



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SHRI KRISHNASWAMY COLLEGE FOR WOMEN

AC-48,6TH MAIN ROAD, ANNA NAGAR
600040

www.shrikrishnaswamycollegeforwomen.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Krishnaswamy College for Women blossomed in the name of the Philanthropist and educationist Thiru. M. A. Krishnaswamy in the year 2010 to cater to the needs of the young women, to become responsible citizens, to dream, visualize, and achieve their goals in their desired field of work with a clear vision and mission. The College had its humble beginning with only 5 UG programmes. Since then the College has seen a steady growth with 11 UG programmes and 3 PG programmes. It ensures holistic development in the cause of higher education and has become a premier institution in Anna Nagar, Chennai, affiliated to the University of Madras. The college also offers 3 UG programmes in Shift II, an added advantage to empower women through job-assured programmes.

The imposing college building is housed in 1.14 acres of land, 7673.54 square meters built-up area. There are 49 well-ventilated classrooms, 3 computer labs, 1 Microprocessor lab and 2 Smart Rooms with LCD projectors. During the academic year 2019-2020, 9 more rooms have been converted into ICT enabled class rooms. The Staff rooms are equipped with computers and printers to alternate teaching with ICT which is in vogue. The College infrastructure and facilities are continuously being renovated and new facilities are being built. Apart from a general library, the department libraries function as specific entities with a stock of books.

Under the support of a visionary Management and able guidance of the Head of the institution, faculty members, the College hosts several activities on specific areas relevant to the current scenario, to equip the students with acumen, insight, communication and other analytical skills. The College has executed a spectrum of activities for enhancing the academic excellence of the students. The Management supports all the stakeholders and shows its strong commitment to provide quality education and services. It also conscientiously evaluates existing practices and enables the institution to march towards academic excellence. The College feels proud in educating the economically backward sections of society by making them first generation graduates and socially responsible citizens.

Vision

To make the College a centre for excellence which moulds the young minds to dream, visualize and attain their desired goals while being socially responsible citizens/women in every field of work they venture into.

Mission

The College accommodates its students

- In pursuing higher education with knowledge, skills, and values required to empower them.
- Helps them to learn life skills.
- Bestows a technology-rich environment through state-of-the-art computer laboratories.
- Imparts cultural and global awareness.
- Fosters enriching partnerships with others that serve the community.
- Provides extension activities which help the students to dedicate themselves to deliver excellent service

to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Management, Principal and Heads of the department serve as strong and trusted leaders
- Quick growth within a span of nine years
- Introduction of shift II in the academic year 2018-2019.
- The college is strategically situated in the heart of the city which lends itself to internships and industrial visits.
- Qualified and dedicated faculty.
- Internal Quality Assurance Cell plays a vital role in planning and implementing academic programmes.
- Library is automated with ILMS, INFLIBNET and e-journals.
- The College has functional MOUs facilitating student and staff exchange programmes.
- Availability of add-on programmes and certificate courses for industry expertise.
- A number of activities, conferences, workshops, seminars and internships are conducted.
- Mentoring and counselling facility available to students.
- University rank holders and academic toppers are awarded with cash prize.
- Students participate in outside competitions and bring laurels to college.
- Diligent placement cell with significant campus placement records.
- Registered alumni association with annual meetings.
- Empowering weak students through remedial classes.
- PTA meets are conducted periodically.
- Periodical academic and administrative audits are conducted.
- Students involve themselves in extension and outreach programmes – Swachtha Pakawada, Swatch Bharath etc.
- Adequate sports facilities for indoor and outdoor sports. Students who excel in sports are given fee concession.
- Scholarships are provided for the needy through Government and Non-government scholarship.
- Extensive rainwater harvesting, zero plastic solid waste management is the environment-friendly ventures.
- College is a disabled-friendly campus with ramps and rails.

Institutional Weakness

- The majority of students are first generation learners; a quarter of the population is from Tamil medium schools.
- Passed out students percentage is not 100%.
- PG admissions are less.
- Limited space for the playground since it is in the heart of the city.
- Research work is generally less.

- Limited energy conservation facilities.
- Less opportunity to enter into civil services.

