# Annual Quality Assurance Report 2014 - 15

**Submitted by**



# Meenakshi College for Women (Autonomous)

**Kodambakkam, Chennai 600 024**

# Meenakshi College for Women (Autonomous)
## Kodambakkam, Chennai 600 024

## Annual Quality Assurance Report for 2014-15

### Part – A

**1. Details of the Institution**

1.1 Name of the Institution

> **Meenakshi College for Women (Autonomous)**

1.2 Address Line 1

> 363, Arcot Road

Address Line 2

> Kodambakkam

City/Town

> Chennai

State

> Tamil Nadu

Pin Code

> 600 024

Institution e-mail address

> office@meenakshicollege.com

Contact Nos.

> 044 - 24725466

Name of the Head of the Institution:

> Dr. Parvathi Shenbagadevi

Tel. No. with STD Code:

> 044 – 2472 5466

Mobile:

> +91 98841 24911

| Name of the IQAC Co-ordinator: | Dr. Meenakshi Lakshmanan |

| Mobile: | +91 98406 49973 |

| IQAC e-mail address: | iqac@meenakshicollege.com |

### 1.3 **NAAC Track ID**

TNCOGN13394

### 1.4 **NAAC Executive Committee No. & Date:**

March 31, 2007 / 322

### 1.5 Website address:

www.meenakshicollege.com

Web-link of the AQAR: http://www.meenakshicollege.com/administration/iqac

### 1.6 Accreditation Details

| Sl. No. | Cycle | Grade | CGPA | Year of Accreditation | Validity Period |
|---------|-------|-------|------|----------------------|-----------------|
| 1 | 1st Cycle | A+ | 92.90 | 2007 | 5 |

1.7 Date of Establishment of IQAC :     DD/MM/YYYY     01/01/2005

### 1.8 AQAR for the year

2013 - 2014

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

   i.   AQAR for year 2007-2008 on 21.03.2008
   ii.  AQAR for year 2008-2009 on 20.03.2009
   iii. AQAR for year 2009-2010 on 31.03.2010
   iv.  AQAR for year 2010-2011 on 21.03.2011
   v.   AQAR for year 2011-2012 on 19.03.2012

vi.   AQAR for year 2012-2013 on <u>25.03.2013</u>
vii.  AQAR for year 2013-2014 on <u>19.07.2014</u>

## 1.10 Institutional Status

University       State ☐  Central ☐  Deemed ☐  Private ☐

Affiliated College       Yes ☑       No ☐

Constituent College       Yes ☐       No ☐

Autonomous college of UGC    Yes ☑    No ☐

Regulatory Agency approved Institution    Yes ☐    No ☑

Type of Institution    Co-education ☐    Men ☐    Women ☑

Urban ☑    Rural ☐    Tribal ☐

Financial Status    Grant-in-aid ☑    UGC 2(f) ☑    UGC 12B ☑

Grant-in-aid + Self Financing ☑    Totally Self-financing ☐

## 1.11 Type of Faculty/Programme

Arts ☑    Science ☑  Commerce ☑  Law ☐  PEI (Phys Edu) ☐

TEI (Edu) ☐        Engineering ☐        Health Science ☐    Management ☐

Others   (Specify)    .

1.12 Name of the Affiliating University *(for the Colleges)*    University of Madras

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University ✓

University with Potential for Excellence ☐          UGC-CPE ☐

DST Star Scheme ☐          UGC-CE ☐

UGC-Special Assistance Programme ☐          DST-FIST ☐

UGC-Innovative PG programmes ☐          Any other (*Specify*) ☐

UGC-COP Programmes ☐

## 2. IQAC Composition and Activities

2.1 No. of Teachers     6

2.2 No. of Administrative/Technical staff     1

2.3 No. of students     ---

2.4 No. of Management representatives     1

2.5 No. of Alumni     ---

2. 6  No. of any other stakeholder and

community representatives     ---

2.7 No. of Employers/ Industrialists     ---

2.8  No. of other External Experts     2

2.9 Total No. of members     10

2.10 No. of IQAC meetings held     4

2.11 No. of meetings with various stakeholders    No. [4]    Faculty [4]

Non-Teaching Staff Students [--]    Alumni [--]    Others [--]

2.12 Has IQAC received any funding from UGC during the year?   Yes [ ]    No [✓]

If yes, mention the amount [----]

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. [0]  International [--]  National [--]  State [--]  Institution Level [--]

(ii) Themes [----]

2.14 Significant Activities and contributions made by IQAC

**Review of the Teaching-Learning Process**

The IQAC has applied quality parameters for the various academic and administrative activities of the college. It has organized workshops and seminars on quality-related themes as part of staff enrichment programmes. It documents all the activities of the College and steers the College towards quality enhancement, facilitating the internalization of a quality culture. It prepares and submits the annual Quality Assurance Reports based on the identified quality parameters. To improve the quality of teaching, periodic feedback is also obtained from students apart from periodic review of students in internal tests.

Outcome: Consequent to the setting up of the IQAC in 2006 and its post-NAAC initiatives after the last NAAC accreditation, a definitive quality improvement in all spheres of institutional activity, especially in teaching, learning and evaluation, is discernable. The process of documentation, planning, feedback and corrective action have become part of the routine and a culture of quality has been internalized in the functioning of the institution.

