



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MEENAKSHI COLLEGE FOR WOMEN

MEENAKSHI COLLEGE FOR WOMEN 363, ARCOT ROAD, KODAMBAKKAM,
CHENNAI 600 024.

600024

www.meenakshicollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Meenakshi College for Women, a multi-faculty institution situated in the heart of the metropolitan city of Chennai, was established by **Shri. K. R. Sundararajan**, a great professor of mathematics and renowned pioneer of higher education, in the name of his wife Meenakshi. His Excellency Shri.R.Venkataraman former president of India was the founder chairman of the management.

The college which was started on 4th August 1975 during the international Women's year is a Government aided institution of higher education for women affiliated to the University of Madras committed to shaping young women into skilled, responsible, disciplined and socially conscious citizens so that they imbibe the cardinal virtues of Faith, Fidelity & Fortitude. The college now enjoys an enviable record of producing young women who excel in academics arts and sports. It is now a well-recognised and vibrant institution working relentlessly for the women's education.

The college has shown stupendous growth from an initial strength of 90 students in P.U.C to 3250 from Shift I & Shift II. The college offers 27 programmes in Arts, Science and Commerce, including post graduate programmes in Mathematics, Physics, Commerce, Information Technology, Biochemistry, Tamil and Public Administration, M.C.A, and M.Phil. Programme in Mathematics, History, Tamil, Economics, Physics, Commerce and Computer Science and Ph.D., research in Tamil, Economics and History. In 1999, the college became one of the youngest colleges to be trusted with autonomy. Our students bagged gold medals and top ranks of the University of Madras consistently until autonomy. The National Assessment and Accreditation Council (NAAC) has conferred A+ Grade to the College at the first accreditation.

It is because of the dedication and hard work of **Dr.K.S.Lakshmi**, first Principal and Secretary, that the dream envisioned by our founder have been realised in such a short span of time. It is under her watchful guidance, the institution continues to scale greater heights.

Vision

The institution works towards the goal of continuous improvement in the discovery and sharing of knowledge by providing broad based quality higher education on global standards to young women particularly from the neighbourhood to transform them into responsible and self-reliant individual with a receptive mind for liberal arts and culture and an empathetic attitude to social problems.

Mission

- To provide quality higher education and sustain academic excellence
- To provide all the physical, human and technological infrastructure for effective learning process
- To create a stimulating environment for motivating research and development
- To foster institution industry interface that ensures academic programmes appropriate to employment needs
- To develop the aptitude for appreciating liberal arts and culture among students

- To impart values of patriotism, integrity and compassion for the under privileged in a conscious manner.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The main strength of the institution is a very supportive management which fully takes care of and ensures the well-being of the staff and their families as well as the students.
- The college has a team of highly qualified committed and dedicated faculty whose untiring efforts are reflected in the excellent results over the years.
- Departments have well- equipped laboratories, fully equipped to cater to the student's needs, with auditing being done periodically.
- Competency and wholesomeness of the syllabus framed by the respective departments, helps the students to pursue higher studies, undertake research, take up employment or become entrepreneurs.
- Linkages with the national research institutes like CIBA, ZSI, and CSIR-CLRI, MIDS, ICMR, IIT Madras, etc. enable the students to pursue research.
- MoU signed with Environment Department, Forest Department and Centre for Climate change and Adaptive Research Anna University, IPRAA, and a host of other organisations leads to greater strides in the enhancement of knowledge.
- Students are encouraged to participate in seminars on topics of current interest to assuage their thirst for research.
- Conducting of workshops on curricular and co-curricular aspects helps staff as well as students to keep abreast of current scenario.
- Audit of syllabi is done periodically by peers from other institution in order to have cordial interaction with sister institutions.
- Quality Assurance Cell monitors and maintains quality in all spheres be it syllabus, question paper setting, or examination matters.
- Online examination in General Knowledge, Analytical Reasoning are compulsory components of the curriculum both for UG & PG enhances employability of students.
- Methodology is up to date and includes student centric learning, as well as ICT enabled teaching.

Institutional Weakness

- Diversified students community coming from heterogeneous background requires that students be given a Bridge course to make them on an equal footing.
- Need for more field work and funded projects from government registered organisations.
- Since the medium of instruction is English, teaching the students who are used to vernacular medium, poses difficulties.
- Due to poor economic background, a number of students give up dreams to pursue higher education and are forced to take up jobs to support their family.
- The staff are more interested in imparting knowledge to their students and spend less time in research and publications.
- The socio-economic background of many of the students (most of them are first generation learners) admitted in the College is responsible for poor language competence (both in their mother tongue as well as English). This leads to an unsatisfactory level of comprehension and communication, particularly in the first two semesters.

- Students coming from the underprivileged section of society (almost 40% of the total strength) generally lack in nutrition that is necessary for proper growth and physical fitness. They also lack the desired level of hygiene consciousness.
- Most departments do not offer Post graduate degrees so students have to reluctantly leave and join other institutions.

Institutional Opportunity

- Conducting of workshops on curricular and co-curricular aspects helps to keep abreast of current scenario.
- Online examination in General Knowledge, and Analytical Reasoning has been introduced and incorporated into the curriculum both for UG & PG to enhance employability of students.
- The locational advantage of the institution makes transit to libraries like the British Council, American Library and Anna Centenary Library, very accessible and safe.
- As an autonomous College, the institution is entitled to offer new Diploma and Certificate courses. A beginning has been made in this direction and a diploma in Retail Management is being offered and more are being planned.
- Mandatory extension work which includes visiting Single Teacher school in nearby districts provides opportunity to educate the needy and less privileged. It also provides a motivation to form Self-Help Groups in future to help society.
- First generation learners and students from economically backward status are given preference during admission and these students are given guidance from mentors to bring them on a par with the privileged.
- Students are given encouragement for presentation at platforms together with peers, which makes them realise their potential.
- Certain Specialised subjects offered like Mass communication, Robotics, Archaeology etc gives a wider scope while deciding on higher studies.
- The right mix of theory and quantitative papers has opened more awareness to students for higher studies and research especially in popular fields such as data analysis, journalism, computer programming etc.
- Skill based courses and papers such as insurance and entrepreneurial development have thrown open opportunities in the job market.
- By making project work at UG level optional and mandatory for PG degrees, students are imbued with research skills.
- Hands on training programme like Mushroom Cultivation and Cosmetology paves way for becoming Entrepreneurs.

Institutional Challenge

- Students are attracted towards Professional, Para-medical and other contemporary courses which ultimately reduce the demand for core science courses.
- Heterogeneous group of Students coming from the underprivileged section of society (almost 40% of the total strength) generally lack in nutrition that is necessary for proper growth and physical fitness. They also lack the desired level of hygiene consciousness.
- Motivating the students to concentrate on studies is difficult due to distractions caused by media and addiction to internet and mobile phones

- More placements in core companies makes students give up higher studies.
- Girl students coming from varied socio-economic background have to be motivated to complete their course especially core science subjects.
- Lot of hurdles are faced at the initial stages and a bridge course is offered as well as remedial classes in order to make them understand basic concepts.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The College is renowned for providing an enriched academic experience to its students and has used the autonomous status to ensure maximum benefits through its curriculum.

The College has a three tier system offering programs at under graduate, post graduate and research level. The curriculum for each program is designed to meet the changing needs of the society thereby enabling students to compete at global level. With more core courses being offered in all programs, the students have an edge over their peers. Syllabus revision is carried out whenever required for all the programs in accordance with the recommendation of BOS and Academic Council. M.Phil. programmes have been introduced in Physics, Computer Science, and Commerce in addition to the existing ones such as History, Economics, Tamil and Mathematics.

CBCS is offered at the UG level, while electives are offered at all levels. The students are encouraged to take up Career enhancement training offered by GTT in association with Barclays and NASSCOM. Cross-cutting issues relevant to Gender, Environment, Human Values, and Professional Ethics are well incorporated into the curriculum. Students are encouraged to take up certificate courses to enhance their employability and entrepreneurship. Students are motivated to take up MOOCs in Swayam portal to have a better insight into the subject.

Students are encouraged to take up Summer Internships in premier institutions to gain better exposure to industry and research. Field visits are organized regularly to explore and have firsthand experience in their area of interest.

Feedbacks are sought from all stake holders such as Alumni, Industry, subject experts are obtained and their valuable suggestions are reviewed and incorporated.

Teaching-learning and Evaluation

The admission process is transparent with adherence to the guidelines of the Government and is strictly done on a merit basis. Equality and inclusiveness are ensured by admitting students from different socio- economic, cultural and educational back grounds. The teaching Faculty of all departments are involved in the admission process. Every year the demand for enrolment from the applicants is very high as the College is very much sought after, providing quality education with best available minimum fee structure.

The unparalleled mentor-mentee relationship that exists in the College is highly personalised in nature, taking into account the family situation of each student. Bridge courses are organised to make the students thorough in concepts. Slow learners are identified and guided by mentors. Remedial classes are offered to the academically

weak students. Advanced learners are encouraged to participate actively in workshops, conferences and to take up projects in premier institutions.

Vibrant teachers are an asset to the institution and they always keep themselves abreast of the latest development, to innovate continuously, to improve their quality of teaching thus striving for institutional excellence. The teachers are encouraged to organise and participate in national and international level conferences for enrichment of knowledge. Sophisticated infrastructure that includes well equipped labs, automated library, ICT tools helps the teachers to make the teaching - learning process more innovative and interactive.

The examination and evaluation system is well streamlined thus delivering services in a very efficient way to the stakeholders. A notable practice adopted by the Controller of Examinations is not to mix arrears with regular exams and to have Supplementary exams separately. This practise is advantageous for the academically weak students.

Research, Innovations and Extension

Research plays a vital role for the growth and expansion of the institution. Focus on research and extension is an essential part of curriculum. Many of the Departments have been recognized as research centre by University of Madras and offer research programmes. The institution encourages both the Faculty and students to actively involve in research by providing adequate resources.

The College has built up its research infrastructure systematically. Easy access to Meenakshi Sundararajan Research Centre (MSRC) attracts students to take up research projects. MoU signed by the College with industries and consultancies help promote collaborative research work. Apart from MoUs, the College has strong linkages with reputed organizations like IGCAR, IIT(M), MIDS, ICMR, etc.

The Faculty of our institution has won laurels by publishing research papers in reputed journals and filing **patents** (*related to environment*). Major and minor research projects are undertaken in thrust areas of national interests. National and international conferences, seminars, workshops, and symposia are organized with the support of national funding agencies periodically, to motivate students towards research. All students are encouraged to take up summer internships in various research laboratories and industries. The College Management provides seed money towards the infrastructure and equipment to facilitate research.

A state of art library is available in the campus right from its inception. The library is fully automated with INFLIBNET, with a collection of latest books, journals and e-resources and it maintains database to lend support clinch for research.

An innovative ecosystem is established by collaborating with organizations like GTT and Barclay's and NASCOMM. A sense of social responsibility is instilled in the minds of the students thereby encouraging them to participate in various social outreach activities like single teacher school visit, stem cell registry, blood and eye donation camp, conservation of natural resources.

Infrastructure and Learning Resources

The College boasts of a palatial campus with all its buildings surrounding a green quadrangle. The

infrastructure is designed to provide a congenial atmosphere for learning and for the holistic development of an individual. The Sharadambal temple consecrated in the campus is a source of blessing and solace for the institution.

The main building has five floors with well-ventilated class rooms, smart classrooms, library, Meenakshi Sundararajan and KRS auditoriums, seminar and conference halls and RO plant in each floor, MSRC – research centre, Abhinava Vidyatheetha Computer Centre, well equipped laboratories, administrative block, staff room, guest rooms, guest house and an OAT. Elevators and ramps are also available for physically challenged.

Ample parking space is available for both staff and students. Fire safety, emergency exits and CCTV surveillance exists in the College premises to ensure safety. The College also has a canteen with all needed facilities. Sick room is available and the College doctor visits the campus daily.

The College has a large library with a vast array of books and journal to quench the academic thirst of students and staff alike. It provides automated services through OPAC and subscribes to INFLIBNET's N-list program which is a rich resource of e-books and e-journals.

The computer centre is the backbone of the technological infrastructure present in campus. The centre caters to all online services through its powerful servers, has high speed connectivity with LAN. The computer centre is also the pivot for all activities like online testing, examination system, library, student information system, security etc. All staff rooms have computers with internet access.

To cater to the sport activities of students, a playground, cricket ground, different courts, are available. Thus infrastructure facilities in the campus aid the overall development of this temple of learning.

Student Support and Progression

The institution provides the students to have an enriched learning experience to facilitate holistic development. Government, private bodies and the Management provides scholarships to socially challenged and economically backward students.

The Bridge Courses are conducted for all first year undergraduate students as they are from heterogeneous background and most of them are first generation learners. The slow learners are given well planned remedial coaching by the advanced learners. This has resulted increase in their academic performance.

UG and PG students collaborate with premier institutions for their internships and projects. More than 90% of the students opt for higher studies or get placed.

The student council plays a significant role in day -to-day activities of the College. Our students are well known for their discipline and the ability to adapt. The Faculty set aside quality time to address student's grievances.

Online courses on Analytical reasoning, General Knowledge and English communication skills enhance their personality and placements.

Alumni Meeting is organized by all the departments every year. Many are Faculty of our institution. Meritorious alumni are nominated as members of the Board of Studies. Guest lectures by the alumni motivate the students for career development.

Employment and career enhancement offered by GTT in association Barclay and NASSCOM. The students also coached for civil services and other competitive exams of State and Central.

All the students are encouraged to take up value added MOOCs in SWAYAM portal certificate courses to widen their knowledge.

Students enthusiastically participate in interdepartmental; inter collegiate, University competitions conducted every year to showcase their innovations and talents. Many students received number of accolades in sports and cultural activities.

Governance, Leadership and Management

The College Committee and Governing Council of the institution takes care of the general governance and e-governance through strategic planning with the support of the Trust Board. The organization structure is decentralized, with well-defined authority and responsibility. The Management gives clear directions, sets specific and realistic goals for improving academic quality and infrastructure, decided in a participative manner to monitor and ensure transparency. The institution has a systematic appraisal system for teaching and non-teaching staff. The Faculty has been constantly upgrading their professional competence by attending programs like orientation/refresher program Sponsored by UGC-HRDC. The research co-ordination committee encourages the Faculty to conduct, attend and present papers in national / international conferences, seminars and workshops etc. The non-Ph.D.s are encouraged to do Ph.D. Subject experts from the Universities, autonomous colleges are invited for academic audit to analyze the functioning of autonomy.

The Management, HoDs and some Faculty are the members of statutory bodies, committees and offers significant contribution in academic decision making process. Board of studies and Academic council meeting is being conducted to review curriculum on regular basis. The admissions are strictly transparent, in accordance with the reservation policy of the Government.

Allocation of Funds and maintenance of accounts are done meticulously adhering to the norms and provisions of the Accounting Standards. The institution taps various resources to mobilize funds from the government, UGC and other organizations. Financial and academic audits are held regularly.