Institutional Opportunity

- More initiatives to be taken for online courses to encourage the students to get a global exposure.
- Expand the online process to many facilities for administrative purposes.
- Facilities for advanced learners.
- Inflow of other states and foreign students.
- To start working with alumni for internships, Industrial visits, placements, and projects.
- Location of the college at the heart of the city, accessible by road and rail.
- Conduct of Career-oriented programmes.
- More number of skill development programmes to be introduced for students.
- To increase placements through intense training.

Institutional Challenge

- Availability of many colleges in the vicinity.
- More students take part-time jobs while in college.
- First-generation learners and Tamil medium students need more attention.
- Increase the number in PG admission.
- Providing opportunities to match the growing competitive landscape.
- Inculcating values in a technology prone environment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of all eleven programmes has been designed to provide holistic education, encompassing academic knowledge, soft skills, personality development, social and ethical values, and dynamically integrating with ICT based learning methods to suit the trends of globalization. The academic calendar follows the directions of the affiliating University of Madras, in terms of syllabus, CIE (Continuous Internal Examination) and evaluation, with a regimen of ninety working days per semester. The Principal and IQAC monitor the examinations, faculty lesson plans and course files periodically.

To complement the syllabus, the faculty adopt innovative pedagogies like online assignments, peer group learning, symposiums, group discussions, case studies, projects, apart from lecturing. The Choice Based Credit System, benefits the students with new avenues of learning and also industrial visits endow them with the exposure about industries.

To deliver higher standards of education, the college emphasizes programme and course- outcomes enabling the student stakeholders to achieve employability skills through various add- on programmes, certificate courses and internships. The institution integrates cross-cutting issues like professional ethics, gender equality, human values, environment and sustainability into the curriculum.

The Management enforces a strict code of conduct for stakeholders through SKCW manual. The institution also reinforces human and moral values through community awareness programmes, imbibing the ethics amongst students.

The imperative agenda of gender sensitization includes speeches and counsels by Police officers, advocates, and social activists on gender-based seminars.

The institution maintains an eco-friendly campus through eco club emphasizing sustainable development through waste management.

Teaching-learning and Evaluation

The college facilitates educational opportunities to students from diverse backgrounds and learning capabilities. The Bridge Course identifies advanced and slow learners and motivates the former to achieve excellence through higher levels of learning and the latter take up remedial and tutorials. Pro-active teaching, peer learning, mentoring and counseling, PTA meetings and CIA ensure desired results.

Through the Critical Incident Technique (CIT), Heuristic experiential learning techniques, students achieve life skill, Crisis Management, problem-solving and psychological perspectives to eliminate blocks.

Participative learning is practised widely for effectiveness through Mind mapping, Gallery Walk, Collaborative Learning, Quizzes, Debates, Group Discussions, Vocabulary Skills, Open-book study and diverse methods. Pragmatic learning like PPT, video clippings and projects give greater insight into subjects. Supportive learning includes workshops, industrial visits, intercollegiate competitions and events strengthening the learning environment.

ICT impacts modern pedagogy and develops metacognition to match technological demands. Student-centered activities like NPTEL videos, flipped classrooms, internet facilities, LCD projectors expand horizons of the curriculum.

The college is vigilant and addresses examination related grievances like the CIA marks and evaluation that are discussed and redressed. Internal marks are calculated as per university norms. The faculty validates pedagogic strategies to ensure program outcomes such as critical thinking abilities, value-based leadership, subject competencies, and problem-solving capabilities that prioritize learning.

Research, Innovations and Extension

The institution provides avenues for the faculty and students to submit papers in seminars, conferences, and participate in workshops. The library houses books on all subjects and e-journals for updating knowledge. The Computer laboratory helps them to improve their e-skills. The field trips arranged by the faculty help the students to get real-time experience, whereas internships provide hands-on training in different fields, apart

from academic knowledge.

The extension activities like NSS, YRC, RRC, and Rotaract create social awareness and mould them as refined human beings. Also in the job front, the ED Bazaar gives enough opportunities to develop entrepreneurial skills.

Teachers are encouraged to attend faculty development programmes like Orientation, Refresher and workshops to sharpen their professional skills. Also, the institution has several functional MOUs which facilitate departments to be members of professional bodies and students' chapters provide innumerable benefits.

