



# **SELF STUDY REPORT**

**FOR**

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

**DR.SNS RAJALAKSHMI COLLEGE OF ARTS AND  
SCIENCE (AUTONOMOUS)**

SARAVANAMPATI TO THUDIYALUR ROAD CHINNAVEDAMPATTI POST  
641049  
drsnsrcas.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2024**

# **1. EXECUTIVE SUMMARY**

---

## **1.1 INTRODUCTION**

Dr. SNS Rajalakshmi College of Arts and Science, an Autonomous College with excellent reputation, is one of the premier colleges in Coimbatore in the state of Tamil Nadu promoted and run by the highly reputed Sri SNS Charitable Trust, which was established in the year 1997. The trustees, with rich experience and wide knowledge in industry, medicine and higher education, dedicate themselves to work for the development of the society in these fields by way of starting various charitable institutions in a phased manner.

The main objective of the college is to maintain continuous quality enhancement by offering world class education by eminent, research oriented, experienced and life-long learning faculty members towards knowledge empowerment, skill development and promoting the spirit of serving the society/country among the students.

The College was started in the year 1999, with three Under-Graduate Programmes (B.Com, B.Sc. Computer Science and BBM) with a strength of 124 students and 11 faculty members, the College stands tall today by offering 22 UG (Including 04 Professional Programmes), 06 PG and 12 Research Programmes (Pre-doctoral:06; Doctoral:06) with a strength of 4350 students, 236 faculty members, 94 non-teaching staff members and .13 Technical Staff.

### **Vision**

To be a Supreme Centre of Academic Excellence, ensuring the learners from all sections of society, for a world class education with accessibility.

### **Mission**

- To offer educational programmes that will enable the students to be dynamic entrepreneurs or employable graduates.
- To make them realize the richness of India's diversity, tradition and culture.
- To inculcate among them the ethical, moral, social and human values, and the significance of sound health.
- To inspire them to be service-minded and charitable and an asset to the society with positive and creative attitudes.
- To encourage the faculty to enhance their educational qualifications and proficiency and expand their knowledge in their subjects.
- Literally use the concepts of Design Thinking in teaching, learning and assessment.

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

### **Institutional Strength**

- Very supportive and proactive management with highly qualified members.
- Well designed, need-based world class curriculum by updating and incorporating the current global developments by using Design Thinking Approach.
- Modern sports and games infrastructure.
- Integrated skill development programmes offered throughout the period of the programme.
- Outcome-based student-centric teaching-learning process through Design Thinking approach.
- Tie-ups with professional societies.
- Broad-based education for students studying in all the programmes with inter-disciplinary, multidisciplinary, and innovative and skill oriented professional courses, through Choice Based Credit System.
- Opportunities to develop talents and skills of individual student to fulfill the passion and dream.
- Inculcating innovation and Entrepreneurial Mindset.
- Dedicated internship, field projects and research impressive support services, learning resources and updated laboratories to students.
- Effective Outcome Based Education and Assessment Pattern.
- Participative management system.
- Impressive progression of students.
- Locational advantage of the Institution for the staff and students.
- Eco-friendly green campus.
- A formalized Alumni Association for support.

### **Institutional Weakness**

- Inadequate quality research outcome among the faculty.
- Insufficient number of funded research projects from Government.
- Less demand for Study programmes in basic sciences.

### **Institutional Opportunity**

- To introduce more study programmes in the areas of emerging trend.
- To develop tie-ups with premier research institutions and industries for Collaborations.
- To publish quality research papers in the reputed national and international journals.
- To strengthen the existing Business Incubators for Entrepreneurship development.
- To become a Deemed- to –be University.

### **Institutional Challenge**

- To meet the fierce competition in the field of higher education.
- Retention of talented faculty on account of getting position in the government services.
- Sharp rise in expenditure under capital and revenue accounts.
- Vagaries in student admission due to unpredictable demand for programmes, which are based on the job market and changing national and global environment.

## **1.3 CRITERIA WISE SUMMARY**

## **Curricular Aspects**

The under-graduate and post-graduate programmes are conducted under Semester Pattern and Choice Based Credit System (CBCS) as Outcome Based Education. The semester pattern of study accelerates the teaching-learning process and enables vertical and horizontal mobility in learning. The Outcome Based Education (OBE) is characterized by well defined Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) for all the Programmes offered by the college. The curriculum of the programme is built in such a way that it inculcates knowledge empowerment, research attitude and aptitude, analytical skill, employability skill, professional skill, entrepreneurial skill, personality development, capacity building, creativity, logical and lateral thinking and innovation in the minds of students.

The courses of under-graduate programmes on Languages, Foundation, Core, Electives and Extension are offered. The Curriculum is revised periodically based on the trends and needs and feedback from the stakeholders.

Compulsory Core (Cluster & Discipline-Centric), Optional Elective (Cluster & Discipline-Centric), Supportive, Laboratory, Project, Courses for Ability Enhancement, and Open / Inter-disciplinary Elective Courses cutting across disciplines are offered. Online learning, Internship, Field and Industrial Visits and Entrepreneurship training are included in the curriculum to enhance the depth of understanding. The post-graduate curriculum is research oriented by having provision for review and publication of research papers in journals.

There is also scope for learning additional elective courses and registering for National / International Online Certification Programmes. The courses for M.Phil. and Ph.D. programmes are offered under non-Autonomous stream following the curriculum of the affiliating University.

## **Teaching-learning and Evaluation**

The Institution complies with all the guidelines of the State Government and Bharathiar University with regard to admission of students based on the reservation to different categories of students to various programmes. The entire admission process is widely published through College Prospectus, Website, Newspapers, Educational Fair and other ways. Boys and girls are studying almost equal in number in the college. There are students from other regions, states, and other countries as well studying in the College.

The Teaching-Learning process starts with Bridge Courses in Mathematics, Computer Science, Accountancy, Management and English for the first year under-graduate students in two levels. Also, Remedial Classes are conducted for slow learners and advanced learners are given challenging tasks. Mentoring and tutorial systems are in place in the Institution. Academic plan in the form of course file, lesson plan and teaching plan are prepared well in advance and also uploaded in the portal (SNS courseware) for the benefit of the students.

The teaching-learning process is conducted through student-centric pedagogies by adopting participatory learning, collaborative learning and contributory learning using Design Thinking Approach. ICT supported teaching-learning process is adopted by every teacher and online learning is encouraged. Academia-Industry collaboration is a part of the regular learning system. The teachers update their knowledge continuously and enhance their qualification regularly.

The assessment and examination system is fully computerized and under-e-governance as well as transparent. The quality of the examination system is maintained by adopting Bloom's Taxonomy. The results of the examinations are published normally within two weeks from the last examination. In almost all the programmes, the pass percentage is more than 90 percent. The grievances of the students in the examinations are redressed promptly.

### **Research, Innovations and Extension**

It is the policy of the College to imbibe Research Culture. The affiliating University has approved six Research Centers in the disciplines of (i) Computer Science (ii) Commerce (iii) Management (iv) English and (v) Tamil (vi) Library Science in the college. Out of the 236 faculty members, 54 faculty members are guiding Ph.D. scholars and more than 100 faculty members are perusing and completed Ph. D Programmes.

The college has a well defined research policy, which is monitored by the Research Advisory Committee. The management encourages the faculty members to do research and has provided seed money to the faculty members during the last five years. The faculty members published research papers in international journals under UGC Care List, Scopus, Web of Science. In order to promote the research culture in the college campus, Research Colloquium is conducted every week.

Innovation and creativity are promoted through the Strategic Business Development Centre and Entrepreneurship Development Cell. The college is encouraging its faculty members to undertake consultancy works on revenue sharing basis. Extension Services benefitting the neighborhood community are undertaken regularly. The college has adopted four neighboring Villages.

### **Infrastructure and Learning Resources**

The College is located in a total area of 12.76 acres for its higher education services. The total built up area of the college is nearly 35,000 sq. mt. The college has nearly 100 well furnished spacious class rooms with good lighting and ventilation. It has 15 Computer laboratories including a language Laboratory with more than 900 computers. All these laboratories have internet connection with a broad bandwidth of atleast 300 Mbps. Basic Training Kitchen, Garment Construction Laboratory and Textile Processing Unit are available. Smart Class rooms, Seminar Halls, Open Auditorium and Closed Auditoriums are available in the Campus. The entire campus is enabled with leased line and Wi-fi facility. Also, the campus is under CCTV surveillance. Two separate hostels for boys and girls and also excellent Transport facility are provided to the students.

The library has a total collection of 12837 titles and 39566 volumes (as on 1.07.2024). There are 4168 back volumes of Journals and 68 Journals & Magazines in different disciplines subscribed. The library has institutional membership with DELNET, INFLIBNET N-LIST (National library and Information Services) and NDL (National Digital Library). Through the above facilities, 195809 e-Books, 10384 e-journals and 28 Audio Books can be accessed by the staff and students of the college. The library has NVDA- Screen reading software along with Headphones to facilitate the visually impaired users to access e-contents of the library along 60 braille books.

Examination Process conducted by the Examination Cell is administrated through e-nova software. Well

established system and procedures exist for maintaining and utilizing physical and academic facilities, computer laboratories, library, class rooms, and sports facilities.

### **Student Support and Progression**

The College has a well-planned system for student support and progression that provides an ideal learning experience for all the students of the College. Every year, the management of the college provides good number of scholarships under different categories to needy students along with proactive efforts to secure scholarship for the largest number of students studying in the college from Government and Non-Government agencies.

The Institution enters into Memorandum of Understanding (MoU) with leading industries for providing soft skill and pre-placement training to the students who are aspiring for employment. During the last five years, more than 85 percentage of the students are placed in top-notch companies some chops to go for higher studies in reputed institutions. The students are encouraged to participate in conferences, workshops as well as sports and cultural events organized by other colleges. The Alumni Association conducts Department-wise (chapters) Alumni meetings every year in addition to the annual Alumni reunion of the college. There are more than 15,000 registered Alumni who are members of the Alumni Association. The Alumni liberally contribute to the growth and development of the Institution.

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

The governance of the college and administrative framework is fully participatory in nature with a strong focus on team effort and commitment to working together to achieve the goals of the college. The administrative and organizational framework is steered towards achieving excellence in the planning and implementation of all objectives set for the college through perspective / strategic plan in line with the Vision and Mission of the college.

A dynamic and potential leadership is in order not only to realize the Mission of the College but also to ensure its overall role in building the name and fame of the college. The Management practices decentralized organizational structure by involving the Principal, Deans/ Directors, Controller of Examinations, Heads of Departments, Faculty members, Non-teaching Staff and Student Representatives in decision making and implementation of various policy matters.

For better administration and decentralization of powers, the College has four statutory bodies and a number of non-statutory committees and several other cells to assist the Head of the Institution. In all the areas of operation, e-governance is applied. The decisions of various committees are implemented effectively and efficiently. The college has enough and effective strategies for fund mobilization and its optimal utilization. The internal and external audits are conducted regularly.

Quality assurance is enforced in full swing at all levels by the Internal Quality Assurance Cell (IQAC). The Annual Quality Assurance Report of the College is submitted to NAAC every year. Feedback on courses and course teachers are obtained from the stakeholders for quality enhancement.

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

The college is a life changing destination for students and the institution is marching from a developing to a developed institution and ultimately by adopting a number of professional practices that are most effective. Among them, the following two practices are considered to be superior because of high accomplishments of them in making the students a globally competent graduate.

1. Integrated Skill Development Programme
2. Integrated Teaching-Learning Process

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR.SNS RAJALAKSHMI COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)
Address	Saravanampati to Thudiyalur Road Chinnavedampatti Post
City	Coimbatore
State	Tamil Nadu
Pin	641049
Website	<a href="http://drsnsrcas.ac.in">drsnsrcas.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anitha R	091-7530093724	9894646036	0422-3564004	snsnaac@gmail.com
IQAC / CIQA coordinator	Sumitha J	091-7530093725	7708591122	0422-3564004	iqac02@drsnsrcas.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	10-06-1999



'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	20-07-2011

**University to which the college is affiliated**

State	University name	Document
Tamil Nadu	Bharathiar University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	16-02-2005	<a href="#">View Document</a>
12B of UGC	14-06-2012	<a href="#">View Document</a>

**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	<a href="#">View Document</a>	30-03-2017	12	Approved
AICTE	<a href="#">View Document</a>	30-03-2017	12	Approved
AICTE	<a href="#">View Document</a>	30-03-2017	12	Approved
AICTE	<a href="#">View Document</a>	30-03-2017	12	Approved

**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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Saravanampati to Thudiyalur Road Chinnavedampatti Post	Urban	12.76	53317.33

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Computer Science,Computer Science	36	Higher Secondary	English	132	132
UG	BCom,Commerce,	36	Higher Secondary	English	120	85
UG	BBA,Business Administration Under Graduate,Computer Application	36	Higher Secondary	English	120	61
UG	BBA,Business Administration Under Graduate,	36	Higher Secondary	English	60	60
UG	BCA,Computer Applications Under Graduate,	36	Higher Secondary	English	132	132
UG	BCom,Commerce With Computer Applications,Computer Application	36	Higher Secondary	English	198	198
UG	BSc,Informat	36	Higher	English	132	132

	ion Technology, Information Technology		Secondary			
UG	BSc, Computer Technology, Computer Technology	36	Higher Secondary	English	66	66
UG	BA, English, English Literature	36	Higher Secondary	English	60	13
UG	BCom, Commerce With Professional Accounting, Professional Accounting	36	Higher Secondary	English	120	73
UG	BCom, Commerce With Finance, Finance	36	Higher Secondary	English	60	24
UG	BCom, Commerce With Information Technology, Information Technology	36	Higher Secondary	English	126	126
UG	BSc, Costume Design And Fashion, Costume Design and Fashion	36	Higher Secondary	English	60	27
UG	BSc, Catering Science And Hotel Management, Catering Science and Hotel Management	36	Higher Secondary	English	60	16
UG	BSc, Psychology, Psychology	36	Higher Secondary	English	60	24
UG	BSc, Artificialia	36	Higher	English	60	60

	l Intelligence And Data Science, Computer Science with Artificial Intelligence and Data Science		Secondary			
UG	BSc,Cyber Security, Computer Science with Cyber Security	36	Higher Secondary	English	60	60
UG	BSc,Graphics And Creative Design,Computer Science with Graphic and Creative Design	36	Higher Secondary	English	66	66
UG	BSc,Data Analytics,Computer Science with Data Analytics	36	Higher Secondary	English,Tamil	60	60
UG	BCom,Commerce With Digital Marketing And Data Mining,Digital Marketing and Data Mining	36	Higher Secondary	English	60	27
UG	BSc,Full Stack And Web Development,Computer Science with Full Stack Web Development	36	Higher Secondary	English	60	0