The IQAC monitors all the activities of the college and helps in quality sustenance. It has designed and implemented unique and effective quality enhancement initiative like Academic Progress Monitoring System that tracks every student's academic progression, takes cognizance of student arrears, has built-in accountability mechanism and helps in taking remedial measures. Feedback obtained through teacher-parent meeting and alumni are analysed and used for improvements. The institution is participating in NIRF from its inception and the National Board of Accreditation has congratulated as one of the top ranked Institution in India.

Institutional Values and Best Practices

The noble vision and mission of the college is to impart values of patriotism, integrity and compassion for the under privileged in a conscious manner and also Committed to the capacity building and professionalism in young women. The college regularly organises gender equity programmes to sensitise the safety and security.

To reduce the carbon footprint students are advised to use bicycles and public transport system. The annual power consumption is reduced by possible ways. The management insists on green initiatives wherever possible.

The campus is proved to be much secured due to its well-maintained security system.

Waste Management Process provides eco-friendly environment in the campus. Shredding machines are used in the campus to recycle paper wastes.

The Rain water harvesting maintained in the campus is well appreciated by the Government.

Differently abled students' friendliness resources are available with ramps and elevator facilities.

The location of the college is easily accessible for the students. The code of conduct, hand book exists for students and teachers are strictly adhered. The core values of the institution are displayed on the website.

The institution offers courses such as value education, EVS, Quality control circles on human values and professional ethics. The institution strictly follows UGC guidelines.

Several activities are conducted for the promotion of national values and communal harmony. The Institution organizes appropriate activities to increase consciousness about national identities & celebrations and symbols.

The institution maintains complete transparency in its financial, academic and administrative functions by regular Audits.

As an extension programme the Single teacher school visit is one of the best practices adopted by our college. The students engage in outreach activity through the adoption of neighbouring schools through campus Lions clubs linkage with Lions Club of International which is a huge exercise in community service.

Annual mega health and blood donation camps are conducted every year. Our students registered in DATRI, and a student donated stem cell and saved a life

To encourage arts and culture, Meenakshi Sundararajan Fine Arts academy organises music festival every December.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MEENAKSHI COLLEGE FOR WOMEN
Address	Meenakshi College for Women 363, Arcot Road, Kodambakkam, Chennai 600 024.
City	Chennai
State	Tamil Nadu
Pin	600024
Website	www.meenakshicollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	N Manju	044-28273549	9840188148	044-2481468 5	manju.n@meenakshicollege.com
IQAC / CIQA coordinator	Indira S	044-24725466	9962302489	044-2473250 4	indira.s@meenakshicollege.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day Evening

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-01-1975

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	12-02-1999

University to which the college is affiliated		
State	University name	Document
Tamil Nadu	University of Madras	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	07-09-1981	View Document
12B of UGC	07-09-1981	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2019	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Meenakshi College for Women 363, Arcot Road, Kodambakkam, Chennai 600 024.	Urban	5	26719.17

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,History	36	HSC or Equivalent	English	70	39
UG	BA,Economics	36	HSC or Equivalent	English	70	70
UG	BA,Economics	36	HSC or Equivalent	English	70	30
UG	BA,English	36	HSC or Equivalent	English	77	70
UG	BSc,Mathematics	36	HSC or Equivalent	English	70	70
UG	BSc,Mathematics	36	HSC or Equivalent	English	70	70
UG	BSc,Physics	36	HSC or Equivalent	English	55	50
UG	BSc,Chemistry	36	HSC or Equivalent	English	100	74
UG	BSc,Plant Biology And Plant Biotechnology	36	HSC or Equivalent	English	50	50
UG	BSc,Advanced Zoology And Biotechnology	36	HSC or Equivalent	English	50	50
UG	BSc,Computer Science	36	HSC or Equivalent	English	50	50
UG	BCom,Commerce	36	HSC or Equivalent	English	77	70
UG	BCom,Commerce	36	HSC or Equivalent	English	77	70
UG	BCom,Com	36	HSC or	English	70	70

	merce		Equivalent			
UG	BCom,Com merce	36	HSC or Equivalent	English	210	210
PG	MA,History	24	Any UG Degree	English	40	4
PG	MA,Econom ics	24	Any UG Degree	English	40	4
PG	MSc,Mathe matics	24	UG Degree in Mathematics	English	44	40
PG	MSc,Physics	24	UG Degree in Physics	English	26	26
PG	MSc,Comput er Science	24	UG Degree in Mathematics or Physics or Computer Science or ISM or Computer Applications or IT or Electronics or Chemistry with Mathematics Allied	English	26	13
PG	MCA,Comp uter Science	36	UG degree in Mathematics or Physics or Computer Science or ISM or Computer Applications or IT or Electronics	English	15	7
PG	MCA,Comp uter Science	36	UG Degree in Mathematics or Physics or Computer	English	15	15

			Science or ISM or Computer Applications or IT or Electronics			
PG	MCom,Com merce	24	UG degree in Commerce	English	40	40
PG	MA,Public Administrati on	24	Any UG Degree	English	40	5
PG	MSc,Bioche mistry	24	UG in Chemistry or any Life Sciences	English	26	14
PG	MA,Tamil	24	Any UG Degree with Tamil as language	Tamil	40	0
Doctoral (Ph.D)	PhD or DPhil,Histor y	36	PG Degree in History	English	3	0
Pre Doctoral (M.Phil)	MPhil,Histor y	12	PG Degree in History	English	6	2
Pre Doctoral (M.Phil)	MPhil,Econo mics	12	PG Degree in Economics	English	6	0
Pre Doctoral (M.Phil)	MPhil,Mathe matics	12	PG Degree in Mathematics	English	4	3
Pre Doctoral (M.Phil)	MPhil,Physi cs	12	PG Degree in Physics	English	4	3
Pre Doctoral (M.Phil)	MPhil,Comp uter Science	12	MCA or PG Degree in Computer Science or IT	English	4	3
Pre Doctoral (M.Phil)	MPhil,Comp uter Science	24	MCA or PG Degree in Computer	English	4	0

			Science or IT			
Pre Doctoral (M.Phil)	MPhil, Commerce	12	Pg Degree in Commerce	English	6	5
Pre Doctoral (M.Phil)	MPhil, Tamil	12	PG Degree in Tamil	Tamil	4	1
Pre Doctoral (M.Phil)	MPhil, Tamil	24	PG Degree in Tamil	Tamil	4	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				102			
Recruited	0	0	0	0	0	0	0	0	0	65	0	65
Yet to Recruit	0				0				37			
Sanctioned by the Management/Society or Other Authorized Bodies	16				1				46			
Recruited	0	16	0	16	1	0	0	1	0	46	0	46
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				39
Recruited	1	9	0	10
Yet to Recruit				29
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	3	6	0	9
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	2	3	0	5
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	3	0	3
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	10	0	0	6	0	0	35	0	51
M.Phil.	0	5	0	0	6	0	1	54	0	66
PG	0	1	0	0	0	0	0	10	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		2	13	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	2926	11	1	0	2938
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	327	1	0	0	328
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	51	3	0	0	54
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	2047	8	0	0	2055
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	17	0	0	0	17
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	437	446	465	443
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	2	2	3	2
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	1984	2204	2252	2288
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	603	584	561	544
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3026	3236	3281	3277

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Advanced Zoology And Biotechnology	View Document
Biochemistry	View Document
Chemistry	View Document
Commerce	View Document
Computer Science	View Document
Economics	View Document
English	View Document
History	View Document
Mathematics	View Document
Physics	View Document
Plant Biology And Plant Biotechnology	View Document
Public Administration	View Document
Tamil	View Document

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
36	36	36	36	36
File Description			Document	
Institutional Data in Prescribed Format			View Document	

2 Students

2.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3172	3277	3281	3236	3026
File Description			Document	
Institutional Data in Prescribed Format			View Document	

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1087	1126	1042	1061	919
File Description			Document	
Institutional Data in Prescribed Format			View Document	

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
2240	2408	2403	2416	2099
File Description		Document		
Institutional Data in Prescribed Format		View Document		

2.4

Number of revaluation applications year-wise during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	7	7	3

3 Teachers

3.1

Number of courses in all programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
932	934	935	937	932
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
128	122	137	129	127
File Description		Document		
Institutional Data in Prescribed Format		View Document		

3.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
102	102	102	102	102
File Description			Document	
Institutional Data in Prescribed Format			View Document	

4 Institution

4.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
6244	6821	6654	6072	5507
File Description			Document	
Institutional Data in Prescribed Format			View Document	

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
791	791	791	791	791
File Description			Document	
Institutional Data in Prescribed Format			View Document	

4.3

Total number of classrooms and seminar halls

Response: 89

4.4

Total number of computers in the campus for academic purpose

Response: 346

4.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
720.96	465.16	631.60	699.71	574.60

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

Ph.D. Programme in History was introduced to motivate the students in the Research field. A certificate course in Archaeology sensitizes the students on the importance of regional heritage in augmenting National history.

The course on Entrepreneurial Development motivates entrepreneurship.

Diploma course in Retail Management has been introduced under UGC NSQF. It focusses on company-specific training and product specific training. The internship facilitates practical training which gives industry exposure.

The revised syllabus aims to equip students with effective communication skills – oral and written with focus on industry-institution interface, the syllabus enables students to attempt competitive exams. The curriculum seeks to shape students into self-reliant, responsible citizens, rooted in their culture and possessed with skills to make them comfortable at global work spaces.

To give an exposure to the students on topics of recent relevance and to motivate them towards research in both abstract and applied branches of mathematics three new papers were introduced at PG level.

Basic Wave Mechanics was introduced as a Skill based subject for B.Sc. Physics to make the concepts of Quantum Mechanics more lucid.

To get better insight into the application of Physics in Electronics an Elective paper in Electronics is offered in each semester.

Nutritional Chemistry is offered to have healthy diet, sensible exercise.

Cosmetology is introduced as a certificate course to motivate women entrepreneurship.

The curriculum has provided an overview of the various subjects. Students were motivated to take up the core course projects for an inclination in research activities. The Mushroom cultivation training programme & Bio Composting offer an opportunity for their self-employability.

A new course on Public Health and Hygiene was introduced for Zoology students across two semesters.

UGC's model curricula for Computer Science are used as benchmarks and the department makes sure that the students are offered more than the model curricula to get a richer academic experience. The curriculum

includes greater number of papers in core areas to match current trends without compromising on quality and depth of content. Preparing students for O – Level examinations and competitive examinations is part of the curriculum. The curriculum reflects the national policy on skill development in Computer Science.

The curriculum of Commerce courses were enhanced periodically to accommodate changes in the business scenario in order to equip the graduates with the knowledge and skill for good placements and to provide a solid foundation for further studies.

Syllabus was revised in order to impart knowledge about Ancient Administration and the role played by Judiciary in Human Rights.

The syllabus of biochemistry introduce the essentials of biology and its chemical process, which make the students to investigate the complex biological phenomenon. The practical and research projects enhances the employability and entrepreneurship.

The syllabi for Sanskrit, Telugu, Hindi and French attract the students to learn the languages from the basic level and helps students to appreciate the various aspects of the literature.

There has been periodic revisions in the syllabus of the programs that directly come under the University of Madras.

1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

Response: 77.78

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 28

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

Response: 36

File Description	Document
Details of program syllabus revision in last 5 years	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 30.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
291	291	281	277	272

File Description	Document
Average percentage of courses having focus on employability/ entrepreneurship	View Document

1.2 Academic Flexibility

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

Response: 4.4

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

Response: 41

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

Response: 932

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 97.22

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

Response: 35

File Description	Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

The curriculum includes many aspects like Women's Studies, History of Ecology and Development, Tourism and Environment. The course Feminism - Theory and Practice, which develops the student's ability to think cogently on gender issues. Courses like Human Rights, Social Welfare Administration give knowledge about the Rights of Citizens and Women Development.

Courses like Alternate Energy Resources and Environmental Sustainability encourage entrepreneurship in the fields of Solar cell technology, Installation of Biogas Plant, etc.

The course on Plant Protection is concerned with deadly plant diseases causing the environmental problems and practicing control and conservation measures. Biodiversity Conservation, Environmental Biology and Biotechnology Courses ensure the study of Environmental Sustainability, the process of maintaining balance in the light of environmental degradation, climate change, overconsumption, population growth, etc.

The Ecology and Evolution course reflects all evolutionary changes that takes place in response to ecological interactions and advances the students' understanding of ecological principles.

Business and Sustainable Development, Green Management courses introduce the students to green thinking, ethical management practices, pollution control and prevention, as well as the strategies that could be adopted to convert an environmental problem into a business opportunity for companies. The areas covered include management tools which could be used for steering the companies on the path of sustainability like life cycle analysis, environmental impact assessment, green auditing, environmental certifications and green marketing. The various green management tools that could be used to develop green products and reduce the environmental footprint of the company has been covered in some detail in this paper.

A course on Life and Managerial skills is offered to prepare students for work life in the IT industry after graduation, and instils professional ethics, leadership skills, managerial abilities and the necessary inputs to help the student effectively manage a healthy work-life balance. Business Enterprise Architecture and Green IT is a course that enables students to understand the importance, methods and processes involved in maintaining a green workflow and product design and product realization with respect to the information technology industry.

Quality Control Circle course for all UG and PG students Provides training to identify, analyse and solve their problems and present the solutions and make them more confident in tackling challenges.

Environmental Studies course for all UG students helps students appreciate environmental problem and helps to develop the ethical, cross-cultural and historical knowledge of environmental issues and the link between human and natural systems.

Value Education paper for all UG students promotes the roles and awareness of human values. It helps the students to learn individual, social and national values to make them socially responsible, culturally rich and intellectually competitive citizens of the country. Efforts are taken through the NSS to make students sensitive to societal issues.

Bionest Club - Every year the club activity focuses on creating awareness on eco-sustainability by

exhibiting models and charts, and by staging skits.

Parampara, the Heritage Club, offers exposure to the rich culture of our country and also increases awareness of how to lead a stress-free life.

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

Response: 37

1.3.2.1 Number of value-added courses are added within the last five years

Response: 37

File Description	Document
List of value added courses	View Document

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 99.26

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3156	3254	3251	3212	3001

1.3.4 Percentage of students undertaking field projects / internships

Response: 54.32

1.3.4.1 Number of students undertaking field projects or internships

Response: 1723

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5)

Parents for design and review of syllabus Semester wise /year-wise

Response: B. Any 3 of above

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

Response: D. Feedback collected

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	13	11	12	9

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 45:11

2.1.2.1 Number of seats available year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1530	1530	1530	1530	1530

File Description

Demand Ratio (Average of Last five years)

Document

[View Document](#)

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

Response: 82.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
628	641	670	657	677

File Description	Document
Average percentage of seats filled against seats reserved	View Document

2.2 Catering to Student Diversity

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

Response:

After the first Mid-semester examinations following admission, slow learners are identified and given extra coaching after college hours. Some of the final year students are made to act as mentors for the slow learners. All teachers act as mentors and pay special attention to students' academic performance and provide counselling where necessary.