To instil morals and sensitize the students, the institution focuses on the extension activities in the rural and backward areas to deal with community and environmental issues. Students visit old age homes, orphanages and HIV affected patients to alleviate their suffering. Medical camps like eye screening test and blood donation are conducted regularly. Awareness campaigns, Career Counseling, and Skill training programmes are organized as part of NSS, YRC and RRC conduct various health awareness and gender sensitizing programmes to uphold a secure world for women. Through outreach programmes students gain immeasurable training and service to evolve as important citizens.

Infrastructure and Learning Resources

Shri Krishnaswamy College for Women is strategically located in Anna Nagar, Chennai with adequate infrastructure and learning environment to provide impetus towards students' personality and holistic development. The institution provides ICT facilities like LCD projectors, computers, and Browsing centers to complement teaching. A secure premises is ensured through surveillance cameras.

To encourage sports among students, the college facilitates indoor games like Carrom, Chess, Yoga and other outdoor sports like Volleyball, Throwball, Kho-Kho, Tennikoit, Ball Badminton. Training programmes and special coaching drive students to play in the State, National, and Inter-collegiate level matches. The Physical Education department conducts Independence Day, Republic Day and tournaments in the campus. A well-trained college band of 25 students participate to embellish events.

The IT facility in the campus includes Internet connection with a speed of 20 Mbps and 150 Mbps to meet the needs of the connectivity in the campus. All the staff rooms are provided with computers with internet facilities. The college has a biometric attendance system for the faculty. The web information provides updates on curricular and co-curricular activities.

Online resources provide access to e-journals, e-magazines and research papers in the library. The college library has a KOHA system that provides access to digital libraries, N-List, INFLIBNET, Sage and e-books.

To provide a congenial learning environment, a clean campus is initiated and realized by staff and students through the 'Go Green' movement. The college has electricians and plumbers to maintain air-conditioners, CCTV cameras, and water purifiers. Periodic maintenance is done through supervisors.

Student Support and Progression

The Student Council comprising secretaries from various departments is a dynamic body that works in tandem

with the Principal and the faculty to conduct programmes like College day, Sports day, Intercollegiate cultural festivals, Independence day, Republic day etc. They co-ordinate symposiums, workshops, conferences, and seminars in the academic front.

The extension activities such as NSS, YRC, RRC and Rotaract provide the necessary impetus to take up community service, leadership qualities, and creating green canopy on the campus. The Student Council is also an integral part of the Discipline, Grievance Redressal, Library, Canteen, Placement, IQAC committees and plays a pivotal role in the functioning of the college.

The students are benefitted by the scholarships provided by the government for the SC/ST students. Meritorious students are also provided scholarships by the non government schemes. In addition to that, the institution gives a fee concession for the UG students who pursue their higher education in Shri Krishnaswamy College for women. Students participate in large numbers in the cultural and sports competitions organized by SKCW and other institutions.

The Alumni Association was constituted in the year 2018 bearing Reg. No. SRG/Chennai Central/24/2019 and its first meet was held on 9th February 2019, hosted by the Management. The Alumni formed the Advisory Committee to share their experience, give counsel for the academic growth of students and support infrastructure development. The Alumni shared their entrepreneurial skills, industry experience and job skills to the students. The successful Alumni boost the confidence level of the Undergraduate and Postgraduate students. Such meetings are mutually beneficial for the institution and the Alumni.

Governance, Leadership and Management

The college is affiliated to University of Madras and follows the curriculum prescribed. It provides certificate courses and has MOUs with organizations to maintain higher standards of learning. The Management has appended the college with high-end laboratories, smart rooms, browsing centre, and fully automated library. The institution is complemented by outreach programmes like NSS, YRC, RRC etc., which enrich the students with problem-solving skills, communicative skills, leadership and managerial skills.

Decentralized organizational structure and participative management ensure quality academic standards and effective administrative planning and execution. Student-centered learning and teaching are given top priority, with an inclusive learning programme for underprivileged and slow learners. Innovative tutelage like lesson plan, ICT based teaching, and analytical learning are adopted to overcome challenges. The faculty are appointed based on the qualification prescribed by UGC. Proactive Management provides the following welfare measures for the teaching staff like EPF, ESI, fee concession for the kin, group insurance, research incentives and paid leave for important occasions. They are also awarded with cash prizes on achieving centum results and non-teaching staff are given festival bonuses. Financial support is also provided for UGC refereed journals.