Self Study Report of DR.SNS RAJALAKSHMI COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

UG	BSc,Devops And Cloud,Computer Science with Dev ops and Cloud	36	Higher Secondary	English	60	0
PG	MSc,Computer Science,Computer Science	24	Higher Secondary	English	60	54
PG	MCom,Commerce,	24	Higher Secondary	English	60	27
PG	MCom,Commerce With Computer Applications,CA	24	Higher Secondary	English	60	44
PG	MA,English,English Literature	24	Higher Secondary	English	60	16
PG	MCA,Computer Applications Post Graduate,	24	Higher Secondary	English	66	65
PG	MBA,Business Administration Post Graduate,	24	Higher Secondary	English	132	132
Doctoral (Ph.D)	PhD or DPhil ,English,English	36	Higher Secondary	English	8	0
Doctoral (Ph.D)	PhD or DPhil ,Tamil,Tamil	36	Higher Secondary	English	16	2
Doctoral (Ph.D)	PhD or DPhil ,Computer Studies,Computer Science	36	Higher Secondary	English	56	23
Doctoral (Ph.D)	PhD or DPhil ,Commerce Studies,Comm	36	Higher Secondary	English	44	11

	erce					
Doctoral (Ph.D)	PhD or DPhil ,Management Studies,Management	36	Higher Secondary	English	24	3
Doctoral (Ph.D)	PhD or DPhil,Library Science,Library Science	36	Higher Secondary	English	6	2
Pre Doctoral (M.Phil)	MPhil,English,English	12	Higher Secondary	English	20	0
Pre Doctoral (M.Phil)	MPhil,Tamil,Tamil	12	Higher Secondary	English	25	0
Pre Doctoral (M.Phil)	MPhil,Computer Studies,Computer Science	12	Higher Secondary	English	50	0
Pre Doctoral (M.Phil)	MPhil,Commerce Studies,Commerce	12	Higher Secondary	English	20	0
Pre Doctoral (M.Phil)	MPhil,Management Studies,Management	12	Higher Secondary	English	30	0
Pre Doctoral (M.Phil)	MPhil,Library Science,Library Science	12	Higher Secondary	English	2	0

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	8				21				207			
Recruited	8	0	0	8	6	15	0	21	64	143	0	207
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				94
Recruited	52	42	0	94
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	9	4	0	13
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	0	0	6	15	0	38	71	0	137
M.Phil.	1	0	0	0	0	0	10	38	0	49
PG	0	0	0	0	0	0	16	34	0	50
UG	0	0	0	0	0	0	0	0	0	0



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	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

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

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

Self Study Report of DR.SNS RAJALAKSHMI COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2241	17	4	0	2262
	Female	1430	11	2	0	1443
	Others	0	0	0	0	0
PG	Male	404	1	0	0	405
	Female	238	2	0	0	240
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	16	1	0	0	17
	Female	20	4	0	0	24
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	114	82	132	168
	Female	93	49	90	109
	Others	0	0	0	0
ST	Male	7	2	12	10
	Female	5	5	0	5
	Others	0	0	0	0
OBC	Male	309	234	379	451
	Female	267	130	235	319
	Others	0	0	0	0
General	Male	186	123	214	286
	Female	171	102	167	191
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>1152</b>	<b>727</b>	<b>1229</b>	<b>1539</b>

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

<b>Department Name</b>	<b>Upload Report</b>
Artificial Intelligence And Data Science	<a href="#">View Document</a>
Business Administration Post Graduate	<a href="#">View Document</a>
Business Administration Under Graduate	<a href="#">View Document</a>
Catering Science And Hotel Management	<a href="#">View Document</a>
Commerce	<a href="#">View Document</a>
Commerce Studies	<a href="#">View Document</a>
Commerce With Computer Applications	<a href="#">View Document</a>

Commerce With Digital Marketing And Data Mining	<a href="#">View Document</a>
Commerce With Finance	<a href="#">View Document</a>
Commerce With Information Technology	<a href="#">View Document</a>
Commerce With Professional Accounting	<a href="#">View Document</a>
Computer Applications Post Graduate	<a href="#">View Document</a>
Computer Applications Under Graduate	<a href="#">View Document</a>
Computer Science	<a href="#">View Document</a>
Computer Studies	<a href="#">View Document</a>
Computer Technology	<a href="#">View Document</a>
Costume Design And Fashion	<a href="#">View Document</a>
Cyber Security	<a href="#">View Document</a>
Data Analytics	<a href="#">View Document</a>
Devops And Cloud	<a href="#">View Document</a>
English	<a href="#">View Document</a>
Full Stack And Web Development	<a href="#">View Document</a>
Graphics And Creative Design	<a href="#">View Document</a>
Information Technology	<a href="#">View Document</a>
Library Science	<a href="#">View Document</a>
Management Studies	<a href="#">View Document</a>
Psychology	<a href="#">View Document</a>
Tamil	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The College is offering a world class curriculum, designed and developed based on Design Thinking approach under Outcome Based Education and Choice Based Credit System in semesters. The Curriculum is strongly focusing on multi-disciplinary and inter-disciplinary learning through courses under Cluster Core, Cluster elective and Open elective, Add-on as well as through elective tracts towards multi-dimensional career paths.
---	---

<p>2. Academic bank of credits (ABC):</p>	<p>The Examination policy of the Institution already has provision for transferring credits earned by students from outside the parent institution through offline and online modes. The transferred credits are accounted in lieu of the credits to be earned for studying the elective courses from the Campus education.</p>
<p>3. Skill development:</p>	<p>The College has a well designed Skill Development Programme offered to all the students both within the curriculum structure and outside it. These Programmes promote the soft skills, Life skills and Communication skills of students, thereby leading to good placement opportunities for students. Also, the students are trained in technical skills and professional skills. Further, interested students are trained through incubation centres in entrepreneurial skills.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Curriculum offered by the college to the under-graduate students under its part I contain four different credited courses in Indian Languages viz: Tamil, Hindi, Malayalam and Sanskrit. The courses address the language, literature and the culture of Indian society. In addition to these language courses, the curriculum contains courses on Human Values and Rights, Ethics, Environment, Indian Constitution and Obligations of the citizens.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Since 2018-19, the college is offering Outcome Based Education at the under-graduate and Post-graduate levels by defining Programme Outcomes (POs) in alignment with the Mission of the Institution, Programme Specific Outcomes (PSOs), Course Outcomes (COs) and Programme Educational Objectives (PEOs). Also, at the end of each semester, the attainment of outcomes is calculated through direct and indirect methods and necessary action taken in the cases when outcomes are not attained.</p>
<p>6. Distance education/online education:</p>	<p>The Course teachers prepare e-content and videos for the courses they teach and upload the same in the SNS -Course ware which is available for learning by our students and others. Also, students are instructed to learn SWAYAM, NPTEL and MOOC Courses related to their Curriculum through online mode. Offering programmes under Distance Education is under the Future Plan of the Institution.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. An Electoral Literacy Club (ELC) has been set up in the College. The present coordinator for the club is Dr. R. Kanagaraj, Department of Commerce with Computer Applications. For the Executive Council of the club, 10 students studying in different programmes have been nominated. Also, the faculty members assist in the organization of the programmes under the club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The student's coordinator and coordinating faculty members are appointed by the college. The Electoral Literacy Club (ELC) is fully functional and organizes awareness programmes on Electoral Literacy periodically. Further, the club is representative in character from different stakeholders.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The club undertakes several innovative programmes through voluntary contribution by the students in electoral processes. They include (i) Voter Registration of students and communities (ii) Assistance in the recent elections for Lokh Sabha (iii) Voter Awareness complains on Ethical voting (iv) Enhancing Participation etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The club takes up socially relevant initiatives and awareness drives in the neighborhood villages by taking electoral surveys and involving students in the electoral processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	In December 2023, the club of the college organized voters registration campaign for the students to enroll in electoral roll who are above 18 years by issuing suitable registration forms to the eligible students. Also, immediately after that, awareness programme was conducted on the importance of voting.

## Extended Profile

---

### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4350	3420	2991	2992	3436
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1316	863	1129	1226	1157
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
222	209	208	206	208
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

## 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 304**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3 Institution

## 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
489.72	318.44	237.65	919.60	748.03
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		



## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

**Response:**

The curriculum designed, created, developed, and made available for various programmes are of world class in caliber based on an Outcome-Based Education (OBE) System with a Choice-Based Credit System (CBCS) under semester pattern. After introducing Outcome-Based Education in 2018-19, the under-graduate and post-graduate curricula underwent a major revision in 2021-22, where the entire curriculum was designed, structured, and developed based on Design Thinking approach which has been patented in India. The curriculum offers enough options and flexibility to encourage cross-disciplinary and inter-disciplinary learning. The under-graduate curriculum consists of Five different parts with the total credits distributed among the different parts as follows: Part I Languages (11.43%), Part II English (5.71%), Part III (60%), Part IV (4.29%), and Part V (7.14%). In the case of Post-graduate Curriculum, the total 90 credits are distributed among core and elective courses as well as research components as follows: Core: 73.3%, Elective: 22.22 % and Research: 4.44 %. In the case of M. Phil and Ph. D Programmes, Elective course system is followed for course work in place of Choice-Based Credit System (CBCS).

The Curriculum is designed and developed with a uniform structure by including supportive courses, skill-based courses, cluster core/elective courses, discipline-centric core/elective courses, open elective, value-added, and add-on courses are under Part III apart from the language courses under Part I and II. Parts IV and V of the curriculum mainly deal with human values and social respectively. Industry specialists design and suggest new electives, blended learning programmes, and one-credit courses to address local, national, and international developmental demands.

To address the global needs, in particular in the field of computer studies, certifications from ISQTB, UK, Oracle, and IoT, as well as certifications from other professional bodies including IEEE and ACM, are available. The curriculum and syllabus of the respective societies are adopted to meet the needs of the regional community, and students in the commerce stream receive appropriate training in preparation for taking the CMA (Cost and Management Accounts) Foundation, ICS (Institute of Company Secretaries) Foundation, and Professional Accounting Foundation (CA) examinations. The British English Communication (BEC) course addresses global communication.

The outcomes of the Curriculum provide students with the Knowledge, skills, and personality development they need to overcome any obstacle. The UGC and the affiliated university have recommended and expected that the entire curriculum be constructed to fulfil local, regional, and national demands while preserving traditional human and social values and educational culture.

The creation and approval of curricula entail discussions at several levels conducted by pertinent committees, including statutory bodies like Boards of Studies and Academic Councils that were constituted with experts from Academia and Industry. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are the three main design elements of the curriculum in addition to the Programme Educational Objectives (PEOs). Our institution's Programme Outcomes (PO) seek to shape graduates with the following qualities: self-direction, ethics, environment and sustainability, social interaction, effective communication, critical thinking, and effective citizenship.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

#### **Response:**

The Institution offers study programmes at the under-graduate and post-graduate levels apart from the research programmes. The above programmes are offered under semester pattern, following Choice Based Credit System (CBCS), thus promoting flexibility in the Choice of courses by the students. Further, the institution follows Outcome Based Education (OBE) by defining Course Outcomes, Programme Specific Outcomes, Programme Outcomes and Programme Educational Objectives.

The under-graduate and post-graduate curricula of all the different programmes offered in the institution are based on the needs of the students for their career. While the curriculum for under-graduate programmes is mainly employment driven, the curriculum for post-graduate programmes is focused towards research and industrial needs. Both the Curricula are designed and developed based on Design Thinking approach.

The curriculum of the programmes is designed and developed with sufficient number of Core Courses, Elective Courses, Supportive Courses, Skill based courses, ability enhancement courses, foundation courses and courses on extension activities. In addition, there are courses on English and other languages. While the under-graduate students are expected to earn at least 140 credits, the post-graduate students are expected to earn at least 90 credits for obtaining a degree in their study programme.

The uniqueness of the present Design Thinking based curriculum is the elective tracks available for the students towards employment, entrepreneurship and higher studies based on the interest of the students. Under each elective track, there will be three different courses in a sequence based on the theme of the track. The three courses will address knowledge, skills and profession respectively. Further, there will be provision for inter-disciplinary elective courses to learn across the disciplines by the under-graduate students. Except very few courses liberally focus on employability, skill development and

Entrepreneurship. For instance, during the period 2018-19 to 2022-23, 43 % of the courses focus on employability, 27% of the courses focus on entrepreneurship, and 30 % of courses focus of skill development.

During the five year period of 2018-19 to 2022-23, two major revisions were made in the curriculum design, development and course syllabi. In the year 2018-19, Outcome Based Education was introduced for all the programmes by way of introducing course outcomes, programme outcomes and programme educational objectives and mapping the above appropriately. Further, attainment of outcomes were calculated through direct and indirect methods and necessary action initiated wherever, the outcome was not attained to the expected level. Then, in the year 2021-22, the curriculum for all the programmes were completely revised by introducing the concept of Design Thinking in the design and development of the curriculum for all the under-graduate and post-graduate programmes. Elective tracks based on the students cariees needs in the highlight of this curriculum. Apart from this, new elective courses were added every year is most of the programmes apart from revising the concept of the courses. During the past five year period of 2018-19 t o 2022-23, among the total number of courses across all disciplines, more than 500courses were new.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 55.4

#### 1.2.1.1 Number of new courses introduced during the last five years:

**Response:** 513

**1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

**Response:** 926

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	<a href="#">View Document</a>
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

**Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum**

**Response:**

The sustainability of the environment, gender inequity, and the erosion of professional ethics and human values are the three main concerns facing modern civilization. It is also necessary to address gender-related concerns like health and hygiene, women's entrepreneurship, Women empowerment, and gender sensitization. It has become increasingly important to approach environmental problems like pollution, acid rain, depletion of ozone layer, global warming, climate imbalances, nuclear accidents, and holocaust with caution. It's Further, importance is to be attached to take precautions against hunting animals, cutting down forests, contaminating resources, and harming insects.

The undergraduate curriculum of Dr. SNS Rajalakshmi College of Arts and Science under Part IV, which is worth eight credits, integrates foundation courses like Environmental Studies, Value Education, Human Rights, General Awareness, Yoga for Human Excellence, and Women's Rights in order to shed light on the aforementioned intersecting issues.

The "Environmental Studies" course takes an interdisciplinary approach by addressing topics including pollution, earthquakes, floods, water conservation, and wildlife preservation. The fundamentals of Human Rights as well as moral, ethical, and spiritual principles are covered in the courses on Value Education and Human Rights course.