Remedial Classes are conducted with an aim to improve the academic performance of the slow learners. Difficult lessons are broken down into smaller units with comprehension tests to assess understanding level of the students.

Peer Group Study System is also encouraged with the help of the advanced learners. Academic and personal counselling are given to the slow learners by the mentor.

The slow and advanced learners are teamed together to conduct activities like role play and poster presentations which will foster team work and interpersonal skills.

Advanced learners are encouraged to participate actively in workshops and conferences and to take up projects in premier research institutions and industry to gain better exposure. The students are motivated to study advanced topics from NPTEL/SWAYAM courses.

Science students are given science aptitude tests and based on their scores, are classified into two groups; remedial coaching is given to the slow learners by the advanced learners.

Bridge courses are conducted by departments wherever required. An orientation program in Laboratory work is conducted for Science students to bridge the gap between school and college. This enables slow learners from different backgrounds to handle with confidence the basic equipment used frequently in the laboratory. These sessions focus on making the new students familiar with the topics to be studied in the first year of the degree programme.

The performance of slow learners is continuously monitored by the Departments and the teachers strive to instil confidence in them.

In remedial classes that are organised, slow learners get greater opportunities to get their doubts and stumbling blocks in the subject cleared. These students are encouraged to prepare abstracts, schematic representations and flow charts for the topics concerned to improve their level of understanding.

Teachers also help slow learners with likely questions, past question papers, easy write-ups on syllabus contents etc. to enable them to cope with the programme.

Advanced learners are identified through their performance in tests, interaction in class room, their fundamental knowledge, etc. Participation by the students in the in-house competitions such as Debate, Group Discussion, Problem Solving and Decision Making Exercises are also encouraged. Talented students are motivated to participate in co-curricular / extra-curricular activities and exhibitions and take up projects work even at the undergraduate level.

Advanced learners are encouraged to conduct quizzes on micro topics which will instil research skill in them. Advanced learners are further motivated to take up seminars, group leaderships and are also encouraged to participate in seminars, conference, inter-collegiate curricular/ co-curricular competitions, etc. They are further guided to take up competitive exams such as GATE/NET/SET etc. Also Scholarships and prizes are awarded by the management to encourage the university rank achievers.

2.2.2 Student - Full time teacher ratio

Response: 793:32

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.06

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
Institutional data in prescribed format	View Document

2.3 Teaching- Learning Process

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

Response:

Departments facilitate interactive learning processes in the classrooms. Lessons and concepts are communicated through activities like Quiz - to inculcate quick thinking and responding to queries, Debate - to deliberate on issues raised in the lessons allowing students to express themselves, Role Play - to encourage empathy amongst students and to motivate them to speak in public, Seminar presentations - students and teachers use ICT as part of the regular teaching-learning process.

To enhance learning experiences for students, certain difficult concepts are demonstrated through experiments in classrooms. To enable better understanding of concepts, numerical examples are given and problem solving techniques are employed. Assignments and group projects are given to improve

participative learning.

Students are taught to solve problems efficiently by identifying the essential parts of a problem and formulating a strategy for solving the problem. At the end of this training, they are able to rationally estimate the solution to a problem, apply appropriate techniques to arrive at a solution and interpret the results. Students communicate the concepts and results of their laboratory experiments through effective writing and oral communication skills.

Experiential learning is enabled through field trips, classroom practical learning, Internships and projects. Lessons are taught through powerpoint presentations to make learning interesting and graphical besides oral presentation methods. E-contents are also provided to the students. Peer group learning is organized to enable participative learning.

Role play is used by teachers to teach difficult concepts. This enhances experiential learning of the students.

Group discussion in many of the subjects are organized for students to be exposed to various sources of knowledge, opinions and viewpoints. Student seminars are organised wherein the papers are presented by students on contemporary topics to enrich their learning experience.

Students form Quality Control Circles in groups and deal with the systematic solving of problems through data gathering, analysis and interpretation. A practical component of the paper requires each group of students to select a problem and systematically go through the processes for arriving at a suitable solution, as a team.

Overall, besides the Chalk-and-board method, the following teaching methods are adopted:

- Powerpoint presentations
- Videos and animations to explain scientific mechanisms and algorithms
- Online demonstrations are used to drive home technical concepts
- Hands-on sessions are used for laboratory work so that the students can immediately put into practice on their computers what the teacher teaches on hers.
- Internet blogs for subjects to extend the learning curve in the subject
- Teachers guide students in their seminar presentations on topics extrapolated from the syllabus, so that students learn to express the concepts themselves.
- For post-graduate and research programmes the students are asked to do projects and are given extra reading to learn and assimilate more on their own.
- Peer groups are set up in every class to help the teacher pay more attention to the slow learners and to provide these slow learners with a stronger support mechanism.

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

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 128

File Description	Document
List of teachers (using ICT for teaching)	View Document

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

Response: 3172

2.3.3.1 Number of mentors

Response: 1

2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

Response:

A committee diligently prepares the college calendar well in advance and it is given to every student at the beginning of every academic year. It contains a brief history of the college, rules relating to admission and withdrawal, scholarship and fee concession details, discipline and general code of conduct. There is also a briefing on library, tutorial system and about the conduct of examinations. It contains the list of college committee members, staff members, both teaching and non-teaching. The dates of mid semester examinations, model examinations, national holidays important college events like Sports Day, internal College Culturals NAVRAS are listed in the calendar. Students are able to keep track of activities taking place on campus. Students can consult this calendar to know about important events and examinations. The College Calendar is 100% adhered to by staff and students.

The academic activities are well planned before the start of the academic year. The college calendar is printed and distributed to the students in the beginning of the academic year itself. The calendar consists of details of working days, examination schedule, holidays and the date of receiving the hall ticket for the end semester examination. This is very helpful for the students to plan for their academic and personal programs. The teaching methodology is well planned to complete 3 units for the mid semester examination and the remaining 2 units and revision for the model examination. Hence the students are well trained to take up the semester examination easily and score more marks.

The college has a detailed academic calendar which is distributed to every student at the commencement of every academic session. The institution strictly adheres to the academic calendar where in 60% of the academic curriculum will be covered by the teachers through effective and innovative teaching methods before the commencement of mid semester examination itself probably occurring in the month of August and January every year. The remaining 40% of the academic curriculum will be completed before the model examination (October and March). Satisfactory study holidays are offered to the students after completion of the model examination to concentrate more on the semester examinations. The first year PG students are encouraged to carry out their internships projects in various research institutions and centres during the summer holidays, so as to improve the practical knowledge and to create the awareness of the opportunities available to them. The final year PG students are given permission to carry out their research project work. Internal guidance was provided by the faculties in successful completion of their dissertation.

Adherence to academic calendar is 100%. All the academic activities are well planned and evenly geared

throughout the year. 60% of the syllabus i.e. 3 units in all the courses are covered before the Mid-Semester Examination and rest is completed before the Model Examination along with several revision test as part of the continuous internal assessment.

2.4 Teacher Profile and Quality

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

Response: 126.08

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 31

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

2018-19	2017-18	2016-17	2015-16	2014-15
51	40	39	35	34

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document

2.4.3 Teaching experience per full time teacher in number of years

Response: 12.23

2.4.3.1 Total experience of full-time teachers

Response: 1566

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

Response: 14

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	2	4	2

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0.98

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

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

2.5 Evaluation Process and Reforms

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

Response: 5.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	7	4	10

File Description	Document
List of programs and date of last semester and date of declaration of result	View Document

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

Response: 0.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	1	7	7	3

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 15.24

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	2	1	1

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

The entire examination system, starting from the preparatory phases and conduct of the examinations, right up to the publication of the results and mark sheets is, IT integrated. This has speeded up the entire process and has minimized human errors and mitigated the impact of human errors. Adhyaksha is a web portal developed by the faculty of the Department of Computer Science, that provides an integrated and secure window of access to examination services. The system facilitates easy and effective maintenance of and access to critical information with regard to the complete process of student evaluation including internal and external assessments, helps easily generate nominal rolls, makes the recording of Continuous Internal Assessment (CIA) marks easier, generate Result sheets and marksheets, enables special services like reprinting of marksheets, enables various levels of users of the system to view, add or modify information only appropriate to their level of authority and seamlessly maintains critical workflow processes online.

All information regarding the conduct of examinations is maintained confidentially in the Office of the Controller of Examinations (CoE) as well as in the secure central servers. Databases contain the list of paper-setters, examiners, student details and details of faculty handling papers.

At the beginning of the semester, the Head of every Department prepares the nominal rolls for each class in Adhyaksha. (Supplementary Examination nominal rolls are automatically generated by Adhyaksha, and then checked and submitted online by the HoDs.) The Continuous Internal Assessment (CIA) marks are entered by the teachers through Adhyaksha, for each test, assignment, etc. When all components of CIA have been entered by the teachers the HoD submits the same online to the CoE.

It is only after this that the CIA becomes accessible to the Controller, and the Controller's office alone has the authority to take print outs of the CIA marks. The students check & sign against their CIA marks. They can bring any discrepancy to the notice of the teacher and these are sorted out.

Examination seating arrangements are done in a fool-proof way to discourage malpractice, and special squads are appointed to invigilate on every floor. Further, only one answer booklet is given to a student, and there is a secret code to identify the booklets for a particular day's examination. These steps have resulted in the cases of malpractice being very rare.

An effective dummy-number system has been developed to number answer booklets after the examination, and evaluation is done by external examiners in the campus. This has helped control bias and also improve objectivity in the system.

End-Semester Examination marks are keyed into the system by the Controller's office staff, and the results are printed. Marksheet printing can be done in bulk for an entire class or for an individual student by the Controller's office. The marksheets have secret codes embedded, bear the student's photograph and all marks in words also– these features help prevent marksheet fraud.

2.5.5 Status of automation of Examination division along with approved Examination Manual

Response: E. Only manual methodology

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Programme outcomes, programme specific outcomes and course outcomes have been developed for all

programmes. These reflect the Vision and Mission of the institution and form the basis of the design of all courses as well as their delivery. The outcomes are published on the College website and available to students in the curriculum books kept in each department.

Various teaching methods have been implemented in order to realize the course outcomes. Interactive teaching is followed in the classrooms. Teachers act as facilitators rather than as just instructors who deliver content. Group discussions, individual and group presentations, and quizzes form part of classroom teaching activity. Students are encouraged to express themselves in writing and orally on issues related to the course. Role play and flip teaching are some of the methods used to effectively facilitate students' acquiring the skills intended by the end of the course.

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

Response:

The Institution measures the attainment of the programme outcomes, PSOs and COs through the evaluation systems for each programme which is a combination of formative and summative evaluation. This is described below:

1. Formative assessment: The institution measures the attainment of the outcomes through the continuous internal assessment process.
 1. Class Test: Five 100-marks tests are conducted periodically, one for each unit of the syllabus. This is the mirror for the attainment of the POs, PSOs and COs. The review of the result analysis is done and on the basis of that, necessary improvement are done in the teaching-learning process.
 2. Seminars, presentations and field project are also methods used to attain the measurements of PSOs and COs. For Ph.D. scholars, presentation of papers in National and International conferences are given weightage and also participation in Workshops is made mandatory.
 3. Innovative methods: Apart from the prescribed methods, innovative and creative methods like group discussions to measure the attainment of communicative skills in languages, peer teaching to check the attainment of subject knowledge plus open book tests are also used to assess the attainment of the Programme Objectives.
 4. Field visits and excursions: The Department often organizes field visits and excursions which serve dual purposes. The application of theoretical knowledge is honed with actual practice. For example, visits to excavation sites and historical places are a regular practice in the History Department.
2. Summative Assessments: It is taken at the end of the semester, and gives an insight into the overall attainment of COs for every course. For some subjects, project work and presentation of the work are used as a part of summative assessment.

2.6.3 Average pass percentage of Students

Response: 96.5

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

Response: 1076

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

Response: 1115

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.54

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 0

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)

2018-19	2017-18	2016-17	2015-16	2014-15
0.00	0.00	0.00	0.00	0.00

File Description	Document
List of teachers receiving grant and details of grant received	View Document

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

Response: 0

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

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

File Description	Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

Response: C. Two of the facilities exist

File Description	Document
Institutional data in prescribed format	View Document

3.2 Resource Mobilization for Research

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

Response: 0.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0.20

File Description	Document
List of project and grant details	View Document

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 0

3.2.2.1 Number of research centres recognised by University and National/ International Bodies

File Description	Document
Names of research centres	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 18.58

3.2.3.1 Number of teachers recognised as research guides

Response: 34

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

Response: 183

File Description	Document
Details of teachers recognized as research guide	View Document

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

Response: 0

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

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

The Meenakshi College for Women being a forward thinking and innovative educational institution, started an incubation centre to enable its students to get first-hand experience in entrepreneurship, promote innovation driven activities, and provide support in the form of space, mentoring, and training programs. The Meenakshi College Incubation Centre supports all members of the Meenakshi Ecosystem to translate innovation into viable projects.

Through the incubation center, students gain hands-on experience in innovation and entrepreneurship while being nurtured and encouraged by faculty, management and industry experts. The IC also facilitates the students to get internships in related spheres. Incubation Centres in Meenakshi College for Women (i) Mushroom Cultivation Centre, (ii) Vermicompost Centre.

One of the incubation centres running successfully in the college is the Mushroom cultivation centre, which is run by the students of the Plant Biology and Plat Bio Technology in their laboratory. This innovative Incubation centre is in partnership with Early Mushroom Seed Centre, Chennai.

The Vermicompost Centre is managed by the Advanced Zoology and Bio Technology department and offers students opportunity to become entrepreneurs.

As an initiative to impart life skills to the students the College had collaborated with GTT and Barclays and organized an intensive training programme to help students to face any situation to build their career with confidence. This programme was aimed for the final year UG and PG students. As part of the program, the students also had an opportunity to have a glimpse of the corporate world and interact with the senior managers.

In tune with the Government's policy to promote Digital Literacy, the college had a tie up with NASSCOM. The students were trained on the basic concepts of computers, internet and cyber security thus enabling the students to gain knowledge in digital platforms.

The college has a healthy practice of encouraging students to go to internship during the course of study. The students are also encouraged to take up summer research fellowship programme.

Diploma in Vocation – Retail Management was passed in the Senate, Syndicate and Academic Council of University of Madras, Chennai and was approved in the Academic Council of the College at its meeting on 26.02.2016. This course was introduced by the Department of Economics to increase employable skills of students. It is a two-semester programme which is offered to the students of B.A Economics. Besides regular class hours, the students have undergone 60 hours of home learning and 240 hours of summer internship in varied retail organizations and gain hands-on experience. The students submit a project relating to retail which would help them to get placed in reputed retail organizations.

