher education emphasizes the need of a conducive academic environment and infrastructure to the rural poor women students, especially to those of socially and economically backward classes of the society. The village, Sundarakottai, where the institution is located is surrounded by many villages, and are rural, the main source of income is agriculture and the per capita income is comparatively less than other sections of the society. In this context the visionary set the goal of creating a centre of excellence in higher education and a par excellent society. In order to achieve the goal the management evolved strategic plan and works with the following mission

- *Creating an academic environment by providing modern infrastructure facilities and current advancement in humanities, science and technology*
- *Providing not only quality education but also inculcating discipline and moral values*

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution has completed 25 years of dedicated service in the field of higher education exclusively for women students. 2019-2020 is the Silver Jubilee year of the institution
- Institution offers 12 UG, 13 PG and one PG Diploma programmes, and vertical mobility is ensured upto research in five departments (Biochemistry, Microbiology, Computer Science, Commerce and Economics)
- The institution is accredited with 'A' grade by NAAC and has secured 3.45/4.00 CGPA
- Institution is ISO 9001:2015 certified and has forged 28 MoUs with industries
- UGC and NAAC recognized the institution as 'Mentor' institution to mentor the non-accredited institutions
- Institution publishes an International Journal 'Scientific Transactions in Environment and Technovation'
- Hostel has 208 rooms with 700 inmates
- Departments are provided with smart class room and 'Wi-Fi' facility
- CIF has been established
- CPCSEA approved animal house facility for *in vivo* animal models
- Uninterrupted power supply is ensured through 125kv generators and 20kv solar power plant
- Library has 52008 books, and 184 journals, N-LIST/INFLIBNET with shodhganga and shodhsindhu is available
- Biominin a unit supported by STET Bio-Floral product for R&D is available

- NPTEL-SWAYAM online certification programmes are offered to students and faculty
- Institution has an alumni strength of about 20202 graduates
- Institution operates 46 buses
- There are 7 blocks, 94 classrooms, 23 laboratories, 3 seminar halls and 2 auditorium to augment teaching learning process
- Health centre and an ambulance are available
- Institution has reported 2 new genera, 127 species, 3 new generic record, 16 varieties and 18 new record for India for foliicolous fungi
- Value added diploma/certificate programmes are offered to students to face the global challenges
- Bridge course and orientation programmes are conducted for the UG students
- There are qualified, and experienced teachers
- Students and teachers are given exposure to recent developments through seminars / conferences / workshops/FDPs
- Martial arts training are provided to students
- Economically weaker section of the students are provided financial support
- ERP has been implemented in the institution

Institutional Weakness

- Since the institution is located in rural environment it is difficult to attract students from urban and other states
- Teachers from other states generally do not prefer this institution for their employment because of the remote location
- Most of the students hail from rural schools, and their medium of instruction is local language, Tamil
- Since the institution is a self-financed one there is no government scholarships (BC & MBC) other than SC and ST Scholarships, for students who undergo the undergraduate Programmes
- Opportunity for attending refresher and orientation programmes organized by the Universities (Human Resource Development Centers) is very limited

Institutional Opportunity

- Institution has the opportunity to serve for higher education of the women students who hail from economically and socially weaker section of the society
- Students have the opportunity for vertical mobility for higher education upto research degree
- Students have the opportunity to attend the classes as day scholars even from remote areas as the management provides transport facility with nominal cost
- Portal of higher education exclusively for women students in the rural environment
- Students get opportunity to undergo value added programmes and NPTEL (SWAYAM/MOOC) online certification skill development programmes
- Incubation center has been established so as to guide, train and implement the innovative ideas as 'Start Ups'
- Social responsibility of the students is groomed through outreach programmes by roping in with the local communities
- Students are given opportunities to organize and anchor various activities while groom the leadership qualities
- Students have the opportunity for career guidance, coaching classes so as face the competitive

examination and on Campus/off campus placements

- Students have the opportunity to develop competitiveness and self-confidence to face the global challenges
- Placement opportunities
- Training for self defense (Martial Arts)
- Teachers can commute in the college transport at free cost
- Being a women's college in the surrounding taluk with secured commutation parents preferred the college

Institutional Challenge

- To cope up with the economic background of the parents of the students in the collection of Term fees
- Since most of the students, at the entry level, come with Tamil as the medium of instruction, getting acclimatized them with the college environment, where the medium of instruction is English
- Retention of unmarried experienced teachers, because they got settled with their husband elsewhere after marriage. So, attrition is relatively high
- Since the institution is in rural environment it is difficult to attract students and staff to attract and staff from other states Mobilizing finance from Government funding agencies
- Providing financial support, free ships, etc., to all the needy students
- Pursuing the students for higher degree programmes, upto research level
- Attitude of the students for employment is not satisfactory, even when they get the placement order, they generally do not prefer to join ivities while groom the leadership qualities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

One of the important attributes of the higher education is the curricular aspects. It varies depending on the administrative standing of the University on Curriculum development, procedural detailing, assessment procedures and revision/updating them periodically, since the institution is an affiliated college and is a teaching unit and depends on the parent University for legitimizing its academic and administrative processes. The main responsibility of the affiliated college is to participate in the curriculum development, assessment procedures and implement.

The design and development of the curriculum are the responsibility of the university. The selected and nominated teachers participate in the process. The department suggests their views for amendments if any necessary, to the corresponding Board of studies constituted by the University. The teachers design the curriculum content for the in house certification programmes.

Attempts are being made to introduce new programmes. B.C.A., PG-Diploma in Big Data Analytics, M.Phil., is Economics, and Ph.D., is Commerce. Diploma in Retail Management, Diploma in Career and Entrepreneurship Development and Diploma in Medical Laboratory Techniques have been introduced. Subject related certification programmes are facilitated through NPTEL (SYAYAM/MOOC) online portals.

Choice Based credit systems followed for all programmes. This facilitates the vertical, horizontal and interdisciplinary mobility. National/International Seminars/Conferences/Workshops are conducted. The

curriculum content of the undergraduate programmes address issues related to Gender, Environment and sustainability, moral values and ethics. Skill development programmes, value added programmes and hands on training programmes are conducted. Besides, social responsibility and leadership qualities are groomed amongst the students through the part V activities.

Internships, Industrial visits and field visits are conducted in order to provide real time experience and hands on training. The institution provides Yoga, and training on 'Karate' and 'Silambam' as self defense programmes.

Attempt is made for the holistic development of students inclusive of social responsibility, leadership qualities, self defense, moral and ethical values in order to achieve programme outcomes.

A well structured feedback mechanism has been developed so as to improve the system further. Feed backs are obtained from the stake holders including students, teachers, parents, alumni and employers.

Teaching-learning and Evaluation

Teaching and teaching methods are made in to learning centered, cater to the needs of diverse category of the students. The ultimate objective of teaching methods and practices are designed to achieve the expectations of all courses and all programme outcomes.

The academic activities for the entire academic year have been included in the academic calendar. The concerned teacher for each course prepares the lesson plan according to the work load and the allotted time for the particular course.

She/he adopts various strategies and apply tools for effective delivery. ICT facilities have been provided besides chalk and talk method. Teachers encourage participative and interactive learning. Students are encouraged in quiz, seminars and group discussions. Tutorial system has been established. The mentors monitor the levels of understanding capacity of the students and evolve strategies accordingly. Industrial visits, field visits and internships are arranged for the students in order to provide real time experience of the course content.

Learning is facilitated through various means. Bridge course and orientation programme are conducted for the students at the entry level in order to bridge the gap between the school and college. Since, English is the medium of instruction, LSRW skill is improved through Communication Skill classes and Language laboratory. The level of understanding of the students is analysed on the basis of interactions between the teacher and the students, and the students are categorized in to advanced and slow learners. The advanced learners are given opportunities to achieve excellence, to develop soft skill and leadership qualities, and the slow learners are subjected to special coaching and remedial classes. Students are exposed to value added diploma and certificate programmes, and also to NPTEL-SWAYAM/MOOC online certification programmes for holistic learning outcome.

The evaluation of the learning process is made through formative and summative evaluation. Formative evaluation is a continuous process made by the institution using the components namely 3 cycle test-15, 5 assignments-5, quiz/GA-5 for UG and seminar-5 for PG as prescribed by the parent university. Summative evaluation of the students is made at the end of every semester for 75 Marks.

Research, Innovations and Extension

Since Research is one of the important dimensions of higher education thrust has been given to encourage socially relevant and application oriented research.

The institution has taken following initiatives to promote research

- Research and Development cell has been established to motivate, streamline and promote research activities
- Centralized instrumentation facility has been established.
- STET Bio-Floral products Development and Research centre and 'Biominin' Research Laboratory have been established
- An international quarterly journal 'Scientific Transaction in Environment and Technovation' is being published.
- Departments of Biochemistry, Microbiology, Computer Science, Commerce and Economics are the research departments, approved by the parent University.
- Post Graduate, M.Phil., and Ph.D., projects are streamlined to make them socially relevant
- 24 teachers are qualified as Research Advisors
- 1779 M.Sc., Projects, 110 M.Phil., and 22 Ph.D., theses have been completed.
- 310 research articles and Reviews, 10 books, 241 Book chapters/Abstract proceedings/ and conference/ seminar proceedings.
- Product Development is encouraged
- CPCSEA approved Animal house has been established for is vivo animal model
- IPR cell has been established to facilitate patenting and copyright.
- The institution has forged MoUs with industries, institutions and research organizations to promote research and to offer real time experience/ internship/ industrial exposure for global needs.

Innovation

- Capacity building of the teachers and students through seminars/conferences/workshops/Faculty Development Programmes.
- The plagiarism policy of the Institution permits to adopt the following links to check the plagiarism
- Establishment of Incubation Centre to facilitate "Start ups" through EDC
- Consultancy services.

Extension service

Social responsibility of the students is groomed through extension service activities.

The students and teachers incharges organize awareness programmes on social issues and conduct training programmes on cultivation of edible mushroom, vermi composting, herbal medicinal plants, etc. and awareness programmes on polythene menace, environmental issues, breast feeding, malnutrition and anemia, AIDS awareness, BMI, gender issues Clean India Mission (Swachh Bharat), water conservation and rain water harvesting in the adopted villages. Both village communities and students are benefitted.

Infrastructure and Learning Resources

The institution has established optimum level of infrastructure facilities so as to ensure the quality of academic and other programmes. They include physical facilities such as class rooms 94, laboratories 23, seminar halls 3 and auditorium 2, supportive facilities, central instrumentation facility, Biominin Research laboratory, Gymnasium and grounds (with courts for ball badminton, volley ball, basket ball, khokho, etc.), sports goods, health room, counseling room, contribute to the effective ambience for curricular, extracurricular, co-curricular and administrative activities.

Learning resources such as books 52008, journals 184, e-journals 12, manuscripts (more than 1000), CD/videos 2238 have been established.

Adequate technology deployment and maintenance are ensured through establishing ICT facilities and other learning resources such as NPTEL, N-LIST, INFLIBNET, STETLMS, e-content and lecture capturing room. Thus the staff and students have access to technology and information retrieval on current and relevant issues. The institution optimally deploys and employs ICT facilities for a range of teaching and learning process. 9 Generators ensure uninterrupted power supply.

Internet (65Mbps) facility connects the entire campus through wi fi. Herbal garden with 183 plants are maintained for medicinal plants research. Animal house, approved by CPSCEA, has been established for *in vivo* animal model.

The functioning of the institution is made effective through regular maintenance and replenishment of infrastructure. Maintenance and replacement of electrical appliances and plumbing works are made through appointed electricians and plumbers.

Laboratory facilities are maintained by the laboratory assistants. Computer systems are taken care by the System Administrators and periodic and annual maintenance is made by technicians. Instruments are maintained by skilled technicians and Bharat Instruments Pudukkottai, Tamil Nadu.

All the departments maintain the Infrastructure Maintenance Register (IMR) so as to keep track of needy requirements of repairs and replacements.

Student Support and Progression

Student support system has been institutionalized and facilitated in order to provide necessary assistance to the students, to enable them to acquire meaningful experiences, holistic development and progression.

It is facilitated through career guidance cell, NSS, Sports and Games, Rotaract, EXNORA, YRC, RRC, Placement and training, Grievance redressal cell, Entrepreneur Development cell, Counseling cell, Soft Skill Development cell, Target CE, WECAN, Research and Development cell, Fine Arts Association, Anti Ragging Committee, Committee for differently abled persons, Transport committee, Health Club, etc.

- SC/ST and BC/MBC (MCA&MBA) students are facilitated to get the social welfare scholarship from the Government of Tamilnadu
- The management financially supports the economically weaker students through free ships in tuition fee, hostel fee and transportation fee
- Facilities such as user friendly toilet, ramp, wheel chair, lift and scribes have been made for differently abled students

- Coaching classes and training programmes are organized to face the competitive examinations
- Campus interviews are arranged for placement
- Soft skill and personality development programmes are conducted.
- LSRW skill development programmes in English are done through language laboratory and communication skill classes
- Bridge course and orientation programmes are conducted for the UG students at the entry level are conducted
- Orientation programme for Library usage
- Slow learners and advanced learners are supported accordingly.
- Entrepreneurial skill is developed and Incubation centre has been established to guide, train and support 'start ups'
- Physical and mental capabilities are groomed through sports and games, yoga and value education
- Health care system with a physician, first aid medicines and an ambulance are functioning
- The institution's serious concern is always regarding the students' progression to higher studies and employment. Hence vertical mobility has been established upto PG level in 13 departments and up to research degree level in 5 Departments
- Career guidance cell provides guidance regarding details of higher degrees.
- Placement cell arranges for jobs through campus interviews
- Karate and Silambam trainings are provided for self defense

Governance, Leadership and Management

Governance

The governance of the institution is centered round the rules and guidelines of the Bharathidasan University, Government of Tamil Nadu and UGC.

Board of Management is the apex body in policy making, making decisions, and governance of the institution. The Managing Trustee is the Top management. Quality policy, planning and development, suggestions of guidelines for inclusion and implementation, introduction of new programmes, establishment of additional infrastructure facilities, allocation of funds, academic facilities and review of academic performance are the responsibility of Board of Management. Management, Principal, HoDs and Superintendent are the authorities of the institution. Academic and administrative activities of the institution are decentralised. The Heads of the departments are empowered to make admission for the Undergraduate and Post Graduate programmes. They have freedom in discharging their duties, to make purchase of books, equipments, glass wares and chemicals.

Hostel administration is managed by the hostel warden, resident tutor and the student committees. Dividing system is followed.

Participative Management

The views of Stake holders are taken into consideration in decision making, analysis of the problems, formulating strategies and implementation of solutions. The Principal is the Ex-officio member and two senior teachers represent the Board of Management. All the Heads of the departments are members of the Staff Council. IQAC is represented by senior teachers, stake holders and two students. Students' council is responsible for organizing students' programmes and outreach programmes. The students are given freedom to represent their views to the Principal and also to the Top management.

Leadership

The Correspondent/Managing Trustee is the Top management. Principal is the Head of the institution, who coordinates/ orchestrates all the departments and has a vital role in decision making at macro level. Heads of the departments make admission, allot works to the teachers and manage the delivery of course contents, tutorial system and student's discipline. Teachers and students are assigned responsibilities as coordinators and leaders respectively, to organize various Part-V activities and outreach programmes, which groom the leadership qualities and social responsibility of the students.