The "General Awareness" course imparts knowledge in current events, science and technology, and aptitude. Yoga for Human Excellence offers a flexible curriculum that includes lessons on living with everlasting ideals, such as meditation and yoga.

The concept of understanding the relationship between local, regional, and worldwide concerns pertaining to women and their rights is covered in the course on Women's Rights course, which also

helps students to learn about sexual harassment, criminality, and violence against women.

Additionally, NSS, YRC, and RRC offer two-credit Extension Activities related to social responsibility under Part-V.

Students studying in commerce program learns about consumer protection through a course on "Consumer Rights." The MBA Programme offers a post-graduate course on "Human Resource Development and Score Card," which evaluates how well staff development and performance reviews are working.

The inclusion of cross-cutting themes pertaining to gender, sustainability and the environment, human values, and professional ethics in our regular curriculum instills in students a profound sense of humanity and transforms them into deserving and important members of the citizenry.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 321

File Description	Document
List of students and the attendance sheet for the above mentioned programs	<a href="#">View Document</a>
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Evidence of course completion, like course completion certificate etc	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 100

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 31

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 31

<b>File Description</b>	<b>Document</b>
Sample Internship completion letter provided by host institutions	<a href="#">View Document</a>
Sample Evaluated project report/field work report submitted by the students	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Program and course contents having element of field projects / research projects / internships as approved by BOS	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:**

**Response:** A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website

<b>File Description</b>	<b>Document</b>
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 62.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
1780	1539	1229	727	1152

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

2022-23	2021-22	2020-21	2019-20	2018-19
2250	2217	1950	1800	2023

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 62.77



**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1228	1062	848	502	795

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

2022-23	2021-22	2020-21	2019-20	2018-19
1552	1530	1346	1242	1396

<b>File Description</b>	<b>Document</b>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any	<a href="#">View Document</a>

**2.2 Catering to Student Diversity****2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

The higher secondary courses and grades are taken into consideration throughout the admissions process.

In certain programmes, students can submit applications for admission even if they have not studied the relevant core topic, in accordance with the affiliated university's admissions policies. Consequently, it is now required to make appropriate connections between the curricula of Higher Secondary School and Collegiate. At the start of the programme, Bridge Course is offered at two different levels in English, Mathematics, Computer Science, and Accountancy in order to close the gap. Level-1 is designed for higher secondary students who did not study the core topic, and Level-2 is intended for those who had studied the core subject. The evaluation of the Bridge Course's effectiveness is done by comparing the students' scores from the first-day entry test and the last-day exit test.

After completing the bridge course, students' aptitude and attitude are evaluated based on a variety of factors, such as their cognitive abilities, their creative writing, their involvement in extracurricular and co-curricular activities, etc., and the grades received on different evaluation tests. The tutor and the course teacher categorized the students into advanced learners and slow learners according to the information provided above. The advanced learners are given difficult assignments including book reviews, mini projects, research and coding. They receive professional training, internships, technical quizzes, field projects, preparation for public service examinations and national contests in addition to the above mentioned benefits. Additionally, they receive sufficient training and subject understanding to finish online courses offered by MOOC/NPTEL/SWAYAM. The teachers also encourage and prepare the advanced learners to present papers at conferences and seminars and to publish their research papers in prestigious journals. In order to accumulate additional credits, they are further encouraged to register in extra-credit courses.

Remedial coaching in the form of training, tests, assignments, revision of key topics, and real-world example-based explanation of doubts is given to the slower learners. These encourage and assist them in improving their performance on their internal and semester examinations. In order to provide students a strong intellectual exposure, intramural competitions and activity-based teaching and learning are also held. The responsible tutors additionally provide monthly or whenever needed academic and private counselling to slow learners. Slow learners are therefore given extra attention and closely watched over by department heads, tutors, and class teachers in order to improve their performance in upcoming examinations. Additionally, specific programmes have been developed at various proficiency levels for advanced and slow learners.

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

**2.2.2**

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

**Response:** 19.59

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

#### Response:

For the benefit of students from a variety of backgrounds, the college uses teaching-learning strategies that are centered on the needs of the individual student. Learning strategies including problem solving, experiential learning, participatory learning, and contributive learning have been thoughtfully designed to improve students' educational experiences.

Every course in the programme uses the same customized experiential learning strategies, such as internships, mini-projects, research-based assignments, code-bugging, model-building, hacking, seminars, case studies, student presentations, article publications, research reviews, and group activities, group seminars, peer teaching, tutorials, group discussions, gaming, organising workshops and exhibitions, inter-collegiate and inter-departmental competitions, interactive guest lectures, debates, role play, Industrial specialists create and deliver one-credit and blended learning courses (which combine theory and practice) to give students exposure to the working world and hands-on training.

Working together in a collaborative setting, the teachers, students, and other stakeholders employ digital platforms effectively to produce rich teaching and learning experiences using e-books, e-lab manuals, and other e-resources. Students are taking part in Innovational and Educational activities such as Mobile App Development and Hackathons.

The college uses contemporary pedagogies to improve the teaching-learning process in accordance with new trends. Learning experiences are improved by ICT-connected teaching facilities such as language labs, smart classrooms, virtual classrooms, online psychometric tests, Wi-Fi enabled classrooms with LCD projectors, and E-factory visits. Additionally, for simple comprehension and follow-up on the concepts and course contents, the college offers its students learning resources via its Courseware portal ([www.snscourseware.org](http://www.snscourseware.org)). Through discussion clubs, blogs and web portals, the institution gives students a place to practice their defensive techniques.

These learner-centered teaching strategies help students develop social responsibility and help them understand the concepts taught in different courses. Through interactive and participatory learning methods, intellectual and communication skills, and increased creativity, students explore societal concerns and enhance their capabilities. Additionally, it will improve hardware troubleshooting, debugging, design and development, and the ability to create demonstrative models that provide precise solutions for industrial and social issues. Tutorials and problem-solving sessions are held by all departments for various courses.

Deep understanding of the subject matter, the acquisition of new knowledge based on practical applications, and the capacity for advanced thinking have all been made easier by the student-centric teaching approaches. When students indicate that they are satisfied with their learning, this is evident how these strategies have affected their overall results. This is also evident in the grades they receive for their coursework. Additionally, it is noticeable when the graduates return and express how fortunate they were to attend this college because it equipped them with the information and abilities that businesses value.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

The College has a very effective Mentor-Mentee system. In the beginning of the academic year, each student is allotted to a faculty member who will act as a mentor. Each mentor will have 30-60 student mentees allotted to each them. The mentors take care of their mentees both academically and personally. The mentors meet the mentees formally on a regular basis and informally based on the individual mentee's needs as well as academic and personal requirements. The mentors monitor the mentees' academic performance, their learning ability in the class room and performance in the tests and examinations. The mentees' personal issues are discussed privately to keep the confidentiality and whenever required psychological counselling is provided. Mentoring process in the Institution is effectively performed so that every issue of the mentee is addressed fully. Also, wherever required, the parents of the mentees are invited for discussion. Also, every semester, one Parent-Teacher Meeting is conducted wherein the Mentors discuss about the performance and issues related to their mentees.

The Mentors also arrange special training and teaching in the areas in which their mentees are weak. The Mentor-Mentee system is also connected to the slow and advanced learner system of the institution. In the beginning of the academic year, each student's learning ability is assessed and all the students in

each class are classified as Slow Learners, Moderate Learners and Advanced Learners. While slow learners are provided with special attention for their education through special classes etc., Advanced Learners are provided with challenging tasks such as doing small projects, attending seminars and conferences in their discipline and learning online international certification programmes. These Slow Learners, Advanced Learner system are well connected to the Mentor-Mentee system.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.3

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

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

#### **Response:**

The College and Departments adhere to a well-defined schedule in order to maintain their high standards of performance. The college's Internal Quality Assurance Cell (IQAC) creates a uniform academic calendar well in advance of the academic year, containing a wealth of information on the college's activities and events. Together with general information about the Sri SNS Charitable Trust, statutory and non-statutory bodies, the Internal Quality Assurance Cell, various committees and their duties, the details of the undergraduate, post-graduate, and research programmes that are offered, and the list of staff members. It also includes the college's vision, mission, goals, and objectives. Information is also provided about scholarships, admission requirements, rules governing the college and hostels, and learning resources including laboratories and libraries.

Additionally, it includes the approximate schedule for the first day of classes for new students, the beginning of the Bridge Course, and the reopening day for senior students in undergraduate and post-graduate courses. It consists of the dates of formally recognized government holidays, the deadlines for paying examination fees, the start date of examinations, and information on activities related to extensions. The College complies with Departments' academic calendars and the academic plan, which is continually monitored by the head of the Institution through the implementation of a clearly defined mechanism. Additionally, the statutory committees give their approval to the adherence.

Each of the Department's Quality Circle prepares an academic calendar and lesson plan particularly for their internal operations, which is created prior to the beginning of the semester, in addition to the college's general calendar. The Departments' Academic Calendar includes details regarding the courses that are being offered, the workload, the time table, instructional materials, lesson plans, and online and in-field learning. The calendar for tutorials, seminars, debates, group discussions, remedial coaching, and a list of advanced learners' assignments are also included. The available NPTEL videos and other e-

course videos are presented. Furthermore, the calendar provides the tentative dates for holding the conference, seminar, teachers' forum, guest lecture, workshop, etc.

The college's Examination Cell functions according to the time table and calendar that it establishes. There are instructions regarding how to register students with eligibility for examinations, acquire hall tickets, set and review question papers, conduct tests, assess answer papers, publish results, and, at the end, celebrate graduation day. The Examination Cell strictly adheres to the schedule.

In order to ensure an efficient and effective functioning of the Department, the Department Heads constantly supervise compliance with the Academic Calendar and the teaching plan. Regular submissions of documentation to the principal for approval include the log book, internal mark statement, student attendance report, and report on events held.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 99

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

2022-23	2021-22	2020-21	2019-20	2018-19
236	212	209	209	208

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	<a href="#">View Document</a>
Provide the relevant information in institutional website as part of public disclosure	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.2****Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 30.92**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 94

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	<a href="#">View Document</a>
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 11.42**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2535	
File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

<p><b>2.4.4</b></p> <p><b>Percentage of full time teachers working in the institution throughout during the last five years</b></p> <p><b>Response: 83.65</b></p>	
<p><b>2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:</b></p> <p>Response: 174</p>	
File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

<p><b>2.5.1</b></p> <p><b>Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years</b></p> <p><b>Response: 10.4</b></p>				
<p><b>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</b></p>				
2022-23	2021-22	2020-21	2019-20	2018-19
11	12	12	07	10



File Description	Document
Result Sheet with date of publication	<a href="#">View Document</a>
Policy document on Declaration of results (if any)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Exam timetable released by the Controller of Examination	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5.2

### Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 0.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	05	0	0	38

#### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4185	3205	2780	2771	3186

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 2.5.3

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

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

#### **Response:**

The Examination Cell of the College adopts a complete e-governance system in all the domains of the Examination process. Also, all the different domains are integrated and the IT integration has brought in considerable improvement in the Examination Management System. The Examination Process in the College is specifically managed by E-Nova Software. The following are the different domains, the above software takes care of.

#### **IT Integration:**

E-Nova Software is used specifically for the following Examination Process.

- Registration of students and courses.
- Updation of payment of examination fee.
- Generation of hall tickets
- Preparation of the examination schedule
- Question paper generation from the Question Bank through the Software
- Allocation of dummy numbers for the answer scripts
- Central valuation process
- Processing of results for the Result Passing Board meeting
- Publication of Results in the College Website.

#### **Continuous Internal Assessment (CIA)**

The students studying both under-graduate and post-graduate programmes are assessed through formative (Continuous Internal Assessment) and Summative (End Semester) Examinations. The following are the details of Continuous Internal Assessment.

- The Continuous Internal Assessment Test 1 will be conducted after the completion of first 2 Units
- The Continuous Internal Assessment Test 2 will be conducted after the completion of 3 & 4 Units
- The Model Examination will be conducted after the completion of all the 5 units
- For Hall Allotment, Invigilation duty and Squad duty the same procedures may be followed as per the End Semester Examinations
- Question Bank: All the Course faculty will submit a duly scrutinized Question Bank based on the various levels in Bloom's Taxonomy. The Question Bank will be uploaded in the Software for

the generation of Question Paper for the CIA Tests and Model Examinations.

- Printing of Question Papers for Internal and Model Examination will be as similar to the End Semester Examinations.
- The valuation of Answer Scripts will be done by the respective Course Faculty.

### Internal Components

Sl. No.	Components	UG	PG
1.	CIA Test 1 (First 2 Units)	05	05
2.	CIA Test 2 (Units 3 & 4)	05	05
3.	Model Examination (All the 5 Units)	15	10
4.	Seminar	05	05
5.	Assignment	05	05
6.	Case study/Problem Solving / Critical Review	05	10
<b>Total Marks</b>		40	40

### Examination Reforms (2018-19 to 2022-23)

2018-19: 1. Introduction of Blended Course in each Programme as Blended with 60% Theory and 40% Practice

2. Introduction of Evaluation pattern for Value Added Technical Skills I, Value Added Technical Skills II, Extra Credit Course offered by the Industry, Courses Blended with Theory and Practice, Compulsory and Elective Foundation Courses for all PG Programmes.

2020-21: Introduction of Revised Question Paper Pattern for all the Theory Courses of UG and PG Programmes

2021-22: 1. Introduction of Revised Evaluation Pattern for CIA for all UG and PG Programmes

2. Introduction of New pattern for Conduct of CIA Tests and Distribution of Marks by giving more weightage for Model Examination

2022-23: Open Book Examination has been introduced for all Value Added and Add-on Courses.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

#### **Response:**

The institution aspires to be a Supreme Centre of Academic Excellence, guaranteeing students from every aspect of life accessibility to an excellent education. Each programme at the institution has well-designed and defined Course Outcomes (COs), Programme Specific Outcomes (PSOs), Programme Outcomes (POs), Programme Educational Objectives (PEOs) with specific objectives. Attainment is calculated for all the courses taught by our faculty members to review the learning outcomes of the students of their respective courses they have leaned. The attainment of these courses are evaluated by the Institution for assessing the Depth-in-Knowledge of the Faculty Members. The aforementioned results are discussed with all students and teachers at the beginning of the academic year and displayed on the college website.

The college employs an integrated learning approach that combines learner-centric classroom instruction, field- and industry-based experiential learning, and online learning with integrated skill development in Soft Skills, Technical Skills, and Professional Skills to accomplish the educational goals of the programmes and courses.