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

Response: 44

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	14	19	1	3

File Description	Document
List of workshops/seminars during the last 5 years	View Document

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

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

File Description	Document
List of innovation and award details	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

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

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document

3.4 Research Publications and Awards

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

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

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

Response: No

3.4.3 Number of Patents published/awarded during the last five years

Response: 2

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	1	1

File Description	Document
List of patents and year it was awarded	View Document

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

Response: 0.14

3.4.4.1 How many Ph.Ds are registered within last 5 years

Response: 1

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 7

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 0.16

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

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

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.4.6 Number of books and chapters in edited volumes / books published, and papers in

national/international conference-proceedings per teacher during the last five years**Response:** 0.95

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	27	24	30	31

File Description**Document**

List books and chapters in edited volumes / books published

[View Document](#)**3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response:** 1.3**3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response:** 1.5**3.5 Consultancy****3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual****Response:** No**File Description****Document**

URL of the consultancy policy document

[View Document](#)**3.5.2 Revenue generated from consultancy during the last five years****Response:** 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.00	0.00	0.00	0.00	0.00

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years

Response: 0.21

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
0.11	0.00	0.00	0.07	0.03

File Description	Document
List of teacher consultants and revenue generated by them	View Document

3.6 Extension Activities

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

Response:

In line with the objective of the College to socially sensitise students, the College involves students in several social outreach programmes. The students are encouraged to take an active part in the NSS, Youth Red Cross and NGOs like the Lions Club International to understand the needs of society. Under these banners, students are trained to serve the community with great willingness and commitment.

The Campus Lions Clubs have adopted two Chennai (Corporation) schools. Numerous activities are regularly organized:

- Blood Donation Camps
- Awareness programmes on HIV-AIDS, TB, Cancer and Diabetes and Dental Awareness Programmes.
- Talent promotion in the adopted Chennai Schools
- Road Safety Awareness Programmes in association with the Automobile Association of South India
- Mega Health Camp that includes free general health, dental, eye and diabetes check-up, ayurvedic consultation and free distribution of medicines, followed by arranging free cataract surgery for those who require it
- Blood grouping for the children of Chennai schools

- Distribution of books, school uniforms, belts, ID cards, slippers, etc. to the children of Chennai schools
- Distribution of free insulin to juvenile diabetics through the KRS Insulin Bank
- Eye screening camp at the Chennai Schools and distribution of free spectacles
- Scholarships to the children of the Chennai schools
- Gifts such as computers, printers to improve the infrastructure facilities of the Chennai (Corporation) schools.
- Financial support from the Chennai Schools to the Government Eye hospital for cornea transplantation.
- Scholarship to two students from various city colleges
- Donations and visits to orphanages, homes for special children and old age homes
- Service to sick people in hospitals in the neighborhood
- Extra classes for students in Government schools
- Coaching for mentally challenged children in Sri Saradha Sakthi Peetam
- Voluntary service to guide and help the public at Guindy National Park
- Maintenance of Gallery work in Government Museum, Egmore
- Providing clutches and calipers to physically challenged persons
- Awareness Camps regarding Cancer prevention, Prevention of Diabetes and Hepatitis B, AIDS Awareness, Prevention of Drug Abuse, Road safety, Compulsory wearing of Helmets, Organ Donation, Stem cell Donation and Eye Donation

KRS Medical Centre functioning in the campus provides free medical care to the neighbourhood community under the supervision and care of Dr. Shivashanmugavel, with free distribution of medicines.

To instill patriotic fervour among the students Independence Day, Republic Day are celebrated with unalloyed enthusiasm. Students participated in Gaanathon, Rally for Rivers, Drive for energy conservation as well as World Service Day with exuberance. To create awareness about person's who should be considered as role models Hellen Keller's Day, Vivekananda Day, Kamarajar's Day and Teacher's Day are celebrated.

In Association with the Lions Club of Chennai Meenakshi and Campus Club initiatives are taken to register in the DATRI Blood Stem Cell Donors Registry to save lives by creating registry of committed blood stem cell donors and to extend support for life saving cause.

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	1	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 0

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

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

File Description	Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 1.2

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	2	1	1

File Description

Document

Number of Collaborative activities for research, faculty etc

[View Document](#)

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 544

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

2018-19	2017-18	2016-17	2015-16	2014-15
131	132	107	66	108

File Description

Document

Details of linkages with institutions/industries for internship

[View Document](#)

3.7.3 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: 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	2

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College houses 77 classrooms with dual desks for student seating with a green/black board in each room. There are four seminar halls equipped with ceiling-mounted LCD projectors. There are two air-conditioned auditoria with a seating capacity of 300 and 3000 respectively, and one Open-air Auditorium. There are air-conditioned Conference Halls on four out of the five floors.

There is an Air Conditioned General Library (10,000 sq. ft. with seating capacity of 250). Placement cell, Central Instrumentation Room, Extension Activities Room, Canteen, Sports store room, Document Store Room. Every department houses a departmental library with books needed for frequent referencing.

Meenakshi Sundararajan Research Centre is a research facility available to both the faculty and students of the Physical Sciences to carry out various research projects.

There is an English Language Laboratory accessible to students across Departments.

There are four well equipped Physics laboratories including an exclusive Electronics Laboratory. In addition, there is also a dark room and store room facility.

There are two Chemistry laboratories - Physical/Gravimetric and Organic/Inorganic laboratories. There is also a balance room and gas room.

There are two well-equipped Botany laboratories with a store room and museum, apart from herbarium, slide and chart cabinets. The laboratories are equipped with Laminar Air Flow Chamber, Tissue Homogeniser, Deep Vision – Flame Photometer, Hot Air Oven, Digital Spectrophotometer, Digital Electronic Table-top Balance, Inverted Trinocular Tissue Culture Microscope, Electrical Bunsen Burner with Energy Regulator.

There are two Zoology and two Biochemistry laboratories including the central instrumentation room. The laboratories also have attached store room for storage of consumables. Laminar Air Flow Chamber, Remi-Quick Freeze, Calorimeter, Orbital Shaker, Trans illuminator, UV-Visible Spectrophotometer, Microscope, Photofluorimeter, Weighing Balance, Remi-Cooling Centrifuge, Table-top Centrifuge, Centrifuge, ELISA Plate reader, Flame Photometer, Autoclave Calorimeter, Homogenizer, Digital Weighing Balance, Refrigerators, Store room and BOD incubator are the equipment available in the laboratories. There is also a Museum Section in the Zoology laboratory, and a Vermicompost unit within the campus.

The Abhinava Vidyatheertha Computer Center housed in a centrally air-conditioned, 7500 sq. ft. area. There are 112 high-end computers. There is a seminar area with seating capacity of 200, and a ceiling-mounted LCD projector, Promethean Interactive White Board used to capture lectures. There is one air-conditioned central Server Room and a central UPS Room. All the computers are connected to the internet through a 50 Mbps leased line. The central server room houses 6 powerful HP Servers and 6 servers as

virtual machines. The Department also has two laboratories, one with 50 thin clients and the other with 81 thin clients. The Computer Center and two laboratories double up as ICT-enabled classrooms for demonstrations, presentations and hands-on sessions. There is one smart classroom in the Computer centre's seminar area. The College is a part of the Microsoft Campus Agreement program and hence has access to all Microsoft software including programming environments. The College also uses Google Suite for Edu. The computer labs have the latest software resources.

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

Response:

The College provides adequate facilities and ambience for sports practices and developments, as playing sports build skills like teambuilding, coordination, leadership, self-confidence and group cohesiveness in student.

The college campus provides Area for sports and Games sufficient for our students.

The following play fields are available in the campus.

OUT DOOR GAMES:

- Basketball court
- Volleyball court
- Throwball court

- Kabaddi court
- Cricket ground

FOR ATHLETICS:

- 200-meter Track
- Long jump pit
- High jump pit

INDOOR GAMES:

- Table tennis board
- Room for playing chess and carom
- Shuttle, Badminton court inside college Main Auditorium Wooden Floor

Parade ground is available around the college building. Sports day is celebrated every year with great zest and students are motivated to participate in large numbers.

In order to create an awareness about the significance of Yoga among students, each and every class is given an induction into yoga through regular yoga sessions by having interactions with Yoga teachers.

Yoga is a part of our college activities. International Yoga Day is celebrated every year in our campus in collaboration with Isha Yoga Foundation, Coimbatore. There are three spacious room N5, N6 and N8 in fourth floor for conducting yoga courses. For other yoga programmes we use KRS auditorium and MSA auditorium.

Navras is the annual inter departmental cultural fest held in the college. Students participate to bag prizes for themselves and their department in more than 40 contests every year.

There are two air-conditioned auditoria – K. R. Sundararajan Auditorium which can accommodate about 300 students, the Meenakshi Sundararajan Auditorium which can accommodate 3000 students, and one Open-air Auditorium. These are used to host Classical Dance, Folk Dance, Fashion Show, Bhajan competitions, Adaptune, etc. during Navras.

There are two seminar halls equipped with LCD projectors - Albert Einstein Seminar Hall and Homi Bhabha Seminar Hall to conduct events like Oratorical contests, Debates, Quiz, Skits, Classical and Light Music competitions, Creative Writing, Crossword competitions. There are Conference Halls on four floors that can be used for competitions like Mehendi, Nail art, jewellery designing, poster making, face painting, flower arrangement and T-shirt painting competitions. The Computer lab is used to conduct design and presentation competition.

Meenakshi Sundararajan Fine Arts Academy promotes the interest of traditional music among students by organizing Music programmes performed by leading artists from diverse fields like Instrumental, vocal, dance and drama. The interesting feature is that our Alumni are given regular opportunities to perform in this music season. The K.R.S. Auditorium is used to conduct these Academy programmes.

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

Response: 0

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

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

Response: 7.77

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

2018-19	2017-18	2016-17	2015-16	2014-15
16.24	62.36	43.17	19.05	78.25

4.2 Library as a Learning Resource

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

Response:

The library services are automated using the standard library software package, AutoLib. The circulation system is fully computerized and all the documents are bar-coded. There are two table-top barcode scanners. Online Public Access Catalogue (OPAC) has been provided to the users. The user can browse and retrieve the online information. Web OPAC module facilitates the same on the intranet environment. Non-book materials database has been created for all CDs and DVDs available in the library. Automation of the journal section has also been done. Regular updating of books in the database is done with care.

OPAC ADDRESS: <http://librarian/opac/main.asp>

- Nature of automation: Full automation
- Version: “AutoLib” (version 5.1).
- Year of automation: 2011

Autolib software was installed and library database was created in the year 2009, after which automated service along with Web OPAC was started.

The Library has eight computer systems, one for Autolib source server, one for issue, one for return, and five thin clients for OPAC search. These systems are used for browsing online e-journals and e-books as well.

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

Response:

The College has a variety of library collections, that are captured in the following table:

#	Particulars	Numbers
1	Atlas	31
2	Encyclopedias	114
3	Maps	34
4	Minor Research Project	109
5	Major Research Project	119
6	Tamil Pezhai	326

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following

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

Response: Any 4 of the above

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

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

Response: 2.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
1.59	1.23	2.88	2.59	4.75

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

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

Response: Yes

4.2.6 Percentage per day usage of library by teachers and students

Response: 3.12

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

Response: 103

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

On 12 June, 1987, the college's first fully equipped Computer Center was formally inaugurated by the then Vice-President of India, His Excellency Sri R. Venkataraman. It was equipped with a Pragathi AL 8616 machine, 2 PCs, 5 dumb terminals and 1 printer.

The very next year saw the birth of Computer Center II in the same wing of the college building. This lab was inaugurated by His Excellency Sri R Venkatraman, this time as the President of India, on 31 August 1988.

Regular upgrades of equipment have constantly been done over the years. In 1998, about 30 computers were added to the existing infrastructure in order to facilitate the use of Windows 98 as the operating system.

5 February 2003 witnessed a culmination of sorts of the effort of the past 17 years as far as computing facilities in this college go – the inauguration of the Abhinava Vidyatheertha Computer Centre, a large computer facility covering an area of about 7200 sq. ft. The Centre was inaugurated by Dr. R. Chidambaram, then Principal Scientific Advisor to the Government of India with Dr. E. Balaguruswamy, Vice-chancellor, Anna University, gracing the occasion.

The Computer Centre is centrally air-conditioned and houses high-end computing facilities. There are 112 high-end PCs with the latest software installed. There is an exclusive seminar area inside the Computer Centre, with a seating capacity of 200, a computer, a ceiling-mounted LCD projector, Wall-mounted retractable screen, White board, Promethean Interactive White Board. There are 5 laserjet printers inside the Computer Center.

The year 2003 also witnessed the introduction of a leased line facility of 2 Mbps to supplement the already existing dial-up internet connectivity. An official website for the college is also in place, and was launched as part of the Silver Jubilee Celebrations in 2003.

The Internet leased line facility was upgraded to 8 Mbps in 2010, and the infrastructure in terms of firewalls, servers, backup solutions, UPS facilities and PCs and client computers have been vastly upgraded in terms of quantity and quality. There was a further upgrade from 8 Mbps to 20 Mbps in the year 2011. In 2018, the leased line capacity was further expanded to 50 Mbps. Juniper Firewall SRX Gateway 240, a powerful firewall protects the entire college network. There is an air-conditioned central Server Room inside the computer centre, which houses 6 powerful HP servers with 6 virtual machines. It has a Modular Smart Array and data backup facility.

There is a central UPS Room with UPS systems with a total capacity of 45 kVA apart from other UPS

systems spread across the building.

There are two other computer laboratories, one with 50 thin client systems and the other with 80 thin client systems and a UPS with capacity of 10 kVa, both connected to the servers in the Computer Center through fibre optic cable.

Apart from the main computer center and the laboratories, all the departments in the campus have a PC connected to the LAN and hence to the internet.

4.3.2 Student - Computer ratio

Response: 1586:173

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

Response: 750 MBPS

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

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 7.43

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

2018-19	2017-18	2016-17	2015-16	2014-15
20.86	14.01	32.97	94.99	71.50

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document

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

Response:

The Annual Maintenance Contracts that are put in place by the College Management ensure that there are service personnel on call either on the campus or off it, who respond to calls for servicing within a stipulated time-frame.

IT infrastructure in the campus is maintained through Annual Maintenance Contracts. Important facilities like the elevators, air-conditioners and power systems are also maintained through Annual Maintenance Contracts.

Safety for all the installations is ensured by strategic placement of enough number of fire extinguishers and fire safety infrastructure for the multi-storeyed building. The gas connections in the laboratories and the fire extinguishers on campus are also periodically checked and maintained.

All laboratory equipment are maintained and serviced by the respective vendors of the equipment.

There are Government-appointed staff including laboratory assistants and sports marker for the maintenance of the facilities on campus. The College Management appoints cleaning staff, gardener, plumber, carpenter and electricians whenever required for upkeep of the facilities in the campus.

Apart from periodic garbage clearance on the campus, the Corporation of Chennai also undertakes such clearance on request. The Housekeeping Committee appointed by the College Management looks into all relevant issues on a regular basis.