The institution has a performance appraisal based on classroom performance, career advancement and participation in the seminars, workshops and conferences. Internal and external audit for the institution is done every financial year. Apart from the fee as the main source of income, the college also mobilizes funds by allowing external agencies to use the facilities in the college. Budgeting and expenditure are done through optimal utilization of resources.

IQAC in the institution was constituted in the academic year 2015 to initiate, plan and administer different activities that are vital to maintain and improve the quality of education imparted, which is well defined in the

quality policy of the institution. With the Principal as Chairperson, meetings are conducted periodically to discuss issues relating to academic performance and non-academic matters of the college to foster efficient administration. Participation of students in the activities of the college is encouraged by the IQAC. The mentor-mentee programme provides relief to the students who have personal issues.

Institutional Values and Best Practices

The college ensures safety and security by installing surveillance cameras in the campus and the local police patrol ensures the same. Professional counsellors are appointed apart from tutoring. Gender sensitization programmes are conducted to tackle issues and modify personal attitudes and beliefs.

Solid wastes are segregated into biodegradable and non-bio degradable waste in the campus and students are sensitized on the importance of zero waste campus. Stagnation of waste water is prevented. The Management provides environment-friendly e-waste management in the campus.

The college celebrates Independence Day, Republic Day, Birth Anniversaries of great Indian leaders, International Women's Day, and International Yoga Day in grandiose. The organizational culture is friendly and cohesive by celebrating festivals across religions and cultures, thus upholding religious and cultural diversity in a globalized world.

The college provides scholarships to economically backward students and also teaches them vocational courses for financial sustainability. Value-based education removes all the hitches inherent in the society to establish social values and secularism.

To inculcate a sense of social responsibility, Swatch Bharat campaigns and rallies are held in and around Anna Nagar. Population day, National voters day, World AIDS day are observed with great enthusiasm by the students. Health and Hygiene, Traffic rules, and Green awareness are undertaken to mould students into responsible citizens.

The institution's distinctiveness is evident by insisting on entrepreneurial skills through the fanfare ED Bazaar, wherein students are given opportunities to launch their startups on a micro-level.

Teaching-learning is reinforced through showcasing the best answer scripts in the library which would become a model for posterity.

Students who hail from the lower strata of society are allowed to pay the semester fees in installments, a magnanimous gesture on the part of the Management.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SHRI KRISHNASWAMY COLLEGE FOR WOMEN |
| Address | AC-48,6TH MAIN ROAD, ANNA NAGAR |
| City | CHENNAI |
| State | Tamil Nadu |
| Pin | 600040 |
| Website | www.shrikrishnaswamycollegeforwomen.com |

| Contacts for Communication | | | | | |
|----------------------------|----------------|-------------------------|------------|-----|-------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | R. GEETHA RANI | 044-26282977 | 9381039000 | - | skcw2010@gmail.com |
| IQAC / CIQA coordinator | R. REVATHI | 044-26262977 | 9940644421 | - | revmurali50@yahoo.co.in |

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

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

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

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 09-08-2010 |

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

| State | University name | Document |
|------------|----------------------|-------------------------------|
| Tamil Nadu | University of Madras | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------|---------------|
| 2f of UGC | | |
| 12B of UGC | | |

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

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

Details of autonomy

| | |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

Recognitions

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

| Location and Area of Campus | | | | |
|------------------------------------|---------------------------------|------------------|-----------------------------|---------------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | AC-48,6TH MAIN ROAD, ANNA NAGAR | Urban | 1.14 | 7673.54 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|------------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BCom,Accounting And Finance | 36 | HIGHER SECONDARY | English | 71 | 71 |
| UG | BCom,Corporate Secretaryship | 36 | HIGHER SECONDARY | English | 141 | 141 |
| UG | BCA,Computer Applications | 36 | HIGHER SECONDARY | English | 100 | 64 |
| UG | BCom,Computer Applications | 36 | HIGHER SECONDARY | English | 70 | 70 |
| UG | BCom,Information System Management | 36 | HIGHER SECONDARY | English | 70 | 70 |
| UG | BSc,Computer Science | 36 | HIGHER SECONDARY | English | 101 | 84 |
| UG | BSc,Mathematics | 36 | HIGHER SECONDARY | English | 70 | 57 |
| UG | BBA,Business Administration | 36 | HIGHER SECONDARY | English | 140 | 111 |
| UG | BA,English Literature | 36 | HIGHER SECONDARY | English | 50 | 50 |