The classroom uses learner-centric teaching strategies to promote a collaborative, participatory, and contributive learning environment. Students receive specialized training from experts to enhance their soft skills, which include communication, quantitative aptitude, personality development, and capacity building.

Students in the Commerce stream is provided with an extensive variety of technical and administrative skills, particularly those associated with accounting, economics, finance, taxation, management, and insurance. Students participate in research reviews as well as field projects.

Establishing the course and programme specific outcomes in computer studies offers a solid foundation in scientific and mathematical concepts to solve IT-related issues. In order to provide software solutions for industrial and societal problems, this assists in the application of strong technical aptitude and domain knowledge.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**2.6.2**

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 93.69

**2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 1233

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	<a href="#">View Document</a>
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1**

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

**Response:** 3.81

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

**Response:**

In the realm of higher education, research plays a pivotal role in the advancement of knowledge and the development of skills among students and faculty. The institution's research facilities encompass laboratories, libraries, specialized equipments, and technology infrastructure. The institution frequently updates its research facilities by underscoring the institution's dedication to providing researchers with cutting-edge resources. Regular updates in research policy not only facilitates the ongoing research but also attracts the top-notch talent, including faculty and students, who seek access to state-of-the-art facilities. We have six research Departments viz., Tamil, English, Commerce, Management, Computer Science and Library Information Science each equipped with the necessary resources and facilities to support high-quality research.

Our college prides itself on having a comprehensive research policy that sets high standards for research-oriented activities both within and outside our institution. This policy serves as a roadmap, guiding our faculty and students in their research endeavours and ensuring consistency and quality in our research outputs. The Institute has a Research Advisory committee which plays a crucial role in guiding and overseeing research projects. Some of the key functions of the committee are Guidance and Expertise, Ethical Oversight, Review and Approval for Seed Money, Resource Allocation, Monitoring Progress, Problem Solving, Dissemination and Impact through Research Publications and Presentations.

We provide funds to stimulate research thinking and creativity within our college through seed money. Each department is allocated funds to support the research pursuits of its members. In addition to funding research projects, our policy also provides funds for faculty to present papers at conferences and publish their work in reputable journals. This support enables our faculty members to disseminate their research findings, receive feedback from the broader academic community and contribute to the advancement of knowledge in their fields.

The Intellectual Property Rights Cell (IPR) established in the year 2018 conducted activities from filing till submission of report through seminar and workshops. At present the institution has published more than 90 Patents and 2 Patents are granted at present.

The institution has upgraded the Research Facilities by developing the library and laboratory infrastructure. There was an increase in the purchase of library books and subscription of journals from 34,429 in 2018 – 19 to 39,566. Books as on date amounted to Rs.1, 425,305 and more purchases of computers amounted to Rs. 67,631,545 and more. NVDA Screen Software is installed in Digital Library. Moreover, the institution has licensed Plagiarism software checker Drill bit worth Rs. 78,500 to assist the researchers in verifying the similarity index of the journal manuscripts and Research Proposals with value limited to 20%. We continue to implement and refine our research policy, to look forward to seeking further growth and innovation in our research endeavors.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**3.1.2****The institution provides seed money to its teachers for research****Response:** 26.49**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.04	5.56	4.56	4.63	4.70

<b>File Description</b>	<b>Document</b>
Sanction letters of seed money to the teachers is mandatory	<a href="#">View Document</a>
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.1.3****Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years**

**Response:** 0.33**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 1

<b>File Description</b>	<b>Document</b>
List of teachers who have received the awards along with nature of award, the awarding agency etc.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1**

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 43.14

<b>File Description</b>	<b>Document</b>
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	<a href="#">View Document</a>
Institutional data in the prescribed format (data template is merged with 3.2.2)	<a href="#">View Document</a>
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.2.2**



**Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years**

**Response:** 0.11

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

**Response:** 33

<b>File Description</b>	<b>Document</b>
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 3.2.1)	<a href="#">View Document</a>
Copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### **3.2.3**

**Percentage of teachers recognised as research guides as in the latest completed academic year**

**Response:** 24.32

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

**Response:** 54

<b>File Description</b>	<b>Document</b>
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

## **3.3 Innovation Ecosystem**

### **3.3.1**

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

**Response:**

The institution has established an ecosystem for innovations and incubation centres in several domains for knowledge production and transfer of technology have been set up. These facilities offer students a platform to develop their innovative ideas and ambitions into profitable enterprises and businesses.

SNS Institutions' initiative, the SNS iHub, offers a prototyping space surrounded by an environment that encourages creativity and design thinking in order to support entrepreneurs. With guidance from professionals in academia and business, the center assists in identifying societal and industrial issues and applying design thinking to address them. Thrust area inputs create the ideal environment for business transformation and move the company in the direction of its goals.

The course syllabus adheres precisely to the Indian Knowledge System in order to impart the values and significance of Indian knowledge. Students are required to study and complete examinations based on the IKS-based concepts, which are covered in a variety of courses. Instructing traditional aspects, knowing loving traits and modern individuals, and other Indian knowledge-related themes are covered in the general Tamil course. The Indian Knowledge System is additionally discussed in other courses on Indian economics and goods and service taxes.

Students and faculty members can benefit from the active operation of the college's Intellectual Property Rights Cell which was established in the year 2018 and aims to raise awareness of IPR. Students are invited to participate in a variety of IPR events at the campus and beyond. It is also suggested that they register patents. Two patents are published and over 100 patents are registered with the institution.

Students receive assistance and encouragement to transform their innovative ideas into startups through the incubation centers, which include the Software Development Centre, Entrepreneurship Development Cell, and Strategic Business Development Centre. More than fifty startup companies have been started by students from various departments throughout the past five years. Several firms in the food and beverage industry are run by CS&HM students. Students from CDF establish a number of enterprises, such as a design unit and a tailoring shop. Several enterprises, including Mathematics Academy and Coaching Centre, have been started by mathematics students. More than 10 start-ups, including Students Store and grocery, mobile retailing, have been established by business administration students.

The college's Software Development Centre (SDC) offered more than 30 consultation services and negotiated memorandums of understanding with businesses and industries. Project management and business communication training programmes were among the two consulting services offered by the college's Strategic Business Development Centre. The college's Entrepreneurship Development Cell provided students accessibility to business clients and offered instruction in areas such as business communication, jewelry making, painting, tailoring and embroidery, mobile maintenance, beautification, and sewing.

Memorandum of Understandings (MoUs) for Knowledge Exchange Programmes, Faculty-Student Exchange Programmes, and Collaboration and Consultancy Projects were inked by the College with Businesses and Institutions. The college entered into memorandums of understanding (MoUs) with various businesses to provide consultancy services for various activities.

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

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

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

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	<a href="#">View Document</a>
Constitution of the ethics committee and its proceedings as approved by the appropriate body	<a href="#">View Document</a>
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	<a href="#">View Document</a>
Bills of purchase of licensed plagiarism check software in the name of the HEI	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 2.81

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

Response: 152

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	<a href="#">View Document</a>
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.3**

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

**Response: 0.11**

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

Response: 32

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	<a href="#">View Document</a>
Links to the paper published in journals listed in UGC CARE list	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link re-directing to journal source-cite website in case of digital journals	<a href="#">View Document</a>

**3.4.4**

**Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 4.41**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 1342

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4.5****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 1.21

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

**3.4.6*****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 4.5

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

### 3.5 Consultancy

#### 3.5.1

**Revenue generated from consultancy and corporate training during the last five years**

**Response:** 41.12

**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
2.75	2.8909	4.623	13.87564	16.98133

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	<a href="#">View Document</a>
Letter from the beneficiary of the consultancy along with details of the consultancy fee	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
CA certified copy of statement of accounts as attested by head of the institution	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

The college has continuously attempted to raise the socioeconomic status of the neighborhood for the previous 25 years. Several surrounding villages—Marathur, Vellamadai, Peedapali and some other were adopted by the college with the goal of strengthening community relations. In an effort to assist the rural community, the College and its Departments expanded a variety of extension programmes, including Yoga, Disaster Management, ECO Club, NSS, YRC, and RRC.

The college cleaned the chosen Marathur hamlet by removing undesired bushes, cleaning the water tank, the temple, and doing other steps. Following the adoption of Thudialur Railway Station, a green park and saplings were planted and maintained. To accomplish a social cause of safe guarding the water resources of the neighborhood, Chinnavedampatti lake was adopted. For the benefit of society, the NSS's life-saving objective motivated them to organise blood donation drives, release two blood donor directories, and carry out blood grouping initiatives. Student volunteers donate blood for emergency needs of the people from the neighbouring villages. In response to the COVID-19 epidemic, a number of awareness programmes are organised by the college's extension activity online to educate people about health issues and lessen mental strain.

When the college observes important holidays such as Deepavali, Pongal, NSS, Yoga, Voters, Republic, Independence, Gandhi Jayanthi, World Environment, Peace Festival, and so on, extension clubs are essential. During these events, the students participate in sharing their thoughts about social issues in the newspapers.

The village administrations also recognize and honor the acts of expanding social compassion. The Craft Club has won numerous awards in national competitions. The dancing team from the college took first place in national competitions that were held at various institutions throughout the state of Tamil Nadu. The college's photography club received funding through for their socially conscious short films. An inventive drawing was produced by the Innovations and Creative Club in an attempt to encourage young children's inventiveness.

Through extension activities that help students absorb social and cultural values and strengthen their organizing abilities, the goal of holistic student development is accomplished. Students' leadership abilities, sense of teamwork, concern for others, and dedication to society are developed throughout the time they organize and/or actively participate in these extension activities. Their desire to aid the underprivileged leads them to understand the importance of contributing back to society and prepares the path for continuous learning experiences and the development of morally as well as social conscious citizenship in India.

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

**3.6.2**

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

**Response:** 181

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	30	27	39	37

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.7 Collaboration****3.7.1**

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

**Response:** 105



<b>File Description</b>	<b>Document</b>
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

Through learner-centric and technologically sophisticated pedagogical tools, the institution guarantees that its infrastructure facilities are available and used for the holistic learning academic environment. More than 90 well-ventilated, spacious secured, and completely equipped classrooms are available at the institution. They are furnished with enough desks and benches to seat between sixty and seventy students each. Every building has a sufficient number of interactive whiteboard-equipped smart classrooms to support technology-based teaching and learning, as well as a dedicated space for creating e-content for online instruction.

For staff and students, an unlimited Wi-Fi internet connection with a broad bandwidth is available. Three conference rooms with air conditioning are available. The infrastructure facilities include an open auditorium, common areas, a sick room, a cafeteria/canteen, ramps, lifts and special washrooms for differently abled students, and separate accommodation for boys and girls. The computing facilities consist of 15, completely air-conditioned computer laboratories, among which is a language laboratories with 60 computers running on windows 10 and Globarena software. There are more than 900 desktop computers with printers and scanners.

The needs of the students studying Catering Science and Hotel Management are accommodated by a fully functional laboratory system. A textile processing facility and a laboratory for clothing construction are used by the Costume Design and Fashion Programme. It has fashion makers, power sewing machines, overlock machines.

The institution provides enough modern infrastructure for both indoor and outdoor sports and games, a gymnasium, yoga centre, and facilities for music, dance, craft, fine arts, and other activities. Exclusive areas for table tennis, carom, and chess are among the various indoor game amenities. There is also a mini-treadmill, a multi-purpose eight-station gymnasium, swiss balls, weightlifting rods, weight plates, bench presses, and tumblers are available.

Synthetic basketball and tennis courts, and other outdoor sports facilities are among the outdoor sporting amenities. There are additionally one soft ball/foot ball field, one kho-kho court, one kabaddi court, one volley ball court, one hand ball court, one soft ball/badminton court and one cricket pitch.

In addition to the aforementioned physical amenities, the college offers sports achievers TA & DA, uniform, sports kit, and fee reduction to enable them to compete in a variety of competitions and sporting activities. Yoga is provided as an extension activity. There is a separate yoga hall with yoga mats and kiriyas equipment.

The prosperous Cultural Clubs in the campus included Dance Club, Vocal Club, Music Club, Folk and Traditional Instruments Club, and Bravery Gamers Club. The Music Club features a specialized band consisting of 15 people, along with various equipment like musical instruments, amplifiers as well as oshta 04-way power strips, guitar straps, corded and cordless microphones and a custom sound bar in the shape of a cube.

The Photography and Short Film Club has a digital video camera and editing equipment accessible for use in recording college campus activities and creating student-made short films with social problems.

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

**4.1.2**

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

**Response:** 25.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
70.05	35.24	12.05	376.84	198.94

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

The undergraduate and postgraduate libraries of the college are located in separate spaces measuring 4800 square feet and 2400 square feet, respectively. There is plenty of space in the libraries for reading and racks for holding books and back volumes. The libraries' reading halls house the reference books and journals. Additionally, newly acquired books are placed in the "New Arrivals" rack for around two weeks from the date of purchase before being relocated to other racks. Furthermore, the Library has a fully functional digital library.

The library has a total collection of 12837 titles and 39566 volumes (as on 1.07.2024). There are 4168 back volumes of Journals and 68 Journals & Magazines in different disciplines subscribed. The library has institutional membership with DELNET, INFLIBNET N-LIST (National library and Information Services) and NDL (National Digital Library). Through the above facilities, 195809 e-Books, 10384 e-journals and 28 Audio Books can be accessed by the staff and students of the college.

For proper organization of the books and journals, the library uses Integrated Library Management system using the Software LIPS and upgraded frequently. Twenty computers have been reserved for students to search the information on the availability and issue of books in the main undergraduate library and PG library. Various types of reports are generated using the software LIPS. Database for books is created along with the database for users. The issue-return process is fully automated and manual cards are kept as supporting documents for the students and staff. Issue and return of books are carried out with the help of barcode system.

The library has NVDA- Screen reading software along with Headphones to facilitate the visually impaired users to access e-contents of the library along 60 braille books.

All user data, including reading and circulation history, contact information, penalty information, and circulation status, may be viewed via a single-window library administration system. Teachers and students use the unique login to access the library in order to further their education.

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

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 0.49

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
4.29	1.70	0.19	5.49	1.72

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The college has excellent IT resources, including frequently updated and enhanced Wi-Fi. The college campus has 15 air-conditioned computer labs with more than 900 machines that are connected to an online UPS. The campus is equipped with a Leased Line and WiFi with a band width of 380 Mbps, an improvement above its previous 80 Mbps. SNS courseware is an online platform that gives students access to course-related e-contents such as lecture notes, syllabus, course-related puzzles, question banks for websites and YouTube videos, and more. The relevant course faculty updates the courseware contents for each semester.