Institutional Values and Best Practices

Institutional Values

Being a women's college and located in rural environment, the core value of the institution is to ensure equity, empowerment, moral and ethical values, knowledge on environment and sustainability, and water conservation besides quality education, as the mission of holistic development of students

- Yoga training is provided Self defense 'karate' and 'silambattam' are practised
- Inculcate moral and ethical values

Best Practices

- Efforts to improve the employability of the students
- Enhancing the research and development through international industry collaboration
- The institution received the certificate of recognition from the ICTACT, Chennai for "Best practices- Higher education, in Tamil Nadu, for empowering local schools" and the best practices were published in the 25th edition of "BRIDGE 2017"
- One of the Best Practices –'Social Initiatives' has been duly recognized and awarded by ICTACT, Chennai in 2018 and published in Best Practices – Student Engagement in Tamil Nadu – a compendium published by ICT Academy released during at 32nd Edition of BRIDGE 2018- CHENNAI, 28 March 2018
- Energy conservation measures have been taken up to replace the lights with LED bulbs. This resulted in the conservation of approximately 2200 units of electrical energy per month
- Opportunities Faculty Development Programmes for continuous improvement of teaching practices
- Empowering local rural schools and community
- Facilitating and Ensuring Employability
- Integrated and interactive teaching-learning processes
- 'Lab to Land' Research Practices.
- Exposing the teachers and students to the global developments in Humanities and Science.
- Capacity building of the teachers and taught through online (MOOC SWAYAM / NPTEL) certification programmes

Distinctiveness

- NAAC accredited 'A' grade institution (CGPA 3.45/4.00)
- UGC and NAAC recognized 'Mentor' institution

- The institution is an ISO 9001:2015 certified
- Totally 92 teachers and 39 students completed NPTEL online certification programme
- CPCSEA, approved animal house
- 251 research articles are published
- 127 New Follicolous Fungi, 16 New Variety, 2 New Genera, 3 New Generic Records, 6 Rare Fungi have been discovered so far
- 20202 students are graduated with 2032 University ranks so far

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE |
| Address | No.1, Main Road, Sundarakkottai, Mannargudi |
| City | Mannargudi |
| State | Tamil Nadu |
| Pin | 614016 |
| Website | www.stet.edu.in |

| Contacts for Communication | | | | | |
|----------------------------|-----------------|-------------------------|------------|--------------|----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | S.Amudha | 04367-255405 | 9443703331 | 04367-255423 | stetwc@gmail.com |
| IQAC / CIQA coordinator | R.Saravanamuthu | 04367-250414 | 7339589944 | 04367-255145 | saravanamuthuavc@gamil.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Self Financing and Private |

| Type of Institution | |
|---------------------|-----------|
| By Gender | For Women |
| By Shift | Regular |

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

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 27-08-1994 |

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

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

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------------|-------------------------------|
| 2f of UGC | 07-08-2008 | View Document |
| 12B of UGC | 03-08-2010 | View Document |

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

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

Details of autonomy

| | |
|--|---|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | Yes autonomydoc_1573112902.pdf |
| If yes, has the College applied for availing the autonomous status? | Yes |

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 | No.1, Main Road, Sundarakkottai, Mannargudi | Rural | 64 | 26110 |

2.2 ACADEMIC INFORMATION

NAAC

| 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 | 36 | HSC | English | 66 | 60 |
| UG | BA,Economics | 36 | HSC | English | 66 | 64 |
| UG | BBA,Business Administration | 36 | HSC WITH COMMERCIAL AND ACCOUNTANCY | English | 132 | 132 |
| UG | BCom,Commerce | 36 | HSC WITH COMMERCIAL AND ACCOUNTANCY | English | 198 | 198 |
| UG | BSc,Biochemistry | 36 | HSC WITH CHEMISTRY AND BIOLOGY | English | 55 | 55 |
| UG | BSc,Chemistry | 36 | HSC WITH CHEMISTRY | English | 55 | 55 |
| UG | BSc,Microbiology | 36 | HSC WITH BIOLOGY | English | 55 | 55 |
| UG | BSc,Nutrition And Dietetics | 36 | HSC WITH BIOLOGY AND CHEMISTRY NURSING NUTRITION IN VOCATIONAL STREAM | English | 44 | 44 |
| UG | BSc,Physics | 36 | HSC WITH PHYSICS AND MATHEMATICS | English | 88 | 86 |
| | | | | | | |

| | | | | | | |
|----|-----------------------------|----|---|---------|-----|-----|
| UG | BSc,Computer Science | 36 | HSC WITH MATHEMATICS AND COMPUTER SCIENCE | English | 198 | 197 |
| UG | BSc,Mathematics | 36 | HSC WITH MATHEMATICS | English | 198 | 194 |
| UG | BCA,Computer Application | 36 | HSC WITH MATHEMATICS | English | 66 | 65 |
| PG | MA,English | 24 | B.A. ENGLISH | English | 35 | 15 |
| PG | MA,Economics | 24 | B.A. ECONOMICS | English | 35 | 21 |
| PG | MBA,Business Administration | 24 | ANY DEGREE | English | 40 | 40 |
| PG | MCom,Commerce | 24 | B.COM. | English | 44 | 44 |
| PG | MSc,Biochemistry | 24 | B.SC. BIOCHEMISTRY | English | 30 | 21 |
| PG | MSc,Chemistry | 24 | B.SC. CHEMISTRY | English | 25 | 16 |
| PG | MSc,Microbiology | 24 | B.SC. MICROBIOLOGY | English | 29 | 27 |
| PG | MSc,Nutrition And Dietetics | 24 | B.SC. NUTRITION AND DIETETICS | English | 25 | 17 |
| PG | MSc,Physics | 24 | B.SC. PHYSICS | English | 28 | 28 |
| PG | MSc,Computer Science | 24 | B.SC. COMPUTER SCIENCE | English | 28 | 28 |
| PG | MSc,Computer Science | 24 | B.SC. COMPUTER SCIENCE | English | 44 | 43 |

| | | | | | | |
|---|----------------------------------|----|-----------------------------|---------|----|----|
| PG | MSc,Mathematics | 24 | B.SC. MATHEMATICS | English | 39 | 39 |
| PG | MCA,Computer Application | 36 | ANY DEGREE WITH MATHEMATICS | English | 48 | 33 |
| PG Diploma recognised by statutory authority including university | PG Diploma, Computer Application | 12 | ANY UG DEGREE | English | 40 | 40 |
| Doctoral (Ph.D) | PhD or DPhil, Commerce | 60 | M.COM. | English | 8 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Biochemistry | 60 | M.SC. | English | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil, Microbiology | 60 | M.SC. | English | 8 | 2 |
| Doctoral (Ph.D) | PhD or DPhil, Computer Science | 60 | M.SC | English | 4 | 2 |
| Pre Doctoral (M.Phil) | MPhil, Economics | 12 | M.A. | English | 5 | 5 |
| Pre Doctoral (M.Phil) | MPhil, Commerce | 12 | M.COM. | English | 15 | 5 |
| Pre Doctoral (M.Phil) | MPhil, Biochemistry | 12 | M.SC. | English | 10 | 6 |
| Pre Doctoral (M.Phil) | MPhil, Microbiology | 12 | M.SC. | English | 10 | 10 |
| Pre Doctoral (M.Phil) | MPhil, Computer Science | 12 | M.SC. | English | 16 | 16 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 158 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 150 | 0 | 158 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|------|--------|--------|-------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 27 |
| Recruited | 0 | 27 | 0 | 27 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 2 |
| Recruited | 2 | 0 | 0 | 2 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 37 | 0 | 43 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 108 | 0 | 109 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 6 |

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

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|---|---------------|---|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 0 | 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 |
|--|--------|---|-------------------------------|--------------|---------------------|-------|
| PG Diploma recognised by statutory authority including university | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 40 | 0 | 0 | 0 | 40 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 4 | 0 | 0 | 0 | 4 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Pre Doctoral (M.Phil) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 42 | 0 | 0 | 0 | 42 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 1207 | 2 | 0 | 0 | 1209 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 369 | 0 | 0 | 0 | 369 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 66 | 62 | 51 | 63 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 2 | 1 | 1 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 737 | 723 | 693 | 631 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 4 | 9 | 8 | 10 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 809 | 796 | 753 | 705 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 1618 | 1591 | 1506 | 1410 |

3. Extended Profile

3.1 Program

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

Response: 1583

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

Number of programs offered year-wise for last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 35 | 35 | 32 | 31 | 31 |

3.2 Students

Number of students year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4291 | 4047 | 3939 | 3900 | 3869 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 590 | 586 | 543 | 510 | 562 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1504 | 1416 | 1455 | 1425 | 1351 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

3.3 Teachers

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 158 | 163 | 161 | 166 | 165 |

| File Description | Document |
|---|-------------------------------|
| Institutional Data in Prescribed Format | View Document |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 158 | 163 | 161 | 166 | 165 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

3.4 Institution

Total number of classrooms and seminar halls

Response: 99

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 418 | 389 | 379 | 446 | 514 |

Number of computers

Response: 507

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The effective curriculum delivery needs planning and scheduling the allotted time on the basis of quantum of course content, which is duly given in the academic calendar as scheduled dates for cycle tests. Teachers prepare lesson plan indicating the portions to be completed and submit the same to the Principal and the Head of the Department.

The theoretical part of the course content is effectively delivered through chalk and talk method supplemented with ICT enabled teaching learning processes. The teachers prepare power point presentation and also e-content which help the teachers to make the delivery of the course content effective to reach the students easily and satisfy the learning outcome of the diverse category of students. The Power point presentation and e-content are stored in LMS. The teachers enjoy freedom to her own method of teaching. Students are also exposed to webinars/video conferencing portals on the concerned course.

The interactive learning is facilitated through class seminars, group discussion, assignments, brain storming sessions and quiz. These activities motivate the students to learn easily and kindle their curiosity. The teachers take the students for industrial visits, internships and field visits which help the students to get industrial exposure and first-hand information on the working environment. The industrial visits and field visits give real time exposure on the concerned programme. The teachers prepare class notes and give to the students as handouts.

The teachers arrange for instrumentation training programmes and such programmes help the students to get hands on training on sophisticated instruments and they also get knowledge about the instruments, operating procedures and applications.

Each and every department organize International/National/Regional/Seminars/ Conferences/ Workshops. They provide an opportunity to learn about the recent developments in the concerned subjects and global exposure which make them competitive to face the global challenge. Besides this all the departments arranged invited talks on the innovative topics of the subjects concerned.

Students are exposed to online certification programmes conducted by NPTEL as value added programme to the concerned subjects. e-resources such as INFLIBNET/N-List/LMS are facilitated. Library facility is extended to the students and library hours are facilitated. Frequent class tests are conducted to enhance the learning outcome. Glossaries are prepared by the Departments which help the students to get familiarized with technical terms.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response: 18

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 2 | 4 | 8 |

| File Description | Document |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Details of the certificate/Diploma programs | View Document |
| Any additional information | View Document |

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

Response: 249.69

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 101 | 88 | 78 | 71 | 68 |

| File Description | Document |
|--|-------------------------------|
| Details of participation of teachers in various bodies | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years**Response:** 33.29

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

Response: 527

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings. | View Document |
| Details of the new courses introduced | View Document |
| Any additional information | View Document |

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 71.43

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

Response: 25

| File Description | Document |
|--|-------------------------------|
| Name of the programs in which CBCS is implemented | View Document |
| Minutes of relevant Academic Council/BOS meetings. | View Document |
| Any additional information | View Document |

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 35.44

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2010 | 1365 | 1321 | 1468 | 985 |

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

1.3 Curriculum Enrichment

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

Response:

Gender equity and related issues are included in the course content of all undergraduate programmes to make the students aware of their strengths and weakness, and to develop sensitivity towards both genders in order to lead an ethically enriched life and to promote attitudinal change towards a gender balanced ambiance and women empowerment.

Human values including moral values, ethics, brotherhood, neighbourhood, mutual tolerance, individual human rights, consumer rights and protection, philosophy of life and social values, etc., are included as curriculum content of all undergraduate programmes.

Environmental issues are rightly incorporated in the course content. They are effectively delivered and the students are made aware of problems such as environmental gaseous pollution, soil degradation with anthropogenic pollutants (manmade pollutants such as agro chemicals, heavy metals, polythene products, etc.) rain water harvesting, renewable and nonrenewable resources, etc., as a measure to ensure the sustainability of resources and ecosystem

Students are made socially responsible individuals through Part V activities (NSS, RRC, YRC, etc.). The students made survey of the adopted villages and conducted awareness programmes on mal nutrition and its impact, significance of mother's milk feeding, Anaemia and its alleviation, AIDS, prevention of Dengue, significance of rain water harvesting, tree plantation, polythene menace and body mass index.

The villages are empowered through extension service programmes. They are given hands on training on edible mushroom cultivation, vermicomposting and micronutrient production, production of bio fertilizer, awareness of micro small and medium entrepreneurship development programmes. Thus the institution with the consciousness develops the personal and also social quality and responsibility.

The gender issues and environment sustainability are made as outreach programmes to create awareness among the neighbourhood society. Gender inequalities are still deep rooted in every society. The institution is consciously reaffirmed this aspect through various gender sensitization programmes, which include gender discrimination and gender equality, women harassment in workplace, women empowerment, etc.,

The institution believes that the education not only ends with the learning outcome, but also the students are messengers of the institution who carry with them the moral values and discipline. The NSS unit of our college conducts many programmes such as Swach Bharat and a rally was conducted on the voters Day. The NSS and the Rotaract club jointly organize the Dress Donation Programme to the school students of

the surrounding villages.

Training on Yoga and martial arts (Karate and Silambam) instils the moral strength, health and self-confidence. Yoga is incorporated in the curriculum content as part of value education.

The institution gives importance to the energy conservation and water conservation measures. These issues have assumed global dimension. The institution has established 20 KV solar power generation system. Two wells and one pond within the campus, and one pond in front of the campus are being maintained for the purpose of harvesting the roof top and surface run of water. These aspects are also included in the curriculum as the Environmental science course content.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any Additional Information | View Document |
| Link for Additional Information | View Document |

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

Response: 30

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

Response: 30

| File Description | Document |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | View Document |
| Brochure or any other document relating to value added courses. | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students undertaking field projects / internships

Response: 85.88

1.3.3.1 Number of students undertaking field projects or internships

Response: 3685

| File Description | Document |
|---|-------------------------------|
| List of students enrolled | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.4 Feedback System

| <p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise</p> <p>A. Any 4 of the above</p> <p>B. Any 3 of the above</p> <p>C. Any 2 of the above</p> <p>D. Any 1 of the above</p> <p>Response: A. Any 4 of the above</p> | |
|---|-------------------------------|
| File Description | Document |
| Any additional information | View Document |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management | View Document |
| URL for stakeholder feedback report | View Document |

| <p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p> | |
|--|-------------------------------|
| File Description | Document |
| Any additional information | View Document |
| URL for feedback report | View Document |

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.01

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 01 | 0 | 01 | 0 | 0 |

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 93.93

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1618 | 1591 | 1506 | 1410 | 1473 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1711 | 1699 | 1574 | 1479 | 1629 |

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 72.83

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 437 | 424 | 399 | 380 | 392 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

Yes

Students learning and understanding capability are assessed at the entry level and make them suitable to the main stream of the college through “Bridge course” and “Orientation programme”.

Advanced Learners

The institution also has strategies to assess the needs of the students in terms of knowledge and skill at the entry level and before the commencement of the programmes. The learning levels of the students are assessed continuously on the basis of the performance in the cycle tests and in the end semester examinations. The students are categorized into “Elite students” and “Slow learners”. Communication skills of the students are assessed on the basis of the ability of the students to converse fluently and the ability to describe an object or picture. The “Elite” students are also motivated, trained and facilitated to present papers in the seminars/ conferences organized by other institutions. The writing skill is assessed on the basis of the ability to prepare resume and preparation of application form. English spelling practice, training for construction of simple sentences are provided. Glossaries are prepared in each subject and distributed to the students, which facilitate the students to get familiarized with technical terms.

Tutorial (mentoring) system is adopted and the tutor incharge takes the responsibility of categorizing the students. The slow learners who fail to keep pace with the learning expectations are counseled, advised and provided with study materials by the faculty

Advanced learners are identified, and the top five scores are provided with special batches indicated by “Stars” for Elite. They get the privilege of getting additional books apart from the issued at the week end from the library and advanced learners are specially prepared for the competitive examinations. Computer training is given and laptops are provided. Skill development programmes such as MS office, Yoga, Tailoring, HAM Radio and communications skill programmes are extended to them. They are provided opportunity to handle seminars using ICT enabled teaching gadgets such as smart boards, modules and power point presentation. Students are encouraged to join and learn through Massive Open Online Certificate (MOOC) offered through NPTEL.

Slow Learners

Slow learners are supported by conducting remedial classes. They are conducted at the week end and the staff incharge of the concerned course handle the classes. Previous years questions are analyzed. Students are also trained for answering the short question and also on the time management. The portions that are difficult for the threshold of the students are taught again to make them understand.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.2.2 Student - Full time teacher ratio

Response: 27.16

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.16

2.2.3.1 Number of differently abled students on rolls

Response: 7

| File Description | Document |
|--|-------------------------------|
| List of students(differently abled) | View Document |
| Institutional data in prescribed format | View Document |
| Any other document submitted by the Institution to a Government agency giving this information | View Document |
| Any additional information | View Document |

2.3 Teaching- Learning Process

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

Response:

Student centric methods

Attempts are made to excel in diverse talents such as playing musical instruments, vocal, dance, elocution etc., and the institution has created platforms to showcase their talents. Mental and physical health of the students is enhanced through yoga, meditation and gym respectively. Training on “Martial Arts” such as “Karate and Silambam” is provided for self-defense. The students are supported with library that houses more than 52 thousand books and journals, e- journals, CDs and Videos. The students are made to meet the global challenges through exposing them subject experts, seminars and conferences.

Experiential learning:

It is the process of learning through experience. The institution has provided hands on training to the students in the subjects of Biochemistry, Microbiology, Chemistry and Physics. Training is provided on specific sophisticated instruments such as HPLC, Gas Chromatography, Trinocular Microscope, Atomic Absorption spectroscopy (AAS), Bioreactor, UV-Vis Spectrophotometer, Gel documentation, Thermal cycler and semi auto analyzer. It enhances the scientific temper and attitude towards innovation. Project works provide an opportunity to implement the innovative ideas and report preparation. The practices of using such instruments results in kindling the curiosity and innovative thinking of the students.

Students are given opportunities to inculcate social responsibility and leadership qualities. Outreach programmes (Part V activities) to create awareness regarding malnutrition, anemia, TB and its impact, environmental issues such as polythene menace, water conservation, tree plantation, etc., are arranged. Students also conduct training programme on edible mushroom cultivation, vermi composting, micronutrient production, etc. The students of Nutrition and Dietetics, Biochemistry and Microbiology have to undergo internship. The students are given real time experience through industrial and field visits.

Participative learning

The seminars/conferences/ workshops organized by the departments provide an opportunity to participate in the presentation, deliberation and discussion on recent developments. Each and every department of the institution organizes seminars/ conferences/ workshops/expert lectures on recent and emerging trends.

The institution has signed MoUs with institution and organization, which facilitate the industrial visits, project execution, etc., and also makes the students to learn the working environment, process and product development. MoU with Shakespeare institute enable us to conduct examinations to improve the communication skills in English. The department of Economics organizes the programme “Know your Economy”. Library orientation programme is conducted to make the students to use the library at the optimum level. Students are exposed to online certification programmes.