| | | | | | | |
|----|------------------------------------|----|-----------------------|---------|-----|-----|
| UG | BA,Business Economics | 36 | HIGHER SE CONDARY | English | 70 | 70 |
| UG | BCom,Com merce | 36 | HIGHER SE CONDARY | English | 289 | 286 |
| PG | MSc,Comput er Science | 24 | UNDER GRADUAT E | English | 26 | 6 |
| PG | MCom,Com merce | 24 | UNDER GRADUAT E | English | 30 | 6 |
| PG | MA,Human Resource Management | 24 | UNDER GRADUAT E | English | 40 | 16 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 92 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 0 | 92 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 14 |
| Recruited | 3 | 11 | 0 | 14 |
| Yet to Recruit | | | | 0 |

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

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|-----------------------|-----------|--------|--------|---------------------|--------|--------|---------------------|--------|--------|-------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 25 | 0 | 25 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 0 | 55 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 0 | 13 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|--------------------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 1071 | 3 | 0 | 0 | 1074 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 28 | 0 | 0 | 0 | 28 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Certificate / Awareness | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 0 | 0 | 0 | 0 |
| | Female | 157 | 183 | 184 | 228 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 4 | 0 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 436 | 507 | 511 | 634 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 0 |
| | Female | 185 | 122 | 252 | 240 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 782 | 812 | 948 | 1102 |

3. Extended Profile

3.1 Program

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 340 | 340 | 340 | 291 | 247 |
| File Description | | Document | | |
| Institutional data prescribed format | | View Document | | |

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

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

3.2 Students

Number of students year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 2728 | 2423 | 2154 | 1880 | 1524 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---|---------|-------------------------------|---------|---------|
| 874 | 705 | 700 | 602 | 489 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| | | | | |
|---|---------|-------------------------------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 758 | 718 | 617 | 475 | 387 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.3 Teachers

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

| | | | | |
|---|---------|-------------------------------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 93 | 82 | 78 | 69 | 60 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

Number of sanctioned posts year-wise during last five years

| | | | | |
|---|---------|-------------------------------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 93 | 82 | 78 | 69 | 60 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.4 Institution

Total number of classrooms and seminar halls

Response: 51

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 122.57 | 100.41 | 92.80 | 120.73 | 159.23 |

Number of Computers

Response: 156

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

1. Curricular Planning and Implementation

Curriculum planning and implementation are important for the success of any institution. Students are provided with flexible Choice Based Credit System (CBCS) and discipline specific electives. The college with the help of HODs, IQAC members and committee members prepare an academic calendar before the beginning of the semester. This calendar is followed for implementation of curriculum. The college sticks to the number of working days as prescribed by the university. Since the institution is affiliated to University of Madras, the institution follows the syllabus prescribed by the University of Madras. Individual faculty member prepares detailed lesson plan and course files in their respective subjects, which are reviewed on a continuous basis by the HOD and the Principal.

The faculty members adopt new and innovative teaching techniques, in addition to the traditional lecturing method to get the students actively involved in the teaching learning process. They employ learner centric techniques such as web related assignments, peer learning, group discussion, case studies, projects, flipped classroom etc., in enlightening the student's intellect. The Computer Lab has facilities with latest IT infrastructure. Keeping the syllabus in mind, the laboratory is equipped with resources for necessary procedures designed to dispense the practical knowledge of students for a hands-on experience.

Industrial visits are arranged to give an exposure to the students regarding the industrial practices. Experts from industries are invited and guest lectures are arranged on recent development in the respective fields. Symposium is yet another teaching technique, where the students get the opportunity to listen to the ideas or information given by the experts specialised in a particular issue or topic.