In 2021, 120 i5 (6th Generation) computers with 240GB SSD SATA hard drives and 8GB DDR4 RAM were added. The newest combinations of computer hardware were added in accordance with the requirements. All faculty members and students were given Google Domain e-mail addresses. (xxxx@drsnsrca.ac.in). All instructors and students have access to Bitrix24, an online workplace with a unique user ID that allows them to engage in internal discussions and learn about company culture. Globarena software is available in the language laboratory.

Advanced life-time licence software has been added to the computer laboratories. This includes Microsoft SQLCAL, All Languages; Microsoft Visual Studio Professional/MSDN; Microsoft @SQL Server Standard Edition; Microsoft Win server Standard core; Microsoft M365; Oracle 9i; Auto CAD; MATLAB; Microsoft Intune P1; Microsoft@Win device edu; and more. Students studying computer science programmes use these extensively to acquire advanced technologies and languages.

In order to maintain security and safety, each department is equipped with a desktop, laptop, printer, LAN, Internet, and UPS. Additionally, CCTV surveillance cameras are located across the campus. The college is upgraded from "e-Campus" to "ZOHO books," an ERP platform, in 2022 for its sophisticated financial operations.

All of the buildings are connected by leased lines with fibre links, allowing network management to happen centrally. In order to run their laboratory courses, the departments that provide computer-related curriculum do have the necessary number of computers. The computers in the library, office, and all of these departments are connected to the internet via LANs.

The online portal of the Examination Cell is used to enter internal test results for all undergraduate and graduate degrees. Upon registering through the online portal, all first-year undergraduate and Post-graduate students are granted register numbers. All students can download and receive their hall passes and results directly from this page.

A dedicated media studio equipped with audiovisual equipment, editing software, and recording capabilities is available for the creation of e-content. NVDA: Our library offers this free screen reading programme with audio features to help those who are blind or visually challenged.

Budgetary provisions are provided for the acquisition, improvement, development, and upkeep of the PCs and peripherals throughout the establishment. Facilities for computers and the internet are heavily utilised by the students and instructors for the process of teaching and learning. These resources are also

used by the academic members for research and future investigations.

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

### 4.3.2

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

**Response:** 5.69

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

Response: 765

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 4.3.3

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

Dr. SNS Rajalakshmi College of Arts and Science recognises the vital function in which audio-visual technology improves educational quality and enabling the creation of e-content. In order to achieve this, the institution has established a audio-visual centre with modern amenities, such as media studios, mixing and editing rooms, lecture capture systems (LCS), and all the required hardware and software.

For the production and creation of audiovisual content, the Audio-visual Centre (AVC) acts as a single, centralised location. To assist with a variety of multi-media projects and initiatives, it is furnished with modern equipment and facilities. In addition to video lectures, tutorials, presentations, and instructional documentaries, the AVC offers a supportive environment for educators and students to create e-content. To ensure maximum output quality and efficient use of resources, trained faculty members are on hand to help users make the most of the equipment and software.

The AVC's professional-grade mixing equipment and editing capabilities allow users create audio and video output of the finest quality. Teachers as well as students can utilise editing software packages to improve their multimedia projects. By adding sound editing, graphics, and visual effects, they can produce interesting and powerful e-content.

With professional lighting, sound proofing, and back drop options, the media studio at the AVC offers a versatile space for creating high-quality multimedia content. It is dedicated to audio and video recording, photography, and green screen productions. Real-time recordings of lectures, presentations, and academic activities are made possible by the institution's implementation of a Lecture Capturing System (LCS). With the LCS, instructors can record their lectures digitally so that students can examine and edit them at their leisure. Moreover, it makes asynchronous learning possible, giving students the freedom to access course materials whenever it suits them.

The AVC has all of the newest equipments and software systems required for creating e-content, including content management systems, audio recording devices, video editing suites, and high-definition cameras. Users can also access licenced software programmes like Adobe - Creative Suite, Final Cut Pro, Camtasia, and Blackboard Collaborate, which offer a full range of tools for producing multimedia and collaborating with others.



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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 30.87

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
125.92	41.73	72.60	312.03	285.33

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

##### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic**

**and support facilities within a maximum of 500 words**

**Response:**

A senior civil engineer with extensive experience supervises the college's maintenance office. The Maintenance Office is responsible for building maintenance, plumbing, electrical and furniture restoration, as well as maintaining classrooms, laboratories and to maintain the eco-friendly campus neat and tidy. He is assisted by Site Supervisors, Electricians, Plumbers, Gardeners and Service Staff.

The upkeep of the physical, academic, and support facilities such as the laboratories, computers, library, classrooms, and sports facilities as well as their use are governed by clearly established policies at the college. Based on the requirements and specifications, necessary budget will be provided to complete the maintenance work. There are defined protocols and processes in place for the maintenance of every facility.

A specific stock register for the computers and accessories acquired is maintained up to date in each computer laboratory. According to the specifications of the curriculum, the computers and accessories are upgraded on a regular basis. Each computer laboratory includes its own service maintenance register, which can be utilized for keeping track of the services provided by outside experts and technical staff. The technical team investigates and attempts to resolve problems as soon as a student or faculty member reports the problems.

Kitchen, housekeeping, front office, restaurant, and mock bar training areas are located in the Catering Science and Hotel Management laboratory. The laboratory handbook and separate registers are used to keep track of stock breakage and services. There are laboratories for textile processing and garment construction at the Costume Design and Fashion department. The laboratories stock register, breakage register, and maintenance register are all maintained up to date.

The Online Public Access Catalogue (OPAC) bar-coded user entry system is a feature of the completely automated Library and Information Centre. LIPS is the software that the library employs to properly organise its collection of books and journals. A separate register for CDs/DVDs, journals, books, and back volumes is maintained by the library in addition to a stock register for journals.

The regular maintenance of the play ground is done by the supporting staff, maintenance office and with the support of the players. The equipments in the gymnasium are maintained based on call basis. Physical Director monitors the maintenance of the sports and games facilities

The college by realizing the importance of water which is being always in high demand and is indispensable part of our life has a systematic plan for water management. The water purifiers are installed in each floor to provide safe drinking water to the staff and students. The periodical maintenance of the water purifier is taken care by external service providers. The college has constructed two rain water storage tanks with a capacity of 20,000 and 15,000 liters.

All of the water in the college campus is cleaned and recycled for future use, which makes it a zero-water discharge campus. Sewage pipelines carry the waste water from the mess, hostels, restrooms, and other locations to a fluidized biobed reactor-style sewage treatment plant (STP).

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 63.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
2754	2229	1896	1838	2176

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

A wide range of academic fields, including computer science, management, commerce, and the arts, are included in the career counselling programs offered by the college. All of our students receive assistance by these counselling services. The institution also provides orientation programs for new students, with

the objective of acquainting them with several kinds of techniques and resources for enhancing their efficiency in absorbing the curriculum and obtaining jobs in prestigious, well-paying companies.

Many departments launched a number of online programs during and after the COVID-19 pandemic in an effort to improve students' employment opportunities. Setting up Technical and Motivational Talks was a proactive initiative taken on by our institution. Additionally, coordinated research and personality development activities, Training and Placement, Training sessions on interview techniques and current trends in employment possibilities have been organised by the Entrepreneurship Cell (E-Cell) and Career Development Cell (CDC) with the goal of improving soft skills. Guidance for examinations that are competitive: Students have to clear a number of competitive tests in today's competitive environment, including those for the defence services, banks, railways, corporations, and the public sector. These exams include GATE, CAT, TOEFL, GRE, GMAT, and CMAT.

Students can acquire the knowledge, abilities, and experience necessary to comprehend opportunities, weigh alternatives, and thrive in society through seminars and professional lectures on career guidance and counselling. Students receive preparation for further education and placement drives from the Career Development Cell (CDC). The MIIC, IPR, and Entrepreneurship Cell (E-Cell) help students get ready to launch their own businesses and start-ups. Through the following activities, students will be better equipped for success in the constantly evolving workplace: Knowledge, skills, and talents development. Educated about the intricate details of the job and the constantly changing structure of the employment market. Improving someone's capacity to make decisions. Enhancing options for employment marketability and opportunities; Increasing motivation and self-worth; Promoting interpersonal efficacy; Optimizing career prospects. Promoting successful job placement. Strengthening interactions with employers. Planning a conclave on job opportunities. Furthermore, the university seeks to enhance students' confidence in passing numerous competitive tests as well as their general reading, observing, and reasoning skills. Among these are the following: Creating awareness and inspiring students to aspire to work in the public and private sectors by holding special expert sessions on various topics to share knowledge about current events and urgent concerns of the day that will help them study for exams. Using the Mentor-Mentee scheme for mentoring. Conducting preplacement talks to help students prepare for interviews and group discussions. Planning professional development seminars and workshops. Holding workshops on personality development and communication. Planning a range of sporting events to assist students in pursuing careers in sports.

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

### 5.1.3

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

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

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

<b>File Description</b>	<b>Document</b>
Report with photographs on programmes conducted for awareness of trends in technology	<a href="#">View Document</a>
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### **5.1.4**

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

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

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

<b>File Description</b>	<b>Document</b>
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee monitoring the activities and number of grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

**Response:** 82.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
1103	706	919	1006	958

### **File Description**

### **Document**

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the**

**graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 0.63**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	07	05	09

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 127**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
43	55	03	19	07



<b>File Description</b>	<b>Document</b>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.3.2

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

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

The college provides a number of forums for students to actively participate in the various Academic and Administrative Bodies. As a result, the students are more prepared to become leaders, understand laws and regulations, and have execution abilities.

The class committee in each department facilitates communication between teachers and students in order to enhance the learning environment. Class committees within the college are formed at the beginning of each academic year by two faculty members and two student representatives from each department. The committees' objectives include talking about the department's activities, particularly seminars and workshops, the need for infrastructure, the quality of education, and other issues, as well as the views of the students on the educational programme. It meets twice a month for a discussion cover the aforementioned topics in more detail.

Every department has a club or association to showcase the skills of the students. The student delegates from each association make up the executive committee, which organises regular alumni meetings in addition to extracurricular and holiday activities. One candidate, an alumnus student representative who assists with curriculum development and other academic affairs, is appointed to each Board of Studies.

Academic and non-academic requirements of students are efficiently addressed by the Grievance Redressal Cell and Student Welfare Committee, which is directed by the Principal and monitored by senior faculty members and student representatives.

The principal leads the Anti-Ragging Committee, which is made up of representatives from the Civil Rights Movement, Local Media, Police Administration, Non-Governmental Organizations, Faculty, Parents, and Freshers and Senior Students to make sure the security of the newcomers and facilitates their easy integration into the first year. The campus is frequently patrolled by the Anti-Ragging Squad, that attempts to prevent ragging. There has not been any ragging within the college so far, and the

government receives reports from the Anti-Ragging committee on a regular basis. With female and female staff members, the Prevention of Sexual Harassment Committee operates efficiently.

The student representatives collaborate with the Extra-Curricular Activities / Sports Committee. Each sport and game have an elected Captain and Vice-Captain who work to support and motivate the students to get involved and organise different indoor and outdoor sports and games in the community. The student representatives collaborate with the Extra-Curricular Activities / Sports Committee.

The library's effective and efficient operation is ensured by the Library Advisory Council. It will make suggestions for strategies to broaden and improve the library's resources, assist with developing operating procedures, and create regulations associated with recruitment and spending.

The Hostel Advisory Committee monitors both the boys' and girls' hostel activities in cooperation with two academic faculty members and two student representatives. It gathers monthly at minimum and as frequently as needed. In addition, the college has a number of subcommittees that oversee distinct areas under the direction of student representatives

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

### 5.3.3

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

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

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	<a href="#">View Document</a>
List of students participated in different events year wise signed by the head of the Institution	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 57.88

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2022-23	2021-22	2020-21	2019-20	2018-19
25.43	2.81	0.80	12.10	16.74

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	<a href="#">View Document</a>
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 5.4.2

### **Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

#### **Response:**

Promoting a friendly interface for all of the college's alumni is the primary objective of the official Alumni Association. Over 16,000 members represent the Association now, from its humble beginnings of 120 in 2003. An official alumni association of the college is called the "The Dr. SNS Rajalakshmi College of Arts and Science (Autonomous) Alumni Association".

The institution's alumni assemble at least once a year to demonstrate their dedication to their alma mater. A significant number of alumni utilise social media platforms like Facebook, linked in and WhatsApp to stay in connected with the college even though they are unable to attend meetings. They continue to stay in communication with the Departments' faculty by phone, email, and mobile devices. A number of Alumni are in respectable positions in top-notch industries in Trivandrum, Chennai, Coimbatore, Calicut, Kochi, Bangalore and Delhi. Our alumni hold prominent positions in government, business, industry, commerce, research, and technical institutes in India and outside the country. Many alumni are employed in a variety of countries, including Bhutan, Singapore, Dubai, New York, and Abu Dhabi. The Alumni Association decided to establish a "Dubai Chapter" since it was not practical to bring them all to Coimbatore. The concerned Departments from both domestic and foreign institutions were subsequently incorporated into more than twelve Chapters of the Alumni Association.

The annual alumni meet takes place during March each year to provide them with a forum to discuss their experiences as former college students. Alumni's voluntary involvement and financial and non-financial contributions are largely determined by how satisfied they are with the education they received at their alma mater. An amount of more than 15 lakhs has been provided during the past five years by the Alumni. Beyond the financial contribution, the alumni network allows its members to actively engage in the college's developmental activities and use their wealth of experiences to help students obtain suitable employment. Interaction between industrial and Institution, internships, placements, and industrial visits are organised by the association. They offer training in the domain knowledge, guest lectures on new trends, and assistance with faculty development programmes, among other things. Their contributions also aided in the institution's infrastructure improvement. As a result, society, the educational institution, and the students all gain from the support provided by the alumni. The college's standing both domestically and globally is greatly enhanced by their engagement and contributions.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

**Response:**

#### **VISION**

To be a Supreme Centre of Academic Excellence, ensuring the learners from all sections of society a world class education with accessibility.

#### **MISSION**

- Offer educational programmes that will enable the students to be dynamic entrepreneurs or employable graduates.
- Make them realize the richness of India's diversity, tradition and culture.
- Inculcate among them the ethical, moral and social values and the significance of sound health.
- Inspire them to be service-minded and charitable and an asset to the society with positive and creative attitudes.
- Encourage the faculty to enhance their educational qualifications and teaching skills and update their knowledge in their subjects.