Problem solving learning

Case studies, identifying problems in the concerned subjects and evolving strategies for finding solution for such problems nurture the critical thinking and creativity. Introduction of statistical tools, techniques and applicators help the students to test the hypotheses and designing the experiments. Analysis of the experimental results provides an opportunity for prediction and arriving at precision conclusions. In science experiments, the hypothesis is tested and the investigation and experimental results and analysis may make them to think differently. The Department of Mathematics gives training on Vedic Mathematics and Quantitative aptitude.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response: 94.3

2.3.2.1 Number of teachers using ICT

Response: 149

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

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

Response: 31.32

2.3.3.1 Number of mentors

Response: 137

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.3.4 Innovation and creativity in teaching-learning

Response:

Learning outcome could be enhanced through innovative and creative teaching and learning processes. It needs well planned strategies for delivery of curriculum content in each programme. Academic calendar is prepared prior to the commencement of each academic year. Teaching days with day order are programmed taking into account the factors such as mandatory number of working days, academic calendar of the parent University, public holidays, festivals, examinations schedule, dates of assignment submission, seminars and cycle tests.

Lesson plan is prepared taking into consideration of the number of working days for each semester and the number of hours is allotted on the basis of the quantum of course content. Lesson plan with notes of lessons is submitted which give the details of lesson completed as per schedule.

ICT enabled teaching gadgets such as LCD, Projector screen; 'Smart' interactive boards and internet connection with wi-fi are provided to each department. The teachers effectively utilize the ICT facilities for delivering the course content with virtual realities.

e-lesson capturing room has been established for e-content preparation. Teachers prepare e-content and promote learning efficiency. In the context of globalization, the competitiveness of learning skill in consonance with teaching skill. The learning outcome is to be enhanced through modernization and experimentalization of teaching and learning practices with various modules and pedagogic practices.

Knowledge base of the teachers and students is to be enriched by providing exposure to the global developments in Science, Technology and Humanities through International/ National/ Regional seminars/ Conferences/ Workshops.

The deliberations by the experts; presentation and discussion provide global exposure to the recent developments, advancements and current trends of research in the concerned subjects.

There is digital divide in the rural when compared to the urban institutions. In order to overcome this issue the Government of India has launched digital initiative of conducting on line certification programme through NPTEL portals. Students and teachers are exposed to the online certification programmes conducted by NPTEL (SWAYAM MOOC) value added certificate and diploma programmes so as to make the students to undergo value added and subject related programmes and the teachers to update their knowledge.

Faculty Development Programmes are conducted and the teachers are also encouraged to participate in such programmes arranged elsewhere so as to enhance the capacity building of the teachers.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.4 Teacher Profile and Quality**2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**

Response: 100

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |
| Any additional information | View Document |

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years**Response: 4.61**

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 20 | 07 | 03 | 06 | 01 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | View Document |
| Any additional information | View Document |

2.4.3 Teaching experience per full time teacher in number of years**Response: 8.2**

2.4.3.1 Total experience of full-time teachers

Response: 1295

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response: 145.76**

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from

Government recognised bodies year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 49 | 61 | 53 | 35 | 39 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-copies of award letters (scanned or soft copy) | View Document |
| Any additional information | View Document |

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

Response: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | View Document |

2.5 Evaluation Process and Reforms

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

Response:

The institution has to mandatorily follow the continuous internal assessment components prescribed by the parent University, which include tests (3), Assignments (5), Quiz / Group Discussion for UG and seminar for PG.

Besides satisfying the requirements of the parent University, the following initiatives were taken up by the institution

- Individual assignments are allotted

- Online submission of assignments is encouraged
- Objective and multiple choice questions are prepared to test the higher level of understanding
- On the basis of the performance of the students in the cycle tests and the end semester examinations, the students are categorized into 'Elite' (Advanced learners) and 'Slow learners'
- Strategies are evolved to satisfy their requirements, such as coaching/ remedial classes and elite (advanced learners) are specially groomed for academic excellence through various coaching, training and skill development programmes

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

Transparency in the mechanism of Internal Assessment

The progress in the process of learning is periodically evaluated through various methods of evaluation prescribed by the parent University. They broadly include (i) Formative (Continuous Internal Assessment) evaluation; and (ii) Summative evaluation. The methods of evaluation have been prescribed by the parent University after frequent deliberations. The methods are robust and inclusive of diverse category of students.

The continuous internal assessment is made by the concerned teacher of the Department. It includes the variety of components such as cycle tests (3), submission of assignment (5), seminar (PG) (1), and group discussion/ Quiz (UG). These components are robust and unbiased in the process of evaluation. 75% of attendance is mandatory for the students to appear for the end semester examinations.

Dates of conduct of cycle tests and dates for submission of assignments are preplanned and duly printed in the academic calendar. The cycle tests are conducted as centralized cycle tests as per the schedule. The question papers are prepared, printed and distributed on due dates. The answer script are duly valued and returned to the students with comments, within a week. The marks are displayed on the notice board. The students have the freedom to represent discrepancy, if any, in the valuation. References are suggested by the teacher and free access is extended to the library so as to get sufficient information.

Post Graduate students have to give a talk on the topic of their choice on the date prescribed for the seminar. The students have to submit the script of the seminar topic. The students are given ample time to prepare the seminar topic.

Topic for group discussion is assigned by the concerned teacher well in advance so as to facilitate to prepare well. The students are grouped in to two groups and the moderator facilitates the group discussion.

The moderator introduces the topic and the discussion is made for and against the specific topic. The active participation is evaluated for assessment.

Quiz:

Preliminary selection and evaluation of the students are made involving all the students of the class. Twenty students are screened and selected on the basis of their performance. They are then grouped in to five and four in each group. The final performance for the students is assessed and evaluated, and they earn relatively more marks.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

Mechanism to deal with examination related grievances

During the course of academic practices, at times students have to encounter with certain problems and grievances. Students cannot represent the examination related grievances directly to the University authorities. As per the instruction of the UGC, IQAC suggested to establish Grievance Redressal cell so as to facilitate the students to represent their grievances through online.

Examination related grievances include questions from out of syllabus, evaluated mark less than the expected marks, instances of withholding the results, and inability to perform the components of CIA due to ill health. At the time of summative examination the question papers are supplied by the parent University for all the affiliated colleges. Sometimes the questions appeared in the different sections of the question papers had been found of the purview out of the syllabus. In such instances students may represent the grievance to the Principal or to the Head of the Department. The concerned teacher who handled the subject may scrutinize the question paper and recommend the same to the concerned University authorities for due consideration in the form of grace marks through the Principal. The University authority may take up the issue with right spirit.

The answer papers are subjected to central valuation. Dummy numbers are assigned to the answer scripts of the Post Graduate Programme before subjected for valuation. The examination reforms permit the transparency of valued answer scripts. If any student has grievance of getting mark less than the expected marks, then the student is permitted to represent their grievance to the concerned University authority. A student can apply for revaluation, retotalling and transparency (Xerox copy) and also for any number of papers. The process should be completed within 7 days after the publication of results. She is permitted to get the Xerox copy of the valued answer scripts. She is also permitted to get the answer script retotalled and revalued. It is facilitated by the Grievance redressal cell. Any grievance related to the internal

assessment can be reported to the concerned teacher in charge/HoD and necessary corrective measures are ensured such as revaluation, retest, if needed. Sometimes the results of some students are withheld due to want of information. In such instances, the HoD and the Principal take initiative on representation, and get the grievance redressal.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

Adherence to the academic calendar – CIE (A)

Planning of curriculum delivery in tune with quantum of course content of each programme makes the teaching and learning outcome highly effective and efficient.

The mandatory events that are pre planned include National and State holidays, formative evaluation date such as dates for conduct of cycle tests, dates for submission of assignments. The dates for the conduct of summative examination are communicated by the parent University.

The scheduled test dates are strictly adhered. The questions papers are prepared well in advance and centralized tests are conducted. The answer papers are evaluated on time and distributed.

The assignments are assigned on time as per the schedule. They are collected and evaluated. All other components such as Seminar/ Group discussion/ Quiz are conducted as per the scheduled date. The Head of the Departments ensure preparation of question papers well in advance. The strict adherence of scheduled dates printed in the academic calendar is monitored by the Principal.

The parent University issues the Hall tickets through online portal before the commencement of end semester examination. The Hall tickets are downloaded, printed and distributed to the students.

The Principal and the Chief examiner receive the question papers supplied by the parent University. The Examination committee prepares and get ready with conduct of examination as per the schedule. After examinations are over the answer papers are packed, sealed and transferred to the centres of Central Valuation through the University authorities.

The results are published by the parent University after the completion of the central valuation. The printed mark sheets of all the students of all the programmes are sent by the parent University. The Departments analyse the results to assess the performance of the students. The mark sheets are then duly distributed to the students.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.6 Student Performance and Learning Outcomes

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

Response:

Programme Outcome (PO)

The students of the UG programmes are expected to attain the attributes such as critical thinking, effective communication, social interaction, effective citizenship, moral and ethical values, self-directed and lifelong learning and knowledge regarding the environment and sustainability. Student's attitude of critical thinking is evaluated at the time of summative examination.

The students of all Post Graduate programmes designed and implement the projects. Their critical thinking, logical arguments, organization of facts and ideas, decision making judgement and arriving at conclusion are expressed in the dissertation submitted for evaluation.

LSRW skills are developed through English language laboratory. Students are made socially responsible through outreach programmes conducted in the neighborhood villages. Moral and ethical values are made part of curriculum content.

The environmental issues, concerns of sustainability and conservation are included in the course content and the students are also involved in conducting awareness programmes on such issues.

They inculcate self-directed, self-confident and attitude for lifelong learning. Thus the students are exposed to holistic development in order to develop them into good citizens of India.

Programme Specific Outcome (PSO)

The programmes have specific courses with specific objective, goals and outcome. The students are made to understand the nature and basic concepts of all the courses prescribed for the particular programme. The Science students are given procedure to perform the experiments in the laboratory and hands on training on sophisticated instruments. Besides, Arts and Humanities students understand the population, policies, economic principles and concepts, behavior of various attributes and variables, statistical tools and techniques.

The Undergraduate Science students acquire comprehensive theoretical knowledge with practical and real time experience which gives skill confidence and readiness for progression.

The Post Graduate and research students are motivated for enhanced knowledge through seminars/conferences/lecture/workshops which give global exposure. Such activities motivate them in their

pursuit for higher research degrees, and also make them ready face the global challenges of competition.

Course Outcome (CO)

Choice Based Credit System is followed as prescribed by the parent University.

Under Graduate Programmes

Besides providing indepth knowledge in the core courses of science, the outcome is enhanced through field visits and internships, which help the students to acquire real time experience. Extension activities help them to enhance the skill in the subject and develop social responsibility.

Budget analysis and analysis of GST implementation give comprehensive outcome of the concerned courses, indepth knowledge and approach towards applications. Post graduate students undergo internships and industrial visits to enhance their knowledge in the technical areas.

Food Science and Management students undergo internship in the MoU signed organizations, which gives real time experience. M.Sc, M.A, M.B.A and M.C.A students under take the projects in the industries which help them to have on job experience

The course content of research area in the research programmes is mostly on the specific topic, tools and technique, which includes motivation, curiosity, innovation and implementation.

| File Description | Document |
|---|-------------------------------|
| COs for all courses (exemplars from Glossary) | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

Choice Based Credit System is followed throughout the University. The evaluation framework is prescribed by the parent University which includes formative and summative evaluation for all courses of all programmes. Formative evaluation is completed by the institution Summative evaluation is made by the University.

Course attainment

Course Outcomes (CO) are to be attained by all students at the end of the formal course. The method of computation of attainment of course outcome is based on the student performance in all assessment instruments including components of formative evaluation and the performance of the students in the summative evaluation.

Direct evaluation

The components of formative evaluation include tests (15), Assignment (5), Quiz for UG and seminar for PG (5). The formative evaluation for each course is 25 marks. The summative evaluation is made by the parent University. The weightage is 75 marks. The cumulative course outcome is calculated and attainment of each course is earmarked as percentage and the prescribed credit is allotted for the said programme.

The practicals are evaluated internally for 40 marks (weightage 40 marks: continuous performance 20, model practical 10, record 5 and viva 5), and external evaluation is for 60 marks. The programme outcomes is evaluated on the basis of successful completion of all the courses prescribed for the said programme. The cumulative marks earned and the credits earned from all courses for the programmes are calculated. The CGPA (Cumulative Grade Point Average) is arrived and graded O (90 marks ; Grade point 10), A+ (80 and above; Grade point 9), A (70 and above; Grade point 8), B+ (60 and above; Grade point 7), B (50 and above; Grade point 6), C (40 and above; Grade point 5) and below 40 RA. The total minimum credits, required for completing a UG Programme is 140. The total minimum credits required for awarding M.B.A is 120 and M.C.A is 140, and for all other PG programmes is 90.

Part IV of the UG programme includes value education and Environmental studies and soft skill development with 2 credits. Part V includes extension and extracurricular activities with 1 credit. The Ph.D., research scholars are evaluated for three courses with 12 credits. The thesis submitted by the candidate is evaluated by three examiners and the thesis is ranked either as commended or highly commended. The thesis is categorized as 'Highly commended' only when all the three examiners who adjudicated the thesis placed under the highly commended category.

Programme Specific Outcome

The institution evaluates the achievements of the students at the end of programme. Rank holders and students with distinctions are honoured and awarded with Endowment prizes, Gold and Silver medals at the time of annual convocation. The best outgoing students are evaluated on the basis of Academic performance, attitude, attendance, behaviour, and extracurricular activities and are honoured with Gold medal, mementos and Certificate. Merit scholarships are provided by the Management.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.6.3 Average pass percentage of Students

Response: 99.38

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

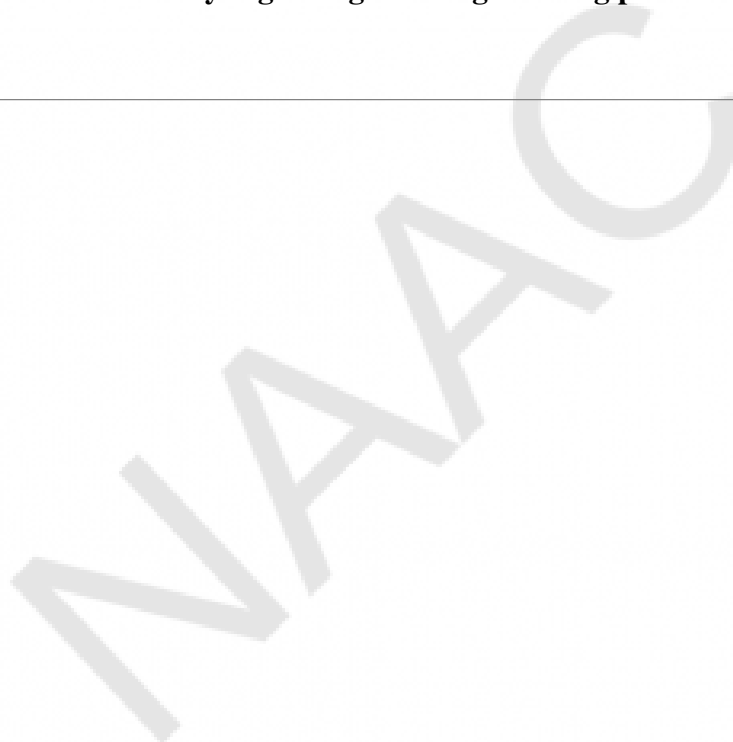
Response: 1432

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

| Response: 1441 | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.7 Student Satisfaction Survey

| |
|--|
| <p>2.7.1 Online student satisfaction survey regarding teaching learning process</p> <p>Response:</p> |
|--|



Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 10.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1.8 | 1.57 | 2.8 | 2.725 | 1.3 |

| File Description | Document |
|---|-------------------------------|
| List of project and grant details | View Document |
| e-copies of the grant award letters for research projects sponsored by non-government | View Document |
| Any additional information | View Document |

3.1.2 Percentage of teachers recognised as research guides at present

Response: 51.9

3.1.2.1 Number of teachers recognised as research guides

Response: 82

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: 11.7

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

Response: 379

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

Response: 162

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| Any additional information | View Document |
| Funding agency website URL | View Document |

3.2 Innovation Ecosystem

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

Response:

The main commitment of the IQAC is to ensure the vision statement through enhanced quality of teaching learning processes, so as to attain the best learning output. It streamlines monitors and creating an educational ecosystem for the best quality output. Innovations have been planned in teaching, research, extension, maintaining campus environment and energy conservation and incubation center for startups.

The teaching process has been supplemented with e-content, ICT enabled Teaching, projects, exposure through International/ National/ Regional Seminars/ Conferences/ Workshops to update students' knowledge and face the global challenge of competition.

'STET Bio – Floral Products Development and Research Centre' for large scale production of bio fertilizers products and micronutrients to increase soilfertility.

Biomini laboratory has been established to give hands-on training to the students and villagers in the production of vermicomposting, edible mushrooms and bio composts. Consultancy services are also provided. A 'Centralized Instrumentation Facility' has been established with sophisticated instruments such as HPLC. UV-Visible Spectrophotometer, Gas Chromatography, Semi Autoanalyser, PCR, Gel Documentation System, etc.