**Institutionalizing QA Strategies and Processes**

The IQAC monitors the quality parameters and ensures that the standards of excellence reflected in the vision and mission of the college are met and continued. It has institutionalized a number of quality measures in the academic and administrative sectors. Techno-centric and student-centric teaching-learning, Academic Audit, Feedback mechanism and Quality Circle activities involving the students and the staff are only some of the initiatives of the IQAC for bringing about quality initiatives in the institution.

**Study on Students' Academic Progression by the IQAC**

The IQAC has developed the Academic Progress Monitoring System and Faculty Appraisal System. These systems serve as mechanisms that help to systematically review and monitor

student progress and faculty performance, and to take remedial action to help students better their performance.

The Academic Progress Monitoring System provides automated reports about each student's academic progression over the semesters and also gives information about the students' social background. After the examination results are released after every examination, the system also provides useful data regarding arrears of students along with their social and economic status as supporting data. The system mandates the recording of reasons for the students' failure in each subject by the subject teachers and the HoD and identification and implementation of remedial measures in consultation with the IQAC, to help the student study and perform well in the supplementary examinations.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year

| Plan of Action | Achievements |
|---|---|
| Follow up with Academic Progress Monitoring System | • Arrear Tracking System<br>• Student Progression Monitoring reports and analysis<br>• Faculty performance report and analysis |

2.15 Whether the AQAR was placed in statutory body      Yes ☑      No ☐

Management ☑      Syndicate ☐      Any other body ☐

Provide the details of the action taken:
The Management Committee took cognisance of the AQARs and placed on record its appreciation for the steps taken by the college.

Part – B

**Criterion – I**

**1. Curricular Aspects**

1.1 Details about Academic Programmes

| Level of the Programme | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added / Career Oriented programmes |
|---|---|---|---|---|
| PhD | 4 | 0 | 4 | |
| MPhil | 9 | 0 | 9 | |
| PG | 11 | 0 | 5 | 1 |
| UG | 15 | 0 | 5 | 2 |
| Advanced Diploma | 1 | | | |
| Diploma | 1 | | | |

| Level of the Programme | Number of existing Programmes | Number of programmes added during the year | Number of self-financing programmes | Number of value added / Career Oriented programmes |
|---|---|---|---|---|
| Certificate | 1 | | | |
| **Total** | 42 | 7 | 23 | 3 |

| | | | | |
|---|---|---|---|---|
| Interdisciplinary | 39 | | | |

1.2 (i) Flexibility of the Curriculum: CBCS / Core/Elective option / ~~Open options~~
   (ii) Pattern of programmes:

| Pattern | Number of programmes |
|---|---|
| Semester | 33 |
| Trimester | 0 |
| Annual | 6 |

1.3 Feedback from stakeholders*   Alumni ✓   Parents ✓   Employers ✓   Students ✓
   *(On all aspects)*

   Mode of feedback   :   Online ☐   Manual ✓   Co-operating schools ☐

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Changes to the syllabi recommended by the Boards of Studies for the following programmes:

**Foundation Course for UG:**
1. Language Paper - Sanskrit

**UG Courses:**
1. B.Sc. Advanced Zoology and Biotechnology
2. B.Com (General)
3. B.Com Banking Management

**PG Courses:**
1. M.Sc. Mathematics
2. M.Sc. Bio-Chemistry
3. M.Com.

**M.Phil. Courses:**
1. M.Phil. History
2. M.Phil. Economics
3. M.Phil. Tamil
4. M.Phil. Commerce

1.5 Any new Department/Centre introduced during the year. If yes, give details.

| --- |
| --- |

## Criterion – II

## 2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

| Total | Asst. Professors | Associate Professors | Professors | Others |
|---|---|---|---|---|
| 128 | 100 | 14 | 9 | 5 |

2.2 No. of permanent faculty with Ph.D.

| 32 |
|---|

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

| Asst. Professors | | Associate Professors | | Professors | | Others | | Total | |
|---|---|---|---|---|---|---|---|---|---|
| R | V | R | V | R | V | R | V | R | V |
| 15 | 11 | - | - | - | - | - | - | 30 | 11 |

2.4 No. of Guest and Visiting faculty and Temporary faculty

| 2 | | 25 | | 0 |
|---|---|---|---|---|

2.5 Faculty participation in conferences and symposia:

| No. of Faculty | International level | National level | State level |
|---|---|---|---|
| Attended | 2 | 8 | 22 |
| Presented papers | 9 | 5 | - |
| Resource Persons | - | 1 | - |

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- Student-Centric Learning Methods are used to teach concepts
  - Peer Teaching
  - Blog participation
  - Quiz
  - Mind Map
  - Group Discussions and Debates
  - Skits
  - Role Play
  - Collective Problem Solving
  - Advanced Problem Solving
  - Student Seminars
  - Special Training in Communication Skills

- Technology Tools

- Audio-visual presentations using Microsoft Powerpoint, etc., employing multimedia projectors.

- Videos and animations are used to explain scientific mechanisms and algorithms.

- Online demonstrations are used to drive home technical concepts.

- Hands-on sessions and demonstrations are used for computer laboratory work so that the students can immediately put into practice on their computer what the teacher teaches on hers.

- In science courses, demonstration of some of the experiments is done in the class rooms to help students understand the theory better.

