



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**J.J. COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)**

J.J. COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS) J.J. NAGAR,  
SIVAPURAM POST, PUDUKKOTTAI (DIST)

622422

[jjc.kvet.in](http://jjc.kvet.in)

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**J.J. College of Arts and Science** (Autonomous) was the first educational initiative of the Karpaga Vinayaga Educational Trust, a philanthropic initiative begun by the Honourable S. Ragupathy, former Minister of State and Central; and his family and friends with the objective of providing quality education at affordable cost to the students especially the rural students in and around Pudukkottai district. Started in 1994 (recently celebrated its Silver Jubilee on 04.01.2019) with just 3 UG Programmes, 48 students and 7 faculty members, the College has blossomed into one of the premier higher-education institutions in the Bharathidasan University area. This was the first self-financing College started in the Pudukkottai District with affiliation to Bharathidasan University, Tiruchirappalli.

As a youngest College during the year 2003, underwent first cycle of Accreditation and obtained B++ Grade. Subsequently underwent second and third cycle of Assessment and Accreditation process, obtained “A” Grade in 2009 and 2015 respectively. Today, it has reached many milestones like recognition under sections 2f and 12b of the UGC Act, The UGC has conferred Autonomy to the Institution in 2012 and extended subsequently in 2018.

It offers 17 UG, 13 PG, 11 M.Phil and 8 Ph.D., and 2 PG Diploma programmes. It has **5198** students on its rolls and there is also significant number of students from marginalized sections. There are 186 Teaching staff and 48 non teaching technical staff.

The College has gained the distinction of producing rank-winners in all its Programmes and rearing high class sports talent in various games/events and leaders of industry, trade, commerce, management and administration. The alumni constitute a rare roll-call of honour, adorning excellent positions of merit at the national and international levels. This has enhanced the prestige and popularity of the College, and its Programmes are eagerly sought after by aspiring youth all over the country and even from overseas.

### **Vision**

“Providing value based education in emerging fields which are locally relevant, globally compatible and skill oriented to the rural youth at graduate, post-graduate and research levels, leading to their holistic development, thereby contributing to the process of nation building”.

### **Mission**

The Institution aims

- To build up a learner-friendly, eco-friendly academic environment.

- To offer innovative quality education in emerging fields with flexibility in Curriculum and the teaching – learning process.
- To concentrate on research activities, aiming at the promotion of knowledge-management skills from a global perspective.
- To nurture a student-centred teaching-learning culture by judicious use of ICT.
- To promote personality development and inculcate habits of self-reliance.
- To get learners interested in national and international issues and involve them in nation-building activities.
- To foster holistic development of character by instilling the spirit of social service and social-justice through group activities.
- To encourage first-generation learners and those from marginalized groups and ensure gender-equality.
- To promote an awareness of the world as one, through information-drives, invited lectures and exchange of students and faculty with like-minded peer institutions in India and abroad.

### **Motto**

To achieve the set goals, the vital factor that is absolutely necessary, is "Confidence" and hence the motto of the Institution is **“Confidence Leads to Success”**.

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

### **Institutional Strength**

- Excellent Physical Infrastructure with Green and eco friendly campus.
- Management and Staff have commitment to translate the vision and mission of the College.
- Institution is financially sound.
- Healthy relationship between management and staff and staff and students.
- ICT enabled teaching learning process in wi-fi enabled campus with extended bandwidth.
- The Institution is located in a rural area. Diversity among the students in terms of socio-economic-cultural aspects and empowering the students from the marginalized and underprivileged sections of the society.
- Transport and separate boarding facilities for boys and girls
- Introduced new courses and updated curriculum with CBCS and OBE.
- 8 PG Departments have been recognised as Research Centres for research leading to Doctoral Degrees and 61 Ph.D. degrees have been awarded by the Bharathidasan University during the last 5 years.
- Every year, the students secure university ranks in UG/PG Programmes in almost all the Departments. The Pass Percentage of final year students has improved significantly in the preceding academic year (95 % to 100 %)
- The Institution is providing freeships and scholarships to deserving economically weaker students.

### **Institutional Weakness**

- Inadequate research funds from external agencies.
- Absence of industries in surrounding areas has reduced job opportunities to students.
- Lack of interactions with industrial organizations and reputed academic institutions
- Revenue from consultancy is low due to rural setup.

- Awards at national and International level for research is nil

### **Institutional Opportunity**

- Scope for knowledge and skill up-gradation of teaching and non-teaching staff
- Scope for making the Alumni Association pro-active
- Greater stress to be laid in nurturing global competencies among students.
- Availing more research funds from external funding agencies for interdisciplinary and multidisciplinary research.
- Finding place in NIRF Ranking
- Aspiring to become Centre of Excellence/College with Potential for Excellence for the promotion of quality culture.
- Aspiring to become DBT Star College.

### **Institutional Challenge**

- Improving linkages/collaborations with industries
- Attracting meritorious students from other states and other countries
- Strengthening the institution-neighbourhood community network with extension/outreach activities
- Encourage more faculty members to acquire Ph.D. Degree.
- Preparing students for Competitive Examinations
- Introducing more value added/add on courses keeping in mind the required skills for the job and in accordance with needs of stakeholders
- Addressing bilingual issues in the teaching learning process.
- Denial of funding assistance by National/International agencies to self-financing Institutions.
- To become Deemed to be University/Private University

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Being an Autonomous College, the Curriculum of the institution reflects the local/state/national/global needs with due focus on employability, entrepreneurship and skill development. Some of the salient features of the curriculum are highlighted below.

- The College follows CBCS and OBE based Curriculum
- The Curriculum has been updated periodically by introducing 323 new courses and revising the content to accommodate recent trends.
- Core courses for UG 238 and PG 217.
- Latest learning components have been included as the sixth unit in all courses for updating the knowledge of the students.
- The Lab to Land concept is implemented through skill-oriented and value-added courses like Mushroom Technology, Vermitechnology and Organic Farming.
- The Curriculum is revised, once in three years as per the norms of the UGC and based on the feedback received from stakeholders.

- Many new courses have been introduced since 2016, wherein the students get exposed to different learning methodologies.
- Value Education, Environmental Science and Gender Studies are a part in all UG programmes.
- To provide real-life experiences to students Projects/Internships/Field visits are included as part of the regular academic exercise.
- The Curriculum affirms knowledge-enhancement and fostering competencies like managerial, entrepreneurial skills and adequate life skills to make the students a part of the global workforce-duly addressing gender and social issues.
- Students are motivated to undergo online courses from MOOCs and SWAYAM portal and the credits earned will be transferred to regular stream.

### Teaching-learning and Evaluation

- The Institution has 5198 students studying in 17 departments in the academic year 2020-2021.
- It offers 51 programmes from UG to Ph.D. levels in Arts and Science disciplines.
- There are well qualified and experienced faculty.
- The process of Teaching-learning and Evaluation reflects the vision and mission of the Institution that envisage the holistic development of the human personality.
- In order to facilitate easy absorption of knowledge by students, teaching is supplemented with ICT tools.
- Participatory learning, Experiential learning, project based learning, self paced learning etc are being practised for effective teaching and learning.
- A well-equipped and computerized library is in place – There are sectional libraries to facilitate easy access to reference material. Department library is also maintained at each department.
- Slow learners and advanced learners are identified during the pre and post-tests that form part of the Bridge Courses and suitable remedial measures are taken up.
- Remedial-Coaching is offered to the slow learners to help them improve their academic performance. Similarly advanced learners are given tasks of higher order to quench their intellectual curiosity by way of projects, assignments, writing articles etc.
- To cultivate creativity and collaborative activity, Conferences/Workshops/Seminars/Guest Lectures/Extension activities/Industrial visits/Field visits/Hands-on Training/Internships are organized periodically.
- Every Semester the Academic Calendar - is planned well in advance to avoid idiosyncratic implementation of activities.
- Besides adopting the CBCS, the Institution ensures the fulfilment of OBE, to enable the learners gain knowledge at all levels through well - designed Programme Outcomes, Programme Specific Outcomes and Course Outcomes spelt out in the domain knowledge.
- The process of teaching is enriched by constant updation by teachers through Internal Faculty Development Programmes.
- The Office of the Controller of Examinations is Fully-automated.
- Continuous Internal Assessment (CIA) and End Semester Examinations are the two major components of evaluation adopted by the institution.
- The Continuous Internal Assessment is transparent, student-friendly but not lax.
- In order to facilitate final UG and PG students continuing their higher education without break, instant examinations are conducted in the final - semester within a short span of time. A student can appear for two papers under the scheme. .

## Research, Innovations and Extension

- The Institution focuses on creating and supporting a research culture among faculty members and students.
- 8 Departments are offering Ph.D. programme and 69 research scholars are pursuing Ph.D. programmes.
- 20 of our faculty members have been recognized as research supervisors for doctoral research by the Bharathidasan University, Tiruchirappalli.
- The Departments of Physics, Bio-chemistry and Botany have been sanctioned funds by the University Grants Commission to carry out minor research projects.
- Department of Biotechnology authored the text book on Environmental Science in Tamil language.
- The departments of Tamil and English have also authored Part I and Part II Language books respectively.
- The Institution has a Publication Division and brings out two journals – the Research Journal of Biological Sciences (RJOBS) and Journal of Financial Services and Management (JFSM).
- A sum of Rs.15,19,445 was received from various funding agencies for the conduct of Seminars/Workshops/Conferences during the past five years.
- The faculty members have published 103 research articles in Scopus-Indexed journals during the years under review.
- There is an “Animal house” which promotes in-vivo research.
- The Department of Biochemistry ensures the implementation of the stated Code of Ethics by strictly adopting the norms set by the Committee for the Purpose of Control and Supervision of Experiments on Animals (CPCSEA).
- 35 books have been published by the faculty members.
- 7 Blood Donation Camps were organized by the NSS units during the Assessment period.
- 9 functional MoU’s have been signed during the Assessment period.
- A sum of Rs. 2,20,500 has been generated by implementing Lab to Land initiatives.
- 3 Programme officers of our NSS units received the best NSS programme officer’s award from the Bharathidasan University and the NSS units of the Institution have been recognized as the best units by the Bharathidasan University in 2019 (during the Assessment period).
- Awareness campaigns on financial literacy, banking habits, Government schemes like Swatch Bharat, Jandhan etc., are organized in the surrounding villages
- To promote the products of Self-Help Groups (SHG’s), every year the Institution conducts an Exhibition – College Bazar in collaboration with the Tamilnadu Women Development Corporation, Pudukkottai.

## Infrastructure and Learning Resources

- The built up area comprising of 11 blocks measures 3, 54,017.3 sq.ft.
- The Institution has 30 laboratories housed in 31,100 sq.ft.
- 85 spacious well-ventilated classrooms cover an area of 38,950 sq.ft, out of it 17 classrooms and 8 Seminar halls are ICT enabled.
- An average sum of Rs. 26,16,386.2, Rs. 60,89,814.8 and Rs. 1,76,04,174.722 is spent annually for the maintenance and augmentation of infrastructure, academic facilities and physical facilities.
- The average annual expenditure on the purchase of books/e-books and subscription to journals is Rs. 3,06,423.20.
- 8 Smart classrooms, 04 Air-conditioned Conference Halls, 01 Air-conditioned Auditorium, 01 Air-conditioned Senate Hall, 01 Indoor stadium, 6 Air-conditioned Guest rooms, 15 Non Air-conditioned

Guest rooms and 2 Counselling rooms are available within the Campus.

- Our Institution has a well-equipped, highly sophisticated Central Instrumentation Room with instruments like Gel Documentation System, Trinacular Digital Microscopes, PCR - Thermal Cycler etc.,
- Five Sound-proof diesel generators of 10,30,62.5,125 and 200 Kva capacity are operational.
- The Institution has Vermicompost pits, a Solar power plant, a Solar water heater, Rain water harvesting systems, Sprinkling system to water plants, CCTV cameras, Sub Post- office, 3 ATM's, Health Centre and Vehicle Parking stands.
- The Central Library has 28,484 books, 43 Journals, educational videos- CDs/DVDs, access to e-resources, under DELNET and INFLIBNET, e- content resources and a Language Laboratory.
- There are 360 computers in six laboratories for academic purpose.
- 2837 students pursuing their higher education in the same institution received a sum of Rs. 13,859,900 as scholarships from the management for the last five years.
- There is one Men's Hostel accommodating 750 students and a Women's Hostel accommodating 600 students.
- Infrastructure for sports include Standard 400-mts track with raised border, a Multipurpose indoor stadium, Fenced Basketball and Tennis courts with flood light and gallery facilities, Fenced Volleyball, Kabadi and Kho-Kho courts, Handball court and Fitness Centre.