There are many initiatives undertaken to improve the physical ambience of the College. The College has an Estate Officer, Mr. P. Samsudeen, for overseeing the maintenance of the general physical infrastructure on campus.

Security guards are outsourced from a security agency to ensure safety on campus.

Though there are cleaning staff appointed for cleaning the campus facilities, students and faculty members take the initiative to keep their own campus clean and embark on mega-cleaning drives every now and then. The Students Union members in charge of Campus Care are actively involved in enthusing their fellow students to maintain a clean and green campus. Quality Circles too are actively involved in keeping the campus clean. The College Management often drives home the importance of keeping the campus clean, while addressing the students in assemblies, thus inculcating values of hygiene in them.

The Tamil Nadu Forest Department has helped the College from inception to plant trees and make it a green campus. All the beautiful green cover seen today is a fructification of that collaborative effort. Further, departments often celebrate important occasions and milestones by planting trees on campus.

The Temple of Goddess Sharadamba, the Goddess of Learning on campus, provides an ambience of serenity and grace to all those who step into the portals of the College. The Temple belongs to the Sringeri Sharada Peetham.

The life-like statue of the Founder of the College, Prof. K. R. Sundararajan that beautifies a serene enclosure near the entrance to the College is a small yet loving tribute to his sacrifices and lofty vision in founding this College. He is a source of inspiration for all who serve on this campus.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 52.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
1593	1710	1748	1766	1644

File Description

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

Document

[View Document](#)

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

Response: 18.18

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

2018-19	2017-18	2016-17	2015-16	2014-15
560	621	674	537	519

5.1.3 Number of capability enhancement and development schemes –

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

Response: 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

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

Response: 0

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

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

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

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

Response: 52.06

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

2018-19	2017-18	2016-17	2015-16	2014-15
1739	2429	2267	1285	682

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document

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

Response: Yes	
File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years				
Response: 0				
5.2.1.1 Number of outgoing students placed year-wise during the last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0
File Description	Document			
Details of student placement during the last five years	View Document			

5.2.2 Percentage of student progression to higher education (previous graduating batch)	
Response: 0	
5.2.2.1 Number of outgoing students progressing to higher education	
File Description	Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)				
Response: 35.82				
5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years				
2018-19	2017-18	2016-17	2015-16	2014-15
4	5	4	12	2

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	13	21	27	10

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

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

Response: 2

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document

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

Response:

The College has a Students Union headed by a President. The other office bearers of the Students Union are Vice President, General Secretary, Treasurer, and Secretaries and Joint Secretaries for Cultural activities, Sports, Placement, Social Service and Campus Care.

The Students Union takes active part in all College activities. The Union members help organize all College events. They take the lead in organizing the cultural festivals and also organizing extension activities and other awareness programmes on campus. They also play a major role in maintaining student discipline. They thereby develop organizing and people-management skills apart from gaining confidence and wider exposure.

Students are active and contributing members of the following administrative bodies: Grievance Appeal Committee, Anti-ragging Committee, Placement Committee, Extra-curricular Activities Committee, Housekeeping Committee, College Magazine Committee and Website Committee.

Apart from this, students are office-bearers in the Lions Campus Clubs, and hold the portfolios of President, Secretary and Treasurer of these clubs and also Zone Chairperson. There are student office-bearers for the NSS as well.

Every Department runs an Association, which has students as Association Secretary. Every Association is responsible for the conduct of co-curricular activities.

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

Response: 52.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
52	42	46	55	68

File Description

Document

Number of sports and cultural activities / competitions organised per year

[View Document](#)

5.4 Alumni Engagement

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

Response:

The alumni of the College are the College's greatest ambassadors and spread goodwill about the College through their performance, behaviour and attitudes. They contribute to the academic, cultural, and overall development of the college in various ways. In fact, the College has been the Alma Mater for generations of students from the same families.

The alumni of the college are mostly first generation learners or belonging to the low income group so the help extended by alumni is mostly in kind and not in cash. The alumni contribute intellectually and culturally and not financially.

The identity of an institution is reflected in the society through their alumni. A retrospect of their college life determines the strength of their bond with the alma mater. The alumni engages with the institution in academics and other activities of the college. Some of them contribute by training the students to improve their job prospects. Few others also form an integral part of the core crew during the selection process for placements in various companies. Few of them return to their institution to share their knowledge by actively involving themselves as speakers during seminars and conferences. The alumni employed in research institutes readily offer help to guide the students in their projects promoting academic growth. Some of them are renowned artists and they actively participate in the music festival hosted by the college.

The Alumni Association of the College was started in 1980. The general body meetings take place once a year.

The activities of the Alumni Association are:

- As part of the Board of Studies of every department, the Alumini contribute to curriculum development.
- Alumni conduct and participate in seminars, guest lectures and placement training programmes for group discussions and interviews.
- They arrange personality development programmes, and yoga & meditation courses for students.
- They conduct certificate courses on campus.
- They provide financial aid to needy students by creating endowments, arranging for scholarships and donating books.
- They take active part in the cultural life of the college by performing in cultural festivals on campus.
- They provide assistance to students by finding them part-time jobs.
- They work with the Placement Cell to bring companies they work in to the campus for recruitment.

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

Response: <2 Lakhs

File Description	Document
Alumni association audited statements	View Document

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

Response: 38

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	7	8	3	11

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document

NAAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution was started with the explicit objective of providing quality higher education to young women in the neighbourhood, principally from socially backward and economically weaker sections of the community with priority being given to those who are first generation learners. The idea was that by getting access to quality, holistic education, such women from the marginalized classes would become confident and self-reliant individuals, imbued with eco-consciousness and capable of contributing constructively towards nation building. The College also considers it important to impart to the youth, good personal and social values along with a deep appreciation for and a strong sense of pride in India's culture, tradition and heritage. All these aspects are clearly reflected in the mission statement of the College.

At the time of induction of students into the institution, the Secretary of the College addresses the students and their parents and answers all their queries. Parents are asked to visit the college often to acquaint themselves with the academic progress and wellbeing of their wards. This enables the institution to have direct interaction with the parents. Based on the response received, action is taken to implement suggested improvements if any.

The Secretary and Principal conduct general assembly frequently where students are briefed on various important matters relating to academics and student discipline. Information is also shared on important matters relating to examinations and cultural events. They also interact frequently with student representatives such as the Students Union and class representatives, and obtain informal feedback from them.

Participative leadership is achieved by involving the HoDSs the Students Union members, class representatives and assistant class representatives in discussions involving conduct of cultural activities and other important matters relating to the students. There is representation of faculty on the boards of statutory committees like the Governing.

The Secretary, Principal and the Placement Cell Co-ordinators interact with industry representatives and based on their requirements, take steps to equip the students with appropriate skills. The Management also pursues opportunities to collaborate in various fields with industries and research organizations and to draw up MoUs with them for the benefit of students.

The Management reinforces a culture of excellence among students by giving cash prizes and gold medals to rank holders and toppers in examinations, and special prizes for 100% attendance. Encouragement is also given to students to participate and excel in sports and extra-curricular activities for holistic development. The leadership sets realistic benchmarks for processes and performance and periodically reviews the same, thus reinforcing a culture of excellence.

Direct interaction that the leadership at various levels has with the parents, Faculty members, members of

the Students Union and other individual students, helps in identifying their needs. Periodic College Council meetings with the HoDs helps in identifying the various needs of the staff, changes in curriculum required, infrastructure facilities and other needs. Constant interaction with the various committees, office administration and office of the Controller of Examinations enables the resolution of these identified needs.

6.1.2 The institution practices decentralization and participative management

Response:

The institution practices decentralization and participative management, which is apparent in many spheres of activity in the college.

CASE STUDY: Admission process in the college

PARTICIPANTS: Management, Principal, Teaching staff, Nonteaching staff and student volunteers.

DESCRIPTION OF ADMISSION PROCESS:

Much ahead of the announcement of XII standard results the non-teaching staff take care of the counters for sale of application forms, for all courses offered by the college.

Upon announcement of results, teaching staff appointed for admission duty take up positions at counters allotted for the department. The teachers and student volunteers collect filled in application forms. The students seeking admission attach downloaded mark sheet with the application forms and submit at department counters that they are desirous of seeking admission to. At every counter, the downloaded mark sheets are checked for eligibility for a particular course. The applications are forwarded to the Computer Science department where the applicants are registered. The forms are checked at this point again for complete information. Volunteers here check if any details are incomplete. Registered applications are taken back to respective departments and processed for admission based on eligibility, marks and community.

Admission is given to all eligible candidates as per rules and regulations laid down by the government. The management holds a certain number of seats in each course as management quota and admission is granted at the discretion of the management. According to the norms of University of Madras candidates are given admission and no discrimination is shown at any juncture. In fact, first generation learners and economically backward students form the majority of admissions to the college. The college strictly follows the admission criteria stipulated by the government as the college is a government aided institution.

Selected candidates are intimated through self-addressed post cards which has details regarding their time of interview and other details regarding their admission. Selected candidates are given provisional admission until original mark sheets are submitted. After the student pays the fees, she is taken to the Principal along with her parents. The principal appraises the students and parents about the functioning of the college – timings, dress code, behaviour, exam patterns and rules and regulations regarding attendance and leave taking.

This month long process is a seamless operation which involves the efficient and speedy verification and processing of documents. All participants carryout their responsibilities with attention to detail to ensure that no eligible candidate misses out an opportunity. The increase in the number of intake per year has proved the efficacy of this system of decentralisation and participative management. The entire process of admission is an excellent example of decentralisation and participative management practiced by the college.

6.2 Strategy Development and Deployment

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

Response:

Our college implemented a plan of action to overcome the difficulty faced by the students in Mathematics and English by conducting Bridge Course and Remedial class since 2011.

Bridge Course: Every academic year begins with the conduct of bridge courses for the first year students. Fundamental concepts coupled with real life example were taught by the senior students, who were initially trained by staff members. This course which was conducted for a weak helped in transition of students from school to college. The course was designed not only to revise basic concept but also to introduce the course they are about to study. During the bridge course slow learners were identified and remedial classes were conducted.

Remedial Classes: Remedial classes were conducted to slow learners everyday between 2:30 pm and 4:30 pm to keep in pace with the rest of the students. I B.Sc., Physics and I B.Sc., Chemistry students were taught Allied Mathematics by senior students with good academic record and having flair for teaching. Students facing difficulty in English language from all branches were taught by final year students of English literature. Four teachers were allotted for each day to keep the students under observation and attendance was taken regularly. This one to one methodology was very effective since learner got the undivided attention of teacher. As the classes were very beneficial to the students there was no absenteeism for these classes. Students were provided refreshments by the college at the end of the sessions which was much welcomed by the students.

The Department of Mathematics prepared video lectures in the form of CD for each unit where senior students explained the problems in both regional language and English. This approach was highly beneficial as listening and viewing had a great impact on memory. As the video classes were self-explanatory, for the past few years CDs were circulated to the I B.Sc. Physics and I B.Sc. Chemistry students.

The learners found these strategic plans more beneficial and their academic progresses increased significantly.

Since the strategy was a huge success the department of History, Economics and Chemistry also started remedial classes for slow learners in their respective streams.

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

Response:

The Institution has a well-designed organizational structure to ensure proper governance and to fulfil the objectives of higher education. The college was founded in 1975, the International women's year by Shri. K.R. Sundararajan, a renowned Professor of Mathematics under the aegis of the Ganapathi Educational Trust.

The Trust, The Governing council and the College Committee work hand in hand for taking important policy decisions pertaining to the college and to promote academic excellence. The College committee and Governing council of Autonomous College takes care of the general governance through strategic planning with the support of the Trust Board. The college Secretary and the Principal monitor the activities of the college on a day to day basis. There are other committees like finance committee, admission committee, research coordination committee, extra-curricular activities committee, grievance appraisal committee, students welfare committee, student discipline committee, placement committee, anti-ragging committee etc. which have dedicated purpose. All these committees work towards the common vision and mission of the institution.

The Academic Council and Board of Studies are responsible for deciding the course work required for a particular program as prescribed by the University. This is done with the consultation of the faculty members of the Department, subject experts nominated by the Vice-chancellor and academic council of the college along with an industrial expert and meritorious alumni.

The Research Co-ordination committee encourages the faculty to take up Major and Minor research projects, to conduct conferences and workshops, to present papers at national and international level to promote research.

The examination committee comprises of the Controller of Examinations, Principal, Head of Computer Science Department and a senior staff from COE office. They are responsible for the smooth conduct of end Semester examination, evaluation and publication of results.

The admission committee comprises of the Principal, Two senior faculty members and one senior most co-opted staff member belonging to SC/ST. The selection committee of the admission has two faculty members from the respective department who scrutinize the applications, prepare the rank list and categorize them based on the guidelines of the University of Madras. The admissions are strictly done based on the reservation policy of the Government.

In addition the Students Union help in the organization of all functions conducted by the college.

The appointment of faculty is made by a selection committee comprising of the Secretary, Principal, Head of the Department and 4 subject experts nominated by University and College Committee. For the Staff recruitment, the existing guidelines formulated by the UGC and Tamil Nadu Government are strictly followed. The service rules and procedures are in accordance with Private Colleges Regulation Act 19 of 1976.

6.2.3 Implementation of e-governance in areas of operation

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

Response: Any 2 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

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

Each and every decision taken in the institution are a result of numerous meetings and discussions. With the leadership of the Secretary, Principal, every committee will be assigned with specific tasks pertaining to the requirements of conducting any programme in the college. Heads of the committees monitor the works. Meetings will be held prior to the programme in the presence of Secretary, Principal, all the heads of the department, librarian and physical director. The heads of the department in turn gets to know the activities and their suggestions of the other faculties in the department for the improvement of the processes. This enables the members getting familiarized with any kind of activities related to any programme. The conduct of programme fosters relationship and nurture unity. The agenda of the meeting will be fixed and the minutes of the meeting and resolution are recorded.

Many committees are in place to implement the resolutions passed by the management. Staff members are also asked to be a part of this. Thus, although they are not part of the actual or the core members making institutional processes, the college staff gets a chance to suggest changes. The staff is entrusted the responsibility for different tasks. One such is Board of studies of each department.

Each and every department conducts board of studies every year to recommend course of studies, teaching, examination and updating of syllabus in their respective subjects and also to advise on all matters relating to their respective subjects referred to them by the syndicate or the Academic Council.

In the institution we maintain a list of board members (subject experts), from which we invite the representatives for board meeting. The board comprises 1. Chairman Person –the head of the department, 2. Members- all the faculties of the department, 3. University Nominee, 4. Academic council Nominees, 5. Meritorious alumnae 6. Industrial Expert. The quorum for a meeting of the Board or a Group shall be not less than one-third of the total number of members of the Board or of the Group.

The board members shall meet on a date with prior information and acceptance of the members. The minutes of the meeting shall be recorded. The members recommend for change in the syllabus if needed.

The suggestions and recommendations are given and the necessary changes regarding the syllabus can be amended by passing the next academic council.