- Internet blogs are maintained subject-wise to improve 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 PG 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 students who need extra assistance and to provide them with a stronger support mechanism.

- Students of the languages enact plays, which speeds up the learning of classical literature apart from making it more interesting.

- Students are taken on field trips appropriate to their programme.

- All students use the library extensively for reference work related to assignments, seminars, etc.

- Assignments are given such that students have to apply what they have learnt and do extra reading. This has proved to be a very productive learning experience for students.


2.7  Total No. of actual teaching days during this academic year

| 150 |

2.8  Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

| ----- |

2.9  No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development  workshop

| 90% of faculty members |

2.10 Average percentage of attendance of students

| 93 % |

2.11 Course/Programme wise distribution of pass percentage :
The table below gives the pass percentage details of 2015 for UG

| Branch | No. Appeared | No. Passed | Pass % | I Class - Distinction | I Class | II Class | III Class |
|---|---|---|---|---|---|---|---|
| B.A History | 34 | 34 | 100 | 1 | 15 | 18 | - |
| B.A Economics | 40 | 32 | 80 | 1 | 19 | 12 | - |
| B.A. English Literature | 26 | 25 | 96 | - | 17 | 7 | 1 |
| B.Sc. Mathematics | 53 | 50 | 94 | 31 | 18 | 1 | - |
| B.Sc. Physics | 40 | 39 | 98 | 11 | 26 | 2 | - |
| B.Sc. Chemistry | 59 | 49 | 83 | 16 | 30 | 3 | - |
| B.Sc. PBPBT | 22 | 22 | 100 | 7 | 15 | - | - |
| B.Sc. AZBT | 49 | 48 | 98 | 24 | 24 | - | - |
| B.Sc. Computer Science | 47 | 47 | 100 | 36 | 10 | - | - |
| B.Com. | 67 | 65 | 97 | 31 | 32 | 2 | - |
| B.Com. Banking Management | 67 | 61 | 91 | 12 | 49 | - | - |

The table below gives the pass percentage details of 2015 for PG

| Branch | No. Appeared | No. Passed | Pass % | I Class - Distinction | I Class | II Class | III Class |
|---|---|---|---|---|---|---|---|
| M.A. History | 4 | 3 | 75 | - | 3 | - | - |
| M.A. Economics | 1 | 1 | 100 | - | 1 | - | - |
| M.A. Public Administration | 3 | 3 | 100 | 1 | 2 | - | - |
| M.A. Tamil | 2 | 1 | 50 | 1 | - | - | - |
| M.Sc. Mathematics | 34 | 29 | 85 | 26 | 3 | - | - |
| M.Sc. Physics | 19 | 15 | 79 | 10 | 5 | - | - |
| M.Sc. Biochemistry | 15 | 15 | 100 | 3 | 12 | - | - |
| M.Sc. Information Technology | 21 | 20 | 95 | 15 | 5 | - | - |
| M.Com. | 39 | 34 | 87 | 17 | 17 | - | - |
| M.C.A. | 14 | 14 | 100 | 5 | 9 | - | - |

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

**Academic Progress Monitoring System**

The IQAC of the College studies the academic growth of each and every student in the college on a continuous basis through an Academic Progress Monitoring System. This system bases its study on five criteria:

1. Whether the student is from a socially disadvantaged section
2. Whether the student hails from an economically disadvantaged background
3. Whether the student is a first-generation learner
4. Whether the student is physically challenged
5. Whether the student requires additional academic support

This five-criteria study is done in three ways:
a. **Every student's incremental growth is tracked** through graphs generated community-wise, and any dip in a student's performance is discussed and handled with the Department, Secretary and Principal. In this manner, the academic performance of students from socially disadvantaged sections is constantly monitored.
b. **Students who require additional assistance in English and Mathematics** are identified in the first semester and are provided remedial coaching through a peer-to-peer system. The progress of these students in English and Mathematics respectively is also monitored through this system.
c. **Tracking and analysis of arrears** is done after every set of regular / supplementary examinations, by making use of reports generated by an automated system. Meetings with

the Head of each Department and the concerned class teacher for every class are scheduled and conducted by the IQAC. The reasons for students not passing are analysed and recorded. To aid in this analysis, indicative information regarding whether the student is economically backward, a first-generation learner, one who needs additional support or is physically challenged, is also provided as data. Remedial action to help the student is decided upon by the team and this too is placed on record. Such continuous tracking of arrear students has gone a long way in facilitating not only the identification of students who need special, personalized academic help, but also the design of effective remedial measures.

This Academic Progress Monitoring System thus helps design, gauge and continuously improve remedial measures to improve the performance of students from these disadvantaged sections of society.

2.13 Initiatives undertaken towards faculty development

| Faculty / Staff Development Programmes | Number of faculty benefitted |
|---|---|
| Refresher courses | 19 |
| Faculty Improvement Programme | 3 |
| HRD programmes | 0 |
| Orientation programmes | 0 |
| Faculty exchange programme | 0 |
| Staff training conducted by the university | 0 |
| Staff training conducted by other institutions | 0 |
| Summer / Winter schools, Workshops, etc. | 3 |
| Others | 0 |

2.14 Details of Administrative and Technical staff

| Category | Number of Permanent Employees | Number of Vacant Positions | Number of permanent positions filled during the Year | Number of positions filled temporarily |
|---|---|---|---|---|
| Administrative Staff | 7 | 0 | 0 | 0 |
| Technical Staff | 3 | 0 | 0 | 0 |

**Criterion – III**

**3. Research, Consultancy and Extension**

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

The Mission of the College commits to creating 'a stimulating environment for research and development'. To realize this end on a continuous basis, the Research Coordination Committee was formed in June 2004 to formulate, promote and implement research activity in the College. Further to this, Meenakshi Sundararajan Research Centre (MSRC) was established in December 2004. All research-related policies, schemes and activities are co-ordinated by the Research Coordination Committee.