### **Student Support and Progression**

- Freeships and scholarships are provided to the economically backward students under various Government schemes equally Management is also providing Freeships and Scholarships to deserving meritorious students from economically weaker sections.
- The Institution has a Student's Grievance Redressal Cell, Career Guidance Cell, Anti-ragging Cell and a Cell for Prevention of Harassment of women.
- Skill Development Programmes are offered through the E- Cell and the Placement Cell.
- Through the Mentor and Counselling systems the academic and over all progress of students are properly monitored.
- Students are trained in Soft Skills through various Clubs and Associations.
- Special coaching Programmes are given for competitive examinations.
- Financial assistance is provided to deserving sports men/women to train themselves and to participate in competitions at various levels.
- Every year, an Alumni Meeting is conducted during the month of April. This is a great source of inspiration to the present students.
- The feedback received from the Alumni is duly incorporated in all aspects of planning and execution.
- 65% of the UG students pursue higher studies in our Institution.
- The best out-going students in UG & PG Programmes are identified and honoured with awards.
- The Institution has a consistent record of good results in the End Semester examinations.
- The average result for last years is 84.53% for UG Programme and 99.6% for PG Programme.
- By making the students participate in NSS Programmes, awareness on Social responsibility and national- consciousness are created.
- Health/Accident insurance policies are taken to all over students.
- The placement is 100% in the Department of Hotel Management and Catering Science.
- A special Soft Skills Training was imparted to 634 students through the READ and Connect Programme by Redington India Ltd...
- Eminent alumnae are invited as resource persons to share their expertise with current students and

motivate them.

- Under 13 and under 17 age group Ball Badminton tournaments are conducted every year in the month of January for Founder's trophy by the department of Physical Education to promote sports in Pudukkottai district.

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

- The Secretary and Trustee of the Institution are accessible in the Campus all through the day and their monitoring role has a constructive impact on both Academic and Administrative matters.
- The transparent working of the Management strengthens the constructive implementation of academic strategies and administrative policies/procedures.
- The organizational/administrative structure of the Institution comprises of the Principal assisted by the Vice-Principal, the academic and administrative Co-ordinator, the Controller of Examinations, and the Heads of all Departments.
- Periodical conduct of academic-enrichment and administrative training programmes for teaching and non-teaching staff helps improve the timbre of Campus life.
- Due autonomy is given to every stakeholder of the Institution to express his/her views, opinions and suggestions for the all-round development of the institution. Students are given due representation in all statutory and non-statutory committees.
- Academic and Administrative decisions are discussed and approved in the College Council Meetings presided over by the Principal.
- As the agenda is circulated well in advance, the Heads are enabled to participate in the decision-making process effectively. They come prepared after department-level consultations.
- Academic Audit is done as a regular feature and the recommendations are taken into consideration for implementation.
- By participating as members in the Boards of Studies and other Committees of the Institution, the staff become active agents of change.
- Besides monitoring the delivery of curriculum, all the other academic and co-curricular activities of the students are taken care of by the respective class-teachers/mentors.
- The Internal Quality Assurance Cell (IQAC) of the Institution arranges for member-participation in initiatives under NIRF, AISHE, AAA as part of its quality enhancing measures.
- A regular Annual audit of the financial statements of the Institution is done and it is well-documented.
- The institution adheres to the rules and regulations of the UGC, State Government and University in the appointment of staff members and admission of students etc.

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

- The Institution has been functioning with the objective of empowering rural students by providing value-based Education.
- The Vision and Mission of the Institution reflect the moral responsibility of individuals in society.
- Staff salary is credited to their accounts on the last working day of every month.
- Hazardous and biological wastes are disposed of meticulously in an eco-friendly way.
- Women are given their due place in academics and administration.
- Five Gender-Equity Promotion Programmes were organized by the Women Empowerment Wing of the Campus in liaison with the Department of Women Studies, Bharathidasan University, Tiruchirappalli, in the last five years. Women's Day is celebrated every year with inter institutional competitions for



students and staff. Programmes like this promote awareness on Women's issues, Workshops on Gender equity and invited Guest lectures provide for women empowerment.

- Courses on Fashion jewellery have been offered to both male and female students by the e-cell by the Department of Business Administration.
- The Campus is eco-friendly with green ambience. There is a nursery and plants and saplings are distributed among staff and students and also the general public to promote ecological awareness.
- The NSS units periodically organize awareness - drives on issues like Road Safety, Health and Hygiene, besides annual service-camps and blood-donation drives. Campaigns are also undertaken to prevent drug-abuse, liquor-addiction and child labour. The units also observe days of national importance like Sadbhavana divas, Gandhi Jayanthi, World Yoga Day in nearby villages.
- There is CCTV Surveillance of the Campus to ensure Safety and Security of students and staff alike.
- Cleanliness is ensured through periodical Campus-cleaning drives. As a result the Campus is litter-free.
- It has lived up to the expectations of all stakeholders – even during the Covid-19 crisis, and revised curricula, courses, syllabi and instructional and evaluation strategies, to meet the expectations of society and the nation at large.
- The Institution has many best practices in all the Departments. Further the Institution is unique in many ways as compared to Institutions in the neighbourhood.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	J.J. COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)
Address	J.J. College of Arts and Science (Autonomous) J.J. Nagar, Sivapuram Post, Pudukkottai (Dist)
City	Pudukkottai
State	Tamil Nadu
Pin	622422
Website	<a href="http://jjc.kvet.in">jjc.kvet.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	J.parasuraman	04322-260103	9442586891	-	jjcollege.pdkt@gmail.com
IQAC / CIQA coordinator	P.jeevan	04322-261801	9791886609	-	iqac.jjc@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	17-01-1994

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	17-08-2012

<b>University to which the college is affiliated</b>		
<b>State</b>	<b>University name</b>	<b>Document</b>
Tamil Nadu	Bharathidasan University	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	02-09-2001	<a href="#">View Document</a>
12B of UGC	11-03-2010	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	30-04-2020	12	Extension of Approval

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	J.J. College of Arts and Science (Autonomous) J.J. Nagar, Sivapuram Post, Pudukkottai (Dist)	Rural	24.9	354017.3

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Biotechnology	36	Higher Secondary	English	99	99
UG	BSc,Microbiology	36	Higher Secondary	English	55	55
UG	BSc,Biochemistry	36	Higher Secondary	English	40	40
UG	BSc,Botany	36	Higher Secondary	English	40	37
UG	BSc,Physics	36	Higher Secondary	English	90	37
UG	BSc,Chemistry	36	Higher Secondary	English	80	49
UG	BSc,Mathematics	36	Higher Secondary	English	120	30
UG	BSc,Computer Science	36	Higher Secondary	English	260	185
UG	BSc,Information Technology	36	Higher Secondary	English	160	74
UG	BCA,Computer Applications	36	Higher Secondary	English	180	159
UG	BSc,Visual Communication	36	Higher Secondary	English	50	28
UG	BSc,Hotel Management And Catering Science	36	Higher Secondary	English	110	33
UG	BSc,Physical	36	Higher	English	60	39

	Education		Secondary			
UG	BCom,Com merce	36	Higher Secondary	English	240	232
UG	BBA,Busine ss Administr ation	36	Higher Secondary	English	114	114
UG	BA,English	36	Higher Secondary	English	120	53
UG	BA,Tamil	36	Higher Secondary	English	60	25
PG	MSc,Biotech nology	24	Under Graduate	English	30	10
PG	MSc,Microbi ology	24	Under Graduate	English	35	27
PG	MSc,Bioche mistry	24	Under Graduate	English	35	13
PG	MSc,Botany	24	Under Graduate	English	40	13
PG	MSc,Physics	24	Under Graduate	English	40	33
PG	MSc,Chemis try	24	Under Graduate	English	40	29
PG	MSc,Mathe matics	24	Under Graduate	English	39	39
PG	MSc,Comput er Science	24	Under Graduate	English	90	26
PG	MSc,Informa tion Technology	24	Under Graduate	English	40	11
PG	MCA,Comp uter Applications	24	Under Graduate	English	60	47
PG	MCom,Com merce	24	Under Graduate	English	35	9
PG	MBA,Busine ss Administr ation	24	Under Graduate	English	60	26

PG	MA,English	24	Under Graduate	English	40	11
PG Diploma recognised by statutory authority including university	PG Diploma, Biotechnology	12	Under Graduate	English	50	0
PG Diploma recognised by statutory authority including university	PGDCA, Computer Science	12	Under Graduate	English	50	0
Doctoral (Ph.D)	PhD or DPhil, Biotechnology	36	Post Graduate	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Microbiology	36	Post Graduate	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Botany	36	Post Graduate	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Physics	36	Post Graduate	English	4	0
Doctoral (Ph.D)	PhD or DPhil, Mathematics	36	Post Graduate	English	8	0
Doctoral (Ph.D)	PhD or DPhil, Computer Science	36	Post Graduate	English	20	6
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	Post Graduate	English	16	1
Doctoral (Ph.D)	PhD or DPhil, Management	36	Post Graduate	English	20	2
Pre Doctoral (M.Phil)	MPhil, Biotechnology	12	Post Graduate	English	2	1
Pre Doctoral	MPhil, Micro	12	Post	English	2	0

(M.Phil)	biology		Graduate			
Pre Doctoral (M.Phil)	MPhil,Biochemistry	12	Post Graduate	English	1	0
Pre Doctoral (M.Phil)	MPhil,Botany	12	Post Graduate	English	2	1
Pre Doctoral (M.Phil)	MPhil,Physics	12	Post Graduate	English	2	2
Pre Doctoral (M.Phil)	MPhil,Chemistry	12	Post Graduate	English	2	2
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Computer Science	12	Post Graduate	English	13	5
Pre Doctoral (M.Phil)	MPhil,Commerce	12	Post Graduate	English	5	0
Pre Doctoral (M.Phil)	MPhil,English	12	Post Graduate	English	2	2
Pre Doctoral (M.Phil)	MPhil,Management	12	Post Graduate	English	5	1

### 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	12				17				157			
Recruited	7	5	0	12	9	8	0	17	56	101	0	157
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				28
Recruited	13	15	0	28
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				20
Recruited	11	9	0	20
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.	7	5	0	9	8	0	16	29	0	74
M.Phil.	0	0	0	0	0	0	32	59	0	91
PG	0	0	0	0	0	0	7	14	0	21

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
Pre Doctoral (M.Phil)	Male	2	0	0	0	2
	Female	12	0	0	0	12
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	18	11	0	0	29
	Female	27	1	0	0	28
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	191	14	0	0	205
	Female	361	12	0	0	373
	Others	0	0	0	0	0
UG	Male	2627	0	0	0	2627
	Female	1921	0	0	1	1922
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	104	86	75	52
	Female	98	75	72	78
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	589	474	442	301
	Female	430	383	380	393
	Others	0	0	0	0
General	Male	379	430	421	340
	Female	379	460	482	408
	Others	0	0	0	0
Others	Male	0	0	2	0
	Female	0	1	0	1
	Others	0	0	0	0
Total		1979	1909	1874	1573

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Biochemistry	<a href="#">View Document</a>
Biotechnology	<a href="#">View Document</a>
Botany	<a href="#">View Document</a>
Business Administration	<a href="#">View Document</a>
Chemistry	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Computer Applications	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Hotel Management And Catering Science	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Management	<a href="#">View Document</a>
Mathematics	<a href="#">View Document</a>
Microbiology	<a href="#">View Document</a>
Physical Education	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>
Tamil	<a href="#">View Document</a>
Visual Communication	<a href="#">View Document</a>

## Extended Profile

### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
51	50	50	48	47
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

#### 1.2

##### Number of departments offering academic programmes

Response: 17

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5488	5210	4744	4277	3766
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

#### 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1663	1577	1383	1336	1096
File Description			Document	
Institutional data in prescribed format			<a href="#">View Document</a>	

**2.3****Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
5006	4771	4324	3868	3404
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.4****Number of revaluation applications year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
95	163	220	249	179

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
781	753	753	697	697
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2019-20	2018-19	2017-18	2016-17	2015-16
194	183	176	164	148
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

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

2019-20	2018-19	2017-18	2016-17	2015-16
194	183	176	164	148
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2367	2384	2334	2063	1842
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2019-20	2018-19	2017-18	2016-17	2015-16
2593	3085	3135	2800	2705
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 112****4.4****Total number of computers in the campus for academic purpose****Response: 406**

## 4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
595.31	403.15	498.64	438.20	284.69

NAAC



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

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

**Response:**

As an autonomous and accredited institution, the College has been updating the curricula (UG and PG) to be on par with those in Institutions of Excellence. The revision is made every three years in the light of recent developments in knowledge in various fields, the experience gained from implementing the previous curricula and the feedback obtained from experts and various stakeholders. The curricula and the syllabi framed in 2012–2013 on the conferment of autonomy have been revised three times in 2013–2014, 2016–2017 and 2019–2020. The attempt has been to reach global standards through an approximation to national levels of quality as reflected in the best practices of sister institutions without compromising on regional demands. We follow a system of Outcome Based Education (OBE).