Research and Development Cell has been established to streamline, monitor the student projects and research projects.

A 'Microbial Culture Collection Centre' (Herbarium) has been established and maintained

Free summer training programmes on instrumentation are conducted every year.

The Department of Microbiology discovered 127 New species of foliicolous fungi; 16 New varieties and 18 New records to India; 2 New genera, 3 New generic records; and 3 rare fungi; sequenced of genes of *Lactobacillus*, *Rhodopseudomonas* sp., *Saccharomyces* sp., *Aspergillus niger* and *Penicillium citrinum* to the Gen Bank and NCBI, USA.; and ventured into the process of conversion of plant lignocellulosic

organic wastes into value added products.

College has developed a Herbal Garden to create awareness of medicinal value of plants.

Animal house approved by CPCSEA has been established for *in vivo* animal model models.

Incubation Centre has been established to facilitate the elite students and young entrepreneurs to experiment innovative ideas and to develop procedures and protocols for the product development and to promote “start ups”. This resulted in development of products such as hair tonic, hair oil, soap, floor cleaners, sanitizers and hair cleaning powders (Shikakai). Nutraceuticals are also developed and produced by the Department of Nutrition and Dietetics. Skill development programmes such as tailoring and screen painting are conducted.

Institution – Industry collaboration has established through MoU’s so as to provide industrial exposure.

The Management has provided 65 mbps internet and Wi-Fi facilities throughout the campus.

The college publishes an International Journal of Scientific Transactions in Environment and Technovation.

The institution has roped the local communities with its curricular practices through its extension outreach programmes. Training and awareness programmes are conducted on social, environmental and nutritional issues. Green initiatives in energy conservation has been made through the establishment of 20 KV Solar Power Plant and replacement of CFL and water conservation through Rain water Harvesting and Waste water Management.

Value added Diploma and Certificate programmes are conducted. The students are facilitated to undergo NPTEL (SWAYAM/MOOC) online certification programmes so as make them to face the global challenges.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response: 52

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 19 | 13 | 08 | 10 | 02 |

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

3.3 Research Publications and Awards

| 3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research | |
|---|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

| 3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards | |
|---|-------------------------------|
| Response: Yes | |
| File Description | Document |
| e- copies of the letters of awards | View Document |
| Any additional information | View Document |

| | |
|--|--|
| 3.3.3 Number of Ph.D.s awarded per teacher during the last five years | |
| Response: 2.13 | |
| 3.3.3.1 How many Ph.Ds awarded within last five years | |
| Response: 17 | |
| 3.3.3.2 Number of teachers recognized as guides during the last five years | |
| Response: 08 | |

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

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

Response: 1.91

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 154 | 25 | 34 | 78 | 19 |

| File Description | Document |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | View Document |
| Any additional information | View Document |

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

Response: 1.54

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 27 | 92 | 02 | 98 | 32 |

| File Description | Document |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | View Document |
| Any additional information | View Document |

3.4 Extension Activities

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

Response:

Extension is one of the important dimensions of Higher education. Extension activity is an opportunity for the students to learn the social and economic issues challenging the communities, and to groom them as responsible citizens of India. Extension is the application of the contents of the programmes for the betterment of the society.

Extension services are provided to the village folks in and around Sundarakkottai as on/off campus programmes. The institution has identified the neighbourhood villages, namely Rishiyur, Kandithampettai, Karuvakurichi, Painganadu, Keelathirupalakkudi, Ullikkottai and Sundarakkottai, and adopted them, and roped the local communities with the curricular practices of the institution.

- The students of concerned departments, NSS, YRC, RRC, students' Exnora and Rotaract were involved in Extension Service activities.
- The following are some of the initiatives taken by the institution to sensitize the students to the local social issues and to empower them.
- The neighbourhood villages were identified and the students were made to survey regarding the social and economic status of the villagers.
- Students identified the need of creation of awareness regarding health, nutrition, public sanitation, gender equity, computer literacy, e-banking, tree plantations, water conservation, etc.
- The students of NSS visited the villages, cleaned the temples and streets. They created awareness about the Clean India Mission (Swachh Bharath).
- The students of Microbiology and Biochemistry underwent Blood screening programme amongst the school children and women in the villages, and suggested the blood grouping and haemoglobin content.
- The students of the Department of Nutrition and Dietetics created awareness regarding malnutrition and its impact, anemia and significance of breast feeding and Body Mass Index.
- The students of RRC were involved in creation of awareness regarding the AIDs prevention and control.
- The students of NSS and Exnora created awareness regarding plastic menace, environmental issues, rain water harvesting, water conservation and importance of the plantation.

Impact

- The students were made aware of neighborhood social and economic problems
- This motivated them to find ways and means for finding solution for social issues.
- They not only, become propagators of awareness regarding social evils, but also made them to find and address solution.
- This made them socially responsible and developed the leadership qualities.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response: 31

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7 | 14 | 4 | 5 | 1 |

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

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

Response: 351

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 91 | 83 | 61 | 62 | 54 |

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

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

Response: 10.04

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 874 | 490 | 226 | 195 | 270 |

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

3.5 Collaboration

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

Response: 39

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 9 | 1 | 4 | 2 | 23 |

| File Description | Document |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | View Document |
| Copies of collaboration | View Document |
| Any additional information | View Document |

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

Response: 64

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 14 | 15 | 11 | 15 | 9 |

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Adequate facilities for teaching-learning:

- Institution provides quality education to women in this rural area through updating the infrastructure facilities by providing ICT gadgets to enhance the processes of effective teaching and learning and to meet out the changing needs of higher learning
- There are 9 blocks, which covers 94 classrooms, 23 laboratories including one Animal house, Biominin Laboratory, Biofloral Product Development and Research centre, library, two Seminar halls, two Auditorium, Vermicomposting unit, Edible Mushroom unit, Hostel with academic amenities and Canteen.
- 15 smart class room facilities have been provided with all ICT enabled teaching-learning gadgets to fulfill the requirements of 13 departments. The facilities include computer, LCD projector, speakers, collar mikes, and smart boards and LMS
- English language laboratory for LSRW skill development
- Learning resources such as library facilities, book banks, laboratory equipment, well-furnished laboratories, NPTEL, N-LIST/INFLIBNET memberships are provided
- OPAC system has been installed which helps in the Library management such as accessing, issuing, returning of books and stock maintenance. There are set of rules and regulations for the students and staff for the usage of Library. A centralized reprographic facility is provided for the use of the staff and students
- Lift, Ramp and Wheel chairs are available for the physically challenged persons
- Scribes are made available for the visually challenged students at the time of writing the examinations
- A Board room is used to conduct the meeting of the Top management

Classrooms:

- Class rooms, laboratories and other physical infrastructure facilities are located in various blocks.
- Class rooms are sufficiently ventilated with lighting facilities and furniture
- **Laboratory:**
- Laboratories are provided with all the necessary equipment's
- Log books are maintained to track the usage of instruments and proper maintenance
- The instruments are technically maintained annually by the qualified technicians for the optimum use of the laboratory facilities
- Centralized Instrumentation Facility houses advanced/modern analytical instruments offering its uses to a wide range of technical expertise

Computing Equipment:

There are 507 computer systems available for the use of the teaching and learning processes of computer

and information science

Annual maintenance of the computer systems is made by employing qualified technicians and the system engineer of the institution

65 Mbps “BSNL” dedicated leased line (1:1) network with Wi-Fi connectivity throughout the campus is available. The institution has dedicated Online web Server

- **Seminar Halls/Conference Halls/Auditorium:**

- There are 3 Seminar/conference Halls with LCD projector, Lap top, white board, smart podium with audio and video facilities are provided in each seminar/conference hall.
- Air-conditioned conference hall with seating capacity of 260 students is available
- Two seminar halls with the seating capacity of 300 students and one multipurpose hall with the seating capacity of 1200 students and an Open Auditorium with a seating capacity of 5000 students are available.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

Adequate facilities for sports and games:

- The institution takes care to ensure that the students participate in the extra-curricular activities such as sports and games. They facilitate the students to acquire mental strength and also physical fitness
- Students are encouraged to participate in the indoor games such as chess and carom, outdoor games such as Volley ball, Basketball, Badminton, Ball badminton, Kho-kho, Cricket, skipping and slow cycling and Track and Field events such as shot-put, Javelin, Discus throw, Long jump, 100 meter dash, and 4 x 100 meter relay
- In order to encourage the students’ participation in sports and games, specific hours in the time table have been allotted and necessary facilities have been established
- A playground measuring about 44, 220 sq.ft. area is available in the campus
- Courts are available for outdoor games
- Volley ball (18 x 9 Sq.Mts.),
- Basketball (28 x 15 Sq. Mts.),
- Ball Badminton (24 x 12 Sq.Mts.),
- Badminton (13.41 x 6.1 Sq.Mts.),

- Kho-kho (24 x 16 Sq.Mts.)
- Cricket (63,550 sq.ft)

Gymnasium:

Gymnasium equipments such as Exercise Bike 05, Exercise cycle 5, Tread mill 2, Multi Gym equipment 01, Dumbbells 04, Tummy Trimmer 01, Upright Bike Recumbent Bike 01, Ad roller workout Trainer 01, Grip Training tool 02, Resistance tuber & Bands 02 and Skipping ropes 05, are facilitated.

Yoga: (Certificate Programme)

Yoga training is provided periodically. Yoga instructor has been appointed to provide yoga practice to the students which is carried out in the multipurpose auditorium. After completion of the examination, certificate is provided to the candidate.

Self Defence:

- Martial Arts such as 'Karate' and 'Silambam' are taught to empower the students with 'Self -defense'

Cultural Activities:

- Talents in vocal, light music, classical dance, folk dance and drama among the students are identified and the skills groomed using specialist
- A Finearts Committee is functioning with Managing Trustee as the Chairman
- The committee nurtures and grooms the various talents of the students and motivates them to participate in the Inter-collegiate competitions
- Cultural programme entitled "STET FIESTA" is conducted on the occasion of Founder's Day for three days every year in the month of January, where students expose their talents in fine arts
- 'Music day' programme entitled "STET EUPHONIES" is held during the 1st week of April every year to bring out the talents in singing and playing musical instruments. The institution takes care to ensure that the students hidden talents all musical are trained for handling the musical instruments such as key board 16, Veena 6, Violin 15, Drums 01, Triple cango 01, Tumba 01, Tabla 01, Mridangam 01, Roland rhythm pad 01, Tampruvine 06, Double bongos 03, Kappa 03, Synthesis 01 and Guitar 06 etc.,. The interested and skilled students are given training in specific musical instruments using specialists
- STET FESTEMBER on Intercollegiate cultural festival is organized every year in the month of September to groom the competitive skill and spirit of the students in various cultural events with the support of the Management

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**Response:** 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 99

| File Description | Document |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | View Document |
| any additional information | View Document |
| Link for additional information which is optional | View Document |

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**Response:** 87.85

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 367.5 | 371.5 | 328.1 | 363.5 | 451.2 |

| File Description | Document |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | View Document |
| Audited utilization statements | View Document |
| Any additional information | View Document |

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Library is one of the most integral components in ensuring the enhanced teaching –learning outcome. It is the main support facility earmarked by the institution to the students and teachers. Hence the management has facilitated the library with Automated Integrated Library Management System (ILMS) namely Autolib

software.

Software is popular and advanced integrated library automation management software, designed and developed by a team of library & information science specialists, database designers, software developers and network specialists.

It is fully integrated, versatile, user friendly, cost effective and multiuser library automation software and encompasses all the features of automation for a library.

Autolib is easy to use, data entry mode is simple and handles records more efficiently customizable data entry screen, multimedia interface ,simple and fast counter transaction, interface to barcode scanner/printer /data capturing unit and stock verification, database security /back up recoveries are made. The standard modules are used in the autolib software .Data base management i.e., cataloguing this modules allows to create, update, edit and maintain the cataloguing of books, members, department, courses, groups. This module is designed to search all the above databases using important fields and print the search results in any desired order .OPAC – Online Public Access Catalogue module facilitates simple search and advanced search.

Counter transaction for the facilitation of books circulation such as issue, return, renewal, remainder, overdue, reports, are made.

Report management module is designed to generate and print a large number of reports, such as, list of books by author, title, unique titles, publishers, suppliers, call number subject, department, accession number, date , book type publishers, etc., All types of reports can be generated.

Online stock verification module allows for online stock verification of library resources using barcode scanner through data capturing unit. Report on the status of books such as condemned, missing, lost, are submitted. Condemned books will be sent for binding.

There are 52,008 books, 184 journals, 2,238 CDS, and videos stacked in the library .The librarian and the supporting staff helps in tracking the library resources.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response:

Library is the repository of knowledge resources that support the teaching and learning processes. The

collection includes rare books, reference books, textbooks, journals CD/Videos, reports etc., The rare collection in the library of the institution includes the illustrated Webster Dictionary published in 1869.

Rare books such as Income tax reports Sales tax reports, Constitution of India, Encyclopedia of Americana, Periya puranam etc.,

Illustrated encyclopedia of wild life, Colliers encyclopedia, encyclopedia of networking, encyclopedia of internet web computer science, encyclopedia of applied information system, encyclopedia of computers application in management, encyclopedia of e-commerce, and encyclopedia of virology.

Encyclopedia of food microbiology, encyclopedia of Quotations encyclopedia of environment, encyclopedia of microbiology, encyclopedia of botany, encyclopedia of ecology, encyclopedia of biostatistics, encyclopedia of chemistry, encyclopedia of plants, encyclopedia of soil science.

Encyclopedia of biotechnology, family encyclopedia of genetics, encyclopedia of food science, encyclopedia of health and nutrition, encyclopedia of nutrition and welfare are stacked.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

| File Description | Document |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | View Document |
| Any additional information | View Document |

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

Response: 10.15

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2.0 | 6.21 | 4.31 | 24.82 | 13.39 |

| File Description | Document |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | View Document |
| Audited statements of accounts | View Document |
| Any additional information | View Document |

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

Response: Yes

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

4.2.6 Percentage per day usage of library by teachers and students

Response: 35.47

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

Response: 1578

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The term infrastructure in an Information Technology (IT) context refers to an enterprise's entire collection of hardware, software, network, data centers, facilities and related equipment used to develop, test, operate, monitor, manage and/or support information technology services
- The Central Computer Lab in the College is also a full-fledged and futuristic with nearly 507 nodes connected to the campus-wide LAN
- The departmental computer-to-students ratio works out to 1:4 for the college. A large number of leased software packages are available in each department to meet the specific requirements
- Internet connectivity was increased from 32 Mbps to 65 Mbps Leased line to have better Internet service
- All the 507 systems are supported with internet facility. Bharath Sanchar Nigam Limited (BSNL) provides 1:1 ratio Leased Line internet service to our campus with bandwidth of 65 Mbps
- Wi-Fi connection has been provided round the clock for the use of the students
- The institution has dedicated Online Server
- The college has very good support facilities in the form of a campus-wide Local Area Network. All the computer systems are connected by LAN & 24 hour's internet connectivity is provided for the benefit of students as well as faculty members. The Windows, Microsoft licensed version 40 nodes and Microsoft office licensed version UNIX and LINUX are made available.
- Multimedia, Animation and various editing packages are made available to create simulated environments to suit not only the curricula very well but also to go beyond it
- The College has a state-of-the-art English Language Laboratory that aims at the English language proficiency and communication skills of students, as these skills are so essential to fare better not only in academics at the college but also in the career of their choice
- Campus has 15 smart class rooms and 3 seminar halls with ICT facility. Now is the era of which make learning fun through the use of digital equipment like the VCD or DVD player or laptops and computers, fitted to a projector
- Smart classes are conducted by a teacher using a viewing screen that is attached to the projector. Students will assimilate the audio-visual information that is projected on the screen and learn about the topic. Since the teacher is not writing on the board, students will be able to better concentrate in the class, assimilating audio-visual (AV) information through digital tools like CDs, pen drives and PDF files that will be e-mailed to students
- SDC is the systematic application of scientific and technological knowledge, methods, and experience to the design, implementation, testing, and documentation of software. Software Development Council conducts hands on training to the PG Students on software development
- IT Park of Computer Science Department provides a chance to develop students' skills by conducting seminars, workshops, quiz, symposium etc.,
- This club is to create awareness on the recent developments to train them to acquire leadership qualities and to enhance community and social responsibility

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

4.3.2 Student - Computer ratio

Response: 8.46

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response: Yes

| File Description | Document |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | View Document |
| Any additional information | View Document |
| Link to photographs | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 11.5

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|----------|----------|----------|-----------|
| 51.39512 | 20.03192 | 37.60924 | 25.98258 | 124.93087 |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts. | View Document |
| Any additional information | View Document |

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

Response:**Management:**

- The Management takes care to establish and maintain the physical infrastructures including class rooms, laboratories, amenities, library, seminar halls, auditorium, gymnasium etc.,
- The policy of the management is to provide quality education in the context of globalization, through upgrading facilities with changing needs advancements in arts, humanities, science and technology.
- The college has the well-established system and institutionalized procedures for maintenance and utilization of both physical and academic infrastructure and the support facilities

Correspondent:

- The correspondent is the top management of the institution. He is directly involved in teaching and research activities of the institution, and thus he gets firsthand information regarding all day-to-day affairs of the institution
- He takes care to update the institution and fulfil the requirements as and when needed, and has established the system of maintenance and utilization of resources.
- He is supported by the Principal, Vice principals, IQAC Director, Directors and Heads of the Departments

Principal:

- Principal is academic head of the institution.