The Research Coordination Committee holds meetings with the Heads of Departments and motivates them to involve their Departments in research projects. Faculty are motivated to pursue M.Phil. and Ph.D. degrees and to publish their research. The Committee members provide any guidance required by faculty in their research-related pursuits. The Committee also urges Departments to organize workshops and seminars on research-related topics.

IQAC acts as a supporting body to this Research Coordination Committee and renders its help when necessary

3.2  Details regarding major projects

|  | Completed | Ongoing | Sanctioned | Submitted |
|---|---|---|---|---|
| Number | -- | -- | -- | -- |
| Outlay in Rs. Lakhs | -- | -- | -- | -- |

3.3  Details regarding minor projects

|  | Completed | Ongoing | Sanctioned | Submitted |
|---|---|---|---|---|
| Number | -- | -- | -- | -- |
| Outlay in Rs. Lakhs | -- | -- | -- | -- |

3.4  Details on research publications

|  | International | National | Others |
|---|---|---|---|
| Peer Review Journals | 13 | 1 | -- |
| Non-Peer Review Journals | -- | -- | -- |
| e-Journals | -- | -- | -- |
| Conference proceedings | 9 | -- | -- |

3.5  Details on Impact factor of publications:

Range $\boxed{0.7 - 4.287}$ Average $\boxed{2.086}$ h-index $\boxed{7 - 26}$ Nos. in SCOPUS $\boxed{3}$

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

| Nature of the Project | Duration Year | Name of the funding Agency | Total grant sanctioned | Received |
|---|---|---|---|---|
| Major projects | - | - | - | - |
| Minor Projects | - | - | - | - |
| Interdisciplinary Projects | - | - | - | - |
| Industry sponsored | - | - | - | - |
| Projects sponsored by the College | 2014-15 | - | 1 lakh | - |

| | | | | |
|---|---|---|---|---|
| Students research projects *(other than compulsory by the University)* | - | - | - | - |
| Any other(Specify) | - | - | - | - |
| Total | - | - | 1 lakh | - |

3.7 No. of books published   i) With ISBN No. [ 1 ]   Chapters in Edited Books [ --- ]

         ii) Without ISBN No. [ --- ]

3.8 No. of University Departments receiving funds from

       UGC-SAP [ --- ]   CAS [ --- ]   DST-FIST [ --- ]

          DPE [ --- ]   DBT Scheme/fund [ --- ]

3.9 For colleges    Autonomy [ --- ]   CPE [ --- ]   DBT Star Scheme [ --- ]

            INSPIRE [ --- ]   CE [ --- ]   Any Other (specify) [ --- ]

3.10 Revenue generated through consultancy   **Rs. 4,70,000/-**

3.11 No. of conferences organized by the Institution

| Level | International | National | State | University | College |
|---|---|---|---|---|---|
| Number | --- | --- | --- | --- | --- |
| Sponsoring agencies | --- | --- | --- | --- | --- |

3.12 No. of faculty served as experts, chairpersons or resource persons [ 7 ]

3.13 No. of collaborations    International [ --- ]   National [ 5 ]   Any other [ 3 ]

3.14 No. of linkages created during this year [ 2 ]

3.15 Total budget for research for current year in lakhs :

   From Funding agency [ -- ]   From Management of College [ Rs. 15 lakhs ]

    Total    [ Rs. 15 lakhs ]

3.16 No. of patents received this year

| Type of Patent | | Number |
|---|---|---|
| National | Applied | -- |
| | Granted | -- |
| International | Applied | -- |
| | Granted | -- |
| Commercialised | Applied | -- |
| | Granted | -- |

3.17 No. of research awards/ recognitions received by faculty and research fellows
Of the institute in the year

| Total | International | National | State | University | Dist | College |
|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 |

3.18 No. of faculty from the Institution
who are Ph.D. Guides
and students registered under them

3

--

3.19 No. of Ph.D. awarded by faculty from the Institution

--

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF 0        SRF 0        Project Fellows 0        Any other 0

3.21 No. of students Participated in NSS events:

University level 0        State level 0

National level 0        International level 0

3.22 No.  of students participated in NCC events:

University level 0        State level 8

National level 0        International level 0

3.23 No.  of Awards won in NSS:

University level 0        State level 0

National level 0        International level 0

3.24 No.  of Awards won in NCC:

University level 0        State level 2

National level 0        International level 0

3.25 No. of Extension activities organized

University forum [ ]   College forum [ 8 ]

NCC [ 2 ]   NSS [ 2 ]   Any other [ 5 ]

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Single Teacher School Visits
- Blood Donation Camps
- Organ Donation Awareness Lecture
- MoUs signed with various organisations
- Tree planting
- Activities at the adopted corporation school at Puliyur, Chennai
- Temple cleaning activities

**Criterion – IV**
**4. Infrastructure and Learning Resources**

4.1 Details of increase in infrastructure facilities:

| Facilities | Existing | Newly created | Source of Fund | Total |
|---|---|---|---|---|
| Campus area | 5 acres | - | - | 5 acres |
| Class rooms | 74 | - | - | 74 |
| Laboratories | 12 | - | - | 12 |
| Seminar Halls & Auditoriums | 11 | - | - | 11 |

4.2 Computerization of administration and library

> The library is fully automated, complete with bar-coding and library automation software. The administrative processes are all computerized with commercial software having been implemented.