The revised curricula, courses and syllabi present a sequential evolution that embodies the sharpened quality–consciousness among the faculty and stakeholders. The second revision embodied only course objectives; the expected outcomes were treated as implied in the objectives. However in the latest revision, there is a clear statement of Programme objectives and outcomes (UG and PG) Programme Specific Objectives (PSO's) and expected outcomes and Course Specific Objectives (CSO's) and Learning outcomes in a progressive closer focussing from macro to micro levels.

The broad Programme objectives and Expected outcomes of the UG and PG Programmes are displayed on the Website. Both UG and PG Programmes are designed in keeping with the Vision and Mission Statement of the College. The Programme - Specific and Course - Specific objectives and expected outcomes are listed in the departmental submissions. They will reveal that the various Boards of Studies have tried to accommodate the latest knowledge in their respective fields and carefully chosen Major Based Electives, Skill Based Electives and Inter-Disciplinary Courses. In planning the curricula and courses, due attention is bestowed on local, national, regional and global developmental needs and the latest requirements of industries and corporates.

The course - content reflects this concern as can be seen from the topics listed in the various units of the syllabi and the choices under CBCS in which the courses offered link themselves into groups of interrelated courses. Local and regional needs are the prime movers in the introduction of new programmes and courses. The feed-back obtained from stakeholders is given due weight in restructuring curricula and courses. Part V of the UG curriculum provides for extension and social outreach activities that are designed, planned and executed with the needs of local community in view. The objectives and outcomes listed show this expansion from personal, social and national levels to global standards of efficiency, skills, personality traits and patterns of behaviour.

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

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

**Response:** 96.88

#### 1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 32

#### 1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 31

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

**Response:** 37.67

#### 1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
372	184	343	330	163

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>Response: 10.59</b></p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 390</p>	
<p>1.2.1.2 <b>Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Response: 3681</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
<p><b>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p><b>Response: 58.82</b></p>	
<p>1.2.2.1 <b>Number of Programmes in which CBCS / Elective course system implemented.</b></p> <p>Response: 30</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

The Vision and Mission Statements of the College emphasize true man–making education as defined by great idealists like Mahatma Gandhi and Swami Vivekananda. There is among the syllabi, a value – orientation that imparts ethical knowledge along with domain– Knowledge. The UG Curriculum has specific courses on Value Education, Environmental studies and Gender Studies.

#### Professional Ethics

In addition, the ethics of various disciplines is incorporated as part of the course content. Knowledge is imparted as it impacts human lives. The objective is not to generate ivory tower intellectuals but specialists with a human face and heart who are alive to the ethics of their particular discipline. Thus the teaching-learning process leads to patterns of right conduct and social behaviour on and off the jobs.

#### Human Values

Part V of the UG Curriculum expects participation in community social service through units like NSS, YRC, Rotaract, Women Empowerment Wing, etc. These activities sharpen the social vision of the students and gives them the drive to be conscious citizens capable of catalysing social change through schemes like promotion of literacy, health and hygiene. The Students imbibe and internalize these human values. They become alive to their responsibility to the vast mass of humanity who live in villages and who are denied the advantages of urban life. Thus they become the messengers of Dr.Adbul Kalam’s PURA initiative and act as bridges between the rural folk and the various agencies of the Government in charge of implementing welfare measures. They also sensitize the people on various issues by participating in awareness – drives organized by Governmental and non–Governmental agencies. This makes their education socially relevant. In the PG programme, the Electives are carefully chosen to promote socialisation and the values of good citizenship and the concept of the social relevance of all learning.

#### Gender Equity

Gender equity is built into the curriculum through a course on Gender Studies common for all UG Programmes and the active presence of a Women Empowerment Wing in the Campus. Gender is treated as just a biological construct and through proper sensitization the concept of gender as a tool of social discrimination has been rendered outdated; rather it is a tool of social facilitation in the campus. This

training makes our students champions of gender equity.

### Environment and Sustainability

The UG Programme has a special course in Environmental Studies. Besides this, the College has a green ambience which promotes a love of nature and a concern for environmental and ecological conservation. The faculty of Life Sciences encourages students to take active interest in green initiatives, waste disposal and recycling of resources. They run courses in Mushroom Cultivation, Vermicompost and in Cultivation of *Azolla*. The NSS and the YRC also propagate the message of environmental protection.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 5**

#### 1.3.2.1 How many new value-added courses are added within the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4	1	0	0	0

File Description	Document
List of value added courses (Data Template)	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response: 0.83**

#### 1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
195	30	0	0	0

File Description	Document
List of students enrolled	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

**Response:** 10.5

#### 1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 576

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

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

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

### 1.4.2 The feedback system of the Institution comprises of the following :

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

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

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 59.29

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

2019-20	2018-19	2017-18	2016-17	2015-16
2015	2028	2004	1775	1621

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

2019-20	2018-19	2017-18	2016-17	2015-16
2807	3425	3504	3175	3095

#### File Description

#### Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 61.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
1979	1909	1874	1573	1447

#### 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 and organises special Programmes for advanced learners and slow learners

#### Response:

#### Diagnosis and Identification

As soon as junior classes assemble students are put through a pre-test that tests their level of attainment in various subjects to identify how far they fulfil the desired entry behaviour. After analysing the scores, staff prepare remedial exercises through mutual consultation and students are given a Bridge Course for a week or ten days. This is followed by a post-test and the staff correlate pre and post test scores slab wise to identify the above average, average and below average learners. The teachers going to the class keep this tacitly in view when teaching the subject and allocating tasks for assignment in a learner-specific way. CIA is effectively used as a screening and scanning process to identify the strength and weaknesses of every learner. The advanced and slow learners are also identified through the performance – levels in examinations, the quality of their assignments, their degree of interaction in classroom activities and performance in the laboratories. The staff discuss their perceptions on particular students with their peers and also involve the HoD and senior colleagues in the remedial Programme.

#### Remedial Measures

Slow learners are given special attention by the teachers/mentors and the HOD's. Peer teaching is also attempted through group – work based on library reference and related extra reading and internet use. Special zero-hour classes are offered to the slow learners and they are given extra tests and assignments to enable them to take the end semester examination with confidence. By the end of the first semester, students acquire the required study skills and strategies to navigate the Programme with interest and dedication. Advanced Learners who are above average are given challenging assignments and enabled to acquire knowledge of the latest developments in their field by opting for a sixth unit in the syllabus. They are also encouraged to undertake parallel courses run by professional bodies and the Swayam Portal. The institution promotes a learner – centred approach to enable students to learn at their own pace through graded exercises and strategies of instruction. Slow and advanced learners are advised on the e-materials, they can use as a supplement to classroom instruction. The objective is to bridge the gaps in attainment and abilities among students.

#### To sum up, our measures to improve the performance of slow learners are:

- Remedial classes.
- Bridge courses.
- Provision of simple and standard lecture notes/Course materials – as take – off points for self – study.
- Motivational classes to improve receptivity.
- Revision of important concepts in a viable manner using appropriate audio-visual material.
- Extra assignments to strengthen learning.

#### Our measures to enhance the performance of advanced learners are:

- Special programmes like professional coaching classes, Skill Development and Communication training.
- Provision to participate in various competitions such as case – study analyses, debates, group discussions, quiz programmes and other events.
- Additional assignments/projects on recent topics.
- Advanced learning experience through a 6th unit in the syllabus.

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

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

**Response:** 28:1

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

## 2.3 Teaching- Learning Process

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

**Response:**

#### Experiential and Participative Learning

The Learning Process is student – centric in the College. Learners are encouraged to acquire study habits and strategies through self–learning. Assignment topics are formulated in advance, graded and administered to the learners according to their abilities and attainments. The number of Assignments is also elastic to accommodate varying levels of student attainment. The better learners are allowed to give seminar classes after due preparation under the guidance of the teachers. Seminar topics are set from within and as an extension of the syllabi. This gives the learner the opportunity to experience the pleasures and pressures of scholarly writing and library and net reference. Seminars are followed by Question – Answer Sessions. Cognitive and Reasoning skills are cultivated through debates and discussions on problematic topics relating to specific areas that have a bearing on the subjects learnt /taught either from a theoretical or applied angle.

#### Problem Solving

There is a focus on learning by doing. All the Courses have a practical component. We follow a skill – based approach to the teaching of languages; and in Mathematics and in the science subjects, we follow a problem – solving method. Students are exposed to a variety of approaches and text books. This enables them to study various worked – out examples as guidance to solving problems themselves. The same method is followed in subjects like cost accounting and auditing. Lab work in the Science curricula

expects learners to perform experiments in analysis and synthesis. They get trained in lab procedures and ethics. They are also trained to handle sophisticated instruments with due precautions. This facilitates progression to higher studies and employment.

### **Self-directed and project based learning**

To give a further practical – orientation, industrial visits and off – campus seminars are arranged. UG students in the faculty of Computer Science (CS & CA) and all Post Graduate students have to do a term project as part of their Programme. The assignment – topics are so designed as to encourage independent Library/Internet reference and to serve as practice in scholarly writing. There are also supervised reading sessions for Post Graduate students. The staff monitor their reading and check the degree of comprehension through suitable interaction and suggest titles for further reading. We also depute students for various intercollegiate competitions like essay, debate, quiz etc., that serve as valuable avenues for self-learning. They get over all mental locks and nervousness in facing audiences. We also offer employability, Skill – Improvement, entrepreneurship and Soft Skill programmes to contribute to the holistic development of our students as individuals about to take their place in various roles in society.

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

### **2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.**

#### **Response:**

In this era of unprecedented techno–explosion especially in educational technology, the teacher has to become digitally enabled to tap the latest information communication technology and its tools to enrich teaching pedagogy. Our teachers use PPT's, downloaded internet texts and visual materials to enrich their lectures. There are 17 ICT enabled class rooms and 8 seminar halls for academic purpose. All final year UG and PG students are allotted a weekly hour for internet usage. The Campus is Wi-Fi enabled and every department has a computer. The staff have a culture of ICT use to enliven lectures. They have made liberal use of applications like e-PG Pathshala, Youtube, slideshare etc., besides designing their PPTs and videos

This ability to use ICT tools was a great asset during Covid–19 lockdown. Our staff uploaded e–content on various units in the syllabi and made use of many online tools for instruction. A few of them have launched individual Youtube channels to reach the student community. The Whatsapp application is also used to pass on texts, video and audio messages. The various departments hosted webinars, workshops, web – conferences at various levels – Regional, National and International and expert lectures during the Covid–19 lockdown to keep the academic interest and peer interaction alive. The topics chosen revealed not only their devotion to the particular disciplines but also their social awareness and concern.

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:** 28:1

#### 2.3.3.1 Number of mentors

Response: 194

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The Academic Calendar is finalised by the IQAC and the College Council after due consultations with the HOD's and the COE. The first draft is circulated for perusal, suggestions and acceptance or modification of dates and deadlines. The details in the Calendar include date of commencement of the Semester, dates for payment of fees (with or without late fee), the dates for submission of assignments, dates for Examinations/Tests/Reviews etc., The calendar is discussed in detail and later finalised. However, there is no rigidity in adherence. Unforeseen holidays due to vagaries of nature are accommodated through modifications in the schedules.

Teaching plans are drafted by the various Departments following an abstract framed by the IQAC and the College Council. There is scope for modifications depending on department needs. Semester wise, Unit wise plans are prepared by the teachers in charge of particular courses and classes. Additional instructional materials, assignment topics and question banks are duly discussed and finalised at the department level. The HoD monitors the adherence to such plans to ensure proper coverage of topics listed in the syllabus. In Science faculties the practical sessions are also attended to in such plans. The Notes of Lessons, overseen by the HOD's weekly once and by the Principal once in a month ensure that teaching schedules are duly met.

The CIA component of Assignments and Seminars are scheduled at the Department level, while the Mid-Semester and Model-Examinations are centralized and conducted with the seriousness of the end –

Semester Examination. Every stage from preparing the Time Table drawing up invigilation schedules, getting question papers printed, attendance on Examination days and despatch of Answer sheets to the departments is overseen by a Chief superintendent appointed for the purpose and the Coordinator (General). The Academic Calendar and the teaching – plans ensure proper time and resource management and serve as a guarantee of proper teaching and learning.

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

## 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(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 28.83

#### 2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
69	62	49	37	36

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 6.45**2.4.3.1 Total experience of full-time teachers**

Response: 1251

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

**2.5 Evaluation Process and Reforms****2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years****Response:** 10.6**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
16	8	9	8	12

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years****Response:** 4.42**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
95	163	220	249	179

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### **Response:**

The system of Evaluation is carefully planned and implemented. The Examination and CIA Schedules are part of the Academic Calendar. The Time Table for the Examinations is drafted by the CoE and circulated to the various HOD's for their valuable inputs. After due verification, the Time Table is finalised and implemented. Wherever possible, courses are phased out in such a manner as to ensure preparation days for students in between courses. The evaluation has a CIA component of 25 Marks and 75 Marks for the End Semester Examination. For CIA, the weightage is; Mid Semester Exam-7.5, Model Examination-7.5, Assignments/ Seminars-10, Total 25.