The College is governed by Statutory and Non-Statutory bodies as prescribed by the University Grants Commission and the affiliating University. Academic excellence is achieved in the college by the effective guidance of the Educated Management, Academic Council and the Boards of Studies with experts from different domains and experienced, research minded and life-long learning teachers of the college. Our Education programmes create Entrepreneurs by providing training through the Incubation Centres and the Entrepreneurship Development Cell. To make the students to realize the richness of India's diversity, tradition and culture and to inculcate the ethical, moral and social values and sound health, the college offers Foundation Courses in Environmental Studies, Yoga, Human Excellence and few others. For creating service minded, charitable and creative minded students, the college organizes social responsibility activities like blood donation, donation to the orphanage, helping the uneducated rural people to write petitions in collector office, etc.

The prime responsibility of the Internal Quality Assurance Cell (IQAC) is to initiate, plan and supervise various activities that are necessary to increase the quality of the education, monitoring teaching-learning process and sustenance of the same in the college.

The institution practices decentralization and participative management as evidenced by the delegation of powers to the Chief Executive Officer, the Principal, Deans, Heads and Faculty Members, with well defined duties and responsibilities. The Statutory Bodies, namely, Governing Body, Academic Council,

Finance Committee and Board of Studies are effectively functioning.

The Academic Council takes care of the curriculum structure, syllabi for UG and PG programmes and introduction of new courses on value-based education, blended courses, industry-based courses, examination pattern and evaluation, online courses and credit transfer.

The curriculum structure, syllabi, updated courses, value-added and Add-on courses, blended courses and online courses framed and recommended by the Boards of Studies to the Academic Council for its approval.

The Finance Committee takes care of fiscal functions of the college in different domains.

The other non-statutory bodies namely Planning and Evaluation, Grievance and Redressal, Admission, Library, Students Welfare, Anti-Ragging, Prevention of Sexual Harassment and Academic Audit are working in line with the students support and services effectively and guide the college through their recommendations.

The other committees functioning in the College are Result Passing Board, Curriculum Development Cell, Examination Disciplinary Committee, Research Advisory Committee, Sports and Games, Women Empowerment Cell, Career Guidance Cell, Placement and Training Cell, Transport and Hostel Committees.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

**Response:**

The strategic plan and development in higher educational institutions ensure quality and efficiency in functioning of the system. The college has a perspective plan and strategies, which are implemented by developing and deploying the system and documents. The Management Committee, Teachers and students are following the regulations and policies, which are framed by the college. Towards effective implementation of the perspective / strategic plans, necessary documents are prepared and deployed so that everyone can use them.

The college offers a world class curriculum through diversified programmes in Arts, Science, Commerce and Management at the under-graduate, post-graduate and research levels. The delivery of the curriculum and the evaluation are maintained by deploying appropriate documents and system. The college has developed an admission process, which would attract the best students in large numbers with a variety of background including gender, linguistic, religious, cultural, and socio-economic and nationality. The College has clear plan to impart quality education to the students enrolled through effective teaching/training methods suited to the needs of the industry and maintain a team of highly motivated and competent faculties. The college has a clear cut action plan for the selection of faculty. The learning resources, such as library, laboratories and computing facilities are updated and modernized continuously through proper monitoring systems. Students and teachers are provided with all necessary facilities for the smooth conduct of the extension activities.

### **Functions of Statutory Bodies**

The functions of the Governing Body include Recruitment of Principal and Teaching Faculty, Governing Admission Procedures, Quality Assurance, Autonomy, introducing New Programmes, Perspective plan, Scholarships, Medals, Certificates, Study Examinations results and Annual Budget. The functions of the Academic Council include the formation of Academic Regulations, Curricula, Syllabi and modifications and evaluation processes.

The suggestions and proposals recommended by the Boards of Studies are scrutinized and approved in the Academic Council.

The functions of the Finance Committee include preparation of annual financial budget and maintaining the accounting statements.

### **Functions of the Non-Statutory Bodies**

- The Planning and Evaluation Committee prepares the annual academic plans of the college, monitors and evaluates the activities of the academic year.
- The Grievance Redressal Committee receives grievances and redress them.
- The Examinations Committee supports for the smooth conduct of the examinations.
- The Admission Committee guides the parents and candidates about the programmes of study, objectives, scope of placements and higher studies and helps to admit students following the regulations of the Government of Tamilnadu.
- The Library Committee facilitates the learning facilities in the campus.
- The Students Welfare Committee provides counselling and guidance to ensure the disciplined behavior of the students.
- Anti-Sexual Harassment Committee conducts awareness programmes on self-protection, precaution measures for the benefits of girls and women in the campus.
- The Staff members are recruited by receiving applications through advertisements in News papers and suitable candidates are selected purely on merit by the duly appointed Selection Committee.



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

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

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The college serves in the field of education since 1999 and is known for providing quality education to

the students in this region. This quality education comes from the dedicated and experienced faculty members who are the backbone of the institution and supported by technical and administrative staff. Among 236 teaching staff, 78 are men and 158 are women. Among the 94 non-teaching staff, 52 are men and 42 are women and there are 9 men and 4 women technical staff working in the institution. The teaching and non-teaching staff belong to different socio-economic background. Most of the staff members or their wards are benefitted through any of the following welfare programmes including services, benefits and facilities offered by the Management.

- Group insurance scheme for teaching and non-teaching staff.
- Provision for leave facilities for teaching and non-teaching staff including vacation, casual leave, earned leave, medical leave, maternity leave and special leave.
- Facility for payment of fees in instalments for the wards of staff members.
- Employee Provident Fund for teaching and non-teaching staff members.
- Free Education is given to all the wards joined in our Groups for all faculties.
- Loan facility for staff members. Ambulance and Doctor facility in the campus.
- Accommodation facility for teaching and non-teaching staff members.
- Transport facility for teaching and non-teaching staff members.
- Faculty development programs on regular basis. Gratuity for staff members.
- Gift cheques for staff's own ward's marriage.
- Cash incentives for publications.
- Sponsorship to attend conferences in India and abroad.
- Incentives for qualifying with Ph.D. Degree.
- Incentives for passing NET/SET examination.
- Incentives towards NPTEL Examination Fee.
- The welfare measures are in the form of monetary or kind/forms.

The college has a well planned and very transparent Self Appraisal System for teaching and non-teaching staff. The staff members are evaluated and their performance is measured annually through structured performance appraisal system. The Teachers' performance is evaluated on the basis of their contribution to the college development, development of the Departments and contribution to curriculum, teaching pedagogy, research and extension activities. The teaching faculty's appraisal is specifically based on teaching methods used, mentoring and guidance, quality enhancement, research publications, participation in seminars, workshops, conferences, research projects, awards, honours, recognition, online courses, professional training, professional membership, administrative support, contribution through committees, organizing events, accreditation activities, consultancy, etc. The Head of the Department also evaluates the academic performance of all the teaching faculty members by observing the performance of the Teacher on teaching in the class room. The course file and the logbook also measure the performance of the Teacher. The non-teaching staff members are promoted on the basis of their service period and performance. The appraisal system for the non-teaching staff tests the languages known, skill, work execution, drafting, difficult files handled etc. They are also assessed based on task execution and punctuality, work in time and work perfection, interest in work and motivation, fairness and impartiality, capacity and willingness to assume responsibility, integrity and honesty in behaviours.

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

**6.3.2****Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 52.14**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**

2022-23	2021-22	2020-21	2019-20	2018-19
126	120	98	106	99

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.3.3****Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years****Response:** 55.37

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
137	124	107	107	108

<b>File Description</b>	<b>Document</b>
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	<a href="#">View Document</a>
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the certificates of the program attended by teachers.	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**6.4 Financial Management and Resource Mobilization****6.4.1****Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources****Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words****Response:**

The college is a self-financed institution, where the funds are generated mainly through the fees paid by the students and supported by the Management. Deficit is managed by taking advance from the parent trust. Additional funds are obtained from the government and non-governmental funding agencies for specific academic and research purposes and additional fee is collected for food and transport facilities. Loans from banks and funds from consultancy services are also obtained from various industries and institutions. The college has a proper system for effective and efficient use of available resources like Human Resources, Library Resources, Physical Resources, Intellectual Resources and Financial Resources. The Finance Committee and the Governing Body constantly monitor the proper utilization of allocated funds as per the requirements and norms. The funds are allocated to each Department as per the requirement. In case of any financial need, proper demand is made from the concerned Department. For

example, in case of any requirement, like, equipments, books, chemicals, organizing seminars, workshops and conferences the defined procedure is adopted to get the funds. No institution is recognized by its infrastructure but by the success of students studying in it. Therefore, the major income is invested on the purchase of books, equipments for laboratories, sports and other programs, salary of the staff, development of infrastructure, Maintenance of infrastructures, support facilities, green campus and for operational expenditures. Effective financial management is being practiced by the college to attain new heights and achieve its desired goals.

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

#### 6.4.2

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

**Response:** 34.1

#### 6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
2.17670	0.93000	.49500	30.00000	0.50000

File Description	Document
Institutional data in the prescribed format (data template)	<a href="#">View Document</a>
Copy of the sanction letters received from government/ non government bodies and philanthropists	<a href="#">View Document</a>
Annual audited statements of accounts highlighting the grants received	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 6.4.3

**Institution regularly conducts internal and external financial audits regularly**

**Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words**

**Response:**

The college conducts both internal and external financial audits every year. Internal auditing is carried out as an independent, objective assurance and consulting activity designed to add value and improve the college's financial operations. Professional experts were assigned the work to perform the internal and external auditing. They mostly rely on the reports of the internal auditors. The purposes of the audit in our college are: (1) to review the financial statements in accordance with the accepted accounting principles and to recommend for approval of the statements to the college Management and (2) to have an appropriate system of control and safeguarding of assets and financial reports to ensure compliance with legal requirements and (3) to manage the financial and asset related risks. The financial auditing committee shall consist of members who are financial experts and well versed in financial matters to understand the college accounting practices and policies. The financial statement for the last five years (from 2018-2019 to 2022-2023) consists of the following items: (1) seed money, (2) grants received for research projects from the government and nongovernmental organizations, (3) incentives given by the Management for Teachers who received national / international recognitions or awards, (4) revenue generated through consultancy services, (5) funds generated from corporates by providing training to their employees, (6) amount allotted for maintaining or augmenting infrastructure facilities in the college campus (excluding salary) by the Management, (7) amount spent on the collection of books and back volumes by the Management, (8) funds allotted for the purchase of library books and subscription to journals by the Management, (9) funds allotted to maintain and support physical and academic facilities (excluding salary) by the Management, (10) scholarship and free ship given to socially and economically weaker students, (11) amount contributed by the Alumni, (12) amount spent for e-governance, (13) funds or grants received from non-governmental bodies, Individuals, and Philanthropist, (14) funds allocated towards green campus and waste management, (15) Infrastructure Development, (16) Maintenance (17) Laboratories and etc.,. The Finance Committee scrutinized rigorously the budget proposal and income and expenditure statements submitted by the Management. As the statements of income and expenditure were prepared and maintained by the college officials based on the strict guidelines of the internal auditors, there were no violations in the preparation and maintenance of accounts. Due to the above reason, there were no audit objections in the auditor reports of the last five years from 2019-2018 to 2022-2023.

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

**6.5 Internal Quality Assurance System****6.5.1**

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

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

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

The Internal Quality Assurance Cell was started in the College on 1st July 2009, as per the norms of the National Accreditation Assessment Council (NAAC). The Internal Quality Assurance Cell (IQAC) is involved in planning, guiding and monitoring quality assurance and quality enhancement activities of the college. It reviews the quality of the courses and course teachers through the annual feedback system. It audits the academic activities and utilization of the internal resources.

### **Quality Assurance Strategies Adopted**

1. Quality initiatives: Defining Benchmarks for quality assurance in education and research.
2. Monitoring Mechanism for Quality Sustenance and up gradation of the existing practices.
3. Strategies for Quality Enhancement and Innovations. SNSiHub is adopted specifically for the Innovative practices by the students in the Institution.

### **Institutionalized Quality Assurance Strategies and Processes**

1. Quarterly Meeting of the Internal Quality Assurance Cell to discuss about quality assurance in the campus.
2. SWOC Analysis by external experts to assess the academic quality of teachers.
3. Submission of Annual Quality Assurance Report (AQAR) to NAAC in time and Participation in National and Private Ranking.
4. Connecting Departments through Quality Circles for quality assurance in the Departments.
5. Academic and Administrative Audits.
6. Self Appraisal by the Staff members.
7. Feedback from stake-holders about the courses, course teachers and the institution.

8. Teachers Forum and Research Colloquium to monitor the quality of teaching and research of faculty members.
9. Result Analysis.
10. Review Meeting about the performance of the Department.
11. Participation in various ranking of institutions.
12. Monitoring teaching-learning process in the institution.

**Specific Contribution by IQAC for institutionalizing the quality assurance strategies and processes**

1. A completely restructured curriculum is offered from 2016-17 promoting cluster based and interdisciplinary learning and Design Thinking based Curriculum is offered from 2021-2022.
2. Bridge course in English, Mathematics, Computer Science and Accounts for the freshers.
3. Challenging tasks are given to advanced learners and remedial measures are adopted for slow learners.
4. Teachers Forum function in each Department meets once in a month. In the Forum, every teacher is giving lectures to improve their quality in the teaching pedagogy and conceptual understanding.
5. Research colloquium meets once in a week where researchers present their findings.
6. The question banks used for examinations are prepared based on Bloom's Taxonomy.
7. Each Department honours one student as the outstanding student of the Department and the college chooses the best among them as the Best Outgoing Student.
8. The faculty members are encouraged to go for funding research projects.
9. Professional training and international certification for under-graduate students as value addition.