4.3  Library services:

| | Existing | | Newly added | | Total | |
|---|---|---|---|---|---|---|
| | No. | Value | No. | Value | No. | Value |
| Text Books | 46,858 | Rs.58,44,050/- | 112 | Rs.71,754/- | 46970 | Rs.59, 15,804/- |
| Reference Books | 1,908 | Rs.10,74,467/- | 327 | Rs.2,73,231/- | 1425 | Rs.13,47,698/- |
| e-Books | 51,000 | Rs.2500/- (N-List Prg.) | -- | -- | 51,000 | Rs.2500/- (N-List Prg.) |
| Journals | 444 | Rs.16,50,867/- | 19 | Rs.1,30,347/- | 463 | Rs.17,81,214/- |
| e-Journals | 21,000 | Rs.2500/- (N-List Prg.) | -- | -- | 21,000 | Rs.2500/- (N-List Prg.) |
| Digital Database | - | - | -- | -- | - | - |

| CD & Video | 275 | Rs. 1,32,854/- | -- | -- | 275 | Rs. 1,32,854/- |
|---|---|---|---|---|---|---|
| Maps | 34 | Rs.803/- | -- | -- | 34 | Rs.803/- |

4.4 Technology up gradation (overall)

|  | Total Computers | Computer Labs | Internet | Browsing Centres | Computer Centres | Office | Depart-ments | Others |
|---|---|---|---|---|---|---|---|---|
| Existing | 316 | 3 labs with 243 computers | 20 Mbps Internet Leased Line | 5 computers in the library | 1 with 112 computers | Office – 7 computers CoE – 4 computers | 14 Depts with 40 computers | Printers, projectors, Interactive board, wired LAN |

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

All technology upgrades are followed up by faculty orientation programmes. The same is given to new faculty as well.

4.6 Amount spent on maintenance in lakhs :

i) ICT

20

ii) Campus Infrastructure and facilities

6

iii) Equipments

3

iv) Others

--

**Total :**

29

## Criterion – V
## 5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

Orientation programmes are organized whenever required.

5.2 Efforts made by the institution for tracking the progression

The IQAC has risen to the task of sustaining and enhancing quality in all the processes on campus. It has designed and implemented unique and effective quality enhancement initiatives such as the Academic Progress Monitoring System that tracks every student's academic progression, takes cognisance of student arrears, has built-in accountability mechanisms, and provides supporting information that can help in the analysis of reasons for sub-optimal student

performance and in the identification of remedial measures. The IQAC has also developed a Faculty Appraisal System that records and analyses the performance of each Department and faculty with respect to academics, research and other activities.

5.3 (a) Total Number of students

| UG | PG | M.Phil. |
|------|------|---------|
| 2833 | 364 | 27 |

(b) No. of students outside the state

| 5 |
|---|

(c) No. of international students

| 0 |
|---|

| Last Year | | | | | | This Year | | | | | |
|-----------|----|----|-----|------------------------|-------|-----------|----|----|------|------------------------|-------|
| General | SC | ST | OBC | Physically Challenged | Total | General | SC | ST | OBC | Physically Challenged | Total |
| 627 | 466 | 2 | 2034 | 4 | 3129 | 647 | 501 | 3 | 2113 | 2 | 3224 |

Dropout % UG  0.001%     Dropout % PG  0.0005%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Analytical Reasoning is a mandatory soft skill paper for all UG and PG students which prepare them for competitive examinations.  They are trained in their classroom itself for this paper.

A paper on General Knowledge is offered as a mandatory paper for all UG students and all testing is done online.

No. of students beneficiaries      All Students

5.5 No. of students qualified in these examinations

NET  2      SET/SLET  5      GATE  --      CAT  20

IAS/IPS etc  --      State PSC  --      UPSC  --      Others  --

5.6 Details of student counselling and career guidance

A counselling hour is allotted every week for all students. This is the time that they use to interact with their class teacher and sort out any problems they may have.

Special coaching and sessions on positive discrimination are provided to SC/ST students.