The Model Examination and Mid-Semester Examination have been centralized with effect from 2019-2020. This has been done to give students a feel of the Examination Procedure. Staff too are checked from individual vagaries in coverage of the syllabus and pattern of assessment. Earlier there were two one-hour tests overseen by the departments concerned and a centralized Model Examination. Students who fail to attend the Mid - Semester Examination and Model Examination for valid reasons are given a second chance. Under - performers are also given a second opportunity to improve their marks. The component - wise marks are recorded in the Departmental Register and the Final CIA Marks out of 25 are passed on to the COE for tabulation.

The central valuation camp starts two or three days after the commencement of the examinations and the results are published after scrutiny by the Examination Committee and the College Council, on the College Website within 7 - 10 days of the completion of all Examinations. Students who feel they deserve higher marks can obtain transcripts of their answer scripts and get them recommended for Revaluation by the respective HOD's. Those who have scored more than 50% of the passing minimum may apply for Revaluation for any number of courses, without getting the transcript. Final year students who fail to qualify for the degree for having failed in any two papers can take an Instant Examination. This option, administered without erosion of standards, is a step towards academic justice. The Examination work is totally computerized to facilitate Examination reforms. The HoDs and staff have been exposed to workshops on the preparation of question papers based on Bloom's Taxonomy.

The Mark Lists are generated through suitable software after careful feeding of data. The Consolidated Mark List carries the photograph of the candidate, a hologram and 4 other security features. Every mark list is personally verified by the programmer and the Deputy COE. The CoE himself signs all Mark Lists and facsimile is not used. During Covid -19 lock-down the college administered online tests and Examinations, and also viva-voce for PG, M.Phil and Ph.D scholars. The proceedings were video graphed as a record.

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

**Response:**

Programme outcomes, Programme specific outcomes and Course outcomes are displayed on the website of the Institution. The objectives and outcomes are formulated by the Director, College Curriculum Development Cell and reviewed by IQAC for the various Programmes like UG, PG etc., Discipline – specific programme objectives are formulated by the Departments concerned after due consultations and approved by the Boards of Studies, and the Academic Council. The same procedure is followed in formulating course wise objectives and outcomes. The IQAC Coordinator, the Director, College Curriculum Development Cell, and the College Council deliberate on these items and fine tune them before finalization. The objectives and outcomes of the programmes and courses stress not merely domain knowledge and skills but also application and employment oriented training and the acquisition of discipline-specific and professional ethics. The course structure forms the first section of the syllabus document and is duly uploaded on the College website and intimated to students and teachers before the commencement of every semester.

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

**2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**

**Response:**

The achievement of Course outcomes, Programme Specific outcomes and Programme outcomes and their sync with the respective objectives are assessed through the system of evaluation. The CIA and the End Semester Examinations are based on testing items that endeavour to meet the Course objectives and outcomes. In the framing of questions, attention is paid to the Skills and Knowledge Level implied in the expected outcomes. Bloom's Taxonomy of skills is applied in framing questions and evaluating question papers set by external paper – setters.

The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are displayed on the website of the Institution. The objectives and outcomes are formulated by the Director, College Curriculum Development Cell and reviewed by IQAC for the various Programmes like UG, PG etc., Discipline – specific programme objectives are formulated by the Departments concerned after due consultations and approved by the Boards of Studies, and the Academic Council. Hence the teachers of the institution are conversant with them. Students and other stakeholders are informed through the website, the Bridge



Courses and periodical interaction. The question paper setters get informed through the syllabus extract sent to them along with their orders of appointment. The degree of achievement of objectives and outcomes is evaluated through the student–evaluation procedures like the tasks assigned for CIA and the question paper set for the End Semester Examination. We follow a system of Outcome Based Education (OBE).

The classroom techniques and teaching strategies are modulated to promote achievement of Course objectives and outcomes. In addition to classroom lectures, there are practical sessions, computer literacy programmes, supervised library – reading, student – seminars and a well–modulated series of assignments and test papers. Students are also exposed to various competitions at the inter–departmental, inter–collegiate and university levels. They are encouraged to participate in Seminars, Symposia, Conferences etc., as a test of their abilities and achievements. Quite a few of them come back with prizes and accolades which help us to see with gratification that our objectives and expected outcomes are in the process of being achieved.

Regular feedback is obtained from all stakeholders on the relevance of our Courses, their Content, Methodology, Objectives and Outcomes. The feedback obtained is carefully analysed and if necessary the objectives and outcomes will be revised if and when called for. Our Courses are Skill–oriented and Career–oriented and we encourage students to write competitive examinations for various posts and the way in which they perform is a valuable clue to the extent to which the expected outcomes have been attained. Students from almost all the Departments are getting University Ranks. The progression to higher education and research and the feedback obtained from the institutions where they pursue their higher studies indicate that our students are front – ranking achievers wherever they are. This is also a confirmation of the relevance and validity of our objectives and outcomes and our efforts to achieve them.

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

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response:** 96.93

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

Response: 1612

#### 2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1663

<b>File Description</b>	<b>Document</b>
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for the annual report	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response:</b>	
<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

#### **Our Mission in Research**

The College has a nascent research culture nurtured by the various departments over the decades. The Management has been unstinting in building up state of the art research infrastructure and encouraging staff and students to undertake research activities through incentives, grants, and facilities like study leave sabbatical leave and free access to labs and the library.

#### **Upgradation of Research Infrastructure**

There is a Research Advisory Committee to monitor proposals from staff and students, screen them for viability and social relevance and fine tune them before submission to funding agencies like UGC, DST, DBT, CSIR etc., and advise the management on acquisition of new sophisticated research equipment, computer and web access facilities. The Central Instrumentation Facility and the specialised computer lab facilities are made available for staff and students. In order to promote research, the Management has invested Rs.2600000 for updating/upgrading research lab facilities. All the ICT tools and laboratory equipment needed for research are kept in a state of good maintenance and new equipment is acquired to update the laboratories. The library is periodically upgraded with the latest publications to promote research in emerging fields.

#### **Research – Ethics**

The Institution has succeeded in nurturing a research culture through its policy of encouraging original quality research in socially relevant areas like herbal medicine, nanotechnology, bio-fertilizers, nephrotoxicity, anti-tumour studies, effluent treatment and environmental protection. Interdisciplinary studies are undertaken with approval from specialists from the areas concerned. This is evident from the range of topics on which M.Phil. Dissertations and Ph.D. theses have been submitted by scholars in various Departments. The research proposals are reviewed by experts in peer institutions whenever necessary by constituting Doctoral Committees that reflect on the various dimensions of the topics chosen. The departments function in mutual cohesion so that researchers get guidance in all areas right from choice of topic to the final submission of the thesis. The research guide and the doctoral committee ensure that plagiarism and undue appropriation and partial documentation are avoided. The greatest stress is laid on the ethics of research. Feedback from research scholars is periodically obtained and it has been uniformly encouraging. This is further evidenced by the bonding the College has with the research scholars who have passed out of its portals.

#### **Update of website**

Our website is periodically updated on the status of the institution in research and the latest initiatives in progress. Since we follow the regulations of the Bharathidasan University for research

programmes, the candidates are advised to browse the university website for regulations regarding registration and submission procedures, download relevant application – forms and then seek advice from the research advisors in the College.

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

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response:** 3.18

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
3.4475	3.86	4.325	3.76	0.53

File Description	Document
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

**Response:** 0

#### 3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>

### 3.2 Resource Mobilization for Research

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

Response: 8.2

##### 3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	4.8	3.4

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

#### 3.2.2 Percentage of teachers having research projects during the last five years

Response: 0.35

##### 3.2.2.1 Number of teachers having research projects during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	2	1

File Description	Document
Names of teachers having research projects	<a href="#">View Document</a>

#### 3.2.3 Percentage of teachers recognised as research guides

**Response:** 12.37**3.2.3.1 Number of teachers recognized as research guides**

Response: 24

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years****Response:** 4.29**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	2	1

**3.2.4.2 Number of departments offering academic programmes**

2019-20	2018-19	2017-18	2016-17	2015-16
17	16	16	14	14

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3 Innovation Ecosystem**

**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

### **Response:**

Education is initiation and orientation to the objective of man-making and societal progress. We at JJ realize that the human mind is not just a receptacle for outside information but a spring head of creative intelligence and a synthetic vessel for forging new associations and relationships among ideas, processes, products and their target society. This philosophy has inspired the Management to build up the academic and co-curricular ambience of the institution with meticulous scrupulosity. We may mention the following

- State of the art, Library and Laboratory resources
- Central instrumentation facility with sophisticated equipment for Life Sciences
- Entrepreneurship development cell.
- A research oriented pattern of instruction built up through student-centric strategies, outcome based education and corresponding evaluation strategies.
- Close association with society through institution-industry, institution-community interface.
- Healthy exchange of ideas - horizontal and vertical
- Suitable reward systems for innovative ideas and exemplary performance.

### **Innovations and Creations:**

The institution promotes innovativeness among staff and students. Some of our students have received research funding for student project work while many others have undertaken case studies and similar research efforts under staff guidance. The level of publication activity and seminar participation among the faculty is also significant. Such initiatives are encouraged by the Management through monetary and logistic assistance.

### **Transfer of Knowledge:**

The triennial syllabus revision and the regular internal FDPs, the deputation of staff to orientation and in-service Programmes, and of students to various such events, the assistance offered to them reflect this concern for knowledge transfer exchange and research. The teaching methodologies try to impart not merely domain knowledge but try to sharpen an awareness of the methods by which knowledge may be obtained. There is a pronounced accent on the use of ICT tools and E-materials in the teaching-learning process.

### **Dedicated Centers for research/entrepreneurship:**

The central instrumentation facility, the entrepreneurship development cell, the various department libraries, the heavy investments made in the updation of library and laboratory infrastructure, the initiatives of the Research Advisory Committee in incubating project proposals and its efforts to promote research ethics are examples that reflect this concern for tapping abstract developments in knowledge for promoting the practical welfare of mankind.

### **Community Orientation:**

The same concern is reflected in our extension activities through the NSS, the Rotaract, the YRC, the WEW etc... Special mention may be made of the Lab to Land initiatives launched by the faculty of Life Sciences through the Botanical Nursery, the Vermicompost unit, the Mushroom cultivation unit and the

efforts made to popularize these initiatives among neighboring villages.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 264

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
85	33	51	42	53

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

### 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

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

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

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**

**Response:** 2.88



## 3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 69

## 3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 24

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

**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response: 0.57**

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

2019-20	2018-19	2017-18	2016-17	2015-16
47	37	6	6	2

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

**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years****Response: 0.24****3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
15	3	17	2	4

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

### 3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

**Response:**

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

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

**Response:**

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

## 3.5 Consultancy

### 3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

**Response:** 17.8

#### 3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
6.00835	6.59250	3.16520	1.54620	0.48375

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

**Response:** 3.39

#### 3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
1.61590	0.93392	0.32	0.3	0.225

File Description	Document
List of facilities and staff available for undertaking consultancy	<a href="#">View Document</a>
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.6 Extension Activities

### 3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

**Response:**

The Institution aims at holistic development of personality. Our students are not just efficient automatons equipped with the domain knowledge and the necessary skills thereof but sensitive individuals who can align with the society around in which they have to function in various capacities – personal, and professional. This is facilitated by the course – content that has an ethical humanistic content and Programmes of Social Service like the NSS, the YRC, Rotaract, Women Empowerment Wing etc. and participation in awareness rallies in liaison with various Government Departments and Voluntary

Agencies. The Institution has 5 NSS units and they organize annual 7-day special camps in adopted villages to make student-volunteers and local participants partners in the creation and maintenance of social assets. The due observance of days of National Importance, training in disaster relief, schemes of Blood Donation, training in traffic – regulation, discussion and debates on issues of vital socio-economic importance etc. mould our students into sensitive citizens who can participate meaningfully in civic life. They link themselves into informal social groups through the social media and continue to participate in social service activities even after leaving the Campus and taking up employment. Some of them are active through the Rotary and Lions Clubs, the Junior Chamber and other social service outfits and professional organizations and employee associations. They are vocal on social causes and agents of creative change.

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

### 3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

**Response: 4**

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	1	1	0

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

### 3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

**Response: 75**

#### 3.6.3.1 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

2019-20	2018-19	2017-18	2016-17	2015-16
12	16	16	25	6

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

### 3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

**Response:** 80.51

#### 3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
2914	4281	4701	5790	1235

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

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

**Response:** 2.6

#### 3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	2	2	2

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

**3.7.2 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: 9**

**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	0	1	3

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

The College has enviable infrastructure and Learning resources which have been praised by various Committees and Peer Teams, visiting the campus. The following details are given as the highlights.