**Best Practices:**

1. Implementation of Design Thinking in Curriculum, Teaching, Learning and Assessment.
2. Implementation of 15 Minutes Yoga practice in classroom by the all the Students and Faculties at every Morning (1st Hour)
3. Integrated Skill Development Programme
4. Integrated Teaching-Learning Process



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

### 6.5.2

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

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

**Response:**

The College has the Internal Quality Assurance Cell (IQAC) functioning since 1st July, 2009 with a well defined process to achieve the Vision, Mission, and Objectives of the college. It also ensures to meet the different needs of the stakeholders such as Parents, Students, Alumni, Academic Peers, Industry and Staffs. It creates a learner-centric environment through feedback from various stake-holders. The college through its Internal Quality Assurance Cell reviews its teaching-learning process, methodologies and learning outcomes at periodic intervals through student feedback on faculty, internal academic audit, management review meeting, and periodical meeting of the Principal with the Heads of the Departments. The Staff Council meeting in the Department guides various implementation techniques on innovative teaching methodology, initiatives for new research areas, and e-resources. Faculty Development Programmes by the IQAC through the Centre for Learning and Teaching (CLT) are conducted for the Teachers of the college to upgrade their knowledge. The students' feedback on course and course teachers significantly showcases the quality of teaching-learning process. The necessary guidance was given to the concerned faculty on the shortcomings mentioned by the students. The internal academic and administrative audit by the IQAC helps the Departments to assess their strengths and weaknesses and to prepare the academic plan accordingly to improve the teaching and learning. The various activities happening in the Departments are analyzed during the Management Review meeting and necessary suggestions are provided for the betterment. It clearly indicates the involvement of the Management in providing quality education to the students. Usage of information and communication technology (ICT) is essential and becomes a necessity to adopt the recent changes happening in technology. The IQAC gives proper guidance and encouragement to the Teachers to use ICT enabled techniques in academic activities. The periodical meeting of the Principal with the Heads of the Department reviews the work done in the Departments. Through this meeting, the Principal closely watches the progress of the Departments and ensures the quality in teaching and learning. The Heads of the Department share their views with the Principal during the staff meeting and discuss about the activities involved for the effective teaching-learning process. The opinion of the faculty members is assessed for the successful completion of the activities. Apart from regular classes, the IQAC encourages the Departments to conduct guest lectures, seminars and workshops to update the knowledge of the students. The IQAC monitors the skill based and placement training conducted through placement and training cell to develop students' skills to meet the employers' expectation. The college takes all its efforts through IQAC to make the students to meet the challenges of the real world environment. Also Administrative and Academic Audit is conducting periodically by IQAC with the help of External Experts to monitor Teaching-Learning Process.

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

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

**Curricular and Co-curricular activities:**

A part of the Curriculum exposes the gender equity & sensitization from the first year itself. This course motivates the female students to understand the success of the women gender outside world and motivates to be as such. As a part of it, they are motivated to participate in co-curricular activities to make them to expose their skills outside. Based on their skill exposed, they have learned to develop self-confidence within them to be peak after their studies completion.

They are motivated to promote their skills to perform in Extra-curricular activities such as Cultural, Singing, Dancing, Sports activities. Many of the Female Students won the medals in Extra-curricular activities too as well as Co-curricular activities.

In co-curricular, the female students are encouraged to engage in research and provided the facilities for the same to their research ideas. Since the Curriculum is defining the Design Thinking concepts, they are motivated to do their innovative ideas and products as patents. For which, the Institution helps to make them provision to publish and file patents. College also makes provision for them to start their carrier as “ Women Entrepreneur”.

**Safety and Security facilities provided for women**

The college gives top priority for the safety and security of female staff and girl students. With this in mind the college takes gender-sensitivity initiatives regularly for the benefit of girl students. The following are some of the initiatives toward safety and security of women and girls in the campus. The regulations and policy guidelines of the college safeguard the interest of the female students, teaching staff and non- teaching staff. The institution has a functional Women Empowerment Cell, which takes care of the issues pertaining to women. The Prevention of Sexual Harassment Cell is dealing with the gender issues very confidently and with much care. The campus is proved to be very secure due to its well-maintained safety and security system, including closed circuit television cameras and security personnel. Separate hostels are provided for boys and girls with good security and closed circuit television surveillance. The management takes care of the health of staff and students, also by providing an ambulance which is available in the campus 24X7. Floor-wise pure and hygiene water purifier is available for the safe drinking water. Counseling The Women Empowerment Cell of the College is regularly organizing workshops and seminars inviting experts for the stress free life of women faculty members and girls. The College has a policy to counsel girl students through various systems to solve

their academic and personal problems including tutor-ward or mentor–mentee system. Common Room. To keep the privacy as well as to eliminate unwanted incidents in the campus, the college maintains separate common-rooms for boys and girls.

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

### 7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

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

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	<a href="#">View Document</a>
Geo-tagged photographs of the facilities.	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.3

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

**Response:**

Water Management is a vital system to protect the environment and ecosystem in the campus. The solid waste management protects the environment from the hazardous pollution and takes care of the health and safety of the staff and students in the campus. The water pollution affects seriously the eco-system and thereby affects the food chain. The electrical and electronic goods that reach their end of life contain hazardous and toxic materials, and these wastes affect the environment and thereby human health. With this in mind, proper waste management is implemented in the college to protect and sustain the environment. The Eco-club, Health and Hygiene Club, NSS and other volunteers work collectively to protect the environment and eco-system of the campus. Some of the important initiatives taken in the college towards solid Waste Management, Liquid Waste Management and E-Waste Management are given below. (a) Solid Waste Management The most vital strategy in solid waste management is segregation. Separate dustbin is kept in the campus for disposal of different types of wastes like biodegradable wastes, disposal of plastic wrappers and non-biodegradable wastes, papers, glass bottles etc. Vermicomposting is being done with segregated biodegradable materials such as wet kitchen wastes collected from the hostels and canteen, and horticultural waste such as dried leaves and plant clipping collected on a daily basis (100 kg/day) in the campus. These are dumped in an area for bio-degradation to produce vermicomposting in different cycles. The gardens in the campus use the manure obtained from vermicompose pit. (b) Liquid Waste Management The waste water from the hostel, toilet, dormitories, mess, laboratories etc are discharged through sewage pipes to fluidized bio-bed reactor type Sewage Treatment Plant (STP). This fluidized bed bioreactor collects waste water of nearly 1,60,000 liters per day. The effluents from the laboratories and the domestic waste water are sent to the aerobic & anaerobic treatment processes. The treated water is reused for the campus gardening and watering the trees. (c) Bio medical waste management: The napkin wastes are destroyed with the incinerators available in washrooms at Hostel and inside the campus (d) In E-Waste Management ,the disposal strategies of all kinds of electronic wastes such as battery cells, unusable electronic devices, computer hardwares, printers, CDs, DVDs, telephones, televisions, fax machines, etc. are handed over to e-waste collectors for sorting and recycling outside the college campus at regular intervals. (e) Waste recycling system,The solid waste from the laboratories such as non-degradable materials, broken glass and plastic wares, waste papers like litmus paper, filter paper are collected in separate bins and sent out for recycling process. Hazardous chemicals, like strong acids are neutralized and disposed after measuring the pH value of the acids after dilution

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

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

File Description	Document
Green audit reports on water conservation by recognised bodies	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.5

#### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

#### Response:

“Green Practices” are followed as an integral part of the campus and nurtured through a blend of academic learning in Environmental Studies as a compulsory foundation course and also as an extension activity. The total area of the campus is 12.76 acres, out of which 53317.33 sq. mts. are filled with green landscapes, trees, and plants which provide a green carpet to the campus. Out of the 613 trees, 238 are medicinal trees, 111 are edible fruit trees and 264 are shade trees. Water harvesting facilities are available throughout the campus. A monsoon bird survey conducted in cooperation with Coimbatore Nature Society to record the frequent dwelling of birds reveals that 24 variety of birds and 08 variety of butterflies and few extinct birds like sparrows live in the college campus. Non-biodegradable wastes are separated and transported to garbage yards. Biodegradable wastes are fully utilized in the preparation of Vermi-Compost. Natural manure is totally utilized for the garden as a fertilizer. There is a functional and active eco-club which involves students in various awareness programs and other events such as Swach Bharat Abhiyan (Summer Internship Programme), plantation drive, etc. The practice of giving out and planting pots and saplings as souvenirs at various college events is also followed. A continuous monitoring of the biodiversity is carried out by the students and teaching and nonteaching staff. E-wastes are handled appropriately for recycling outside the campus. The campus is designed with sufficient open space including roads, and lawns. The natural landscape is preserved while accommodating the demand to use these venues actively for gatherings, ceremonies and recreation. The roads inside the campus from the main gate to the portico and to boys and girls hostels are provided with wide sidewalks and further

with a line of trees thereby providing shades. Use of plastic bags and plastic cups are banned in the campus. Even in the canteen and hostel mess, they are forbidden. Steel plates, steel cups and plantain leaves are used there. Except documents like statutory approvals, agreements, account statements and others dealing with legal matters, all other documents are maintained electronically. The college promotes paperless office as a green option than using papers. All the examination processes including internal assessment and admission process are made paperless. All communications to faculty members, students and parents are through email and SMS. The college provides transport for students living beyond five kilometers from the college campus. Speed governance and regular maintenance reduce the carbon emission. Students and staff from the immediate neighborhood use bicycles for commuting to the college. Strict rules are imposed for using two wheelers and thereby the college minimizes the carbon foot print in the atmosphere. By all the above means, the college keeps the campus green by following various green practices. Motor Vehicles are barred from entering the main area of the campus. To Reduce the air pollution with in the campus Bi-Cycles and e-Vehicles are encouraged.

File Description	Document
Policy document on the green campus/plastic free campus	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**7.1.6**

**Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

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

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

#### **Response:**

Our College has provided facilities for the Differently-abled (Divyangjan) and makes them to learn in a friendly environment. Especially Ramps and Lifts are provided for them to move from one class to another class. In addition to the easy access to the Classrooms, they are provided with separate washroom and signage which include Tactile Path, display boards and signposts for their comfortable environment. Divyangjan are assisted by technologies such as Divyangjan accessible website, screen-reading software, mechanized equipment and provided human assistance, reader, scribe, soft copies of reading material, screen reading for the enquiry and information.

Tactile paths are planned in all the Blocks available in our Campus. Signposts and Display Boards are facilitated in all the Floors. Scribe and NVDA Screen reading Software assisting them are provided in the Library Campus. In addition, they are provided with Human assistance if required. Library Premesis is



provided with all soft copies of reading materials, Scribe and Screening material. They are comfortable in learning and make use of these facilities for their easy access.

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

### 7.1.8

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

**Response:**

Our College is effectively taking efforts in providing an inclusive environment. The efforts taken are to promote better education, economic upliftment of the needy people, and to establish communal harmony. Our College has conducted extension activities in the nearby villages for increasing their environmental and ethical awareness. These extension activities are carried out towards establishing a holistic environment for student welfare. Our College is always at the ahead of sensitizing students to the cultural, regional, linguistic, communal, and socio-economic diversities of the state and the nation. The College celebrates cultural and regional festivals like Youth Festival, Constitution Day, etc. to teach tolerance and harmony to the students. The Gender Equity Programs are conducted for equal access, opportunities, and rights for women and men. Facilities provided for the Divyangjan ensures that every single member of the department is aware of the care to be shown to the Divyangjans. The College takes continuous efforts to make the Divyangjans to feel to access easy path in all tracks which included in every part of the activity of the college By providing a barrier-free environment to them, and also providing needed facilities, and human and technological assistance.

The College conducted various activities and events to promote tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and such other diversities every year to the students. Baduga Dance is loved by our students which makes them to integrate the communal socio-economic relations among students. The College has an excellent curriculum with the inclusion of topics related to human rights, peace, tolerance, love, compassion, harmony, promotion of social values, awareness of environmental protection, and ethics.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.9**

*Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens*

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

**Response:**

Our College proposes in giving excellent Curriculum to the students towards sensitizing students on our constitutional rights, values, duties and responsibilities. Sensitization of students and employees to the constitutional obligations through curriculum as well as through extra-curricular activities is customized in our College. Courses have topics relevant to sensitizing the students about the constitutional obligations. Our College offers Foundational Courses including a Course on the Constitution of India to create awareness and sensitizing the students and employees to constitutional obligation and also as a part of strengthening the democratic values. Also, Environment studies is offered for first year students which gives them insight into environment acts, wildlife protection act, forest act, global environmental concerns etc. In addition to these courses, Many activities and Events are conducted in our College to educate women about their rights. Seminars and workshops are conducted on days of national importance on various rights, duties and responsibilities of citizen. Seminars and Awareness Programs are conducted for Gender Equity periodically. Women Empowerment Cell is also available to expose their skills of the female students of our College and Faculties which sensitizes the students and faculties about constitutional obligations. Every year Republic Day is celebrated on 26th Jan by organizing activities highlighting the importance of Indian Constitution. Independence Day is also celebrated every year to expose the importance of freedom and Indian constitution. Activities are conducted for the National importance such as National Science Day, National Environmental Day, National Pollution Day, etc.

<b>File Description</b>	<b>Document</b>
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.10**

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

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators**

**and other staff**

#### **4. Annual awareness programmes on Code of Conduct are organized**

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

<b>File Description</b>	<b>Document</b>
Report on the student attributes facilitated by the Institution	<a href="#">View Document</a>
Policy document on code of ethics.	<a href="#">View Document</a>
Handbooks, manuals and brochures on human values and professional ethics	<a href="#">View Document</a>
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	<a href="#">View Document</a>
Constitution and proceedings of the monitoring committee.	<a href="#">View Document</a>
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## **7.2 Best Practices**

### **7.2.1**

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

**Response:**

**Best Practice- I:**

**Title of the Practice: Integrated Skill Development Programme:**

**Objectives of the Practice:**

- To build the capacity of students to become globally competent in skills in the profession.
- To motivate the students for constant up-skilling and re-skilling.

- To enrich the aptitude of students and to prepare them to be readily suitable for employment in top-notch multinational companies and corporates.
- To make the acquired knowledge and skills complementing each other.

### **The Context:**

Since the gap between academia and industry is widening, the number of unemployable graduates are increasing for required skills. Under these circumstances, the students need to be updated in the advancement of latest technologies around the globe and to get trained in general and specific skill sets to face the professional world. By doing so, the students will get more exposure to create their own entrepreneurship avenues.

### **The Practice:**

In order to make our students globally competent in skills and to be readily suitable for employment in top-notch multinational companies and corporates, we provide an Integrated Skill Development Programme by blending Soft Skills, Life Skills, Technical Skills and Professional Skills.

In the First year of the Soft Skill Training Programme, the students are trained on English communication skills that involve training the students in all the four skills namely Listening, Speaking, Reading and Writing (LSRW). The well equipped English communication laboratory with Globarena software is useful for the practice of these skills. Students undergoing this training get a chance to enhance their English communication skill and help themselves present as eligible candidates during their interview process for employment. Also, during this year students are trained on Life Skills. The Soft Skill training in the second year of under-graduate study focuses on Quantitative Aptitude, Verbal Reasoning, etc. Mock tests and group discussions are conducted to get real time experience of the interview process. Hackathon Competition is conducted periodically to expose the programming skills of the students. The third year of training focuses on topics that are specific to domain and specific companies which they are going to attend for their placement. Regular practices are given for evaluation and improvement of their solving ability. The curriculum for the value added technical skill is based on the technical skills acquired by the students through the curriculum through various courses. The strategy adopted here tries to enhance the technical competency of the students.

Further, to bridge the gap between curriculum and industry, one credit courses are designed and offered by industrial experts who also teach the students to conduct experiments in the laboratories.