6.3 Faculty Empowerment Strategies

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

Response:

The teaching and non-teaching staff are strong pillars of any Institution. For their welfare and happiness, the college takes efforts to keep them happy and content.

Annual sports events for the staff, medical camps and yoga sessions, professional development workshops, orientation courses, refresher courses, etc. are schemes for teaching staff.

Gifts of appreciation, plans for financial savings, support for family functions, retirement felicitations are made available are schemes provided for non-teaching staff. IFHRMS training is provided. The college managements lends a helping hand to the children of the staff by providing necessary scholarship for education, support for higher education, medical facilities, recreational activities and free courses on soft skill development.

Festival advance of up to Rs. 1 lakh is a scheme that is provided yearly for all staff members who wish to avail of this facility.

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: 0

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

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

File Description

Details of teachers provided with financial support to attend conferences,workshops etc during the last five years

Document

[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by

the institution for teaching and non teaching staff during the last five years**Response:** 2.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	1	2	0	2

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**Response:** 9.52

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	14	12	10	13

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

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

An organization's success depends on its employee's performance. A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the organizational mission and vision. The process of performance appraisal helps the employee and the management to know the level of employee's performance compared to the standard level. Appraisal of academic and administrative staff is essential to maintain sustainable

development of academic and administrative staff in the areas of teaching, research, administration, scholarships etc.

The performance of the teaching staff are reviewed periodically by the council members suitable instructions are given then and there. Feedback from the students are collected and based on the report action has been taken to overcome the issues. Above all the performance of the staff are appraised based on the result they produce in their subjects. Analysis being carried out to know about the staff performance and result produced. Placement report are also analysed which is the indirect indicator of the staff performance. Experienced subject experts from the various universities, autonomous colleges are invited for academic audit to analyse the functioning of autonomy.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The College has a mechanism for internal and external audits. Internal audit is conducted periodically by the College management auditors.

The State Government and Central Government conducts an external audit. After the conduct of State Government audit, a final review meeting is conducted in the presence of the Joint Director of Collegiate Education, the College Secretary, Principal and Superintendent along with the persons who audited the accounts.

Some minor audit objections were raised during the State Government audit and all the objections were answered and settled within the prescribed time.

The audit objections are always attended immediately and relevant action are taken by the Secretary for settling audit objections. Then replies with regard to the objection along with the proof are produced to the Regional Joint Director of Collegiate Education who approves and sanctions proceedings for the same which may be treated as settled.

Followed by the State Government audit, Accountant General audit (AG Audit) is conducted by the Central Government where similar procedures as above are followed.

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

Response: 212.41

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

2018-19	2017-18	2016-17	2015-16	2014-15
32.37	50.55	44.54	55.41	29.54

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The Management makes use of numerous schemes introduced by the UGC to mobilize funds for various purposes such as infrastructure development and research work. Apart from this, the Management mobilizes funds from recognized funding agencies like the Madras Institute of Development Studies, Board of Research in Nuclear Science, Department of Atomic Energy and Department of Science and Technology, Malcolm Elizabeth Adiseshiah Trust, for research projects.

The linkages that the College has with various corporate houses etc., helps in the mobilization of funds for conferences and seminars. Funding for such conferences is also sought and obtained from Government funding agencies like UGC, CSIR and ICMR.

Alumni too contribute liberally to the development of the College through setting up endowment scholarships and prizes for students gifting equipment like air-conditioners, printers and also audio systems for the college and gifting useful books to the library.

6.5 Internal Quality Assurance System

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

Response:

The IQAC studies the needs of the institution with regard to the prevailing trends and demands of higher education and in line with the vision and mission of the college, and formulates policies to promote holistic education.

Two practices institutionalized as a result of IQAC initiatives are:

1. Quality Control Circles

Every Department has formed a minimum of one Quality Control Circle (QCC) each, with students and few staff as members. Each QCC meets regularly, and identifies and solves grassroots level problems of

various types. As per QCC standard procedure, every meeting is minuted, problems are identified and formulated, brainstorming is carried out and solutions are developed for the problem through team work and following the QCC protocols. Every QCC also makes a presentation of their work to a panel of Faculty members.

This practice has helped students develop analytical problem-solving skills, the spirit of team work, communication skills, presentation skills and management skills.

2. Single Teacher School Annual Visit

Swami Vivekananda Rural Development Society (SVRDS) runs Single Teacher Schools for students in various villages in Tamil Nadu, aligning itself with the Sarva Shiksha Abhiyan programme of the Government of India. It is an exercise undertaken to reduce the dropout rate in schools and to also increase the enrolment rate.

All students and faculty members of Meenakshi College visit about 60 Single Teacher Schools every year in the districts of Thiruvallur, Kanchipuram and Chengalpattu. There are about 150 teachers and 3000 students who take part in this exercise every year.

Activities are planned for the students to ensure that they benefit from the interaction. The faculty and students take with them many useful gifts for the children like lunch boxes, seat mats and snacks, and also for the school teachers and the school itself. Enriching games and mini talent shows are organized and prizes are distributed to the school children to help them discover their talents and to enthuse them to pursue studies. The Meenakshi College fraternity interacts with the rural children, teaches them songs, organizes interesting games to entertain them, organizes talent shows among them and motivates them to take education seriously.

The annual visits to the Single Teacher Schools expose the college students to the plight of rural children and kindle in them the spirit of service and sharing.

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

Response:

1. Academic Audit

Departments arrange for academic audits periodically. The college voluntarily invites external experts for each department to conduct academic audits of the department. It is ensured that the invited experts have not been part of any Board of Studies or of the Academic Council of the College, and hail from academia and industry or reputed research organizations. The audit committee audits the performance of the Department on various parameters such as the curriculum, teaching-learning-evaluation, research, student progression including placement, and extension activities. On the basis of the recommendations of the Expert Audit Committee, various measures have been taken by the College at the departmental level to improve processes at various levels. Examples of such measures are curricular enhancements, signing of MoUs with research organizations and industry to improve student skills and placements.

2. Workshops on teaching, learning, evaluation, curricular and examination reforms

The College regularly conducts workshops for all faculty members on reforms in teaching, learning processes and related areas. Invited speakers from eminent institutions such as Tamil Nadu Teacher's Education University, IIT Madras, University of Madras interact with the faculty members during these workshops. This provides an enriching experience for the faculty members and they gain knowledge about recent advances in these crucial areas including technological advances.

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

Response: 4.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	4	6	2	4

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document

6.5.4 Quality assurance initiatives of the institution include

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

Response: Any 2 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	View Document

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

Response:

Quality Enhancement Initiatives in the Academic Domain

The requirements of the student population are diverse in manifold ways. Once the admission process is completed, the Departments collect details regarding the socio-economic background of the students and their individual talents, apart from their academic record. The class teacher then analyses this data and identifies aspects that need attention. In the course of the first few months, the class teacher gets to know the students personally and is aware of their individual talents, strengths and weaknesses. These are dealt with appropriately through mechanisms such as counselling and creation of peer support groups.

A bridge course is conducted by the Department of Mathematics for the first year students admitted to the B.Sc. Physics and B.Sc. Chemistry programmes. This enables students to get familiar with the basics concepts required for the Allied Mathematics course in their curriculum, and serves to bridge the gap between the actual and desired knowledge of Mathematics.

Since students are admitted to the UG programmes from both English and Tamil medium backgrounds, some students are found to be at a disadvantage in the General English course that is compulsory for all. An English test is conducted after admissions and the freshers are categorized into streams based on their performance. Though the General English syllabus is the same for all students, classes are conducted separately for each stream, with different teaching methodologies adopted for different streams. This practice ensures that students find themselves in a homogenous group and hence are able to cope with the curriculum without inhibitions or any sense of inferiority or superiority.

The College encourages advanced learners to participate in technical events such as paper presentation contests, quizzes, seminars and workshops conducted in other colleges and industry, through which they get wider exposure to knowledge in their subject. They are motivated to participate in seminars in the class on topics extrapolated from the syllabus, so that they learn more about the subject and also present it to others. Advanced learners in UG are motivated to do a project in their final semester and are awarded additional credits for the same. These projects are sometimes done by students in research institutions as well. The advanced learners in UG and PG are encouraged to take up internships in various reputed organizations. Summer internships ensure that students gain technical know-how in a hands-on manner even while pursuing their studies. When students intern in research organizations, they get motivated to consider higher studies and research as a career option.

Apart from this, various add-on courses are offered to all students for skill enhancement. This has been found to improve the students' employability quotient and widen their knowledge base too, thus giving them more confidence to compete in the academic arena with their peers from other institutions.

Quality Enhancement Initiatives in the Administrative Domain

Performance auditing of the various departments is done periodically and is an effective management tool that provides information and feedback. These audits assure progress in teacher quality and departmental efficiency. Furthermore, through these independently undertaken audits of all Departments as well as of the Controller of Examinations Office and College Office, the College Administration ensures all-round progress of each and every Department.

The entire Examination management system of the autonomous college has been computerized as an enterprise-wide web application that implements all examination processes in a seamless manner. The software, called Adhyaksha, was developed completely in-house by the teachers of the Department of

Computer Science and is supported by them. This software has enhanced the ease, speed and efficiency with which the examination processes are carried out.

Performance of the Department is gauged on various aspects such as academic performance of students, placement of students, research-related activities of the Department, teaching-learning methods and processes followed. These audits are done by academic and industry experts invited for the purpose.

Quality enhancement is also enabled through organizing FDPs in the form of workshops on topics such as Curricular reforms, Examination reforms and Quality Control Circles, through which Faculty gain insights on the latest trends and technology in these areas and also learn methods of grass-roots level problem-solving.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 0

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

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

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

Response:

The college is Women's college highlighting the vision of its founder: Empowerment of Women. Gender sensitivity is one of the primary concerns of the institution. The college and its environs are such that young women who leave its portals are self-sustained, independent and motivated. The facilities in the college too promote gender sensitivity.

1. Safety and security:

Students seeking admission into the college are informed about strict rules regarding entry and exit. They are expected to be in the campus 5 minutes before bell and are instructed to exit the campus upon completion of classes. Students are discouraged from loitering around the canteen, gate or shops around the campus before, during and after college working hours.

The college has only one point of entry manned by security guards. No strangers are allowed inside the campus without proper credentials. The college gates are kept closed and locked during its working hours.

CCTV cameras are placed in strategic locations around the campus and are closely monitored.

2. Students pursuing courses in the college are grouped under a teacher who acts as a mentor. The mentor

holds regular sessions with her mentees as a group to discuss general issues regarding feminine hygiene, family relationships, personal security, and financial independence among others. The mentor also meets students individually, if personal issues need to be discussed. These meetings are held in confidence and details are not revealed unless at the discretion and choice of the student.

3. The college has a sick/retiring room for students in need of rest/recuperation. A doctor is also available on hand to treat any emergencies that might occur. The sick room is fitted with first aid kit with cot and bed.

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 203219

File Description

Document

Details of power requirement of the Institution met by renewable energy sources

[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 0

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

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 167980

File Description

Document

Details of lighting power requirements met through LED bulbs

[View Document](#)

7.1.5 Waste Management steps including:

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

Response:

Solid waste management:

In order to reduce solid waste at the institution level paperless communication drive has been launched and followed at all possible ways. With the aid of Computer, most of the academic works are done paperless.

All kinds of paper waste are sent for shredding and recycling to ITC Ltd.

Battery cells contain materials like cadmium, lead and mercury and there is the possibility of etching in the event of leakage. In the Physics laboratories, batteries are replaced by using digital DC power supplies which have an in built 5V and a regulated 15-0-15V. Hence the usage of lead or lithium ion batteries have been minimised with these power supplies.

Empty bottles from the chemistry and biochemistry laboratories such as reagent bottles are reused to prepare stock solutions and as storage containers. The chemical waste is drained off carefully.

The used up Plant specimens and materials from the Botany laboratory which are biodegradable after practical classes are dumped under the trees or as landfills in the soil, which will be degraded naturally, thus become useful manure to the tree.

Department of Advanced Zoology and Biotechnology generates Dissection wastes such as fishes, cockroaches, shark skin and earthworms They are under the category of organic biodegradable waste. These wastes are buried deep at the corner of the campus or it can be dumped in compost pits which are available in the campus. All infectious materials and contaminated articles are made non - infectious by soaking for 10 minutes in 0.5% chlorine solution

Used printer toners and cartridges across the institution are disposed off in a responsible way through Hewlett Packard's recycling programme.

Usage of plastic bags is discouraged within the premises of the College. Efforts are taken in advising the students to bring their lunch and breakfast in steel containers than in paper or plastic packages.

Liquid waste management:

The institution has a well-constructed drainage system leading to the closed collection tanks. The tanks are regularly cleaned to avoid stagnation of water.

Liquid wastes from the Biochemistry laboratory are first treated with suitable disinfectant before being discharged. Agar and other media used for microbiological purposes are autoclaved and then disposed into the drainage.

Used Chemical solution from Chemistry Laboratories are emptied into the sinks after well diluted with surplus amount of water to prevent corrosion of the sink and its outlets.

Innocuous solutions such as Copper Sulphate, Ammonium Chloride and Ferric chloride used in the Physical Sciences laboratories are disposed into drains after proper dilution.

E-waste management:

Used printers and accessories are disposed off through HP's recycling programme. Electronic waste such as keyboards, mice, monitors are replaced under AMC scheme so that they are recycled by the vendors.

The quantity of E-waste produced in the Physics lab is only due to IC's that have been burnt or spoilt during the course of the experiment, and are disposed off through the vendor.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Total area of the College: 5 acres (19, 900 Sq.m.)

Total area of land covered by buildings: 3700 Sq.m.

Total open space: 16200 sq mtrs

Facilities provided for harvesting the rainfall in our campus:

The open space arises in our campus are about 16,200m² comprises playground, gardens, and the ground covered with pavement blocks.

Water from Ground surface:

The rainwater that flows on the ground is collected in the underground soak pits. These pits are provided all around the campus. Sixteen such pits are provided in the quadrangle area. The water thus collected through these soak pits directly enter in to the ground level thus recharges the groundwater potential.

A trench is built continuously around the campus. The surface runoff water all around the campus flows through the trench and collected in the percolation tank. The trench is covered by perforated concrete blocks. The rain water that falls on the perforated concrete blocks also falls in to the trench.

The percolation Tank is arranged in such a way that the collected water from the trench are purified. During heavy rain fall, the excess rain water flows through the canal and enters in to the conservation trench, gets collected in a Sump. The water collected in the sump could be lifted to an overhead tank, then it is used for the routine usage in our campus.

Water from the terrace:

The water from the terrace (about 3700 sq. m) is collected by many pipes which are provided all around the building. The water thus collected is sent to the underground sump through the underground tanks. The average rainfall of Chennai city is 120 cm (Regional Meteorological Centre, Chennai). With this rainfall, our land comprising of 5 acres, harvests nearly 20 million litres of water per year. (against the total requirement of 160 million litres per year, nearly 12.5% requirement achieved by rain water harvesting system) This water directly enters in to the ground and enhances the quality and quantity of the existing ground water potential.