- 1.Land Area - 3,54,017.3 sq. ft
- 2.No. of. Blocks - 11
- 3.No. of. Class Rooms – 105 (ICT enabled classrooms – 17)
- 4.No. of. Conference/Seminar Halls – 8 ( ICT enabled )
- 5.Indoor Stadium - 1
- 6.No. of. Laboratories – 30
- 7.No. of Computers for academic purpose – 406 and for administration purpose – 06

#### Computing Equipments

- 1.No. of Printers - 11
- 2.No. of Scanners – 4
- 3.The Campus is Wi-Fi enabled equipped with 70 Mbps
- 4.The Internet Centre has five Terminals.

#### Library

There is a state of art Central Library and also Department Libraries and Management Studies Library.

#### Central Library Resources

Total area in Sq.Ft: 1829.3076 sq.ft

Seating Capacity: 120

Furniture: Reading Table – 19, Chairs - 184

Reading Room/Reference room: 02

Reprographic facility: Available

Internet Access: 8000 E-Journal can be accessed online through INFLIBNET E-Resource Consortium (UGCINFONET)

Text Books: 26603

Reference Books: 1892

Journals: 40

Back Volumes: 710

E-resources: DELNET, INFLIBNET

Theses: 102

The Management takes pride in maintaining the infrastructure spick and span and has a regular maintenance wing—civil and electrical.

The Campus has a green ambience with well laid – out gardens and thoroughfares. There is a regular gardening department and even through hot summers and the Gaja cyclone the College continues to be green, thanks to the efforts of the Management, the staff and the student community. All the Blocks are equipped with Drip Irrigation, Sprinkling water system, Rain Water Harvesting facilities and there is provision for tapping solar energy in the PG Block. Placards are displayed for all plants in the campus using Binomial Nomenclature. Borewell and Open well - Borewell/Open well water resource meets the requirements of the institution. Open well is recharged with rain water.

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

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

##### **Response:**

##### **Indoor Stadium with the following**

1. Badminton Courts - 4
2. Basket Ball Court – 1
3. Table Tennis tables – 2
4. Yoga
5. Carrom
6. Chess
7. Tennikoit



**Usage -**

Graduation Day (Convocation Hall)

College Day

Sports Day

Women's Day

Intercollegiate Competition

Conferences/Seminar/Workshop

Alumni Meet

College Exhibition

Blood Donation Camp

**Outdoor Sports facilities**

1. 400 mts standard track with raised border, with all field markings - 1
2. Volley Ball Court - 2
3. Basket Ball court with flood light and Fenced with gallery - 1
4. Hand Ball Court - 1
5. Foot Ball Field - 1
6. Cricket Field – 1
7. Cricket Net facility with concrete pitch- 2
8. Kabbadi Court – 2
9. Kho-Kho Court- 1
10. Tennikoit – 1
11. 16 station multi-gym

**Facilities for Cultural Activities**

Auditorium – 1200 seating capacity

Gallery Hall - 240 seating capacity

The auditorium and the Gallery hall are used to host inter-collegeiate and University level competitions in the fine arts.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)****Response:** 22.32**4.1.3.1 Number of classrooms and seminar halls with ICT facilities****Response:** 25

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)****Response:** 43.39**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
123.4	114.9	155.6	249.2	226.7

<b>File Description</b>	<b>Document</b>
Upload Details of Expenditure , excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

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

The automation of the Library has become vital in the emergent higher education scenario equipped with automated knowledge management, storage and retrieval protocols and the burgeoning of data bases, data banks and corresponding complexity in hardware, software and access-protocols. Our central library is partially automated using NIRMAL software (Version: 10.1:00). The Stock Register, the Catalogue and the Issue Registers have been computerized. There is OPAC (Open Access Catalogue) that helps to locate books in the racks. We subscribe to DELNET, INFLIBNET, N-list, e-Shodhsindhu, e-Shodhganga, to

enable student access to e-journals, e-books and research materials. There are 15 computers with Wi-Fi connection to ensure ready access to e-resources.

The central library is connected with the other libraries in the campus through LAN. The library is soon to be fully automated. We give below the particulars called for in the question:

1. Name of the ILMS software : NIRMAL
2. Nature of automation : Stocks Catalogue Issue
3. Version : 10.1:00
4. Year of automation : 2002

File Description	Document
Upload any additional information	<a href="#">View Document</a>

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	<a href="#">View Document</a>

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

**Response:** 2.88

**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
2.756	4.178	4.324	1.385	1.765

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year

**Response:** 6.39

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 363

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1 *Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities*

**Response:**

The Updation of IT Infrastructure, its maintenance and the disposal of e-waste are priority areas for the College. This is because many Programmes have IT – related components as separate courses or as important units in the syllabi. The College has computerised the Library, the office and important sections like the Examination section and the administration.

The College has 6 Computer Laboratories and runs 4 Computer – related Departments - Computer Science, Computer Applications, Information Technology and Commerce with Computer Applications and 11 programmes. The Labs are well equipped with **360 Systems, 4 Servers, 12 UPS facilities and sufficient number of Scanners, Printers and Copiers.**

The COE's office is also fully computerised and equipped with all the necessary Hardware and Software Components. The Library has OPAC facilities and the various units are linked through LAN. It has subscribed to the DELNET and INFLIBNET to facilitate student access to e-journals and Books. There is an Internet Centre with 160 Nodes and the whole campus is Wi-Fi enabled.

The maintenances of such extensive IT infrastructure are a real task. We have AMC's with our Suppliers. The staff and the Programmers are also good at trouble – shooting. Annually Rs. 3,00,000 is allotted and spent on this. Great care is taken to avoid viruses through periodical debugging with anti-virus software

like FIRE, K7etc. e – waste in the form of damaged spares and outdated CD’s, cartridges Keyboards, etc., are promptly auctioned to avoid accumulation of dead weight.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

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

**Response:** 14:1

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

#### 4.3.3 Bandwidth of internet connection in the Institution.

**Response:** 250 MBPS

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

#### 4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

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

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 20.07

**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)**

2019-20	2018-19	2017-18	2016-17	2015-16
94.5	96.4	90.6	79.1	69.3

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

**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:**

Using and maintaining Infrastructure is as important as establishing them. The Management has provided for the daily upkeep of the civil, electrical and sanitary structures. A civil and electrical maintenance wing headed by a qualified engineer is functioning within the Campus. In every building there is a Complaint Register for recording lacunae that have developed. The staff of the Maintenance Department see those Registers and promptly set things right. If any spares are needed, they are taken from the Stores or bought from the local market. The Programmers attend to trouble – shooting of computers and major breakdowns are averted through periodical check-ups and maintenance work as part of the AMC's with the suppliers. The Library is equipped with multiple copies of vital text books.

Students have open access to them and there are library – staff to help them locate the books. Books with loose pages are sent for binding and damaged ones replaced. Subscriptions for journals are promptly renewed and back volumes bound and preserved for ready – reference. The Library is updated every year with fresh investment in books and furniture. The same is the case with laboratory equipment though perishable articles and equipment go to the scrapheap. Wastage is avoided through diligent use and by training students in lab – ethics and procedures.

There is a Common Instrumentation Facility consisting of sophisticated research equipment like Gel documentation system, Digital Microscope, Spectroscopy etc., which are scrupulously kept in state of good repair and replaced whenever necessary. All these instruments are under AMC and are periodically examined by Mechanics/ Engineers recruited by the suppliers. Classroom furniture/blackboards are checked once in a month and maintained without any damage. The smart classrooms are allotted to teachers on a rooster basis depending on individual requirements. . Every department has been equipped with LCD projector as smart classroom. Regarding the garden, the roads, the bus facilities and other campus facilities including drainage and water supply are monitored by the CSO, the Estate officer and the master driver under the supervision of a Staff Committee headed by the Coordinator General.

With regard to vehicles, drivers have to report identified defects on a daily basis and repairs are effected within a day. The vehicles are sent for Fitness Certificates within scheduled dates and are replaced whenever necessar Sports Infrastructure is also maintained with care. Weeding is promptly attended to along with levelling and sand filling and degrassing of tracks. Damaged sports equipment are promptly repaired/replaced with new ones and old usable ones are sold by public auction and proceeds remitted to the Sport Development Fund. After Annual Stock verification of Library Books, Furniture and fixtures. Damaged items are promptly repaired/replaced with new ones and old usable ones are sold by public auction and proceeds remitted to respective account.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 8.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
479	423	372	339	336

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 11

##### 5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
541	562	531	499	432

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>



**5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology**

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

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.**

**Response:** 22.13

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

2019-20	2018-19	2017-18	2016-17	2015-16
2479	658	1457	489	403

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

**5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees**

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

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

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 4.43

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

2019-20	2018-19	2017-18	2016-17	2015-16
132	64	68	36	28

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of student placement during the last five years	<a href="#">View Document</a>

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

**Response:** 23.21

#### 5.2.2.1 Number of outgoing student progressing to higher education.

Response: 386

File Description	Document
Details of student progression to higher education	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

**Response: 0**

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response: 18**

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	2	4	5

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

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

#### Response:

#### Student Partnership in Campus Activities

The Monitory system takes care of the functions of the Student Council. Students have easy access, to the HOD's, the Principal and the Management under the Mentor-Mentee system. The monitors serve as student – representatives and help in horizontal and vertical two-way communication and help in the collection of student feedback on curricula courses, teaching methods, evaluation system etc., and the conduct of Co-curricular and Extra-Curricular and Extension Activities.

#### Representation in Academic Bodies

Students and Alumni have due representation in Academic Bodies like the Boards of Studies and on various Committees like anti-ragging, sports, and grievance-redresal etc. The captains of various teams help the Physical Director and coaches in practice – sessions and during the conduct of tournaments. Their views are given due weight in planning campus – activities.

#### Club/Committee Activities

Every Department has a club to organize Guest Lectures and various Programmes like Micro – Miracle, Bio – Spark, Synergia, CAIT etc., at the department, inter – departmental and inter – collegiate levels. This serves as a valuable training to the Secretary/the Joint Secretary who are elected/nominated from among the students. In organizing and conducting such programmesthey learn valuable lessons in drafting letters and making platform – speeches and comparing programmes. Similarly whenever Seminars, Conferences etc., are organized by the various departments, student – representatives are there on all committees from reception to reportage. Such exposure to the various stages of event management. They get used to meaningful team work and also acquire leadership qualities. Student feedback is duly obtained every semester on Curricula, Courses and every aspect of the teaching learning process. There is also student's evaluation of staff –performance and attitudes. Thus we give students every opportunity to grow as responsible citizens of a free democratic state. They have every chance to voice their opinions and perceptions on College life.

File Description	Document
Upload any additional information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 11.8

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
14	11	15	10	9

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

**Response:**

There is a registered alumni association (Reg.No: 117/2003). Membership drives are undertaken during Graduation Days and those taking the degrees in-absentia join the association quite willingly when taking their Transfer Certificates. Their goodwill is a great fillip to the institution. Its membership covers UG/PG and Research alumni. The Alumni Association and its chapters and Batchwise segments have a continuing interest in the sustained growth of their Alma Mater. They arrange family get togethers in the Campus inviting the Faculty, past and present. In the past 5 years, there were 08 such get togethers in addition to the customary meetings on the Graduation Days in which past students honour Rank – Winning students of the final year with gold medals. Some of the Alumni have instituted Endowments to give away prizes to top – ranking students in various disciplines.

The alumni of the Department of Business Administration (B.B.A. 1995–1998) instituted such an endowment worth Rs.1,50,000 in 2019, the interest from which is to be utilized to honour the best outgoing B.B.A. student every year. Some of the Alumni employed overseas visit the Campus suo moto and give pep talks to present students. They also help in arranging placement – drives both formally and informally.

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

#### 5.4.2 Alumni financial contribution during the last five years (in INR).

**Response:** A. ? 15 Lakhs

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The Vision and Mission statements of the institution have been revised in response to the changes in the higher education scenario in the country and overseas. The accent today is on empowering students from the rural areas by exposing them to Curricula and Courses that accommodate Skill development, Employability and Entrepreneurship. The teaching strategies have been adapted to suit the revised content and the expectations of the learners and prospective employers. There is greater accent on e-resources, self-study materials, use of ICT tools and online tests and examinations. The system of evaluation has also been revised to accommodate learners of varying capabilities. They have access to question banks and in addition to facilities for revaluation and transcripts, they can take instant examinations in any two Courses to clear arrears and obtain their degrees without losing a year. The Placement Cell offers training for taking various competitive examinations. It also doubles up as a career guidance and counselling cell. Thus the Vision and Mission are reflected in all the aspects of the College – life.

##### Administrative Structure:

Administration of the College is run on the best democratic principles of delegation of powers and responsibilities. To ensure the accommodation of new ideas and suggestions the Committee – system is followed in a hierarchical pattern of mutual responsibility. At the apex, there is the Governing body followed by the Principal, the Vice-Principal, the Academic Coordinator, the College Council consisting of HoD's and various statutory and non-statutory committees that fulfil the conditions of autonomy and smooth administration. On the academic level, there is the Academic Council, the various Boards of Studies and the office of the Controller of Examinations. All these committees meet twice in a year or as and when required to address issues related to planning and execution of programmes, policies and plans and monitor their implementation. The IQAC has a coordinating role in all these. Horizontal and vertical communication is ensured through Department – meetings, common staff – meetings, effective circulars and social networking. This facilitates team – effort in the fulfilment of the objectives of the Institution and in monitoring the achievement of contemplated outcomes.