- She takes care of the day to day affairs of the institution, regularity and discipline of the students, curriculum delivery, conduct of examination, preparation of reports and communication

Vice Principal I: (General)

- There are two Vice-principals to support the Principal in the academic affairs of the institution. The general attributes such as overall administration, campus discipline, student's affairs, etc., are taken care off by Vice principal (General)

Vice Principal II (Research)

- The Vice-principal (Research) monitors the curriculum delivery, laboratory requirements, research and publications, organizing seminars/conferences, etc.,

Heads of the Departments:

- They take care of the work allotment to the teachers, preparation of lesson plan, submission of notes of lessons, establishment of tutorial system, preparation of inventories for the purchase of books and journals.
- The HODs of science departments prepare inventories for the purchase of chemicals, glassware and equipment.
- They maintain the accession, stock, consumable and non-consumable and breakage registers
- They also maintain the log book for the proper maintenance of the equipment
- Computers are effectively used and maintained by proper scheduling of computer laboratories for different courses and programmes by the Director and HOD
- System Administrator and Laboratory Assistants take care of the maintenance of the computer systems
- The sophisticated instruments are updated, repaired, whenever necessary and maintained by Bharat Instruments (P) Ltd., Pudukkottai.

Tutor:

- Maintains students' data and tracks the students' progress.

Auditorium and Seminar Halls:

- The audio and ICT facilities are maintained by the System Administrators. The seminar halls are allotted on time share basis.

Sports and Games:

- Two Physical Directresses take care of the grooming of the students in sports and games. They are responsible for establishing and maintaining the courts and grounds and purchase of sports good. Sports committee consisting of teachers assist in training the students in sports and gamers and in organizing sports events.

Library:

- Librarian facilities the purchase of books and renewal of subscription of the journals on the basis of the indent provided and the request made by the concern heads of the department. Librarian with the help of staff ensure the maintenance of the library

Hostel:

- Hostel warden and students' committees manage the administration of the hostel. Dividing system is followed, and the hostel inmates participate in the hostel administration.
- Uninterrupted power supply is ensured with the help of 9 generators and 2 electricians undertakes maintenance and repair works
- 2 plumbers undertake the maintenance of water supply
- Infrastructure Maintenance Register (IMR) is maintained by each department. Any complaint is brought to the notice of the Principal, who in turn get it rectified through the management
- Biominin Research Laboratory and the Biofloral Product Development and Research Centre is maintained by the Department of Microbiology
- Transport Manager takes care and ensure the operation of fleets in all routes and undertaken maintenance and repair works

Transport Management:

- Transport manager takes care of transport maintenance, vehicle insurance, Fitness certificate, road tax, deployment of buses to various routes, allocates students, fee collection and repair and maintenance. He/she maintains separate log books for diesel requirement and repair and maintenance.

Staff in-charge of transport:

- There is staff in-charge for every bus she maintains the discipline of the students in the bus. She takes the responsibility of reporting the status to the authority.

Health:

- Health club secretary takes care of the health room, amenities, ambulance, first aid and access to the Doctor, in case of necessity.

Support Facilities:

- Soft Skill Development Cell, Career Guidance and Placement Cell, Entrepreneurial Development Cell, Target CE, Research and Development Cell, Library Committee. Skill oriented learning is provided through Fine Arts Association, Sports and Games Committee and Magazine Committee. Other supporting services provided by the college are WECAN, Alumni Association, Grievance Redressal Cell, Counselling Committee, Transport Committee, Hostel Committee, Health Club, Student EXNORA and other allied Associations. Awareness given to students through Anti Ragging Committee, Internal Complaints Committee, Electoral Literacy Club, and Committee for Differently Abled and Consumer Citizen Club, these committees assist in the holistic development of students in skill, social and environment responsibility and leadership quality developments. They also address various issues concerned with the students.

Office Management:**Superintendent:**

- Head of the office management. Overall administration is managed by her. She delegates the powers to maintain staff and student data, fee collection and account maintenance, record and certificates, communications, etc., The Accountant, Record clerk, Typists, Clerks and office assistants. She is also responsible for distributions of salaries and maintenance acquaintance and teacher's attendance.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 8

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 381 | 253 | 323 | 331 | 316 |

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

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

Response: 74.66

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3380 | 2849 | 3045 | 2962 | 2743 |

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

5.1.3 Number of capability enhancement and development schemes –

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

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability enhancement and development schemes | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |

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

Response: 34.47

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1416 | 1371 | 1390 | 1396 | 1330 |

| File Description | Document |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | View Document |
| Any additional information | View Document |

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years**Response:** 60.3

5.1.5.1 Number of students attending VET year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3125 | 3147 | 2068 | 2094 | 1730 |

File Description**Document**

Details of the students benefited by VET

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response:** Yes**File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 10.71

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 473 | 89 | 156 | 46 | 25 |

| File Description | Document |
|---|-------------------------------|
| Self attested list of students placed | View Document |
| Details of student placement during the last five years | View Document |
| Any additional information | View Document |

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

Response: 31.78

5.2.2.1 Number of outgoing students progressing to higher education

Response: 478

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education | View Document |
| Any additional information | View Document |

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

Response: 100

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 20 | 20 | 32 | 18 | 25 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 20 | 20 | 32 | 18 | 25 |

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

5.3 Student Participation and Activities

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

Response: 448

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 177 | 85 | 110 | 39 | 37 |

| File Description | Document |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

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

Response:

The institution takes care in promoting the leadership qualities of the students. The students take active participation in the regular functioning, policy making, administration, etc.

The students' council is being installed every academic year. It consists of the office bearers which include President, Vice President, Secretary, Fine Arts Secretary, Sports Secretary, N.S.S Secretary and class representatives. They design the plan and activities accordingly.

The office bearers record and maintain the diary of events. They organize various functions and academic programmes. The College Day is celebrated at the end of the academic year involving students' council.

A student is nominated to represent the IQAC, who also takes active part in various roles and functioning of the IQAC. President, Vice-President and Secretary take part in academic affairs, welfare measures and organizing functions.

Students represent and actively participate in various committees such as Fine Arts Association, Sports and Games Committee, Hostel Committee, WE CAN, Students' EXNORA, Anti Ragging Committee, National Service Scheme, Youth Red Cross, Rotaract, Red Ribbon Club, etc.

The Sports Secretary in collaboration with Physical Directress involves in the identification and selection of students for various events of sports and games. She takes all steps to groom the players through regular practice and training. She facilitates the players to participate in competition at various tiers. The Fine Arts Secretary in collaboration with the Fine Arts Co-ordinator selects the students for various fine arts events and participates in training and grooming the students. She also assists in organizing STET FIESTA (Cultural competitions), STET EUPHONIES (Music Day). The NSS secretary with NSS Co-ordinator assess the sociological needs and problems. They enroll the students for NSS, create awareness on such problems and train the students to address the problem, and schedule and execute the programmes.

Each Department has club such as, STET Economists club, Literary club, Commerce Association, BIODIA club, IT Park, ROBERTKOCH club, ORIONTECH club, HYPATIA club, OPTO club, OPAL club, PARKERS club, NUTRAPLEX club, CURIE club and Painthamizh Sangam. Each Club is run by the student office bearers and the activities are managed only by the students.

Each Department has Newsletter and it is run by the student editors. This facilitates the students to show case their creative skills.

Students are given opportunities in the WeCan "Earn While You Learn" scheme, Part V activities, Anti Ragging committee, etc. They are also given equal opportunity to expose their skills in various activities and organizing various events.

Hostel is providing boarding and lodging for about 695 students. Dividing system is followed in the hostel. Students are fully involved in hostel management. There are various committees that are constituted to look after the daily menu, stores, cleanliness, purchase of provisions, discipline, accounts, etc. They ensure the quality of food as well as effectiveness of the hostel.

Thus the students are given opportunities to participate in the various aspects of functioning of the intuition and to develop the leadership qualities and make them socially responsible.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**Response:** 16.6

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 18 | 20 | 16 | 17 | 12 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| Number of sports and cultural activities / competitions organised per year | View Document |
| Any additional information | View Document |

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

Yes.

The institution has registered Alumni Association. The **STET Alumni Association** was registered in the year 2015(Reg. No.: 06/2015) as per the Tamil Nadu Association Registration Act, 1979 Rule 7, under the Section 19 of the year 1975.

The Alumnae of STET college was officially incorporated on 2004, ten years after the establishment of the college with a dedicated group of 50 STET alumni. STET Alumni Association currently operates with over 20,153 members. The motto of our alumni is “Do good for all”. The Association helps the student society and supports the college activities through

- Scholarship for the needy students
- Endowment for highest scorer in Part-II English subject
- Alumni as a Resource Person
- Contribution of Books to Book bank
- Contribution for the improvement of infrastructure facilities

A large number of alumni of this college are now working in various countries around the world. The alumni of the college who are occupying eminent positions in India and abroad have close links with the institution and are contributing to the growth and development of the college in a substantial way. Alumni Association provides the opportunity to the alumni to meet and provides them a chance to share their experiences.

Vision

- To develop a dedicated dynamic global alumni community whose members are committed to each other and devoted to STET alumni mission
- To foster life long relationship between alumni and STET group of Institutions through support service and communication.
- The alumnae aim at providing top employment opportunity to all graduate and post graduate students of STET group of institution.

Mission

- The main motto of our alumni association is providing employment opportunities to our graduates. This motto is achieved through continuous efforts in conducting campus interviews.
- We are ensuring the students' sustainability through the placement cells.
- Alumni members are the brand ambassador of the institution from where they got graduated. Alumni association is an effective role model which is easily accepted by the students. Alumni association plays a vital role in shaping the future of the institution by representing the views of its members and contributions in multifarious ways.
- The involvement of alumni in supporting and providing contributions voluntarily to the institution is important in maintaining and expanding the development of the institution. They facilitate closer ties between the alumni, students and institution. Every alumni has experienced memorable days of student life in this institution and hence they feel unique and different graduates, which make them to contribute to the institution in different ways and scale.
- The alumni plays an important role in fund raising, placements, mentorships and scholarship, in providing feedbacks, career guidance, networking platforms, as resource person and providing strategies for quality enhancement through feedback.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: ? 5 Lakhs

| File Description | Document |
|---------------------------------------|-------------------------------|
| Any additional information | View Document |
| Alumni association audited statements | View Document |

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

Response: 10

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 2 | 2 | 2 |

| File Description | Document |
|---|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years | View Document |
| Any additional information | View Document |
| Report of the event | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

S.T.E.T Women's College has fine-tuned its vision in harmony with institutional objectives.

The Top management discusses different aspects of the quality policy in the management Council and suggests guidelines for inclusion and implementation. In designing the quality policy, the principal seeks the opinion of the members of the staff through HoDs of respective departments and after discussion in the staff council and IQAC. The Principal follows the guidelines of the management council and directs the faculty to evolve strategic plans for implementation. The faculties are the ultimate executors of the quality policy. The Principal, being at the helm of affairs, makes the faculty to be aware of vision and mission and devise action plans in consultation with the staff councils and IQAC. The quality policy encompasses quality in teaching and learning process, imparting self-confidence, enhancing employability and leadership qualities.

Nature of Governance

At the top management level with respect to governance institution has several committees to manage the various units of institutions.

Top management committee (Trust Board Members) comprises of various stakeholders with diverse background. For the development of the college top management committee forms councils such as Management council, Staff council, and IQAC at the administration level.

Top Management

Top Management which is headed by the Correspondent / Managing Trustee makes discussion on different aspects of quality policy in Higher Education, make decision for the development of the institution, budget proposals, faculty recruitment, Research development and infrastructure facilities.

Management Council

Management Council comprises of Correspondent, Principal, Two staff members and Administrative Staff. Management Council focuses on infrastructure development and sanctioning management funded projects for the improvement of Research activities.

Staff Council

Staff council consists of Principal, Vice Principals and Head of all the departments. In the council action plans are discussed so as to synchronize with the institution's Vision and Mission. The council focuses on Planning for curriculum delivery, Teaching and Learning methodology, Research and Innovations, Students' progression and discipline, Students' support services and environment.

IQAC

IQAC plays an important role of catalyst in speeding up and proper execution of all academic activities to enhance quality of the institution. Director/ Coordinator directs the overall operations of the institute to ensure smooth functioning.

The institution has enumerated perspective plan as below

- To achieve excellence in education and adopt the best practices
- To acquire the recognition for the institution as a brand for creating academically sound women professionals
- To develop conducive environment to produce entrepreneurs
- Participation of teachers is always part of decision making process at every level through committee like Anti Ragging Committee, Grievance Redressal Cell, Library Advisory Committee, Internal Complaints Committee, Institution Industry Interface Committee, Discipline Committee, Counseling Cell, Research and Development Cell. The faculty member takes active participation in all discussions and provides suggestions and views. For example Respective subject expert participate in recruitment of a new teaching faculty.

| File Description | Document |
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| Any additional information | View Document |
| Link for Additional Information | View Document |

6.1.2 The institution practices decentralization and participative management**Response:****Decentralization**

The leadership is provided to faculty by virtue of their seniority and qualification such as Principal, Vice Principals, HoDs and Programme officers/Coordinators of various bodies. The top management identifies and recognizes the leadership qualities of the teachers and designates them as Vice Principals, Heads of the Departments, Directors (MBA & MCA) using different yardsticks of evaluation.

Principal as the Head of the institution, co-ordinates/orchestrates all the departments and functions as the decision-maker at the macro level. Head of the Departments lead the respective departments and manage staff and students.

The Vice Principals (Academic) and (Research) are responsible for assisting the principal with their designated duties.

HODs & respective subject expert participate in recruitment of a new teaching faculty. Admission of the

students for various Undergraduate and a Post Graduate programme is totally decentralized. Head of the Departments are given the responsibility of preparing the list of candidates selected for admission for both UG and PG as per norms.

Participative Management

Stake holders of the institution are taken into consideration in decision making, analysis and finding of solutions for the problems, policy planning and formulating strategies and implementation. The views of the teachers, students, alumni, parents, visiting scientists and dignitaries, employees and common public are collected through feedback, opinion and suggestions which are registered to the suggestion book. They are taken as a whole aspect to be considered at the meeting of the top management for policy planning decision making and implementation.

The Managing Trustee (Correspondent) of the institution is not only shouldering the responsibility of management but also actively involved in teaching and research and he actively participates in the day to day administrative transaction of the institution. Principal is not only the administrative and academic head of the institution but also a member of the Board of Management. She transacts all the affairs through the HODS and administrative staff of the office. The representative of HODS various forms represents their views through the coordinators and HODS to the Principal, who discusses the matter in the meeting of the college (staff) council and prepares agenda for the discussion and necessary action to be taken at the meeting of the Board of management. There are two students nominated to represent the IQAC, and they are given opportunity and freedom to express their views. Student, also represent their views and grievances to be redressed through the tutor in-charge and the HOD concerned.

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| Any additional information | View Document |
| Link for Additional Information | View Document |

6.2 Strategy Development and Deployment

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

Response:

Change is impossible without learning just as learning is impossible without change. Through education the challenges of the higher education system and the institutions including quality, relevance and equity of access, planning, delivering, management and governance must be rejuvenated. Curriculum is planned within the working days according to the handbook in adherence to the syllabus. ICT enabled teaching methodology is used in the classroom to deliver the lectures according to the lesson plan. There can be no learning without relearning, education must lead to empowerment various departments of the institution prepared strategic plans for organizing various programmes such as Regional/ State/ National/Conferences, Seminars, Workshops, Faculty Development programmes in a planned manner. Effective Teaching and

learning practices enhances the learning outcome. In order to achieve this goal the teachers and students of this institution are exposed to recent developments in their concerned subjects. The teachers and students of the institution are made aware of all the developments through Seminar/ Conferences/Workshops/FD Programmes/ Awareness programmes, Lecture Workshops, Training programmes to provide hands on training on instrumentation. Totally 14, International Conferences, 35 National Seminars, 11 State level Seminars/Conferences, 52workshops/Training programmes, and 3 lecture workshops had been organized. Totally 955 students were benefitted through international /National conferences, 1359 students benefitted through workshops 1772 students benefitted through training programmes, and 4154 students benefitted through these programmes.

Besides, all the departments arranged invited talks with eminent professors/teachers of high calibre. The physical infrastructure has been enhanced with the construction of the additional class rooms. The laboratories equipments are updated and new instruments are added. Revised edition of books are purchased to enhance the library resources.

Students are motivated to participate in various co-curricular and extracurricular competitions. Through various supporting committees students get supports for monetary and nonmonetary benefits. Updated quality policy of the Higher Education is implemented through our vision and mission, with the support of the Top Management, Principal, HODs and faculty members.

Environment is maintained through Green Audit, Solar energy and Rain water harvesting. Extension programmes and awareness programmes are conducted to enhance social responsibilities.

| File Description | Document |
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| Any additional information | View Document |
| Strategic Plan and deployment documents on the website | View Document |
| Link for Additional Information | View Document |

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

Response:

Board of Management

Dr.V.Dhivaharan, the Managing Trustee and Correspondent, is the chairman of the board, and there are six members. The board meets every month concerned with policy, planning, grant approval, introduction of new programmes and decision on Management Council, Staff Council and IQAC resolutions.

Correspondent

Directs and implements the decision of the Board of Management.

Principal

As the Academic Head of the institution, she takes care of day to day affairs, strategic plans for the progress of the institution, welfare of the students and teachers, cordial functioning of the institution and correspondence with the university, UGC, Government and others.