No. of students benefitted | All Students

5.7 Details of campus placement

| On campus | | | Off Campus |
|---|---|---|---|
| Number of Organizations Visited | Number of Students Participated | Number of Students Placed | Number of Students Placed |
| 13 | 945 | 162 | 2 |

5.8 Details of gender sensitization programmes

NA

5.9 Students Activities

5.9.1    No. of students participated in Sports, Games and other events

State/ University level | 35 |    National level | 2 |    International level | -- |

No. of students participated in cultural events

State/ University level | -- |    National level | -- |    International level | -- |

5.9.2    No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level | 28 |    National level | -- |    International level | -- |

Cultural: State/ University level | -- |    National level | -- |    International level | -- |

5.10 Scholarships and Financial Support

| | Number of students | Amount |
|---|---|---|
| Financial support from institution | 250 | Rs.11,54,000/- |
| Financial support from government | 1537 | Rs.44,24,971/- |
| Financial support from other sources | 269 | Rs.21,95,485/- |
| Number of students who received International/ National recognitions | - | - |

5.11    Student organised / initiatives

Fairs    : State/ University level | -- |    National level | -- |    International level | -- |

Exhibition: State/ University level | -- |    National level | -- |    International level | -- |

5.12   No. of social initiatives undertaken by the students     --

5.13 Major grievances of students (if any) redressed:  **NIL**


**Criterion – VI**

## 6.  Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

The Institutional Vision is to work 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, in order to transform them into responsible and self-reliant individuals with a receptive mind for liberal arts & culture, and an empathetic attitude to societal problems.

The Institutional Mission:

- To provide quality higher education and sustain academic excellence.
- To provide all the physical, human and technological infrastructure for an 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.


6.2 Does the Institution has a management Information System

Yes.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1   Curriculum Development

    The College has always been committed to ensuring that the curricula offered in the institution are continuously enriched to meet national and global requirements. The following quality sustenance and enhancement measures are undertaken to ensure effective curriculum development:
- Boards of Studies and the Academic Council are constituted with experts from relevant external agencies and industry, so that different perspectives and employers' needs are taken cognisance of during curriculum development.
- The Boards of Studies and Academic Council are re-constituted every two years to bring in fresh ideas and viewpoints into the process of curriculum enrichment.
- Self-assessment of every Department is done periodically through external Academic Audits, voluntarily done by the College for all Departments. For such audits, experts from academia,

research organizations and industry who have hitherto not been on any Board of Studies or the Academic Council of the College are invited to review and gauge all academic aspects of the Department and to give suggestions for improvement.

- Workshops have been organized by the College once every few years on Curricular Reforms. Eminent experts are invited, and the workshop has gone a long way in guiding and motivating the faculty members regarding curriculum development and enrichment.
- Regular feedback from students and alumni are sought and obtained. Feedback is also got from employers to get a sense of the market expectations.
- Overall, the IQAC periodically suggests and also monitors the quality sustenance and enhancement measures in the area of curriculum development.

### 6.3.2 Teaching and Learning

Annual Faculty Appraisal System

Through the IQAC, the College has developed a simple yet effective system of annual department and faculty appraisal to take stock of the past academic year and to plan for the forthcoming one. At the end of every academic year, the activities and achievements of every teacher and the Department as a whole are documented in a one-page report.

The Department report captures the profile of students in terms of how many are first generation learners in each class in each programme offered by the Department. This provides information for better appreciation of the academic results that the teacher has produced for that class. These reports are discussed with the Secretary of the College who provides invaluable guidance to the faculty members for their further progression.

### 6.3.3 Examination and Evaluation

A unique practice followed in the College in the Examination and Evaluation process is that a meeting of the Board of Examiners consisting of the external examiner, the faculty member teaching the subject and the Head of the Department, is held for each and every paper as soon as the examiner completes the evaluation. The results are examined and reviewed by the Board and only then are the results passed.

### 6.3.4 Research and Development

The Research Coordination Committee provides necessary information regarding funding agencies, as also guidance regarding current topics of interest in research. They also provide help with the procedures for applying and getting the project approved, apart from procuring any additional infrastructure required.

Once a project has been sanctioned by the funding agency, the College Management provides all assistance to the principal investigator and her team to proceed with the project. Even if the release of funds is delayed from the funding agency, the College Management always makes sure that the project is proceeding on schedule and does not allow stagnation due to lack of funds.

The College provides seed money for select research projects of Departments.

Full autonomy is given to the principal investigator for utilizing project funds as per the specifications / guidelines of the funding agency.

### 6.3.5 Library, ICT and physical infrastructure / instrumentation

The policy of the College is to constantly keep abreast of technology improvements and to provide the best of facilities to enhance the teaching-learning process. The College Management is a staunch believer in technology and makes sure there is no stagnation in technological advancement of the College. The budget allocation for technology and other infrastructure enhancement and maintenance, bears testimony to this fact. The Planning and Evaluation Committee also projects technology infrastructure requirements for the forthcoming year based on the prevalent and emerging technologies, and plans budget allocations for the same.

### 6.3.6 Human Resource Management

The Staff Welfare Committee headed by the committee's secretary, meets periodically to review and address any specific needs of the staff. The Committee also organizes luncheons on special occasions for all staff to get together and organizes the contribution of a purse for staff to celebrate their or their children's marriages and other important personal events.

### 6.3.7 Faculty and Staff recruitment

Faculty members are selected as per the guidelines of the UGC and in accordance with the norms laid down by the Government of Tamil Nadu.

Apart from qualification and other stipulated eligibility criteria, care is taken to test the prospective candidate's teaching ability. The candidate is asked to take sample class in order to gauge her understanding of concepts and her ability to hold the attention of students, effectively explain the concepts to them and motivate them to learn.

Faculty selection is based not only on the sample class, but also on technical and personal interviews as per the norms. The College Management uses the interviews and the sample classes to ascertain whether the candidate possesses the essential characteristics of a teacher, viz. the ability to teach and motivate, the capacity for empathy, the commitment to doing what is in the ultimate interests of the student and the spark to develop into a role model who can guide students in the right path.