##### Perspective Plans:

True to our tradition, the Management and the staff believe in thinking ahead to anticipate future – needs and plan ways and means of meeting them through well – designed strategies and updation of staff skills and learning infrastructure. The end semester meetings of the College Council discuss the perspective plans of all the faculties to identify courses of action, framing of plan-details, budgeting, resource – mobilization and procedures for updation of equipment. The HoD's who are the members of the Council come to this meeting with concrete suggestions arrived at in Departmental brain – storming. This ensures due participation by all teachers in the planning and execution of all activities. The teaching staff have due representation in academic bodies and various committees that attend to different aspects of administration. This ensures transparency in the governing process.

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

### **6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

#### **Response:**

The Institution is run on the best traditions of democratic and participative management. As a case study we present how the latest revision of Courses and syllabi was made, paying due heed to the wishes and opinions of all the stakeholders. The feedback obtained from them is scrupulously analysed and suitable action initiated to remedy grievances, if any, and accommodate their perceptions on new courses, topics and text books. The alumni, leaders of Industry and professionals are duly represented in the various Boards of Studies and the Academic Council. There is also statutory representation for experts from peer institutions and the affiliating university. The draft syllabi for the various Courses are prepared after faculty level discussions and the topics are cross checked with those in peer institutions and the availability of reference material is duly ensured by library reference and fresh purchases. The resolutions of the Boards of Studies are reviewed and discussed at the Academic Council and then scrupulously implemented by the teaching staff. The new teachers are given an orientation in the use of ICT tools and briefed about the rationale behind the objectives and the expected outcomes listed in the syllabi.

There is a healthy tradition of mutual guidance and team work among the faculty. The new Courses and syllabi are implemented through well-coordinated department – level and College – level action. The CIA is transparent and strict without being rigid. Students are given every opportunity to improve their grades by doing additional assignments. Due attention is given to the slower learners as well as the faster ones. A Bridge Course is conducted with the participation of all staff to enable students to take up their respective syllabi. The question bank system ensures participation by all teachers and makes sure that students have a level playing field in examinations. It must be clear from the forgoing paragraphs that the institution is transparent in its administration of policies and programmes. This is only a test case. The same transparency is reflected in all aspects of academic and administrative functioning. The various committees meet atleast twice a year or more often when necessary. The institutional needs, the demands from various stakeholders and the plans for expansion and future action are discussed in the various committees and the modalities are worked out in every detail after proposals pass through careful screening at the committee levels in the following order.

- **Proposals from Departments**
- **College Council of HoD's**
- **Planning and implementation Committees**
- **Finance (Budget Fixation)**
- **Final discussions at the HoD's**
- **Submission to management for implementation**
- **Review of cost and returns**
- **Revision and modification**
- **Internalisation**

An examination of the minutes of the various committees will throw further light on the role of the



committee system	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The whole exercise of Annual Administrative and Academic Audit and Assessment and Accreditation is aimed at strategies for further enhancement of Quality-initiatives in all aspects of educational planning and administration. The institution has promptly implemented the advice and suggestions offered by consecutive peer teams. The IQAC of the institution is ever agile to anticipate future needs and chalk out suitable strategies in consultation with external and internal experts. It endeavours to create an ambience of quality consciousness among employees and stakeholders.

This is evidenced by

- Obtaining regular feedback from all stakeholders like students, parents, alumni, professional bodies, peer institutions, VIP's who visit the Campus and employers.
- Regular analysis of feedback at the faculty and institutional level.
- Direct interaction with stakeholders especially alumni, students and parents.
- Formulating strategic plans for the implementation of suggestions that emerge from feedback.
- Brain storming sessions at various committee – levels to arrive at perspective plans for implementing the requirements for quality enhancement like purchase of equipment, staff training and recruitment of staff, if needed etc.
- Timely fulfilment of administrative requirements like obtaining university/governing body/BOS/Academic Council permission/approval.
- Timely launch of such Programmes, Courses/Reforms/Initiatives.
- Proper monitoring of the various steps in their implementation.
- Absolute transparency and free exchange of opinions during the entire process.

As an example we outline manner in which new Programmes and courses are started in response to societal demand and the compulsions of the changing socio – economic, employment and higher – education scenario and to promote society – institution interface and lab – to – land initiatives. Such programmes are meticulously planned and implemented keeping in mind the basic objectives for which they have been contemplated. The stage by stage is as follows;

- Departmental rough – draft complete with objectives, outcomes, syllabi and text books
- Peer group interaction
- College council level discussions on the facilities available and to be acquired
- Approval in BOS, Academic Council and Governing body
- Practical action on acquiring basic requirements for the new Programmes and Courses

- Visit of University Commission for permission/affiliation.
- Actual implementation
- Semester wise and annual review and audit
- Corrective action if called for

The same procedure is followed with suitable modifications in planning choices under the CBCS for major – based and skill – based electives, interdisciplinary courses and employment oriented / income – oriented certificate courses. The Soft Skills and Employability Skills initiatives are also designed and implemented with great care, taking into consideration the timing, the workload on the students and the resource persons to be tapped. Thus the IQAC, the College Council, the Faculty and the Management work in tandem to implement all perspective plans successfully.

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

### **6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.**

#### **Response:**

The organogram of the Institution is as follows. At the apex, there is the Board of Trustees represented by the Secretary and Executive Trustee. The Principal is the overall academic and administrative head. He is assisted by the Vice–Principal and Co–ordinator (General) and the College Council consisting of Heads of various Departments who meet at least once in a month or more frequently, whenever necessary. To meet the requirements of autonomy and accreditation, there is a parallel hierarchy to manage quality – enhancement initiatives and plans for academic expansion, research initiatives and preparation of time – bound reports for submission to the UGC, the NAAC and similar bodies.

In this the top – most body is the Governing body (Executive Committee) constituted strictly according to UGC guidelines. At the next level we have the Academic Council and the Boards of Studies of various faculties. There is a very high degree of coordination among these bodies to ensure the smooth planning and implementation of policies, programmes and plans like commencement of new Programmes, Curricular and Course design, Syllabi and Text Books and Systems of Evaluation. There are besides statutory and Non–statutory Committees like the Finance Committee, Examination Committee, Planning and Implementation Committee, Students Welfare Committee, Grievance Reddressal Committee etc.,

In work – a – day administration, the Principal is assisted by the Finance and Accounts Section, the Establishment Section, the Examination Section, and Committees like those in–charge of admissions, Extracurricular activities, Discipline and Counselling etc., The building up of infrastructure is attended to by the Planning and Purchase Committees, the Budget Committee, the Library Committee and the Transport Committee who attend to matters relating to fresh infrastructure and the maintenance of existing facilities. All these committees work in mutual coordination and fulfil their functions under directions from the Principal, the Secretary and the Executive Trustee.

**The highlights of the Academic and Administrative practices are as follows:**

- The promotion of smooth relations among the stakeholders in Campus life – Students and Teachers, Teaching and Non–Teaching staff; the Administration and the Personnel.
- Promoting all round discipline by ensuring punctuality in attendance (both students and employees); stressing sartorial elegance (through dress code); ensuring accountability and mutual responsibility through peer supervision and guidance and constant monitoring of the quality of service – delivery.
- Periodical audit of workload, staff – requirements, staff – performance, student – results and achievements in academics, extracurricular activities and sports and games.
- Initiation of new staff to the JJ culture of self–discipline and dedicated service through orientation, both formal and informal.
- Department/College level Faculty Development Programmes as a regular feature.
- Periodical meetings of all statutory and non–statutory committees (vide Minutes).
- A dynamic IQAC that prepares semester – wise academic calendars and monitors their implementation.
- Prompt despatch of AQAR’s.

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

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

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

**Response:**

It is a fundamental concept of HRM that monetary rewards alone will not satisfy employees, especially intellectual workers. They seek the fulfilment of their full potential through the performance of their duties and working for the institution that has them on its rolls. The JJ Management is fully cognizant of this. The staff are given all opportunities for professional growth through research programmes and courses of

studies. They are preferred in admissions to part–time research programmes and extended monetary and technical assistance to publish articles and books. They are helped to prepare research proposals and apply for funding from institutions like the UGC, the DST, the ICSSR, the CSIR etc. Their proposals are scanned by the Research Committee and edited to be in tune with the requirements of Universities, research bodies and funding agencies.

The Institution also hosts periodical seminars and conferences at various levels to train the staff in organising and conducting such programmes. They are given secretarial assistance and registration fees and permission on duty to attend such programmes in peer institutions. All the employees are covered by health and accident insurance. They are issued an identity card that enables them to get specialised treatment in the KarpagaVinayaga Institute of Medical Sciences, Chennai, during emergencies. Besides this there is ESI coverage and Contributory Provident Fund (EPF) in which the Management too contributes its share in addition to the monthly subscriptions made by the employees themselves. The Management provides the following welfare measures

1. Festival advance
2. Freshers for the wards of the employees
3. Financial assistance for staff to attend Conference/Workshops
4. OD for the staff to attend Conference/Workshops
5. Interest free loan for domestic emergencies
6. Special increment for the staff qualified with Ph.D. apart from the regular annual increment to all the staff.
7. EPF facility

The rules and regulations of the institution have a considerable degree of elasticity that ensures employee satisfaction and welfare. Staff enjoy sabbatical leave, study leave and lady–staff members can avail maternity leave with pay according to convenience and are retained on the rolls for one or two years to enable them to rear their children in case of necessity. There are plans to start a crèche attached to the Institute of Nursing. There is a Medical Centre in the Campus with a head–nurse in charge and in emergencies staff and students are taken by College transport to nearby hospitals. All these show that the Management is eager to promote the welfare of its human resources. The same concern is seen in the prompt relieving orders issued to staff when they get better placements in Government/University service. This ensures greater bonding between the institution and its staff.

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

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

**Response:** 14.46

#### **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**

2019-20	2018-19	2017-18	2016-17	2015-16
21	27	37	20	20

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

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.****Response:** 4.4**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
7	5	5	3	2

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

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).****Response:** 18.89**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
181	0	2	0	0

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

Financial discipline is the rock basis of all quality initiatives. The Institution conducts regular internal audits almost on monthly basis and external audit once a year. The Chief Accounts Officer, the Secretary and the Madam Trustee oversee the process. Deposits and withdrawals are checked item– wise and corroborated with the relevant receipts, bills and vouchers. Special grants received from funding agencies for research projects or for the implementation of specific Programmes are separately accounted for and periodical statements of accounts and utilization certificates are promptly despatched to the funding agencies concerned with all necessary documents. This ensures our credibility with agencies like UGC, CSIR, DST, DBT, TNSCST etc.

Bills from suppliers of books, equipments and chemicals etc., are duly checked and cheques despatched in time after verifying entries in the respective Stock Registers. This is undertaken by the respective HoD's and the Committees involved. Special grants made by the Management for the implementation of academic and extension programmes to specific departments are subjected to the same process of verification. External auditors oversee the accounts every year or more often when required. Their certificates are recorded in the various books of accounts. The rigorous internal audit and the meticulous scrupulosity with which receipts and expenses are monitored ensures that audit objections do not arise. In making costly purchases or executing civil projects that involve heavy investments, quotations from empanelled firms are received, compared and the contract, awarded, keeping in mind the twin criteria of quality and cost. This ensures the proper use of resources. The execution of work is periodically monitored by the Trust–Board represented by the Secretary. All these reflect the high–quality financial management.

The Institution also has sound practices in budgetary control. Every department submits semester–wise requirements to the IQAC which prepares the budget for the semester which is overseen by the Finance Committee, the Principal and the Management. Allotment of funds is made depending on urgency, the need and the justification for the expenditure. There is also careful monitoring of the way such allotments are put to use. The objective is to synchronize investments and returns. The college has undergone AAA's as an annual feature and the suggestions given by the peer teams are faithfully implemented. This is backed up by the due processes of external audit. Audit objections do not arise and when they do they are rectified through normal procedures like refunds, recoveries or memos followed by expalanations, and warnings for future action. In addition to financial audit the institution also conducts green audit, Environmental audit, Energy audit and audit of infrastructure use and corrective action is initiated wherever necessary.

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

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

**Response:** 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

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

**Response:**

The College is a self-financing Institution and seeks to be a self-supporting unit among the institutions managed by the KVET. The main source of income is the collection of Tuition Fees from students. It is done with due flexibility. Students can pay for a year/semester according to convenience. In deserving cases, instalment payment is allowed. However, the whole fee should be paid before taking the end-semester exam. The dates of payment with or without penalty are intimated well in advance and indicated in the Students Handbook.