This type of ground water recharge improves our ground water potential, make our garden green and provide a good environment to our students and staff. So our campus has well established system to make

sustainable environment.

Amount of Rainwater harvesting:

Per capita requirement per day - 135 litres

135 * 3200 students

= 432000 litres per day

= 432000 * 365 = 15,76,80,000 litres

= 157 Million litres approx.

Through Rainwater harvesting

100 cm rain fall

Height of rain fall: **100 cm= 1m**

Area: **5 acres = 20234.28 metre square**

Volume = area * height

= 1 m * 20234.28 metre square

= 20234.28 meter cube

= 20234.28 * 1000 (convert meter cube to litres)

= 20234280 litres

= **20 Million litres**

7.1.7 Green Practices

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

Response:

Green practices have been consciously worked into the institutions' various activities in the face of

increasing awareness about pollution and green-house effect.

Students are encouraged to use bicycles to travel to and from the college. Students park bicycles along with two wheelers in the two wheeler parking area. However, majority of students use public transport like buses, trains or autos to reach college. A bus stop just outside the college gates make it convenient for staff and students to commute. The Kodambakkam railway station is at a distance of mere 500 mts from the college. Good connectivity through buses and trains makes the use of autos, cabs or personal vehicles minimal. Carpooling is a common practice among staff and students.

The college building is surrounded by a tar road with a footpath making it pedestrian friendly. Speed breakers have been installed to prevent two-wheelers and four-wheelers from speeding and also to ensure safety of the pedestrians.

The campus maintains a plastic free environment. The canteen uses plates and cups made of steel or paper to serve food and beverages. Constant anti plastic drives have instilled in students and staff the habit of avoiding plastics wherever possible.

As part of the Green Initiative the college operates with less paper. Question papers are emailed to the Controller of Examinations. Information between departments is communicated via e-mail, etc. Adhyaksha, the Examinations Software, enables the collation, calculation and tabulation of continuous internal assessment marks in a paperless manner.

The college boasts of many old trees adorning the campus. The quadrangle is a riot of colour during the summer and monsoon seasons inviting birds of different species. Tree planting drive is an annual feature of the college activities.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.00	0.00	0.00	0.00	0.00

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

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

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

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

Response: 0

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

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

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

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

Response: 0

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

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

7.1.12	
Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff	
Response: Yes	
File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document
7.1.13 Display of core values in the institution and on its website	
Response: Yes	
File Description	Document
Provide URL of website that displays core values	View Document
7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations	
Response: Yes	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
7.1.15 The institution offers a course on Human Values and professional ethics	
Response: Yes	
7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions	
Response: Yes	
7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years	
Response: 36	
7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony	

and social cohesion as well as for observance of fundamental duties year-wise during the last five years

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

File Description	Document
List of activities conducted for promotion of universal values	View Document

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

Response:

The College wholeheartedly embraces the ethnic, religious and cultural diversity of our country by celebrating various national festivals. In order to make the youth remember the sacrifices and contributions of great statesmen and philanthropists, their birth and death anniversaries are remembered.

Festivals

January 1	New Year Day	Declared a holiday as a mark of celebration	
January 15	Makara Sankranti or Pongal	Thanksgiving festival to Sun God for a bountiful harvest	
January 17	Uzhavar Thirunal	To remember the contribution made by the farmers.	
January 16	Thiruvalluvar Day	State Government holiday. On next working day competitions on Thirukural , and display posters to	
February/March	Maha Sivarathri	Overcoming of darkness and ignorance by lord Shiva	
March	Holi	The festival that celebrates friendship and love and	
April	Ugadhi	Telugu new year day is declared a holiday as a mark of	
August	Avani Avittam & Gayathri-Japam	Festival of changing the poonal / janeu and chanting	
August	Vriksha Raksha Bandhan	Planting a tree sapling and tying a Rakhi for it to nurture the sapling into a tree	
August	Bakrid	Holiday	
August	Janmashtami	Festival to celebrate the birth of Lord Krishna	
September	Vinayaka chaturthi	Holiday	
Sep last week to Oct 1st week	Navarathri	Navarathri is celebrated. Thematic Golu is displayed	
October last week	Deepavali	Deepavali is celebrated by distributing sweets to the	
December 25 – January 1	Christmas	Holidays	

Birth/Death Anniversaries of Indian Personalities

January 30	Martyrs' Day - 2 minutes' silence is observed as
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	respect to Mahatma Gandhi and also to all who their lives for the nation.
January 12	Birth anniversary of Swami Vivekananda - e invited talks, etc.
July 27	Death anniversary of Dr. APJ Abdul Kalam - exhi talks about him and his work.
September 05	Teacher's Day – students organize a celebration teachers
October 02	Gandhi Jayanthi - national holiday.
October 28	Birth anniversary of Sister Nivedita, disciple of Vi – reading of books on her life and invited talks.
December 11	Birth anniversary of Subramania Bharathiar - sing writing and oratorical competitions.
December 22	Birth anniversary of the mathematician S. Ramanu competitions and seminars

Events of National Significance

January 25	National Voters Day - taking the Voter's Oath.
January 26	Republic Day - hoisting tricolour, march pas patriotic songs.
June 21	International Yoga Day - Yoga sessions held for st teachers by reputed Yoga schools.
August 15	Independence Day - hoisting of tricolour, march pa patriotic songs.
August 29	National Sports Day - sports competitions are hel told of the importance of keeping fit.
October 01	International Day for the Elderly - Old age home vis
December 01	World Aids Day – Aids awareness programmes con

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

Response:

The salary of the staff members is credited directly through online ECS. The individual may view her pay particulars, increment particulars, Income tax particulars online. The TPF (Teachers Provident Fund) / CPS (Contributory Pension Scheme) is being deducted every month from the individual and the same may be viewed by them. The individual may follow their account online and they may generate their own TPF/CPS annual account statement, any amount withdrawn by them during the financial year and balance amount in her TPF/CPS account etc.

The service registers of the staff members have been digitized. Any staff member can view their leave particulars such as medical leave, earned leave, leave on loss of pay and balance leave available in their account.

Every year the students have been paid scholarships. This scholarship amount is being credited directly to the students' bank account through ECS. Hence the Institution maintains complete transparency in all

aspects.

7.2 Best Practices

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

Response:

Best Practice I

1. Title of the Practice: Online Examination Management System

2. Objectives of the Practice

To develop and deploy an e-system to manage the entire student evaluation and related processes which will achieve the following:

- Facilitate easy and effective maintenance of and access to critical information with regard to the complete process of student evaluation including internal and external assessment.
- Maintain repositories of versions of syllabi.
- Easily generate nominal rolls and keep track of student results with respect to both internal and external assessment.
- Make the recording of Internal Assessment marks easier and consistent with the manual processes, with accountability being maintained online.
- Enable faculty to easily track student performance.
- Generate Result Sheets and Mark Sheets after examinations.
- Enable special services like reprinting of mark sheets in specific cases and archiving of historical data.
- Enable various levels of users of the system, including the CoE, Secretary, Principal, staff at the Office of the CoE, HoDs and teaching faculty to view, add or modify information only appropriate to their level of authority.
- Seamlessly maintain critical workflow processes online.
- Automatically calculate and present analytical information about student progress along with indicative information about social and economic background of the student, etc.
- Automatically analyze and present information on performance of students in subjects taught by a particular teacher, to serve as a feedback for the teacher herself.

3. The Context

Initially, there were separate software packages to manage different processes in the examination system, leading to redundancies in data and difficulty in maintaining data consistency.

Further, continuous internal assessment marks were prepared manually by all Department faculty members and submitted to the Controller of Examinations. There was a process of keying in these marks by the CoE's office again, creating opportunities for manual errors. Thus, the workflow was split across applications and also between electronic and manual processes.

The existing system did not account for versions of syllabi. As the system grew with new courses being added and updates to the technology infrastructure on campus, the need was felt to deploy a system that is easily accessible to all stakeholders in a consistent manner and comprehensively manages the entire examination process workflow. Further, since there were different repositories being maintained, there was no comprehensive way in which specific information regarding a student's progress could be gathered from the system.

Third-party software application packages were found to be unsuitable for existing robust processes unique to the College, and hence the need of the hour was to design a system in-house that would reflect the ethos of the College and would be comfortable for all to use.

A comprehensive web-based enterprise-wide application software package was incrementally designed, developed and deployed on campus, and the system was christened, "Adhyaksha", a Sanskrit word meaning 'supervisor'.

4. The Practice

The Controller of Examinations, the staff at the CoE's office, the Secretary, the Principal, the HoDs of all Departments and all faculty members have access to the system through their individual logins. Individual logins provide each user access to the system that is appropriate to their level of authority.

The authority and responsibility of setting the nominal roll for every class for the semester vests with the HoD of each Department alone. Once the nominal rolls are set and submitted online, the faculty members gain access to the internal assessment marks. The system is designed to allow access to the internal assessment marks for a subject only to the particular teacher who teaches that subject for that semester and to the HoD of the Department offering the subject.

The entire gamut of internal assessment marks for a subject, comprising various tests, assignments, internal examinations, etc. are keyed in regularly by the teacher. All calculations are done and displayed online by the system. Thus, the progress of a student can be checked at any time by the teacher and the HoD.

At the end of the semester, the students check their marks online and the HoD reviews the marks for each student for each subject offered by her Department, and submits it online to the CoE. After this process of submission, no changes may be made to the Continuous Internal Assessment (CIA) by the Departments. Also, the CoE cannot view the CIA online until and unless the HoD has submitted it.

Neatly formatted print-outs of the Continuous Internal Assessment (CIA) are then generated by the CoE's office and are duly checked and signed by the students. This eliminates intermediate use of paper during the process.

End-Semester Examination (ESE) marks are keyed into the system through an easy-to-use interface. This is done exclusively by the staff at the CoE's office. The results are then calculated by the system and printed neatly.

Mark sheets are printed on the pre-printed sheets using this software. All calculations including CGPA, letter grades and classification are done by the software after checking if the student has completed all the requirements of the course.

Printing of mark sheets can be done in bulk for an entire class or for an individual student. Reprinting of duplicate mark sheets is also provided for, for special cases.

Supplementary Examination nominal rolls are automatically generated by Adhyaksha - they only have to be checked and submitted online by the HoD. Improvements in CIA and ESE results too are keyed in as described earlier, after which results and mark sheet printing takes place as already detailed.

Regular backups of this sensitive and crucial data are maintained in the central server system and through permanent magnetic tape backups. This ensures constant availability of the system and a robust disaster recovery mechanism.

Since Adhyaksha is a repository of all student-related details, mechanisms have also been built in to it to generate student progression analysis reports. This mechanism within Adhyaksha provides analytical information about student progress and also provides supporting information such as social and economic background of the student, whether or not she is a first generation learner, etc. All these features are utilized by the Academic Progress Monitoring System to enable the College to custom-tailor effective remedial measures to help students perform better.

Adhyaksha also gleans information from its data repository regarding the academic performance of students for subjects taught by specific teachers. This is used in the Faculty Performance Appraisal System to give feedback to teachers.

5. Evidence of success

Computerization has incredibly speeded up the entire process and minimizes human errors. Speedily publishing results has become easier than before.

A comprehensive record of each student's academic performance is centrally maintained in this way. Data redundancy and duplication errors have been eradicated.

All manual processes have been converted to electronic processes though the process workflows and levels of authority of people have been maintained in the system.

All calculations for CIA and results are automated, thus reducing the overheads and margin of error for the faculty and the CoE's office.

The manual processes of CIA preparation and submission have been done away with, improving the efficiency of the process and making CIA error-free.

The data analysis services provided by Adhyaksha have provided the College with insights into student and faculty performance and thereby helped identify students who need additional support.

6. Problems Encountered and Resources required

Designing this comprehensive and large software system was a challenge for the development team and the College Management, for it encompassed scores of rules and exceptions. This was systematically dealt with through the adoption of robust design methodologies and a regular system of feedback from the users at the time of development itself.

Initial hesitation to adopt online systems was there among the faculty, but they soon overcame it because of the training and also because of the realization that the system was making life easier. Now all faculty members are comfortable with the system.

The College Management has always been a staunch believer in technology and makes every effort to provide the best in technology infrastructure to the faculty and students. This characteristic ensured the availability of all hardware and software resources required to design, deploy and manage such a vast and critical system online. Further, the commitment of the entire faculty community in the College to cooperate with the Management to keep modernizing and improving the system, has ensured the success of this initiative

Best Practice II

1. Title of the Practice: Single-Teacher-School Programme

2. Objectives of the Practice

- To motivate rural children to pursue their education.
- To motivate parents of rural children to continue their child's education so that dropouts are reduced.
- To sensitize the students of the College to the problems of rural children and the importance of educating them.
- To inculcate an appreciation in the students of the College for the opportunities they have that others do not.

3. The Context

Education remains a dream for thousands of children in our country. Swami Vivekananda said, "India lives in her villages and her salvation lies in their empowerment." While the children in urban and semi-urban areas have easier access to education, the children in rural and extremely remote areas have absolutely no access to education due to lack of infrastructure. They tend to stay away from education due to other reasons as well, such as domestic compulsions to go for daily work and social discrimination. In this scenario it becomes imperative for the privileged among society to remove the hurdles that rural children face and to enable them to undergo a wholesome education and achieve a better quality of life.

4. The Practice

Swami Vivekananda Rural Development Society (SVRDS) runs Single Teacher Schools for students in the remote and backward villages in Tamil Nadu, aligning itself with the Sarva Shiksha Abhiyan programme of the Government of India. It is an exercise undertaken to reduce the dropout rate in schools and to also increase the enrolment rate.

All students and faculty members of Meenakshi College visit about 60 Single Teacher Schools every year in the districts of Thiruvallur, Kanchipuram and Chengalpattu. About 60 buses are arranged by the College Management for these visits which have become exercises in large scale logistics management as well. There are about 140 teachers and 3000 students who take part in this exercise every year.

Activities are planned for the students to ensure that they benefit from the interaction. The faculty and students take with them many useful gifts for the children like lunch boxes, seat mats and snacks, and also for the school teachers and the school itself. Enriching games and mini talent shows are organized and prizes are distributed to the school children to help them discover their talents and enthuse them.

This practice of the College is part of the fight against illiteracy and morbidity. The annual visits to the Single Teacher Schools expose students to the plight of rural children and kindle in them the spirit of service and sharing. The Meenakshi College fraternity interacts with the rural children, teaches them songs, organizes interesting games to entertain them, organizes talent shows among them and motivates them to take education seriously.

5. Evidence of success

The feedback from SVRDS is that the enrollment rate in these schools has gone up significantly ever since Meenakshi College started patronizing and visiting these schools three years ago. In fact every year, the College witnesses an increase in the number of children enrolled in the schools during the visit.