### 6.3.8 Industry Interaction / Collaboration

Industry is involved in a significant way on campus. There are representatives of the industry on the Boards of Studies and the Academic Council, whereby the curricular design reflects the training requirements of prospective employers of students. There are regular interactions had by students and faculty with industry representatives through seminars, conferences and workshops organized or attended by them. Guest lectures from industry are a regular feature of college life, and students get familiar with processes and practices in the industry through these.

Specific training programmes are organized by Departments in collaboration with the industry so that students are more industry-ready by the time they graduate. Personality development programmes and placement-related training are also done by inviting experts from the industry to interact with and enlighten students.

The College has MoUs as well as long-standing collaborations with industry. Through these, the students do summer projects or final semester projects or internships at companies, whereby their training becomes more practical-oriented and wholesome.

### 6.3.9 Admission of Students

The Admission Committee of the College generates rank-lists of the received applications for every course and publishes selection lists and waiting lists using an automated process. Once this merit-based selection of candidates according to the reservation policy of the State Government is completed in a transparent manner, interview cards are despatched to the selected candidates for a formal interview. The interview is conducted by the Secretary of the College in the presence of the parents and some members of the Admission Committee. The rules and regulations of the College are explained threadbare during this admission interview and parents and students are free to ask and have redressed, any doubts or apprehensions they may have.

6.4 Welfare schemes for

| | |
|---|---|
| Teaching | 10 |
| Non teaching | 10 |
| Students | 5 |

Welfare Schemes for Teaching Staff / Non-teaching Staff

- The Employer's Provident Fund scheme is implemented by the Management for all Management appointees.
- The Management has made available Employees' State Insurance (ESI) Scheme coverage for Management appointees.
- Festival advance of Rs. 10,000/- is availed of by around 90% of the staff members.
- Educational scholarships are given to children of the teaching and non-teaching staff.
- Lumpsum grant is given by the Management in the event of premature death of a serving employee.
- Need-based, interest-free loans are given to non-teaching staff.
- The Staff Welfare Committee provides contributions to staff during their marriages or birth / marriages of their children.
- Hepatitis-B vaccination and Cervical Cancer vaccination are services provided to all the faculty members at subsidised rates.
- Staff recreation in the form of tours and movies are organized by the Management.
- Free medical services are provided for all staff members.

6.5 Total corpus fund generated    Rs.3 crores

6.6 Whether annual financial audit has been done    Yes ✓    No ☐

6.7 Whether Academic and Administrative Audit (AAA) has been done?

| Audit Type | External | | Internal | |
|---|---|---|---|---|
| | Yes/No | Agency | Yes/No | Authority |
| Academic | No | -- | Yes | IQAC |
| Administrative | Yes | State Government | Yes | Management Committee |

6.8 Does the University/ Autonomous College declare results within 30 days?

For UG Programmes     Yes  ✓     No ☐

For PG Programmes     Yes  ✓     No ☐

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

In the Board of Studies meeting of every department suggestions regarding any necessary change in the examination or evaluation process is also discussed and incorporated after necessary deliberations in the Academic Council of the College.

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

NA

6.11 Activities and support from the Alumni Association

The activities of the Alumni Association are:

- Conducting seminars, guest lectures and placement training programmes for group discussions and interviews.
- Arranging personality development programmes, and yoga & meditation courses for students.
- Conduct certificate courses on campus.
- Providing financial aid to needy students by creating endowments, arranging for scholarships and donating books.
- Taking active part in the cultural life of the college by performing in cultural festivals on campus.
- Providing assistance to students by finding them part-time jobs.
- Working with the Placement Cell to bring companies they work in to the campus for recruitment.
- Helping in the conduct of orientation for students at the beginning of the year.

6.12 Activities and support from the Parent – Teacher Association

The College Management personally interacts with the parents of students during the admission process. The Secretary of the College talks to the parents about their role in the students' studies and overall development, during the orientation programme conducted for parents on the day of

admission. The parents are requested to visit the College once a month and seek feedback about their child's progress.

Progress reports of students are sent to parents regularly every semester to keep them updated about their child's performance and attendance. Apart from this, if a student is irregular or late to classes, parents are informed over telephone by the class teacher. It is also formally ensured that parents are in the know of any trip that the students make from the College such as field trips or excursions. Parents are also kept informed of all the extra-curricular and extension activities of their daughter. This is done by seeking a letter from the parents stating their awareness of the same.

Feedback is also regularly sought from parents to improve the system so that students' overall development is enhanced.

6.13 Development programmes for support staff

Support staff attended in-house training programmes on computer use. Support staff were also taken on staff tours.

Any help and financial support required for support staff or their families is readily taken care of by the College Management.

6.14 Initiatives taken by the institution to make the campus eco-friendly

The College has taken numerous green initiatives to develop and preserve a clean and green environment. The students and teachers work together to achieve this and assign a great degree of importance to
- Minimizing the usage of paper by moving to e-Governance.
- Minimizing the usage of plastics and organizing awareness drives and "Plastic-free Day" on campus.
- Improving the green cover on campus by regularly planting and nurturing trees.
- Maintaining a clean environment through extension activities
- Participating in awareness campaigns related to the environment


**Criterion – VII**

**7. Innovations and Best Practices**

7.1  Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

NIL


7.2  Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year
The College has applied to the University for starting Ph.D. courses in various departments. Faculty members have applied for major and minor research projects and other funding agencies for research projects.