The institution has been recognized under sections 2(f) and 12 (B) of the UGC Act. Staff are encouraged to address the Central and State Government and Research Agencies for Funding Assistance to organise Seminars, Conference, etc., at various levels. During the past five years. Whenever there is a shortage, the Management magnanimously meets it out of its own funds. To ensure optimum utilisation of resources, the Campus is thrown open to universities like IGNOU, Bharathidasan, TNOU etc., governmental agencies like RMSA, SSA, TRB, BSRB, TNPSC, etc., and voluntary organizations like Rotary, Lions, Jayacee's etc., for their meetings/ training- programmes/ examinations.

This fetches rent and service charges besides enabling the staff to earn some extra income as Resource Persons. The optimal utilisation of infrastructure is also ensured by sharing them with sister Institutions in the Campus. Some of the staff teach classes in sister Institutions also and are paid honoraria. Similarly facilities like library/laboratory resources, facilities for sports and games are also shared with sister Institutions. Extension and social outreach activities and related consultancy services also bring in revenue as does the sale of nursery-saplings, vermi compost, azolla and mushroom. Revenue is also generated by

the e-cell through its Skill based training Programmes in the form training fees. The same is done by the Department of Biochemistry through its Certificate Course in Medical Lab Technology, Mushroom Technology and fees for the utilization of the Animal House facility. Budget allotted, funds allotted and funds are fully utilised shows optimum use of resources.

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

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

### Response:

The College has cleared three cycles of Accreditation and two cycles of Autonomy. The visiting peer teams have given constructive suggestions for bettering the record of our performance in knowledge delivery and related academic and co-curricular practices. We have been eager to implement these suggestions. The significant parameters of improvement are listed below

- Number of new Programmes – Three Under Graduate (Botany, Physical Education, Health Education and Sports, Tamil), Two doctoral programmes (Mathematics, Physics) and one M.Phil programme (Mathematics).
- New add-on/Job oriented courses – Vermicompost, Mushroom Culture, and Clinical Medical Lab Technology.
- New infrastructure in the form of books, lab equipments, instructional tools, furniture etc have been established. The number of ICT enabled classrooms is 17.

### Instructional Reforms:

Outcome-based educational strategies and the Blooms Taxonomy of learning objectives have been implemented.

### Research Performance:

There are 69 Ph.D's among the staff ; and 24 of them from 8 faculties, guide scholars in doctoral research. There are 69 research scholars pursuing Ph.D. Staff Participation in Seminars/ Conferences has also looked up during the past five years. Regarding publications, there have been 103 papers published in Scopus-indexed/UGC care listed journals. Three of the staff are pursuing UGC funded minor research projects – one each in Physics, Botany and Biochemistry. The College has also received funds for organizing national level Workshops, Conferences etc.



**Collaborations:**

The College has collaborations with reputed academic, research and industrial institutions. There are eight such collaborations and thirteen activities. There are 9 MoU's and 14 related activities.

**Employability Placement and Alumni interface:**

The college has stepped up its efforts towards employability skill development programmes through a re-modulation of the syllabi and courses. It has also trained students for competitive examinations through special sessions in sync with Reddington India Ltd. The alumni has stepped up their interaction with the Alma-mater through more frequent contacts through group – get-togethers and the institution of endowments, which at present amount to Rs. 15,00,000 or above.

In all these the IQAC has a crucial role. It has over the years intensified its efforts to inculcate a quality culture among staff, students and all stakeholders.

**Two Practices****1. Better relations with stakeholders**

In the post-accreditation phase, the institution has established progressively close ties with the stakeholders. The feedback mechanism has been strengthened. The parameters have been fine-tuned and the obtained feedback is processed, discussed and acted upon. We are happy to note that stakeholders are satisfied on vital points and have started opening out offering their constructive suggestions which are, kept in mind in the formulation of syllabi and policies of administration.

**1. Greater Opportunities for advanced/faster learners**

The latest syllabus revision being implemented from 2019-2020 has an optional sixth unit to accommodate latest trends to fulfil the aspirations of faster learners. They can choose any topic(s) and also their guide teacher. They will also be deputed to attend Seminars/Workshops/Competitions in peer institutions.

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

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

Ever since the conferment of accreditation and autonomy the College has been alive to the need to revise curricula, courses, teaching-learning strategies and systems of evaluation, keeping in mind societal needs and expectations. In this we have been guided by the best practices in institutions of excellence. The syllabus have been revised thrice since the conferment of autonomy and twice after accreditation. The IQAC has played a key role in initiating, monitoring and evaluating these strategies. The latest revision effective from 2019-2020 reflects this desire to pursue higher standards of quality and social relevance. As instances we could cite

**1. Greater Emphasis on Outcome Based Education (OBE)**

The latest syllabus-revision is an exercise in OBE. The previous syllabus-documents used to enumerate only the objectives. The outcomes were taken as implied in the objectives. But in the present revision effective from 2019-2020, the outcomes are clearly stated as part of the Course design. These outcomes are arranged in the hierarchy implied in Bloom's Taxonomy of educational objectives. They serve as guidelines in the design of testing items and their difficulty level. The staff have been oriented to construct testing tools with Bloom's Taxonomy in view. Question papers are reviewed in this light. The Departments have prepared question banks keeping in view Bloom's Classification. The testing items are to test how far the skills implied in the objectives and stated outcomes are achieved by the items listed in the syllabus and the teaching strategies employed. We propose analytical studies of student performance in particular testing items, so that they could be modulated to suit the difficulty level manageable by a particular cross section of students. Such outcome oriented testing will help modify question paper patterns and lend greater validity to our testing process. This will also facilitate the re-modulation of outcomes and objectives to suit the expectations and emerging needs of society.

**1. Increased Use of ICT in the Teaching-Learning Process**

The College has always been promotive towards the use of ICT in the instructional process. The staff are conversant with procedures like PPT slides, downloaded lectures and videos and their use in classrooms. This has enriched the scope of information-delivery and knowledge transfer by enlarging the teacher's tool-kit. As a result of IQAC initiatives, the staff have been further trained in materials-production and presentation. They were given orientation Courses in Curriculum Design, Development and Implementation, with Educational Technology experts as Resource Persons. The College has also augmented its ICT resources. Every Department has been provided an LCD projector so that staff would have easy access. The campus is wifi-enabled and the internet can be accessed from any classroom and PPT's, videos, and film strips flashed has aids to effective lectures. Every Department has a Laptop in (some cases a desktop also), so that staff are enabled to design their own PPTs, slide shows or similar video presentations. This was a timely move because the onset of Covid-19 rendered the use of ICT, an inescapable imperative. It enabled the uploading of e-content and the use of e-classrooms in the teaching process. We could also organize/attend Webinars, e-lectures by guest faculty and online viva-voce for Doctoral, M.Phil. and PG students. We have also conducted online Mid-Semester, Model and End Semester Examinations. There have also been e-submission of assignments, test papers and chapters of dissertations/theses.

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

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

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.Any other quality audit recognized by state, national or international agencies (ISO Certification)**

**Response:** All of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

##### Gender Sensitivity in Campus

We at JJ are conscious of our responsibility to our women students and staff who form the majority in both the segments. The Management Trustee is a highly qualified, socially conscious, forward-looking academician who is eager to see that the ends of social justice are met, especially with regard to gender-justice. The recruitment procedure displays a rare degree of concern for the under privileged and socially handicapped among women. In admissions too, this concern for woman-kind is reflected. In the administrative structure and procedures also women are duly represented in the various statutory and non-statutory committees. Their ideas are duly recorded and acted upon. In all the activities of the College there is an accent on women's participation. The NSS has a separate unit for women-volunteers with a lady Programme Officer.

##### Amenities

- Ladies waiting room with all amenities
- Special parking lots
- Separate cubicle in the reference section of the library.
- Separate buses for women students.

##### Counselling

There is special counselling for women students on matters relating to health, hygiene and social behaviour. They are tutored to assert their legitimate rights without sounding offensive or rebellious. This counselling is given by experienced Professors and Psychologists from among the staff and invited from outside. On health and hygiene, they are sensitized by the staff of the College of Nursing in the Campus and Lady Doctors invited from the Medical College Hospital. They are also encouraged to interact on equal terms in their capacity as student/staff with the men in the Campus. The Discipline Committee is ever alert to avoid any symptoms of teasing of girls. The boys are educated in respecting their lady classmates as sisters within the Campus and outside.

##### Women Empowerment Wing

There is a Women Empowerment Wing (WEW) functioning in the Campus. It sensitizes women on their legal, social and economic rights through Guest Lecture Programmes, Awareness Campaigns and various Competitions related to women-specific issues. International Women's Day is celebrated every year by inviting eminent social activists and ideologues.

##### Training in Self defence

Our students are trained in the arts of self-defence like Karate and in self-improvement programmes like Yoga. In 2018 – 2019 the Deputy Superintendent of Police, Pudukkottai and the Inspector of Police, Namanasamudram initiated our girl students to the usage of Kavalan app, a flag-ship Programme of the Government of Tamilnadu to promote the security and safety of girls. Girl students are also given due opportunities and training in Sports and Games through scholarships, liberal grants for purchase of Sports equipment, travelling allowance and generous awards for excellence in national/international sporting events. It was such initiatives that reared athletes like Ms.P.Shanthi (Silver Medallist, Asian Game, Doha – 2006) and Ms.P.Anuradha (Gold Medallist, South Asian Games, Kathmandu, Nepal – 2019).

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>

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

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

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

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

**Response:**

A suitable safe and secure scheme for wastage–disposal is essential for the maintenance of an eco–friendly green Campus. This is especially essential in a Campus like ours which houses seven full–fledged institutions with corresponding separate hostels for boys and girls, playground facilities and common amenities like a Post Office, three ATM's, a Health Centre and a Food Court. This is at once an opportunity and a challenge. It is an opportunity for common facilities for wastage disposal to be put in place; it is a challenge because of the vast area and the amount of waste generated.

### **Solid Waste Management:**

The main kinds of solid waste are waste–paper, left–overs from mess halls and BHM labs, dry leaves and twigs, disposable cups and packing materials. There may also be the droppings of the animals that stray into the Campus in spite of precautions. These solid wastes are collected, classified and suitably disposed of through incineration and segregation in composed yards. When the load of solid waste is extra–heavy, the assistance of external agencies is sought as and when necessary.

### **Liquid Waste Management**

The hostels, laboratories and wash basins are the major sources of liquid waste. To avoid stagnation of liquid waste, the sanitary personnel maintain a very effective drainage–system that the Management carefully keeps in a state of good repair. Rain water–harvesting facilities are in place in all the blocks and excess outflows are collected in a pond nearby for use in the nursery attached to the Department of Botany. Outflows from hostel bathrooms are duly treated against possible contamination before being let out into the drains. A waste water treatment plant is to be setup in the near future.

### **Biomedical–Waste–Management:**

Biomedical waste is generated by in–vivo experiment on animals. The experimental rats sacrificed in biomedical studies undertaken by the Departments of Life Sciences are safely packed and sent to the Municipality for incineration under an MoU.

### **E–Waste Management:**

Derelict computers and spares, obsolete DVD's and CD's etc., are sold by auction to avoid cluttering of labs with waste.

### **Waste–recycling System:**

As far as possible organic waste is taken to the compost yard and the vermicompost pits for conversion into manure, which is sold at nominal rates to farmers in nearby villages. There are also constructive efforts to cultivate Mushroom and Azolla. This serves as part of our lab to land initiatives and programmes for institution–society interface through training imparted to rural youth in nearby villages.

### **Hazardous Chemicals and Radioactive Waste Management:**

There is not much scope in the Campus for hazardous chemical and radioactive waste. However outdated chemicals in the laboratories are safely disposed of with due precautions whenever the need arises.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.4 Water conservation facilities available in the Institution:

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

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

File Description	Document
Any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

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

File Description	Document
Any other relevant documents	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions / awards
5. Beyond the campus environmental promotion activities

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

File Description	Document
Any other relevant information	<a href="#">View Document</a>

### 7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities ( Divyangjan) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

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

File Description	Document
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

In the present socio-political scenario it is imperative for higher education institutions to inculcate in the students a culture of tolerance, communal harmony and sense of brotherhood. In a world torn by rampant prejudice and feelings of one-up-man ship, the message of 'Unity in Diversity' is never superfluous. Amidst the cacophony of dissonance raised by extremist groups and political adventurers, educational institutions have to disseminate the skills of critical evaluation of Jargons and slogans, so that graduates emerge as right-thinking citizens of the world, who act upon considerations of our basic common humanity.

To this end, the Institution arranges lecture-programmes on social inclusion, human unity and basic issues that affect entire humanity, irrespective of differences in race, language, religious faith and ideological affiliation. Days of national importance are duly celebrated with competitions in events like quiz, essay-writing, poetical composition, poster-preparation, drawing and painting. As required in government circulars, pledges like those on National Solidarity, Sadbhavana, untouchability Energy Conservation and Disease Eradication are faithfully administered in letter and spirit in the classrooms. This serves as a reminder on the duties of citizens towards each other and towards humanity at large. Talks on world peace, the threats of nuclear war and the need to wage a common war on disease, ignorance, superstition and pandemics like Covid-19 are arranged to give students a proper perspective on issues of human welfare.