### **Evidence of Success:**

- Able to interact and develop good communication skills
- Able to work out new concepts and ideas, solve aptitude, reasoning , puzzles and data interpretation.
- To fix a problem with creative skills

### **Problems Encountered:**

Several students show less interest in skill training compared to the regular curriculum. Since the fees for Professional Skills Training and International Certification is high, as per the economic standard of the students, the students from economically challenged back ground find it difficult to afford to pay the

fees.

### **Best Practice-II:**

#### **Title of the Practice: Integrated Teaching-Learning Process:**

Integrating the (i) Class room & laboratory learning (ii) Learning in the fields and industries through experience (iii) Online learning and (iv) self-learning is practiced in the institution to make the learning process more effective.

#### **Objectives of the Practice:**

- To encourage learning by doing and experiencing in the field /industry
- To promote online learning and technology supported teaching
- To make the students creative thinkers, innovators and independent problem solvers
- To undertake projects on important issues of social relevance

#### **The Context:**

The students also prefer learner-centric teaching pedagogies rather than teacher-centric methods. The post-graduate students enjoy learning by themselves, reviewing research articles and publishing research articles. So, an integrated approach on the teaching-learning process is adopted.

#### **Practice:**

The Integrated Teaching-Learning process is a process of integrated study that makes use of the different teaching-learning methods and practices adopted to develop new knowledge based on real life activities and ability to work with higher-order thinking. In the class room, debates, quiz, group discussion and role play are conducted to equip the students. In laboratories, concept based experiments are taught which based on the concepts related to the course of study. In the laboratories, students not only practice but also experiment and explore. In collaborative learning, the students and faculty members from other institutions are invited to share their knowledge, experience and ideas on a specific topic and vice-versa. Interactive and participatory learning methods enhance the students to be more creative, explore societal challenges, and develop communicative and analytical skills. Outcome based education is offered in all the programmes with attainment calculated and actions taken for improvement.

The students participate in symposia, seminars, workshops and involve in brain storming sessions organized by other institutions and exchange information. Learning in the field and industry is practiced by making the students to attend field trips, field survey and do field projects, industrial visits and internship trainings. Mini-project, code bugging, creation of models, Hacking, Outbound Training make students to gain a practical knowledge.

The Lesson plan and Teaching plan are part of the teaching process. The college provides instructional materials to the students through Courseware portal ([www.snscourseware.org](http://www.snscourseware.org)) for easy follow-up and understanding the concepts and subject contents. The programme is designed in such a way that students may explore different courses and develop cross disciplinary communications, out of box thinking, problem solving, decision making, multitude approaches to integrate Mathematics and Science, Commerce and Arts.

### **Evidence of Success:**

- Able to visualize the problems and devise strategy to formulate the needed expression for solving the real world problems
- Able to expand and explore with new framework
- Able to improve researching writing, editing, and article.

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

- The students have shyness to express their views.
- Each student has a different learning style, pattern and logical thinking to understand and solve problems and hence balancing the problem solving styles in laboratories is a challenge.

## **7.3 Institutional Distinctiveness**

### **7.3.1**

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

**Response:**

#### **Design Thinking Approach in the Education offered:**

The student community studying at Dr.SNS Rajalakshmi College of Arts and Science (Autonomous) is a highly diversified set of students in terms of rural nature, first generation learning, social and cultural values, economic back ground and also they possess diversified talents, potentials learning ability. Hence, it has become essential to nurture and sharpen the talents of every student and to offer them a broad based education with deep knowledge in the chosen discipline and broad general education in other area based on their needs and aspirations.

Education is redefined in the college, based on the current global trends in territory education. The college uplifts the student community by offering a global, holistic, broad-based education, through Design Thinking Approach. We are the pioneers in designing, developing and implementing the Curriculum prepared for all the programmes based on the Design Thinking Approach.

Design Thinking is basically a linear or non-linear process involving five different steps: (i) Emphathise (ii) Define (iii) Ideate (iv) Prototype and (v) Test. At Dr. SNS Rajalakshmi College of Arts and Science, the Design Thinking approach is used the preparation of Curriculum, the Teaching-Learning process and also in the Assessment. In education, the empathizing steps of Design Thinking play an important role.

While preparing the need based curriculum, to fulfill the empathizing part, the current needs of the industries were assessed so that the curriculum thus developed will fill up the gap between Industry and Academia and hence students' employment requirement will be met. After preparing the Curriculum, it is tested by delivering the same to students.

In the Teaching-Learning process, the design thinking approach is enforced by empathizing the students on their Learning patterns so that appropriate teaching pedagogies, methods are defined. An active learning is promoted by spreading considerable amount of time in fields and industries for the benefit of experience in the learning. Also, higher order learning is promoted.

On the other hand, the assessment of courses by empathizing with the course outcomes defined for each course. The assessment is further made by setting questions in higher order levels using the levels of Bloom's Taxonomy.

The Broad-Based Education offered in the college based on the Design Thinking approach addresses the individual student's academic excellence in knowledge and skills, research and analysis, personality development, entrepreneurship and leadership, innovation and creativity, universal values and ethics, excellence in sports, multiple skill development for global competence, music, dance, drama, craft and fine arts through clubs and competitions as well as social responsibility throughout-reach programmes.

In the College, Further the knowledge empowerment and academic excellence is accomplished by offering Outcome-Based World Class Curriculum under Choice-Based Credit System (CBCS). Deep education in the respective discipline is promoted by offering courses under Discipline-Centric Core, Discipline-Centric Electives, and Value added courses in cutting edge technologies. Further, internship, industrial visit and field projects are made mandatory for the students.

The college has a well structured curriculum that also provides general education through Cluster Core and Elective, Inter-Disciplinary (Open) Electives, Foundation Courses, Extra Curricular and Extension Activities, Sports and Culturals, Social responsibilities to inculcate universal values, ethics, moral, discipline which would stay with them throughout their life. The teaching learning process in the college enables vertical and horizontal mobility in the learning among the students. The programme is designed in such a way that students may explore different courses and develop cross-disciplinary communications, out of box thinking, problem solving, decision making, multitude approaches to integrate Mathematics and Science, Commerce and Arts. The students learn in mixed groups, which facilitate more knowledge sharing and confidence building.

The college practices learner-centric teaching pedagogies and Learning Management System (LMS), which give the students a deep knowledge in the discipline through experiential and participatory and contributory learning methods. They are (i) Class rooms / laboratory learning (ii) Learning in the field and industry (iii) Field-based experiential learning, (iv) Project-based learning, (v) Research-based learning and (vi) Online learning. The students are free to choose courses of their choice for enriching their skills through integrated skill development programmes (Soft Skill, Technical Skill, and Professional Skill).

The students are given Professional Training in the specific areas, namely, Professional Accounting, Financial Services, Company Secretaryship, Cost and Management Account, IBM Certification, CISCO Certified Network Associate Certification, Oracle Certified Associateship and few others.

Through Broad Based Education, the students develop themselves into a well-rounded individuals, viz., mentally, physically, emotionally, socially, and culturally through the general education and the skills developed through, various clubs such as Art and Craft, Fine Arts, Disaster Management, Health and Hygienic, Quiz, Heritage, Innovation and Creativity, Music and Dance also trained in yoga and sports to stay calm, relaxed and fit and to achieve sports excellence by making use of excellent indoor and outdoor

sports facilities of the college.

Online Learning is made using e-resources & videos, e-Tutorial: NPTEL, SWAYAM, etc. Also, Extra Credits are awarded on completion of the MOOC courses by transferring the credits. It leads to employment in the relevant core and product companies.

The students are made more employable in top-notch multinational companies by re-skilling and upskilling. Also, the Entrepreneurship Development Cell and Strategic Business Development Cell guide them to become young entrepreneurs. The Software Development Cell of the college promotes the code writing skills of the students of Computer Studies. Not only the college nurtures the acquisition and development of these skills, but also does so in an age-appropriate manner resulting in an optimal learning balance through the holistic approach.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate webpage in the Institutional website	<a href="#">View Document</a>



## 5. CONCLUSION

---

### **Additional Information :**

The College is a co-educational institution with more than 50 percent of the students as girls. Also, more than 50 percent of the staff members in the College are women. It clearly shows that the college gives priority for gender equity and provides full safety and security for the girls and women staff. Falling in line with the government policies for using non-conventional energy resources, the power requirements of the college are partially met by solar power resources (50 KW). Also, LED bulbs are used in good numbers to save energy to the tune of 86.65 KW. There exists an effective Solid, Liquid and e-Waste Management System in the college. The college promotes green initiatives in the campus continuously. Differently abled students in the College are treated comfortably by providing facilities such as lift, ramp, specially designed wash rooms etc. Activities to promote universal values, national values and human values, etc are conducted regularly.

The college follows sincerely the practice of integrating the teaching-learning process with an integrated skill development programme by blending knowledge and skill together so that they complement each other. The uniqueness of the institution is to use the concept of Design Thinking in curriculum, teaching, learning and assessment which are designed and developed under Outcome Based Education.

### **Concluding Remarks :**

The system of education and curriculum of the college explores different career paths through the different elective tracks available in the curriculum developed based on the concept of Design Thinking, which is the dream of every student. When the rules and norms laid by the NAAC are adopted, all the stakeholders feel happy that the college is able to get the quality to the expected level of the University Grants Commission, the affiliating University, and the various Educational bodies. The Mission and Vision of the college help the students to achieve their goal. The activities and opportunities given in the college campus will lead them to success. The Management and staff are also excited when they reap good regards by fulfilling the needs of Academic Excellence of the college, which would help to get the progress and meet all the educational needs, career options and life solutions of the students in short-run and long-run.

We take great pleasure in submitting the Self Study Report for Cycle IV of Dr. SNS Rajalakshmi College of Arts and Science (Autonomous), Coimbatore, Tamilnadu to the National Assessment and Accreditation Council (NAAC) to appraise the performance outcome and achievements in academics, research, extension and administration practices towards enhancement of the quality in the college. This report is the most important and very valuable document, as it reflects the post-accreditation initiatives taken since its third cycle, pertaining to the seven criteria prescribed by NAAC under the revised frame work. It showcases the efforts taken by the college to enhance and enrich the academic and administrative practices and the outcome measured by adopting innovative ideas, implementing the Design Thinking based world class curriculum developed under Outcome Based Education through new learner-centric teaching and learning pedagogies and introducing multi-dimensional activities for a phenomenal growth.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	<p><b>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :321</p> <p>Remark : DVV has considered the supporting document and made changes accordingly and excluded the courses in the regular curriculum relating to Arts and Science such as mathematics</p>
2.4.2	<p><b>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</b></p> <p>2.4.2.1. <b>Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years</b></p> <p>Answer before DVV Verification : 160 Answer after DVV Verification: 94</p> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>
2.4.3	<p><b>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</b></p> <p>2.4.3.1. <b>Total teaching experience of full-time teachers as of latest completed academic year</b></p> <p>Answer before DVV Verification : 3167 Answer after DVV Verification: 2535</p> <p>Remark : DVV has considered the supporting document and made changes accordingly and has considered Average inspite of Sum</p>
3.2.1	<p><b>Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)</b></p> <p>Answer before DVV Verification : Answer After DVV Verification :43.14</p> <p>Remark : DVV has considered the supporting document and made changes accordingly.</p>
3.2.2	<p><b>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</b></p> <p>3.2.2.1. <b>Number of research projects funded by government and non-government agencies during the last five years.</b></p> <p>Answer before DVV Verification : 45 Answer after DVV Verification: 33</p>

Remark : DVV has considered the supporting document and made changes accordingly after eliminating the alumini contribution

3.4.1	<p><b>The Institution ensures implementation of its stated Code of Ethics for research.</b></p> <p>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p> <ol style="list-style-type: none"> <li>1. Inclusion of research ethics in the research methodology course work</li> <li>2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)</li> <li>3. Plagiarism check through software</li> <li>4. Research Advisory Committee</li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : DVV has considered the supporting document and made changes accordingly .</p>										
3.4.3	<p><b>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</b></p> <p>3.4.3.1. <b>Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</b></p> <p>Answer before DVV Verification : 40          Answer after DVV Verification: 32</p> <p>Remark : DVV has considered the supporting document and made changes accordingly</p>										
3.4.4	<p><b>Number of books and chapters in edited volumes published per teacher during the last five years</b></p> <p>3.4.4.1. <b>Total Number of books and chapters in edited volumes published during the last five years</b></p> <p>Answer before DVV Verification : 1706          Answer after DVV Verification: 1342</p> <p>Remark : DVV has considered the supporting document and made changes accordingly .</p>										
3.6.2	<p><b>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years</b></p> <p>3.6.2.1. <b>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1944 1046 2078"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>61</td> <td>49</td> <td>31</td> <td>51</td> <td>43</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	61	49	31	51	43
2022-23	2021-22	2020-21	2019-20	2018-19							
61	49	31	51	43							

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	30	27	39	37

Remark : DVV has considered the supporting document and made changes accordingly .

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

Answer before DVV Verification :

Answer After DVV Verification :105

Remark : DVV has considered only those Institutions (Excluding general institution - Private limited) who pursue Training related activities

4.2.2 **Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

4.2.2.1. **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9.64	2.60	0.48	5.72	4.46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.29	1.70	0.19	5.49	1.72

Remark : DVV has considered the supporting document and made changes accordingly

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

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

Answer before DVV Verification : 907

Answer after DVV Verification: 765

Remark : DVV has considered the supporting document and made changes accordingly .

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**5.2.2.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	09	07	07	09

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
09	06	07	05	09

Remark : DVV has considered the supporting document and made changes accordingly and excluded the TNCT Programme from the list.

**5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
77	92	03	48	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43	55	03	19	07

Remark : DVV has considered the supporting document and made changes accordingly

**7.1.6 Quality audits on environment and energy are regularly undertaken by the institution**

**The institutional environment and energy initiatives are confirmed through the following**

- 1. Green audit / Environmental audit**
- 2. Energy audit**
- 3. Clean and green campus recognitions/awards**
- 4. Beyond the campus environmental promotion and sustainability activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has considered the supporting document and made changes accordingly

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>236</td> <td>212</td> <td>209</td> <td>209</td> <td>208</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>222</td> <td>209</td> <td>208</td> <td>206</td> <td>208</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	236	212	209	209	208	2022-23	2021-22	2020-21	2019-20	2018-19	222	209	208	206	208
2022-23	2021-22	2020-21	2019-20	2018-19																	
236	212	209	209	208																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
222	209	208	206	208																	
1.2	<p><b>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</b></p> <p>Answer before DVV Verification : 291</p> <p>Answer after DVV Verification : 304</p>																				