Vice Principals

Two Vice Principals have been appointed to assist the principal in administrative, academic, research, extension and student affairs.

Director- IQAC

Academic and infrastructure requirements and improvements are directed and monitored by the IQAC Director. Takes initiation for the preparation and submission of AQAR, IIQA, SSR and assist the peer team at the time of visit for accreditation.

Director (Research and Development Cell)

Monitors and stream line the research activities of various departments. Guides regarding funding resources, preparation of project proposals, publication of research articles, organizing seminars/ Conferences/ Workshops/ FDP.

Directors (MCA and MBA)

The activities of the departments of Computer Applications and Management studies are planned, implemented and monitored by the concerned Directors.

Head of the Department

Head of the each department completes admission process for the programmes, prepares the plan of activities initiates the teachers to prepare the lesson plan, monitors the implementation as per the schedule and maintains the students' profile and discipline.

Teachers

Teachers perform the teaching, research, extension and other assigned Part V activities. Prepare lesson plan and implement it as per the schedule. Continuously monitor the performance and discipline of the students in the classroom.

Students

Students have to adhere to the rules and regulations, ethics and code of conduct prescribed by the institution. They are to be punctual, regular and disciplined.

Non-Teaching Staff

Administrative staff looks after the functions of receiving and dispatching communications, fee collection and maintenance of accounts, computer system and cleanliness in the campus.

Supporting staff including electricity, plumber, drivers, sweepers, securities, peons and others take care of the amenities of the institution.

Librarian

Librarian takes care of purchase, issue and return and maintenances of library resources

Hostel

Warden, Resident Tutor and student committee maintain the hostel administration effectively. Dividing system is followed for the mess fees.

Non Statutory Bodies

There are Administrative, Student Support and Part V committees functioning with Principal as the Chairman. The coordinators take care of the activities of the committees.

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| Any additional information | View Document |
| Link for Additional Information | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: A. All 5 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces | View Document |
| ERP Document | View Document |
| Details of implementation of e-governance in areas of operation Planning and Development, Administration etc | View Document |
| Any additional information | View Document |

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

Response:

Board of Management

- The Policy decision of the Board of management is to fulfill the infrastructure and academic requirements.
- New programmes namely BCA and PGDBDA, M.Phil. Economics, Ph.D Commerce have been introduced
- Additional class rooms have been constructed.
- Transport facility has been enhanced.
- IT and internet facilities have been enhanced.

Principal and Staff Council

- Forward the resolution and recommendations of the IQAC.
- Implement the directives of the management.

Vice Principals

- Two Vice Principals have been appointed to assist the Principal in administration academic, research, extension and student affairs.

IQAC

- Periodically reviews the requirements, plan of action and action taken processes and adopt resolution.
- Demand for new programmes and additional sections have been addressed
- Resolutions adopted for the additional class rooms requirements
- Resolution for enhancement of transport facility
- Requirement for additional computer systems and internet facility was made
- Initiatives were made for organizing seminars/conferences/workshops/FDPs.

Research and Development Cell

- Facilitated for mobilizing funds for MRP from UGC.
- Facilitated funds for students' projects from TNSEST; Chennai.
- Recommended and purchased the plagiarism checking software.
- Instructed the IPR cell to organize awareness/training programmes on IPR.

Part V Activities

- Outreach awareness and training programmes to address social issues and empowerment through NSS, EXNORA, RRC, Rotaract, YRC etc.

Grievance Redressal Cell

- The cell functions with the objective of provision of redressal to a feeling of discontentment/ a problem faced/ omission in a system. The college has installed complaint/ suggestions for enabling the students to drop their letter of grievance. The college office keeps complaint register where the student can register any kind of complaint, say from an electrical fault to a malfunctioning system.

Entrepreneurial Development Cell

- The educational Institutions have to play an important role for the growth of entrepreneurial development. Our institution established an Entrepreneurial Development cell in order to fulfill the future needs of the society. The cell designs and conducts programmes that play a very important role in developing entrepreneurial motivation, sharpening entrepreneurial traits and behavior and providing guidance for project planning and execution.

Fine Arts Association

- A fine art is the manifestation of creative ingenuity. It is a form of artistic eloquence. It is an art which demands skills. The fundamental element of fine arts involves liberating the power of expression from within. Every human has plethora of emotions and insight and fine art is one mechanism of combining them with rational aptitude. It often refers to the arts which have visual effect. Indian dance and music is living symbols of the spiritual awakening of the human soul

Librarian

- Purchased additional books and renewed subscription for journals.

Physical Directress

- Facilitated, trained and arranged for competition in sports and games within and outside the campus.

| File Description | Document |
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| Any additional information | View Document |
| Link for Additional Information | View Document |

6.3 Faculty Empowerment Strategies

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

Response:

The institutional management system is functioning in a sustainable manner because of the involvement of the qualified and dedicated teachers and non-teaching members of the staff. The teachers have to discharge their duties not only in delivering the curriculum content to the student, but also they have to act as facilitators to make the students socially responsible and to nurture the attitude of leadership qualities. Teachers of the higher educational institutions have the great role to play in the nation building. Hence retention of such dedicated teachers has also become the responsibility of the management. The management of the institution has initiated several welfare measures so as to ensure retention of the teachers.

- The teachers enjoy freedom in discharging duties
- The teachers are given full freedom to plan, design and deliver the lessons so as to enhance the quality of teaching.
- Besides 12 days casual leave per Annum, the teachers enjoy 75 days maternity and 15 days medical leave with salary
- In case of extension of maternity leave beyond two months, the teachers are permitted to avail the medical leave on loss of pay.
- The teachers are permitted to avail on duty leave to attend valuation/ seminars/ conferences/ workshops and official works
- The management is magnanimous enough to meet out the medical expenses, in case when an employee met with an accident or severe illness.
- All the teachers are covered by Medical Insurance Scheme (Group). The premium for all the teachers is paid by the management
- Teachers can avail fifteen days leave with salary at the time of their wedding
- The management contributes 12 % of individual salary to the individuals provident fund account
- The teachers are extended free transport facility to commute between their home and the institution
- Concession(Tuition Fees) is provided for the ward(s) of the employee of the institution
- Breakfast, lunch, snacks and tea are provided to all the bus drivers by the Management
- Free lunch scheme is extended to some teachers , depending on the need
- The Management extends support for the employee of the institution who wants to avail the loan from the public sector banks.
- The fleet operators are extended with loan facility. Festival gift is given to all the supportive staff at the time of Deepavali
- The teachers are supported for upgrading their knowledge through NPTEL online programmes. The management bears the expenses to do the course
- Vehicle parking facility has been provided
- RO water is provided

- Lap top has been provided.

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| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response: 58.1

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 172 | 106 | 71 | 65 | 55 |

| File Description | Document |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | View Document |
| Any additional information | View Document |

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

Response: 4.6

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5 | 3 | 5 | 4 | 6 |

| File Description | Document |
|---|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | View Document |
| Reports of Academic Staff College or similar centers | View Document |
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | View Document |
| Any additional information | View Document |

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

Response: 54.66

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 88 | 58 | 118 | 102 | 78 |

| File Description | Document |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers). | View Document |
| IQAC report summary | View Document |
| Details of teachers attending professional development programs during the last five years | View Document |
| Any additional information | View Document |

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

Response:

The Top Management Instructed to an IQAC to appraise the Performance of the Staff members for Self-enrichment by circulating of the Performance appraisal form. Performance appraisal is the continuous process. The appraisal of the teachers of this institution includes the following criteria.

- Regularity of the teacher
- Adherence to the lesson plan
- Learning outcome of the teacher in the subject she teaches
- Participation in various activities of the institution
- Leadership qualities in organizing various programmes and activities
- Shouldering the responsibility of the Principal in the administration
- Aptitude for higher qualification
- Involvement in research activities
- Participation in Seminars/Conferences and presentation of research articles
- A capability of organizing Seminars/Conferences/Workshops
- Publication of research articles / books
- Guidance for research degrees (M.Phil. & Ph.D.)
- Participation in Part V and Extension activities
- Role played in consultancy services
- Evaluation related activities such as examination duties (Question paper setting, invigilator, evaluation answer scripts, etc.)
- Text or reference books / book chapter published by International publishers with ISSN/ISBN numbers as approved by the University and posted on the website, intimation to UGC
- Fellowships, Awards and Resource persons
- Innovative teaching and development of e-content
- Refresher course / Faculty Development Programme
- Structure appraisal form is prepared and issued to the individual teachers
- The forms are collected by the concerned HoDs and submitted to the Principal. The forms are scrutinized by the staff council and necessary information are provided whenever necessary
- Students views are also taken into consideration to assess the performance of the teacher in the class room
- The Head of the Department of the concerned Department also maintain a record of individual teacher

Non-teaching Staff

- The Non-teaching staff of the institution are responsible for supporting the administration
- The Superintendent is the Head of the Office Management. There are Accountant, Clerk, Typists and Office Assistants.
- The performance of non-teaching staff is assessed by the office superintendent, principal and management, and suitably rewarded.

| File Description | Document |
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| Any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college adopts various types of internal control mechanism. They have been formulated and are being implemented for a good financial control.

The operation of the financial control mechanism is being checked in letter and spirit. The internal audit is being done on the following basis:

- Daily basis checking
- Monthly internal audit
- Quarterly internal audit
- Annual internal audit

During daily audit, every transaction is being verified and checking of day book, ledger, bank transactions and cash balance checking are done.

During monthly audit the accounts are compiled to know the state of affairs of receipts and payments of the College as at the end of the month. Apart from the transactions with the bankers, they are verified and a reconciliation statement is being prepared to know the correctness of accounts dealt with the bankers.

During the quarterly audit statements are prepared from the accounting records from the ledgers and comparing these with the regular transactions for that particular quarter.

Annual internal audit is done for the whole year. Yearend entries are made which are checked for its correctness, depreciation statements prepared and all other closing transactions are verified fully so that the same can be handed over to the statutory auditors for their verification.

External Audit

This is done as per the statutory requirement of annual audit which is done for all Organisations.

During this audit, the external audit, the auditor goes through all the records and transactions of the year for which he conducts the audit. He seeks all the reports of the internal auditor for a quick checking of the affairs.

The auditor also goes through the records of transactions with the bankers, day book, ledger etc and prepares statements as per the statutory requirements.

Depreciation statements of fixed assets of the College are verified for the correctness of the statements and accounting the same is also done.

Finally, statements are prepared for submitting return of income for Income tax authorities is done. Apart from this they also prepare Annual Audit report. This is submitted to the Board of Trustees of the college by them.

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| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response: 11

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 4 | 2 | 2 | 0 |

| File Description | Document |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | View Document |
| Any additional information | View Document |
| Annual statements of accounts | View Document |

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

Response:

The institution is a private and totally self-financed one. So the financial resource for the effective functioning of the institution is mainly from the fee collected from the students, and management contributions. Besides, the funds generated also include consultancy and contributions made by alumni.

The policy of the institution in mobilising the resources is that it should not cause any hardship to the stake holders. The resources are to be mobilized by making the collection in an easy way, and generous and voluntary from the stake holders.

The resources are also being mobilized through Memorandum of understanding (MoU). It has forged MoUs with 38 institutions, industries for organization of seminars/ conferences/ workshops/training as sponsors and providing technical support.

The procedures for collection of fee from the students have been made easy, keeping in view the economic constraints of the students. They are permitted to remit the prescribed fee in any number of instalments.

Consultancy services as training/knowhow are made free of cost to the villagers, self-help groups, farmers and others. However, the products developed such as vermicompost, edible mushrooms, crop based micronutrients are sold at subsidized cost to the farmers. The fund is credited into the corpus fund account Alumni of the institution contribute voluntarily money, goods and instruments.

The teachers are generally motivated and encouraged to mobilize funds from the funding agencies. A major research project from ICMR, Minor research projects from the UGC, Student projects from Tamilnadu State Council for Science and Technology and science academics, for lecturer workshops have been got sanctioned. The institution- industry linkage (MoU) is reselected in partial financial assistant to conduct seminar/conference/ workshops.

The hostel is managed from the hostel fee including mess fee collected from the hostel students. Provisions are purchased at the competitive price. Mess management is made by students' committee. Self-service of food items is followed which prevents the wastage of food and minimise the labour. Energy efficiency is made through use of steam for cocking and LED bulbs. The boarding and lodging bill including electricity charges come around Rs.1300/- per month and per students. The deficit, if any, is met out from the trust fund contributed by the management.

The fleet operation is done from the Transport fare collected from the student who uses the college buses. The transport charge comes to less than the amount charged by the Tamil Nadu state transport corporation.

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| Any additional information | View Document |
| Link for Additional Information | View Document |

6.5 Internal Quality Assurance System

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

Response:

IQAC of the institution is instrumental in analysing, facilitating and implementing various measures that could enhance the quality education and learning output. Research, one of the important dimensions of higher education promotion and making it socially and economically relevant are the important strategies for the quality education. Research output makes the institution globally recognized. This could be achieved only through motivating the teachers to acquire research degrees and implementing relevant research projects. In this content the IQAC evolved strategic plan for Capacity building of the teachers through seminars/ conferences/ workshops and FDP and all departments had been motivated to organize such programmes in a phased manner.

All the departments included such programmes in their strategic annual plan of activities.

This resulted in 14 International Seminars/Conferences, 35 National Seminars/ conferences, 11 State Level/

Regional Conference/ Seminars 52 Workshops, and -9 faculty development programmes.

Totally 140 teachers and 4154 students benefited out of these programmes.

There are 327 abstract processing and 157 proceedings (full paper) with ISBN have been published.

Efforts are being made to upgrade all the departments as research department. Now five departments, Biochemistry, Computer Science, Commerce, Economics and Microbiology are the recognized research departments. Research projects are carried out at the level PG, M.Phil, Ph.D degree. 14 Teachers are approved research supervisors and the research works leading to Ph.D degree of 33 teachers are in progress. 14 teachers have submitted their thesis and awaiting for results.

The teachers and students have published 355 research articles in national and international journal with 22 H-index.

The teachers and students are highly motivated and participated, and present papers in the seminars/conference, workshops, FDP etc., organized by other institutions

The research activities are resulted in the product development such as vermicomposts, transformation of lignocellulosic wastes into composts edible mushroom, crop based micro nutrients, biofertilizers, instacure ointment, nutraceuticals, hair tonic etc.,

The research activities resulted in the discovery of 44 genera, 127 species, 16 strain and 18 records of folicolous fungi.

Two of the best practices have been recognized and awarded by the ICT act India

Efforts have been made for keeping the campus vibrant, clean and green and implementation of energy conservation and resources management strategies.

The quality management system of the institution has been certified – ISO 9001:2015.

The UGC and NAAC have recognized this institution as Mentor institution for facilitating the non accredited higher education institution to get themselves accredited.

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| Any additional information | View Document |
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6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC of the Institution evolves strategies for enhancing the quality of teaching - learning processes so as to attain excellence in learning outcome through structured teaching methodologies, operations, technologies oriented support facilities and periodic review of system functioning.

The teaching learning process, methods of operation of the processes and learning outcome are reviewed periodically. The process is a continuous one. With the objectives of enhancing and sustaining the quality education, the IQAC of the Institution evolved strategies to review the deployment of teaching resources methods of teaching, learning ability of the students and the learning outcome. The stated policy of the IQAC is to review all these processes periodically and continuously, right from the entry level and up to the end of the programme.

The learning ability of the students varies depending on the age, sex, and social status, background of the parents and the economic background. Keeping these points in view, the IQAC instructed to review the learning ability of the students at the entry level. It has been instructed to organized Bridge course and Orientation programmes and to distribute Glossaries (Books) to all students of all the programmes of subjects so as to make them familiarize with the vocabularies in the concerned subject.

Tutorial (Monitoring) System

The learning process and progress are reviewed at the end of every cycle test. Performance analysis is done by the concerned tutor (mentor). The students are categorized in to Elite, Advanced, and Slow learners, and the students are counseled accordingly.

Learning outcome of the students is analyzed on the basis of the comprehensive performance of the students in the formative evaluation throughout the semester and the summative evaluation at the end of the semester.

Tutor in-charge organizes parents meeting and appraises the performance of the ward. Students profile in also prepared and sent to the parent

Teaching methodologies and development of PPT/e-content and deployment of ICT tools in the teaching practices by the teachers in reviewed at the end of the academic year on the basis of the teacher's self-appraisal from and the feedbacks collected from the students.

Teaching of the allotted course content as per the schedule of the lesson plan is reviewed by the concerned HoD and the Principal.

Besides these review processes, the IQAC has made the academic audit mandatory.

Academic Audit

Internal academic audit is carried out by the staff council which also takes stock of the requirements (infrastructures, faculty, etc.,) and performance of students in the university examination of each semester. A thorough analysis helps to identify the academically weaker students and to raise the level of achievement. Inter departmental audit is also performed. Infrastructure Maintenance Register (IMR) is maintained by every department, which is being reviewed.

External audit of the institution takes place during the visit of triennial commissions, appointed by the parent university. The university carries out academic audit at the time of introduction of new programmes. The inspection commission and review committee examine the infrastructure such as class room, adequacy of faculties, books/Journals in the Library. Remarks of external audit improve the infrastructure and the grey areas pointed out are rectified. Internal audit corrects the academic failures / raise the target to be achieved academic performance and the activities are also reviewed by the external subject experts. It has been proposed to review/audit the quality management system of the institution through the ISO protocols.