The unique Quality system designed and introduced for the college was reviewed and plans to further them to other areas were chalked out.

7.3 Give two Best Practices of the institution.

Please Refer Annexure I

7.4 Contribution to environmental awareness / protection

Tree-planting was undertaken by the Campus Lions Clubs on a large scale. Karuna Club of the college conducted awareness programmes on environmental protection and kindness to animals.

Cleanliness drives on campus were undertaken by the Students Union every now and then and students made aware of the importance of keeping their campus clean and green.

7.5  Whether environmental audit was conducted?     Yes [ ]     No [ ✓ ]

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

The institution conducted an in-depth Self-Study including Department-wise SWOT analysis and overall SWOT analysis. The results of the analysis have been submitted to NAAC as part of the Self-Study Report.

8. **Plans of institution for next year**

The College plans to continue its focus in improving research activities among students and faculty members of the institution.

In alignment with Government's impetus for self-employment the College has planned to design and introduce vocational courses that aims at empowering students with skills that will fetch them employment immediately on completion of the course.

Name: **Dr. Meenakshi Lakshmanan**                Name: **Dr. Paravathi Shenbagadevi**
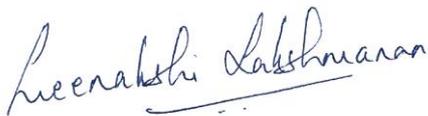
_____               _____
*Signature of the Coordinator, IQAC*                *Signature of the Chairperson, IQAC*

# Annexure I – Best practices

**Best Practice I: Remedial Classes**

**Objectives of the Practice**

To help students who are in need of additional support in English or Mathematics, to improve their performance in examinations and to instil the confidence in them that they can rise to become on par with other students.

**The Context**

Students who have not had the opportunity to confidently converse in English tend to develop a sense of inferiority once they join College and find themselves amidst classmates who have a good command over the language. This situation is true of many first generation learners and of those from Tamil-medium schools. Similarly, some students who needed help with mathematical concepts were found struggling with the Allied Mathematics course. Students sometimes feel hesitant to seek help from teachers, especially in the midst of a classroom that also houses advanced learners. Further, first generation learners do not have anyone to help them at home. Such being the unfavourable state of affairs, a scheme was required to provide meaningful and effective help to such students.

**The Practice**

A test is conducted at the beginning of the Academic year for the fresher students by the various Departments, and the slow learners are identified. If a student appears to be significantly behind the expected level of knowledge for a class, the teacher may require her to take a remedial class. Remedial classes are conducted for General English and Allied Mathematics.

A student tutor is assigned to every student learner who attends the remedial class. These tutors and learners stay back for two hours every day after college hours and conduct or undergo these classes. The tutor clarifies doubts and helps the learner practice exercises and learn better. The learners feel more at ease with their peers and less fearful because they are not in the middle of a large group of students. Further, since the classes are held on a one-to-one basis, the slow learners learn at their own individual pace.

The programme is centrally coordinated and systematized, and done under the overall supervision of faculty members. This has been a win–win practice since both the student-teacher and the learner benefit through this. The learner is able to freely get her doubts cleared by the tutor. The student-teachers too find that the exercise has been a great learning experience for them since they prepare well to help their peers. The tutor-student is awarded extra credits for Extension work for this service rendered.

The College provides wholesome snacks and tea to all students, whether tutors or learners, during every day of the programme. This is so that they would be able to concentrate on their studies and do well.

**Evidence of Success**

Analysis of the academic results before and after the remedial classes, clearly reveals the steep increase in pass percentage among the students who attended the remedial classes. The College had initially expected only a 50-60% increase in General English marks. But to our pleasant surprise, the pass percentage rose more sharply than had been expected. This performance has continued year after year.

In fact, the scheme became so popular among the students that they wished to continue the remedial classes for the second semester also. The classes were arranged as per their request and the pass percentage was nearly 100%.

This programme conducted for disadvantaged learners in their first year, proved to be beneficial in the long run too, for these students performed well not only in English or Mathematics but in the rest of their academic programme too.

**Problems encountered and resources required**

Initially the students who were playing the role of tutors were hesitant to stay back after college hours every day and were not very convinced about the expected positive outcomes from this exercise. However, within one week into the programme, they developed such a liking for the exercise that they came for the classes even if they were unwell! They understood how beneficial it is to them and also discovered the joy of teaching. In fact, a healthy competitive spirit developed among the tutors and they started vying with each other to make sure the learner they were tutoring got very good marks! Also, in the semester following the one in which the programme was inaugurated, we had more volunteers to act as tutors and also many students who wanted to attend the training.

The learners also initially felt a little shy in front of their seniors. But in a week's time, a perfect rapport developed between the tutors and their students and they started working together with great enthusiasm and zeal.

Overall there were no serious problems, for the infrastructure is abundant, and so is enthusiasm and commitment from all those involved. The above were only initial teething problems which were overcome in a matter of days.

**Best Practice II: Online Examination Management System**

**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.

**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'.

**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.

**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.

**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 III: Single-Teacher-School Programme**

**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.

**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.

**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.

**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.

**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.