The children in the schools enjoy the interaction with their elder sisters from Meenakshi College, and get enthused to pursue studies and make their dreams come true. Many are the children who express lofty ideals and superior ambitions to grow up and make a difference to the world around them.

The students and faculty of the College look forward to these visits that provide a peep-hole into the lives of our rural children and the conditions in which they live and study. There is deep sense of inner satisfaction that all faculty and students derive from these visits, for there is the feeling of having touched innocent lives in a positive way. These interactions also increase the sense of social commitment and an appreciation and gratitude for the privileged lives people lead in the cities. They give the opportunity for College students to be grateful for what they have and to give back to society as much as they can.

6. Problems encountered and resources required

There have been no constraints or problems in implementing this practice. The College intends to only increase the frequency of these visits to the schools to improve the impact of the exercise.

7.3 Institutional Distinctiveness

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

Response:

Meenakshi College for Women is an institution built on the values that service to humanity is the loftiest form of worship. The vision of the college is to impart the values of patriotism, integrity and compassion for the underprivileged in a conscious manner.

The priority of the institution is to educate the socially and economically disadvantaged sections of society and first-generation women learners, in an inclusive and welcoming atmosphere. It also shapes the young

women into skilled, responsible, disciplined and socially conscious citizens so that they imbibe the cardinal virtues of Faith, Fidelity and Fortitude.

Inclusive higher education for the benefit of girls belonging to all sections of society is given top most priority.

Education is the most crucial investment in human development. Higher education must play its part in tackling democratic challenges. This means ensuring that higher education is inclusive .

Implicit social responsibility

Educational institutions have an **implicit social responsibility** to ensure that their practices work for the benefit of all students. Education is a means to realization of a variety of ends: employment opportunities, higher productivity and income, better health, greater social and political participation, and above all enhancing individual's personal and social wellbeing The thrust has been over the years to improve the societal status of girl students from lower income groups and first generation women learners.

Thrust areas

Making higher education systems inclusive and connected to society is brought about by

- Giving priority during admission
- Getting scholarships for needy students (both government , institutional and individual)
- Providing the right conditions for students of different backgrounds to succeed
- Providing adequate classroom facilities
- Well equipped seminar halls
- Research centre for students seeking higher education
- Online coaching to face competitive examinations (SAR and GK)
- Quality Control Circles course (OQCC) is offered to all UG and PG students along with a presentation component, to build problem-solving, team work and presentation skills.
- Well stocked library with internet facility
- Sports persons are given extra weightage
- Placement assistance on completion of studies
- Implementing a curriculum that is holistic

How the institution implements inclusiveness in all spheres

During the process of admission the institution wholeheartedly chooses students whose parents belong to the economically disadvantaged group. The privileged and the under privileged are not shown any discrimination- in fact no one knows the background of the students other than their mentors . This inclusiveness is a very healthy practice as the girls will soon be part of the larger corporate world. This democratic outlook will teach them how to handle people from different strata of society with the same kind of openness that they encountered at this institution.

Institutional commitment to inclusive learning and teaching is evident in its

- curriculum design and contents
- pedagogy and curriculum delivery

- student assessment and feedback

Successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which include physical, cognitive, academic, social, and emotional. Inclusive aspects in teaching and learning is evident in the college through peer-supported learning in the form of pair-work, cooperative grouping, and peer tutoring.

The type of classroom climate and the teaching techniques can produce an environment that either supports or impedes students from diverse backgrounds. The college therefore takes utmost care in implementing a **curriculum that is all inclusive** and not lopsided to facilitate the advanced learners alone.

The positive impact of these inclusive classroom environments have shown obvious results in the increased pass percentage of the students across all disciplines . **Inclusive assessment** involves the use of fair and effective assessment methods and practices that enable all students to demonstrate what they know, understand and can do. An important factor in effective inclusive education is the implementation of consistent behavioral supports throughout the learning environment. This consistency is essential for the success of students coming from home situations that are less supportive or from economically dependent environments.

Resources required for inclusive assessment

- Introduction of ICT
- Appropriate assessment pattern
- Preparation of appropriate text book material
- Determining activities to encourage all students

Sustained support for the underprivileged learners

Meticulous efforts are taken to get Government scholarship for BC, MBC,SC & ST students as well as private scholarships . Peer teaching and remedial teaching are some of the methods adopted to help the learners perform better. During the first semester the pass percentage is not too high but with the sustained effort taken by teachers, mentors and peers alike, students who are at the margins show a significant improvement .The students from disadvantaged socio-economic groups lack basic skills such as literacy, numeracy and digital competence due to lack of exposure. The college has therefore introduced Analytical skill based papers SAR 1,SAR 2,and SAR3 and a paper on General Knowledge for all students to bring them on a par with the privileged students.

Conclusion

As one of the key goals of education is to foster personal growth within students, educational structures and culture must continually be renewed through innovation and creating a culture of inclusion at all levels. At Meenakshi College, Education is not just about preparing for a career but also about fostering self-determination, and lifelong learning in keeping with the vision of the institution . which is , to impart quality education for all students especially for the under privileged in a conscious manner.

5. CONCLUSION

Additional Information :

Staff are encouraged to publish papers at UGC recognised journals for self-improvement as well as for career advancement.

Certificate courses on topics like e-publishing and banking training are being offered to make students industry ready.

A stem cell donor registry has been set up with details of all the students to help needy on humanitarian grounds.

Health is taken care of by conducting Yoga workshops for students as well as staff.

Students are imbued with service mindedness by making them members of Lions club International which makes ambassadors of good will even after they leave the portal of this college.

The Meenakshi Sundararajan Fine Arts Academy organises cultural programs free of cost to benefit the local community. Students are given the rare opportunity to perform alongside stalwarts in music and dance which is a noble gesture. This instils self confidence in the minds of young students.

Concluding Remarks :

NAAC plays an important role in motivating institutions towards further improvement. Phenomenal efforts have been taken by all the staff members in the accreditation process which helps the institution to know its strengths, weakness, opportunities and the challenges through an informed review. This shows that the institution is pro- active and open to review and assessment.

SWOC analysis provides us with a benchmark to understand where we stand in relation to existing and acceptable standards.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 77 Answer after DVV Verification: 37</p> <p>Remark : Considered only value added courses that are outside the curriculum and imparting transferable and life skills</p>																				
1.4.1	<p>Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise</p> <p>Answer before DVV Verification : A. Any 4 of above Answer After DVV Verification: B. Any 3 of above Remark : Parents feedback is not pertaining to metric content</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : D. Feedback collected Answer After DVV Verification: D. Feedback collected Remark : Accept HEI claim</p>																				
2.3.3	<p>Ratio of students to mentor for academic and stress related issues</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 128 Answer after DVV Verification: 1</p> <p>Remark : No supporting documents provided for Mentor Mentee issues</p>																				
2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>9</td> <td>3</td> <td>6</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	9	9	3	6	4	2018-19	2017-18	2016-17	2015-16	2014-15					
2018-19	2017-18	2016-17	2015-16	2014-15																	
9	9	3	6	4																	
2018-19	2017-18	2016-17	2015-16	2014-15																	

5	5	2	4	2
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2.5.5	<p>Status of automation of Examination division along with approved Examination Manual</p> <p>Answer before DVV Verification : A. 100% automation of entire division & implementation of Examination Management System (EMS)</p> <p>Answer After DVV Verification: E. Only manual methodology</p>																				
3.1.2	<p>The institution provides seed money to its teachers for research (average per year)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 638 1045 772"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>12.02</td> <td>10.22</td> <td>11.35</td> <td>9.69</td> <td>11.80</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 851 1045 985"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Remark : No specification of amount of seed money. Only articles. Bills does not detail the seed money details</p>	2018-19	2017-18	2016-17	2015-16	2014-15	12.02	10.22	11.35	9.69	11.80	2018-19	2017-18	2016-17	2015-16	2014-15	0.00	0.00	0.00	0.00	0.00
2018-19	2017-18	2016-17	2015-16	2014-15																	
12.02	10.22	11.35	9.69	11.80																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0.00	0.00	0.00	0.00	0.00																	
3.1.3	<p>Number of teachers awarded international fellowship for advanced studies/ research during the last five years</p> <p>3.1.3.1. The number of teachers awarded international fellowship for advanced studies / research year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="303 1377 1045 1512"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="303 1590 1045 1724"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	1	1	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	1	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
3.1.4	<p>Institution has the following facilities</p> <ol style="list-style-type: none"> 1. Central Instrumentation Centre 2. Animal House/Green House / Museum 3. Central Fabrication facility 																				

	<p>4. Media laboratory/Business Lab/Studios</p> <p>5. Research / Statistical Databases</p> <p>Answer before DVV Verification : B. Three of the facilities exist Answer After DVV Verification: C. Two of the facilities exist</p>																				
3.2.2	<p>Number of research centres recognised by University and National/ International Bodies</p> <p>3.2.2.1. Number of research centres recognised by University and National/ International Bodies</p> <p>Answer before DVV Verification : 54 Answer after DVV Verification: 0</p> <p>Remark : No Award letter of recognition of Research Centres by the affiliating University / Recognized National / International Bodies. It is a cluster of certificates of internship and documents relevant to other documents provided</p>																				
3.2.4	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.2.4.1. Number of research projects funded by government and non-government agencies during the last five years</p> <p>Answer before DVV Verification : 1 Answer after DVV Verification: 0</p> <p>Remark : The supporting sanction letter attached does not belong with the required five years</p>																				
3.3.3	<p>Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years</p> <p>3.3.3.1. Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>18</td> <td>5</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : No Photo Copies of award letters provided</p>	2018-19	2017-18	2016-17	2015-16	2014-15	3	18	5	6	5	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
3	18	5	6	5																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
3.3.4	<p>Number of start-ups incubated on campus during the last five years</p>																				

3.3.4.1. Total number of start-ups incubated on campus year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	0	0	1

Answer After DVV Verification :

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

Remark : The supporting documents have no relevance to the Metric

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

3.4.4.1. How many Ph.Ds are registered within last 5 years

Answer before DVV Verification : 2

Answer after DVV Verification: 1

3.4.4.2. Total number of teachers recognised as guides during the last 5 years

Answer before DVV Verification : 7

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
35	13	7	19	19

Answer After DVV Verification :

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

3.5.2 Revenue generated from consultancy during the last five years

3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.21	0.05	2.30	3.59	5.01

Answer After DVV Verification :

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

0.00	0.00	0.00	0.00	0.00
------	------	------	------	------

Remark : The supporting document is not relevant to the Metric

3.5.3 Revenue generated from corporate training by the institution during the last five years

3.5.3.1. Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
0.11	0	0.04	0.07	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0.11	0.00	0.00	0.07	0.03

Remark : Revised as per supporting document

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	14	3	4	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	4	1	0	0

Remark : Revised considering only awards

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

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

Answer before DVV Verification:

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

13	16	13	23	18
----	----	----	----	----

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Remark : No detailed program nor photographs with date and caption

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3172	3277	3281	3236	3026

Answer After DVV Verification :

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

Remark : No list of students nor any other relevant duly authorised document submitted to substantiate the claim

3.7.3 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)

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
16	13	14	12	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	2

Remark : Considered MoUs that are active during the assessment period and where the dates are mentioned

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

4.1.3.1. Number of classrooms and seminar halls with ICT facilities

Answer before DVV Verification : 11

Answer after DVV Verification: 0

Remark : No supporting document the Google drive document cannot be considered

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	60	40	18	75

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16.24	62.36	43.17	19.05	78.25

Remark : Revised on the basis of the statement of account attached

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

Remark : Accept HEI claim

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

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)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
62.34	65.06	78.43	139.66	100.54

Answer After DVV Verification :

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

20.86	14.01	32.97	94.99	71.50
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Remark : Revised considering only Maintenance and Repairs

5.1.3 Number of capability enhancement and development schemes –

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

Answer before DVV Verification : 7 or more of the above

Answer After DVV Verification: 3 or less of the above

Remark : Considered yoga, remedial and career counselling as per the supporting document attached

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3153	3254	3251	3212	3001

Answer After DVV Verification :

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

Remark : No list of students to substantiate the number for each year, circulars, brochures of the competitive examinations and career counselling provided

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
309	333	350	401	333

Answer After DVV Verification :

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

Remark : Only printout without any authorisation provided and no detail of outgoing students supporting placement provided

5.2.2

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 450

Answer after DVV Verification: 0

Remark : Only printout without any authorisation from competent authority provided

5.3.1

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	3	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	0	0	0

Remark : Only awards considered excluding participation and with the attached document

6.5.4

Quality assurance initiatives of the institution include

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

Answer before DVV Verification : Any 4 of the above

Answer After DVV Verification: Any 2 of the above

7.1.1	<p>Number of gender equity promotion programs organized by the institution during the last five years</p> <p>7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>9</td> <td>17</td> <td>8</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : None of the supporting photos and detail belong to gender based programs</p>	2018-19	2017-18	2016-17	2015-16	2014-15	6	9	17	8	12	2018-19	2017-18	2016-17	2015-16	2014-15	0	0	0	0	0
2018-19	2017-18	2016-17	2015-16	2014-15																	
6	9	17	8	12																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0	0	0	0	0																	
7.1.4	<p>Percentage of annual lighting power requirements met through LED bulbs</p> <p>7.1.4.1. Annual lighting power requirement met through LED bulbs (in KWH)</p> <p>Answer before DVV Verification : 21960</p> <p>Answer after DVV Verification: 0</p> <p>7.1.4.2. Annual lighting power requirement (in KWH)</p> <p>Answer before DVV Verification : 167980</p> <p>Answer after DVV Verification: 167980</p> <p>Remark : No relevant detail provided as attachment and only excel data available</p>																				
7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <p>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1532 1046 1666"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1.5</td> <td>1.25</td> <td>1</td> <td>0.5</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1744 1046 1879"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table> <p>Remark : NO detail provided earlier except excel input in the SSR report</p>	2018-19	2017-18	2016-17	2015-16	2014-15	1.5	1.25	1	0.5	1	2018-19	2017-18	2016-17	2015-16	2014-15	0.00	0.00	0.00	0.00	0.00
2018-19	2017-18	2016-17	2015-16	2014-15																	
1.5	1.25	1	0.5	1																	
2018-19	2017-18	2016-17	2015-16	2014-15																	
0.00	0.00	0.00	0.00	0.00																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <p>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages</p>																				

year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	10	10	10

Answer After DVV Verification :

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

Remark : No supporting data provided previously

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	14	10

Answer After DVV Verification :

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

Remark : None of the attached claimed program belong to this Metric

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

Remark : Accept HEI claim

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

Answer before DVV Verification : Yes

Answer After DVV Verification: Yes

Remark : Accept HEI claim

2.Extended Profile Deviations

ID	Extended Questions
1.3	Number of students appeared in the examination conducted by the Institution, year-wise during the

last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4618	4895	4939	4893	4567

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2240	2408	2403	2416	2099

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
205.88	309.51	279.46	312.84	366.16

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
720.96	465.16	631.60	699.71	574.60