They are also introduced to issues relating to Human Rights, Gender Equity and Consumer's Rights by celebrating important dates in world history like the declaration of Human Rights the Geneva Convention.



International Women's Day, Consumer's Day, Yoga Day etc., Department-level, Institution-level, Campus-level and Intercollegiate level programmes are arranged to celebrate these days in order to create a proper awareness about life and the human condition among youth.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

#### **Response:**

The final objective of higher education is to fit students for their role as responsible citizens in society. To promote the qualities of citizenship, the College sensitizes its students to the duties, rights and responsibilities envisaged in our Constitution. Basic knowledge on these topics is imparted through lecture sessions organized on days of national importance like Independence Day, Republic Day etc., Patriotic feelings are awakened through exposure to the writings of leaders like Mahatma Gandhi, Jawaharlal Nehru, Dr.S.Radhakrishnan and Dr.A.P.J. Abdul Kalam. The birth anniversaries or memorial days of such national heroes and those of the heroes of the freedom struggle are celebrated with various competitions for students and lectures by staff and invited experts.

The employees – Teaching and Administrative – are sensitized to professional ethics as part of citizenship-training. The need to support Government initiatives on people's welfare and the need to impart citizenship-training to students by setting an example of dedication to duty is underlined in refresher – courses organized for the purpose. The student and staff are reminded that proper performance of duties in the tasks assigned to them is a service to the nation. Students are also encouraged to participate in extension and social –outreach programmes so that they get direct exposure to the quality of life in the villages around. They are reminded that the education they receive in the Campus should have a cascading effect on the society of which they are a part. It is their duty to promote a new awareness about the duties and responsibilities as well as the rights of citizenship among all sections of society. They are encouraged to take active interest in issues like untouchability, drunkenness, drug –abuse, child – labour, and school – dropouts and illegal trafficking in drugs and human organs.

They are asked to practice the philosophy of “each one teach one” in their villages especially in hard days like the days of Covid-19, when rural students were hard-pressed to follow their online classes. The whole message waters down to one's responsibility to society. There is no use looking upto Governmental effort, when there is veritable goldmine of human resources in one's own vicinity. Students especially College students have the responsibility to cultivate this attitude of standing up for oneself among the village folk. Patriotism does not just consist in joining the army and fighting at the border. There are many local issue – based fights in which one can show one's spirit of service. We try to inculcate this kind of heroism of patient and diligent effort in our students.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

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

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

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

File Description	Document
Any other relevant information	<a href="#">View Document</a>

**7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The College aims to train students as citizens of the world. They are encouraged to cultivate a vision of humanity as one and of the cosmos as a series of interdependent forces of living energy. We endeavour to foster Local/Regional/National/International identities in mutual enrichment and refinement. To this end, the College celebrates days of regional, national and international importance.

The holy days of all religions are commemorated with due respect and treated as opportunities to foster inter-religious harmony and peace. This is vital in our present scenario when unscrupulous elements are segregating themselves into fundamentalist groups fanning narrow communal passions and sectarian interests to feather their own nests.

During the past five years, days like Gandhi Jayanthi, Sadbhavana Divas, Anti-Narcotics Day, Energy Conservation Day, World Disabled Day, International Women's day etc., besides days of national importance like the Independence Day and Republic Day were duly celebrated in order to sensitize young people to the ideals for which great men have martyred themselves. During such days we organize lectures by eminent personalities in various fields and competitions in various events to encourage students to think about the issues facing humanity in our strife-torn world and to draw inspiration from the great men who have lived for the world at large, considering the whole of humanity as one's family. Sometimes these celebrations are sponsored by the State and Central Governments and we feel honoured to have hosted intercollegiate, inter-district events in this context.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

**Best Practices**

**1. Title of the Practice: Students Scholarship for higher education (Management-Funded)**

**Objective of the Practice:**

1. To help meritorious students from economically weaker sections to pursue higher studies.
2. To help our students to pursue higher education in our institution those managed by the Trust.
3. To provide freeships for deserving sports persons.

**The context:**

Pudukkottai is an economically backward district. Agriculture is a main occupation of the people. The area is subject to climatic variations and monsoon failures. The initiatives launched by governmental agencies have alleviated the situation but the majority of the people remain economically backward and are in need of assistance to educate their children.

**The Practice:**

The KarpagaVinayaga Educational Trust makes sufficient provision in its annual budget for the implementation of this practice. It provides financial assistance, freeships and scholarships and fee concessions depending on the needs of particular students, based on the applications made by the parents. Those who are eligible for governmental assistance are excluded from this scheme. It also excludes distinguished athletes for whom the Management offers scholarships and fee concessions and facilities like free boarding and lodging and exemption from fee payments through another scheme. The wards of employees of the KVET are given concessions/exemption from payment of tuition fees when undertaking courses of study in the College and the peer institutions in the Campus.

**Evidence of Success:**

During the past five years 2565 students were benefited by the scheme. 58 sports persons were benefited by the scheme for notable sports achievements. Students joining the College or other institution managed by the Trust for higher studies were assisted through fee concessions. The scheme has had an impact on local society and fetched goodwill for the institution. Under the scheme of assistance to wards of Trust-employees many staff have been benefited.

## **Problems Encountered and Resources Required**

The Management has not faced any serious problems in implementing this practice. If there are too many applicants, they are shortlisted, taking into consideration levels of parental income, the length of service of the employee in the institution and the number beneficiaries (Past and Present) from the same family. The resources required are allotted by the Trust in its annual Board Meeting.

## **2. Title of the Practice: Governance and Leadership of the Management**

### **Objective of the Practice:**

1. To harmonize the twin principles of centralization and decentralization.
2. To promote individual, mutual and group responsibility through team effort.
3. To provide for a system of checks and balances to ensure effective leadership, peer review and assessment.
4. To maximize stakeholder satisfaction through an effective feedback mechanism and prompt action there on.

### **The Context:**

All successful educational institutions rest on a sound balance between central authority and individual freedom. This alone will give the employees a sense of involvement and participation. To this end, one has to ensure effective horizontal and vertical two way communication.

### **The Practice:**

The institution implements a decentralized scheme of administration through the Committee System. In the organogram of the College the Management is represented by the Secretary and the Executive Trustee who are available in the Campus during working hours for consultation and effective supervision. Next in the rung, is the Principal, assisted in day-to-day administration by the Vice Principal and the Co-Ordinator (General). All vital decisions are taken by the College council made up of various Heads of Departments. Particular aspects of academic/administrative routine are attended to by various committees like the Admission Committee, the Financial Committee, the Purchase Committee, the Discipline Committee, the Students Welfare Committee, the Examination Committee and the Committee for grievance redressal. The Research activities in the Campus are monitored by the Research Advisory Committee. There are also Committees to attend to Sports and Games, Cultural and Extension Activities. Almost all the staff are represented in one or the other of these Committees. This gives them a sense of involvement and participation.

To fulfil the requirements of autonomy we have various statutory and non-statutory committees like the Executive Committee (Governing Body), the Academic Council and the various Boards of Studies- all of which are constituted according to UGC and NAAC guidelines. IQAC takes care of quality initiatives, assessment, enhancement and internalization. All the Committees meet at regular intervals and as when required.

### **Evidence of Success:**

This practice enabled the institution to pass through three cycles of accreditation and two cycles of

autonomy with credit. The team effort and the leadership given by the Management and the Principal are among the best practices internalized in the College. It has succeeded in fostering a sense of involvement and participation among all stakeholders (all of them are represented in the various committees). This is also the source of the goodwill, the College has with the community.

#### **Problems Encountered and Resources Required:**

This system of decentralized administration has worked efficiently without any hitch. There have been no serious issues faced except minor rescheduling of dates to accommodate the convenience of VIP members like UGC, University, Government nominees in the higher bodies. The resources have not posed any problem since the College and the Trust are financially healthy.

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Any other relevant information	<a href="#">View Document</a>

### **7.3 Institutional Distinctiveness**

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

##### **Response:**

**J.J. College of Arts and Science (Autonomous)** was the first educational initiative of the Karpaga Vinayaga Educational Trust, a philanthropic initiative begun by the Honourable S. Ragupathy, former Minister of State and Central; and his family and friends with the objective of providing quality education at affordable cost to the students especially the **rural students** in and around Pudukkottai District.

College was started in 1994 with just **3 UG Programmes, 48 students and 7 faculty members**. Today the College offers **17 UG, 13 PG, 11 M.Phil and 8 Ph.D., and 2 PG Diploma programmes**. It has **5198 students** on its rolls and there is also significant number of students from marginalized sections. There are **186 Teaching staff** and 48 non teaching and technical staff. College celebrated **Silver Jubilee on 4-1-2019**.

This was the first self-financing College started in the Pudukkottai District with affiliation to Bharathidasan University, Tiruchirappalli. The UGC has conferred Autonomy to the Institution in 2012 and extended subsequently in 2018. The College has gained the distinction of producing rank-winners in all its Programmes and rearing high class sports talent in various games/events and leaders of industry, trade,

commerce, management and administration. The alumni constitute a rare roll-call of honour, adorning excellent positions of merit at the national and international levels. This has enhanced the prestige and popularity of the College.

**Vision:**

“Providing value based education in emerging fields which are locally relevant, globally compatible and skill oriented to the rural youth at graduate, post-graduate and research levels, leading to their holistic development, thereby contributing to the process of nation building”.

In order to translate vision of the institution into reality, students are supported to achieve full potential in their academic, creative and physical and spiritual development so as to become empowered and worthy citizens capable of contributing to nation building. This is evident in all curricular and co-curricular activities of the institution.

**Teaching/learning/Evaluation/Research:**

Institution always aspired to be distinctive using a variety of aspects such as interdisciplinary research, motivating startups, innovative teaching pedagogy, value-based education, empowering society through introducing projects and motivating entrepreneurship.

**Interdisciplinary Research:**

Designing curriculum in a way to introduce and train students through interdisciplinarity is an approach practiced in our College. This type of study allows the student to learn by making connections between ideas and concepts across different disciplinary boundaries. Students learning in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience. The most effective approach to interdisciplinary study enables students to build their own interdisciplinary pathway between the courses offered in their respective semesters. A carefully facilitated induction programme in the first year ensures that students are educated on the benefits of interdisciplinary studies in the first year itself.

**Innovative Teaching Pedagogy:**

Our College has adopted innovative teaching pedagogy using Smart Classrooms to help teachers in delivering the concept better, and produce more meaningful learning experiences by using audio/visual aids from various sources.

**Group Classroom Experiments:**

A number of students work in groups on carefully designed guided inquiry questions.

**Role Plays:**

Role Plays are an effective method of getting the message across. Students take on the role of a person affected by an issue and studies the impacts of the issues on human life and/or the effects of human activities on the world around us from the perspective of that person. More rarely, students take on the roles of some phenomena, such as part of an ecosystem, to demonstrate the lesson in an interesting and immediate manner.

**Projects and Models:**

Known as the effective teaching tools, models and projects are used as demonstrative tools to explain a particular concept. Once the child creates his/her own project, it is easier for the child to internalize the concept by 'learning by doing'.

**Context rich problems:**

Short realistic scenarios giving the students a plausible motivation for solving the problem. The problem is a short story (beginning with "you") in which the major character is the student. Context rich problems reflect the real world, and may include excess information, or require the student to recall important background information.

**Interactive Lectures:**

Easy way for instructors to intellectually engage and involve students as active participants in a lecture. Students are encouraged to participate in an activity that lets them work directly with the material.

**Questioning:**

This approach turns a lecture into a guided discussion wherein the instructor poses thoughtful questions to students.

**Comprehensive and Continuous Assessment:**

Provides educators with a better understanding of what students are learning and engages students more deeply in the process of learning.

**Societal Consciousness**

Social awareness and consciousness serve as a precursor to social movement. Educational institutions build moral essence and ethical values to produce socially desirable behaviour, personality and character which promote innovation, peace, equal opportunities and justification among individuals, society and nation. Our 2 NSS units have contributed immensely in this regard

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## 5. CONCLUSION

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### **Additional Information :**

After exercise of preparing the SSR for the IV Cycle of assessment and accreditation by NAAC, J.J. College is aware of its strengths, weakness, opportunities and challenges. Hence, it is able to make a few proposals towards its future growth and development, based on which it has to prepare a road map. Developing global competency in students is one of the priorities of the College through well designed curriculum, teaching-learning and evaluation processes. Thus the students will be exposed to global classes and international practices. They also will be able to attend on-line courses and on-line examinations. Side by side the faculty also will be able to conduct global classes. The College will further expand its infrastructure in this line.

### **Concluding Remarks :**

One can see that it has lived up to its Vision and Mission and emerged as a catalyst for social awakening and promotion of human values through man-making education, lab to land initiatives and promotion of institution-society interface.