Conventional chalk and talk method of teaching is effectively supplemented with ICT gadgets through Power Point presentation, e-contents and other e- resources. The teachers prepare Power Point Presentation and e-content and also use the NPTEL, N-List and INFLIBNET resources. Teaching and learning processes are also enhanced through expert lectures. Emerging trends in the subjects are exposed through seminars/Conferences. FDP also help the teachers to update the knowledge and pedagogic practices. The teachers prepare the lesson plan and complete the lessons as per the schedule. Each teacher is assigned with 20 students under mentoring system. Progress of the students is monitored and reviewed regularly.

The learning processes including regularity, adherence to the instructions of the teacher, continuous performance of the students are assessed by the components of the continuous internal assessment which are periodically monitored and reviewed through the HoDs and the staff council. The upcoming of the slow learners has been monitored and they are facilitated to complete the course. The students categorized as slow learners are instructed to consult the Mentor. The mentor evolve strategies to support such students through remedial classes, practice of previous year question papers, special coaching.

The advanced learners (ELITE Group) are motivated to achieve excellence in their performance. As per the instructions of the IQAC they are facilitated to groom leadership qualities by providing opportunities for organizing various academic programmes. They are further involved in Soft Skill training and Entrepreneurship Development Programme, and are motivated to enhance the communication skills. They are further motivated and leveraged to achieve further which could be demonstrated through the university ranks. They are given all support for progression or employment, depending on the need.

Thus the IQAC has made all efforts to enhance the learning outcome. It has been instructed that the performance of the students in each semester should be analysed. The result analysis of each semester is made by the Principal, which has been made mandatory. Needy students are specially trained and coaching was given to below average students. Thus all efforts are made to systematize and institutionalize the review process. The monitoring of the students is a continuous progress till the end of the programme. Efforts have been made to fill the short falls then and there, which ultimately lead to attain the learning outcome at the end of the programme. The achievers of the programmes are identified, dually recognized and rewarded at the time of convocation.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**Response:** 33.2**6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 88 | 58 | 8 | 8 | 4 |

| File Description | Document |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | View Document |
| Any additional information | View Document |
| IQAC link | View Document |

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above**B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** A. Any 4 of the above

| File Description | Document |
|---|-------------------------------|
| e-copies of the accreditations and certifications | View Document |
| Details of Quality assurance initiatives of the institution | View Document |
| Any additional information | View Document |
| Annual reports of institution | View Document |

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

Response:

IQAC along with quality policy, the recommendations made by the NAAC Peer Committee, during the visit of the first cycle, were taken care of.

NAAC Peer Committee Recommendations (First Cycle)

1. Humanities and Commerce streams are to be strengthened.

The Department of Economics has been upgraded as research department. The Department offers M.Phil. Programme. 3 teachers have acquired Ph.D., degree.

The Department of Commerce has been upgraded as research Department. There are 5 Teachers with Ph.D., degree, and 3 teachers are approved as Research Advisor and 2 teachers have acquired Ph.D.,

Four teachers of the Department of Business Administration have acquired Ph.D degree. Teachers of Humanities and Commerce have published 82 research articles.

2. More elective options, CODs and Skill based certificate courses may be added.

Elective options have been increased to 78 Post Graduate Diploma programme on 'Big Data Analytics' and Diploma Programme on Medical laboratory Techniques, Retail management and Entrepreneurial career Development have been introduced. Certificate Programmes, value added and subject related online certification programmes offered by the NPTEL (SWAYAM/MOOC) have been facilitated. Totally 98 teachers and 39 students have undergone such programmes.

3. Existing Courses may be strengthened with the introduction of complementary courses like Hotel management, Fashion Designing, CA Courses, etc.

Efforts have been made to strengthen the existing programmes. The Department of Computer Applications has introduced PG Diploma in Big Data Analytics, and certificate programme on Ms Office. The Department of Commerce has introduced 'Entrepreneurial Development' and Tally, The Department of Biochemistry has introduced Diploma programme on 'Medical Laboratory techniques', the Department of Physics has introduced certificate programme on HAM Radio Amateur station operator. The Department

of Business Administration has introduced certificate programme on 'Retail Management' and training on 'Tailoring'. Number of subject related certification programmes have been facilitated through NPTEL Online portal.

4. National and International exposure to be given to students and faculty

National and international exposure to the students and teachers is the need of the hour in the context of globalization. This facilitates the capacity building of the teachers and students. Besides global exposure the students are facilitated to industrial exposure and real time experience through MoUs (28).

The Departments have been motivated to organize, seminars, conferences, work-shops. Faculty Development Programmes and Expert Lectures, and also motivated to participate in such programmes organized by other institutions. Such programmes were also organized by all the Departments, IQAC, Research and Development Cell and IPR cell of the institution. Experts from foreign Universities were invited to deliberate and discuss on recent developments.

5. International journal needs to be strengthened with Global Presence.

The journal is also currently published online. The articles submitted are subjected to review by experts. The journal was in the approved list of journals of UGC up to 2017. Efforts are being made to upgrade further and make it as indexed journal.

6. Placement cell to organize job fairs and Coaching classes for competitive Exams to be set up.

Placement Cell and Career Guidance Cell and Target CE are functioning in the institution. Programme outcome is also facilitated through placements. The placement cell organizes job fairs and a campus interview every year. It also organizes coaching and training classes to make the students to face the interviews. Totally 749 students have got placement orders from different employers. Coaching classes for competitive/TNPSC/Bank examinations, etc., are being conducted by the placement cell and Target CE.

7. Intensive efforts need to be made to improve communication and presentation skill in students

Communication skill Development programme has been institutionalized and systematized. The members of the staff of the Department of English conduct spoken English classes for three hours on alternate Saturday to all the students of First year Under Graduate programmes. Communication skill development programme is also conducted to the entire First and Second year PG Students. English Language Laboratory is also used for promoting communication skill.

8. Consultancy services to be formalized to generate resource.

Consultancy service programme has been streamlined. Training and consultancy services are provided on production of Edible mushrooms, Vermicomposts, crop oriented micro nutrients, on soil and nutrients, anaemia and BMI. Such services are provided at free of cost to the neighbourhood villages. The products are sold at subsidized cost and the revenue generated is deposited in the Corpus Account of the institution.

9. Attempts are to be made to improve the financial sustainability of the institution through developing already initiated sales of products developed in house and through obtaining funds from other funding agencies.

Besides the existing practices, the institution has forged MoUs with 38 organizations to facilitate various curricular activities and also for sponsorship. Funds are mobilized from the funding agencies such as UGC, ICMR, ICSSR, TNSCST, INSA, etc, for the students projects and Research projects. Endowments are created by the philanthropists.

10. College may make attempts for autonomy.

The institution has submitted its proposal for the grant of Autonomous status to the UGC, New Delhi through the parental University (BDU).

The knowledge of the teachers in the concerned subjects can be enhanced through global exposure, which could potentially enhance the learning outcome. In order to fulfill this aspect, the IQAC through staff council motivated the departments to organize seminars/conferences/workshops/FDP, etc.

STET Learning management system (LMS – ULEKTZ) has been installed. Incubation centre has been established to guide, support and promote Startups. Animal house approved by CPSEA, New Delhi, has been established. Two of the best practices have been dually awarded by the ICTACT India. The institution has been accredited by the NAAC with 'A' Grade (3.45/4.00 CGPA). The Quality Management System (QMS) of the Institution has been duly recognized and certified by the ISO 9001:2015. The UGC, New Delhi, and the NAAC Bengaluru, have recognized this institution as the "Mentor" institution for facilitating the non accredited colleges to get themselves accredited. Currently ERP (Enterprise Resource Planning) software has been installed as green initiative and for ensuring effective e-Governance.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 54

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 17 | 13 | 12 | 7 | 5 |

| File Description | Document |
|---|-------------------------------|
| Report of the event | View Document |
| List of gender equity promotion programs organized by the institution | View Document |
| Any additional information | View Document |

7.1.2

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

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

Response:

Safety and Security

- Entry of outsiders into the campus is totally prohibited
- Day scholars who use the transport facility are monitored by the staff in charge
- Absence without prior permission is intimated to the parents
- Hostel students are not allowed to go outside the campus without parents/guardian
- A security at the entry point ensures the watch and ward
- Hostel students are permitted to go home at the week end only with the authorized persons provided with photos, ID cards/visiting pass
- Students are trained in martial arts such as Karate and Silambam as self defense
- CCTVs are installed at the entrance of the college gate, canteen, parking area, office, corridors of the College to ensure the safety and security of the students and the staff.
- Regular medical check-up camps are arranged. In case of emergency transport facilities are

provided, to fetch the students/staff to the hospital

- Grievances redress and anti-Ragging cells are actively functioning which provide a convenient opportunity for girls to voice their problems.

Counselling

- Mentor system has been introduced. The main objective is to keep the effective mentoring and welfare of the students. A group of 20 students is allotted to a faculty member preferably who engages the particular class. This system improves the rapport between students and mentor. The parents of irregular students are informed and joint counselling is done by the mentor of respective students. The mentor collects a report of the shortage of attendance of each subject and the same is submitted to the Principal every month. A special care is taken for slow learners.
- Students are encouraged to join and participate in co-curricular and extracurricular activities. Importance is given for overall development of the students through Bridge courses, co-curricular and extra-curricular activities.
- In addition to classroom teaching, the faculty offer guidance to the student's .Skill training and placement support are also provided.

Common room

- A common room is maintained for the purpose of rest and to accommodate the students of ill health. Rest rooms, Recreation facilities, Automatic sanitary napkin vending and incineration machines are available.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.1.3 Alternate Energy initiatives such as:

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

Response: 35.98

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

Response: 903

7.1.3.2 Total annual power requirement (in KWH)

Response: 2510

| File Description | Document |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 75

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

Response: 150

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 200

| File Description | Document |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | View Document |
| Any additional information | View Document |

7.1.5 Waste Management steps including:

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

Response:

Solid waste

The unwanted materials that get accumulated during the course of various activities of the institution form waste. The wastes include bio-degradable and non bio-degradable waste. These two categories of wastes are separated at the point of origin itself. They are collected in separate containers indicated by the colour, red (non bio-degradable) and green (degradable). The biodegradable wastes such as plant litters, papers, card boards, etc., are transported separately to the composting yard, where they are subjected to transformation into organic measures.

The non bio-gradable wastes such as tin, glass, plastics are separated and sent through vendor for recycling. The chemicals without labels or unspent chemicals are returned to the suppliers.

Transport arrangements are made for solid waste management. Compost arrangements are also made to

convert solid waste into fertilizer/manure. Vermicompost unit has been established within the college campus. The waste materials that are collected in the campus are dumped into the vermin compost unit to convert it into fertilizer and used for the purpose of gardening in the campus. A project on biotransformation of lignocellulosic wastes into organic manure is undertaken as a continuous process by the department of microbiology. The vegetable wastes and the food wastes generated in the hostel and Nutrition and Dietetics laboratory are collected separately and subjected to composting unit.

The unspent media and the spent media used in the microbiology laboratory are collected separately. The spent media with microbial cultures are sterilized using autoclave and then disposed off.

Since the institution is exclusively for women, the sanitary napkins, and the cottons used in the laboratories are made into ash with the help of incinerators.

Liquid waste

- The waste water generated in the hostel is treated and used for the purpose of irrigation of coconuts farms
- Practical labs like Chemistry, Biochemistry and Microbiology have taken measures to ensure that all the chemicals are diluted before discarding in the wash basin.
- Glassware used in the laboratory is washed and rinsed with least quantity of water and placed in the liquid waste container.
- The liquid waste of the laboratories are segregated into organic and inorganic waste. Inorganic wastes are neutralized before disposal.
- The organic waste yield is treated with cow dung for decomposition due to the action of bacteria and some micro-organisms.
- The media used for culturing of microorganisms in the laboratory (microbiology) and the un spent aged media are sterilized in the autoclave and disposed in the underground.

E-waste

- E-wastes include computer peripherals, outdated computers, CDs and computer associated worked out components.
- The outdated computers are exchanged at the time of upgradation. Other types of e-wastes are collected, stored and disposed off through agencies / vendors.
- Polythene in any form is prohibited within the campus
- Awareness programmes are initiated on e-waste management
- The nonfunctional computers, equipments and its peripherals are safely disposed
- The cartridge of laser printer is refilled outside the college campus
- UPS batteries are recharged / repaired/ exchanged by the suppliers
- Besides awareness programmes on conservation of energy, water harvesting and preserving greeneries are conducted.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rain water harvesting

Water is one of the most essential renewable resources for the sustenance of life on the earth. But this resource is depleting day by day. The demand is increasing and becomes a crisis to be managed by the authorities. Natural source for water is the rain fall that too is for a short spell of time during the period of monsoons. This institution has rightly recognized the significance of harvesting this source of water and conserving. Implementing rainwater harvesting is beneficial because it reduces demand on existing water supply, and reduces run-off, erosion, and contamination of surface water. The rain water harvesting methodology helps to raise the water table.

Roof top rain water harvesting

The rain water that is collected over the surface of the terrace is drained through the pipes and the harvested water is collected in the wells. There are two wells of 25 feet each to collect the roof top, and also surface water. There is a 6 inch bore well to a depth of 250 feet where in water is allowed to percolate. Harvested rainwater is stored and used during times of water crisis. The college buildings are constructed with the main concern that ensures the free flow of rain water and its percolation into the earth without any intervention

Collection of surface run off water

The surface run off water is collected in a pond, 35m X 35m, established within the campus. There is also a pond in front of the college which is also used for the collection of runoff water. The significance of water harvesting is also emphasized through awareness programmes. The major portion of the water collected through rain harvest is used for non-drinking purposes like gardening, flushing toilet, washing clothes by the students in the college hostel. It is used for washing the floors of the College building. The rain water is also collected in containers after a short spell of continuous rain and is used as a substitute for distilled water in the laboratories.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

7.1.7 Green Practices

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

Response:

Green Practices

Energy resources are the essential commodity and service to the society. The non renewable resource such as coal, petroleum are rapidly depleting, conservation and judicious use become imminent to sustain the needs of the future generation. So energy conservation strategies should be adapted and measures should be taken at all levels.

Public Transport and Bicycle

As a fuel conservation measure, teachers and students using two wheelers generally discouraged. Students and teachers are encouraged and facilitated to travel by using the transport facility provided by the institution and special buses operated by the Tamilnadu state Transport corporation between Mannargudi town and Sundarakkottai (STET Women's College) and students from nearby villages are encouraged to use bicycles.

3050 students commute through college bus, 210 students use the Government buses, 150 use bicycles and 25 students reach college by walking. Students using motor cycles, are encouraged for vehicle pooling.

Pedestrian friendly roads

Good numbers of students use bicycles to reach the campus contributing towards maintenance of greenery in the campus.

Plastic Free Campus

Plastics materials when dumped on soil do not undergo biodegradation, gets accumulated and becomes inhospitable for the growth of plants; and on burning they release toxic chemicals into the environment causing health problems. Awareness regarding the polythene menace is brought to the students and also to the people in the adopted villages. Meetings are conducted and hand bills are distributed.

Polythene in any form is totally prohibited within the campus including hostel.

Paperless office

The institution has 65 mbps BSNL leased line network and the campus is connected with Wi-fi. Department communication, circular and all other communication within the campus, circulars regarding

the conduct of seminars/conferences to the other institutions, CIA marks to the office of the principal as well as to the university, online assignments and tests money transaction are etc., are made through paperless online communications. Accounts are maintained using Tally software, teaching-learning through ulektz software, Autolib for library management and ERP software for e-Administration administration.

Green landscaping with trees and plants

A green campus is a cleaner, safer and healthier place to live and work and also a place where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus. Environment safeguarding is under way in the college campus.

The college campus has trees and plants that help to reduce the level of CO₂ in the environment Plantation programmes have been taken up by the NSS unit for increasing the green cover in the campus. Awareness among the students and staff on energy conservation is created by display boards at appropriate places. Switching off all the electrical activities when they are not in use and Swachh Bharath slogans are also displayed, and activities are practiced.

CFL bulbs and fluorescent tube lights are replaced with LED bulbs and tube lights. 20 KV capacity power generation solar panel has been established. It is also reestablished after damage cause by the natural calamity, major cyclone 'Kaja' in the area.

| File Description | Document |
|---------------------------------|-------------------------------|
| Any additional information | View Document |
| Link for Additional Information | View Document |

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

Response: 1.8

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 8.625 | 5.929 | 7.179 | 9.184 | 7.542 |

| File Description | Document |
|---|-------------------------------|
| Green audit report | View Document |
| Details of expenditure on green initiatives and waste management during the last five years | View Document |
| Any additional information | View Document |

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: A. 7 and more of the above

| File Description | Document |
|--|-------------------------------|
| Resources available in the institution for Divyangjan | View Document |
| Any additional information | View Document |
| link to photos and videos of facilities for Divyangjan | View Document |

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

Response: 30

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 5 | 7 | 8 | 9 | 1 |

| File Description | Document |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | View Document |
| Any additional information | View Document |

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

Response: 55

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 15 | 18 | 7 | 4 | 11 |

| File Description | Document |
|----------------------------|-------------------------------|
| Report of the event | View Document |
| Any additional information | View Document |

7.1.12

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

Response: Yes

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | View Document |

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

| Response: Yes | |
|--|-------------------------------|
| File Description | Document |
| Any additional information | View Document |
| Provide URL of website that displays core values | View Document |

| 7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations | |
|---|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Details of activities organized to increase consciousness about national identities and symbols | View Document |
| Any additional information | View Document |

| 7.1.15 The institution offers a course on Human Values and professional ethics | |
|--|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Any additional information | View Document |
| Provide link to Courses on Human Values and professional ethics on Institutional website | View Document |

| 7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions | |
|--|-------------------------------|
| Response: Yes | |
| File Description | Document |
| Any additional information | View Document |
| Provide URL of supporting documents to prove institution functions as per professional code | View Document |

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

Response: 40

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 10 | 7 | 9 | 9 | 5 |

| File Description | Document |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | View Document |
| Any additional information | View Document |

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

Response:

National festivals are the festivals that are celebrated throughout the country forgetting the differences in Culture, Language, Caste, Religion, Creed, Status, etc. They are the universal festivals of the nation. National festivals India includes Independence Day, Republic day and Gandhi Jayanthi.

Independence Day

It is the day celebrated on 15th august every year to common morale the attainment of freedom from the British ruler on 15th august 1947.

Dr.V.Dhivaharan, correspondent, participates every year without fail and hoists the national flag. He used to addresses the students regarding the sacrifices made regarding the sacrifices made by the national leaders and martyrs for the cause of independence. The principal, members of the staff and students participate in the celebration.

A stanza from each “BhagavathGeetha, Kuran” and bible in recited by the students in order to promote religious harmony.

National integration songs are sung by the students and dance programme is used to be conducted for the same purposes. Sweets are distributed and the function comes to be end with national anthem.

Republic day

It is the day celebrated on 26th January every year. It is the day of the year of 1950 on which the contribution of India cause into force: the basic concept of democracy for the people and by the people,

was realized. It empowers the people to choose their own government.

Every year 26th January is celebrated with fervour and gaiety. It is also celebrated as national integration day. Dr.V.Dhivaharan, correspondent used and hoist the national flag and delivers talk on the every 5 of freed on struggle national integration and sacrifices made by the leaders for the cause of independence teachers and students also address the various aspects of the significance of independence day and remember the martyrs.

Principal, members of the staff and students participate in the functions. Sweets are distributed and the function comes to an end with the national anthem.

Gandhi Jayanthi

The birth anniversary of Mahathma Gandhi, the father of the nations celebrated on the 2nd October every year. His simplicity and his ideals 'ahimsa', sathyagraham,(non violence and civil disobedience)and village swaraja, and his dedication as freedom fighter are remembered.

The birth anniversary of ThiruAnnadurai, Kamaraj, M.G.Ramachandran are celebrated our the role of VeeraPandiyaKattaPomman, Velunachiyar and remembered frequently on occasion.

These celebrations are conducted in this institution with full dedication, involvement and commitment by the management, principal and staff so as to create inspiration of the national leaders, and to create awareness amongst the younger generation regarding the harassment, hardships, punishments and sacrifices made by martyrs and freedom fighters for the cause of independence of the nation.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

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

Response:

Academic/Financial administration

The various domains of the functioning of the institution are ensured transparency.

Academic activity

The institution is fully committed for the cause of empowering women students. The infrastructures facilities, programmes offered, member of students admitted in each programme, admission policies etc., are made transparency through the brochure and institution website.

Curricular practices, teachers and their qualifications, and various activities and the conduct of events related to continuous internal assessment (CIA) components are printed in the calendar.

Transparency is ensured for verification of valued answer scripts, Xerox copy of the valued answer papers and re-totalling by the parent university.

Administration

The Correspondent (Managing Trustee) is the head of the institution. The Principal is the Academic head who takes care of the day to day affairs of the institution.

Decentralized and participatory administration has been followed. The student admission is the responsibility of the concerned Head of the Department. The section and selection processes of admission of students are transparent.

The co-ordinators of various activities/committees are printed in the calendar, so that the students could register their voices, requirements, participation and grievances, if any, to with the concerned committee.

Transparency is ensured in the selection of students for sports and games to represent the institution at various levels. Equity and equal opportunities are maintained in the selection of students for various events such as fine arts, quiz, etc.

College Union is made to represent the views and voices of the students to the authorities. Students represent IQAC, various committees.

College website provides the profile of the institution, administration and calendar events of the institution. AQAR submitted every year to the NAAC, and the minutes of the meetings of the IQAC are made public through the institution website.

Finance

The main source of income for institution is the tuition fee collected from the students. The annual fee to be paid by the students for each programme are printed in the prospectus as well as in the college Hand Book.

The scholarship details are made readily available to the students. The accounts are audited by internal as well as external auditors and the audited statements/reports are readily made available.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

7.2 Best Practices

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

Response:

BEST PRACTICE I

TITLE OF THE PRACTICE: “CAPACITY BUILDING OF THE TEACHERS AND STUDENTS SO AS TO MEET THE GLOBAL CHALLENGES”

THE CONTEXT

In the context of globalization Higher Education has assumed a new dimension as human resource development and hence the teaching and learning processes have to be need outcome based so as to meet the global challenges. It requires the exposure of the teachers and students to the recent development at global level. So there is a need for paradigm shift in the curriculum development in order to meet the requirements of the scenario of higher education that envisages learning outcome with holistic perspective.

OBJECTIVES OF THE PRACTICE

Globalization is a market driven process. Human resource is the intellectual capital. So knowledge based production has become the distinguished characteristics of the globalized economy. This could result in a surge in cross border student flow hence it has become imminent to make the teaching and learning process competitive to face the challenges.

- To expose the teachers and students to the global developments in the subjects of the concerned programme.
- To motivate and facilitate for lifelong learning.
- To organize Seminars/ Conferences /Workshop/FDPs/ Expert lecture.
- To organize outreach programmes and skill development programmes to inculcate social responsibility and leadership quality
- To establish infrastructure in neighborhoods schools
- To increase computer and digital literacy among neighborhood villages

THE PRACTICE

- All the departments organize National and International Seminars/Conferences/ Workshops
- Faculty Development Programmes are organized.
- Hands on training on sophisticated instruments, procedures and application.
- Exposed to e-learning process through NPTEL (SWAYAM/MOOC)
- Neighborhood villages were adopted and outreach programmes including empowerment of local schools, awareness programme and training programme are conducted so as to facilitate the students to develop social responsibility and leadership quality.
- Skill development programme are conducted for the students

EVIDENCE OF SUCCESS:

- International conferences (14), National conferences/ Seminars (35) and state level seminar/conferences (11), were organized.
- Workshops (52) and training programmes were organized.
- Totally 4154 students and 140 teachers were benefitted out of Seminars/ Conferences.
- 251 Research articles books and books chapters have been published by the teachers and students
- 355 teachers and students presented research articles

- Teaching and learning practices in the schools, economic and social status of the villagers and literacy rate of the villagers (especially women) could be enhanced
- Awareness of the environmental problems, energy conservation, water conservation etc. could be created
- Communities could be roped in with the educational system of the institution
- Opportunities for extension activities were created
- Leadership qualities among the students were nurtured
- Students were made aware of the social problems
- Institution received the certificate of recognition from ICTACT, Chennai for Best Practices in Higher Education -Tamil Nadu for the year 2017 Under the best practice 'Empowering Local Schools'

PROBLEMS ENCOUNTERED

- Mobilizing financial support is always a problem as the institution is a self financed institution
- Field work plans clashing with academic schedule of the college
- Lack of participation and support from the local community due to their conservative nature
- Convincing the parents to encouraging their wards for participating in the programmes

BEST PRACTICE II

TITLE OF THE BEST PRACTICE: "EMPOWERING THE LOCAL COMMUNITY THROUGH CURRICULAR PRACTICES AND OUTREACH PROGRAMMES"

OBJECTIVES OF THE PRACTICE:

The institution has the policy of roping the local community with the curricular practices. It has planned for the programmes that involve community participation, that lead not only to empower the community but also enhance their quality of life. This intern benefits the students to acquire the attitude of social responsibility organizing skill and leadership qualities.

- To organize awareness programmes related to environmental and social issues.
- To conduct training programmes for employment.
- To conduct various extension service programmes in the adopted villages.
- To provide opportunities and platform for the students to develop social responsibility organizing skill and leadership qualities.

THE CONTEXT:

The institution is located in a small village surrounded by villages. The community as a whole consists of socially, economically backward and downtrodden people. Their main source of income is agriculture. They have to fight for meeting the day to day requirements. Their quality of life is not on par with the neighboring town or city. Hence it has become the responsibility of the higher educational institution to empower the local community through facilitating them to enhance the economic status and quality of life. It is the responsibility of the institution to ensure the holistic development of the students. Hence extension and outreach programmes facilitate the students to develop the attribute of social responsibility organizing

shell and leadership quality.

THE PRACTICES

The neighborhood villages namely Sundarakkottai, Rishiyur, Kandithempettai, Karuvakurichi, Pamani, Keelathiruppalakudi, Thirurameswaram and Painganadu are adopted and the community participation was envisaged.

- The social survey of the local community was done
- Awareness programmes on environmental issues such as environmental sustainability, polythene menace, water conservation, Rain water Harvesting, Swachh Bharat mission and pollution is conducted.
- Awareness programmes on Malnutrition, Anaemia, Body Mass Index, Blood grouping, Breast feeding, AIDS, Dengue, First Aid, Menopause management are conducted for the village community.
- Training programme on edible Mushroom cultivation, Vermicomposting, Micro nutrients production and Skill development are conducted. Counseling is also provided for finance mobilization.
- Students are given opportunity to organize and conduct programmes

EVIDENCE OF SUCCESS

- Nearly 200 outreach programmes have been conducted and totally more than 8000 people were benefitted through this programmes
- The Institution also received the award for best practice in the category 'Social initiatives' - Empowering women, Empowering the Nation from ICT Academy of Tamilnadu

PROBLEMS ENCOUNTERED

- The first-generation learners have difficulties in coping with the programme taught for all in regular classes
- Mobilizing financial support is always a problem as the institution is a self financed institution
- Field work plans clashing with academic schedule of the college
- Lack of participation and support from the local community due to their conservative nature
- Convincing the parents to encouraging their wards for participating in the programmes
- Fixation of uniform class timings and allotment of faculty create coordination issues with Departments

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7.3 Institutional Distinctiveness

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

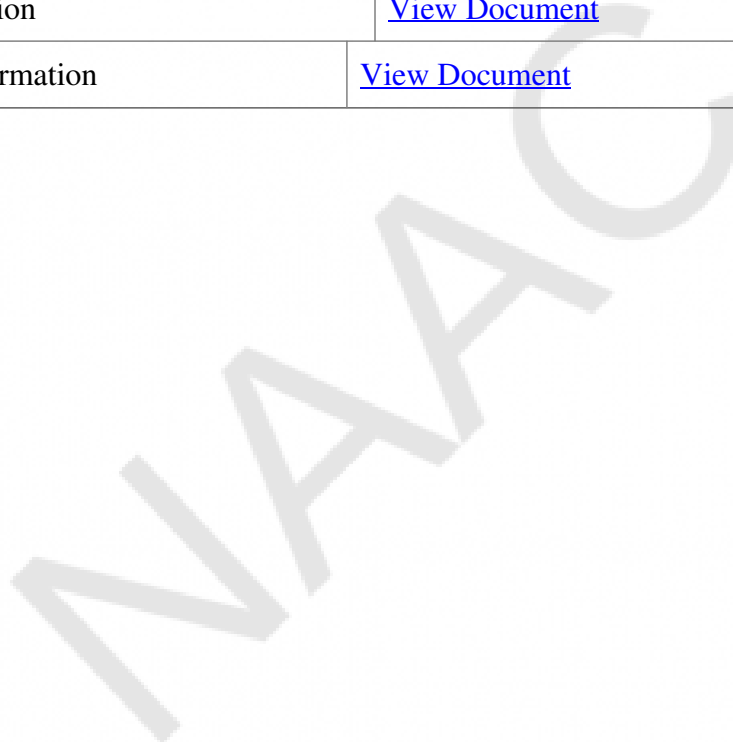
Response:

INSTITUTIONAL DISTINCTIVENESS

- 'Empowering Women Empowering the Nation' is also the motto of our institution, and works hard following the words of Swami Vivekananda 'Arise, Awake and stop not till the goal is reached'
- Providing higher education especially to women students who hail from downtrodden and economically weaker section of the society
- It was the only institution started exclusively for women (1994) at the time when there was no institution for a radius of 40 km., cater to the needs of women students
- Vertical mobility up to research degree has been facilitated. There are 13 Post Graduate Programmes among which five departments offer Research Programmes
- Conduct of seminar/Conference/Workshops/FDPs/Training Programmes by all the departments is a regular feature
- Totally 310 students and faculty members participated and presented research articles in various National/International Seminars/ Conferences/ Workshops/ Symposiums
- Totally 251 Research Articles, Books and Book Chapters have been published by the teachers and students
- The institution has created infrastructure catering to the needs of the students
- Totally students 20,202 are graduated with 2032 University ranks in both UG and PG So far
- Post graduate diploma in Big Data Analytics is offered
- The institution facilitates online certification programmes conducted by NPTEL (SWAYAM/MOOC)
- Totally 92 certificates were received by the staff members and 39 students successfully completed the online NPTEL SWAYAM certification programmes
- 6 members of the faculty have completed the SWAYAM – ARPIT-2019 (Annual Refresher Programme in Teaching), a programme conducted by MOOC/SWAYAM of MHRD
- The Placement Cell facilitated for the placement of 446 students through campus interviews
- Diploma programme DMLT is offered by the Biochemistry department and Entrepreneur Career Development by the Commerce department.
- 127 New Follicolous Fungi, 16 New Variety, 2 New Genera, 3 New Generic Records, 6 Rare Fungi have been discovered so far
- A Herbarium is maintained with more than 200 species of Follicolous fungi
- The institution has been accredited by the NAAC with 'A' grade (CGPA3.45/4.00)
- The institution is an ISO 9001 – 2015 standards certified one
- UGC and NAAC recognized 'Mentor' institution to facilitate the non-accredited institutions to get themselves accredited
- STET Bio-Floral products development and Research Centre and Biominin Laboratory. Vermicompost, Edible Mushroom Cultivation unit, Centralized Instrumentation Facility (CIF), Herbal Garden, etc., have been established in order to promote research
- ICT enabled Teaching-Learning processes
- Forty six buses are operated by the Management at a subsidized cost for the safe transport of students
- Hands on training and extension activities provide opportunity for skill development and attain social responsibility. Incubation Centre has been established to facilitate 'start ups'

- An International Quarterly Journal 'Scientific Transactions in Environment and Technovation' is published by the institution
- Various Skill Development and value added programmes are conducted to enhance employability and moral values
- CPCSEA, New Delhi, approved animal house is maintained (Reg.No.1792/PO/Re/S/ 14/CPCSEA)

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5. CONCLUSION

Additional Information :

- National level linkages with industries / organization have already made through MoUs. Global linkage has been planned for facilitating global exposure through MoUs with foreign universities
- Efforts are being made to elevate all the departments upto research degree level
- Currently ERP software has been installed to facilitate e-governance
- Sustained efforts are being made to mobilize funds from funding agencies
- The institution has already submitted the proposal for the grant of Autonomous status from the UGC, New Delhi, and waiting for the visit of inspection commission
- The institution has already started the process of mentoring. Five colleges are being guided and supported towards the accreditation process
- The strategic plan and practices of the institution is to provide all support for quality education, and to promote social responsibilities and leadership qualities with ethical and moral values
- The programme outcomes of all programmes are mostly 95-100% with relative large number of University ranks
- The institution has NPTEL approved 'SPOC' and remote access digital programmes are facilitated both for students and teachers
- Lecture capturing centre for e-content development and incubation centre to facilitate 'StartUps' have been established

Concluding Remarks :

Two and half decades ago there was no higher educational institution, that too for women, in this area. The community is dominated by socially and economically weaker section of the society. Hence the women students were denied the opportunities or discouraged in the pursuit of higher education. Obviously, when women are educated, the nation gets educated, and the country becomes stronger and prosperous.

Realizing the fact, the management with yonder vision of empowering women through quality education started this institution in the small village, Sundarakkottai, in 1994 with 155 students. The institution has grown from strength to strength and attained the status of Post Graduate and Research institution. The institution has received due recognition from UGC and NAAC, as 'Mentor' institution for facilitating the non accredited higher educational institutions to get themselves accredited. The Quality Management System has been certified by the ISO Global partner. The institution has consciously submitted itself for second cycle of reaccreditation by NAAC, with the hope of getting accredited with very high grade. The institution has submitted its proposal to the UGC for the Autonomous status.

In this context it should be highlighted that this institution works hard with the strategic plan of 'Empowering Women' through holistic development. The rural women students would be shaped into inventor and innovators through motivating them to inculcate research attitude. With this objective the institution is taking all efforts to promote socially relevant research and to elevate all the departments' upto research degree level. The establishment of Biofloral Product Development and Research centre, 'Biominin' laboratory, Centralized Instrumentation facility and Incubation centre has already resulted in downstream research activities of product development. Though the institution is a rural in terms of location, it provides all necessary technology orientated infrastructure on par with research departments in the Universities. Thus this institution has become

a boon for the already deprived women students. It can be assured that institution would be certainly transformed into centre of Excellence in Higher Education for women. The days are not far away to attain the said goal and global acclaim.

NAAC