Add on courses and certificate courses are a regular feature open to all the students. The faculty motivates the students to take up online courses which will enlarge the horizon of their knowledge. Besides, the College has professional association with many organizations which help the students to learn networking, professionalism and socializing. The organizations also provide regular news updates through their publications and journals.

Internship is allotted only to a few programmes by the University of Madras. The faculty, however, try to provide this opportunity and search for companies which will provide internship for the other students during the semester holidays. In addition, the Departments organise exhibitions and quiz competitions, which provide opportunities to improve their communication skills and general knowledge respectively.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The college is affiliated to University of Madras and hence the pattern prescribed by the university is strictly followed. The college prepares an academic calendar that specifies the date of commencement and end of the classes for each semester along with the government holidays as prescribed by the university. Every academic year consists of two semesters. Each semester is to be of 90 working days. The college carries out effective planning to stick to academic calendar. Based on the norms set by the University, the Principal, IQAC members and the HODs decide on the internal examination dates and the dates for other academic activities like workshop, seminar, cultural or sports fests. Regular staff meetings are conducted to ensure adherence to the schedule given in the academic calendar.

The timetable for each internal examination is as per the calendar schedule which is communicated to students through circulars, display on the notice boards and boards in the class rooms. Even the University time table is displayed at various strategic points and the students are informed about the schedule. The first Continuous Internal Examination (CIE) unit I is conducted in the month of July, while the second is conducted in the first week of September and Model examination is conducted after completion of the syllabus in October. Finally as per the norms of the University of Madras the Internal Test marks are calculated. Similarly the Unit Tests and Model examination are planned for the even semester. In case of unexpected or untoward incident or natural calamity, the examinations are rescheduled. The students are informed in advance regarding the changes through messages. The changed schedule is also displayed on notice boards.

The subject teachers are given ample time to set the question paper. All question papers are set based on the university format. They are mapped with their respective course outcomes that are stated in the beginning of the course. The internal assessment papers are corrected within a week and answer papers are discussed with the students for improvement in the future examinations.

The seminars and assignments give opportunities to the students to think, examine various aspects and topics thereby enhancing the teaching and learning process within the stipulated time in each semester. Besides academics, other activities are also incorporated in the academic calendar without disturbing the regular classes. The academic calendar serves as a backbone for continuous internal evaluation. It facilitates fair and transparent CIE.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

| <p>1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <p>1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University</p> <p>E. None of the above D. Any 1 of the above C. Any 2 of the above B. Any 3 of the above</p> <p>Response: B. Any 3 of the above</p> | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |

1.2 Academic Flexibility

| |
|--|
| <p>1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</p> <p>Response: 100</p> |
| <p>1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 14</p> |

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 9

1.2.2.1 How many Add on /Certificate programs are added within the last 5 years.

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

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 1.91

1.2.3.1 Number of students enrolled in value added courses (beyond the curriculum) offered year-wise during last five years.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 239 | 19 | 0 | 0 | 0 |

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

1.3 Curriculum Enrichment

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

Response:

Apart from academics, the institution focuses on cross cutting issues such as gender, environment and sustainability, human values and professional ethics as they contribute to all aspects of development.

The Institution in association with Gandhi Peace Foundation, Chennai, takes great efforts in implementing the project “Let’s Share Manual Work”. It aims at inculcating values which leads to community development through awareness programmes. These community based activities were introduced with an aim to instil moral values, culture, tradition and human values in students. Human values are the virtues which include good qualities like honesty, courage, patience, compassion, integrity etc. These virtues could not be inculcated but imbibed by the students. Hence frequent visits are arranged to places which focus on values. In addition to that people from RamaKrishna Mutt and Vivekananda House are invited to give a lecture on values. Every year, the students are encouraged to participate in the competition conducted on Mahavir Jayanthi by the Mahavir Charitable Trust.

Gender sensitization is imperative as it contributes to a very great extent for the overall development of an individual. It helps to initiate respect for the individual regardless of sex. This is done by arranging programmes which focus on the rights of women, equality of opportunity for both boys and girls, importance of education for girls, women empowerment, gender based violence, sexual harassment in the work spot and so on. The institution invites police officers, advocates and social activists to talk about the challenges and issues with reference to gender in the society.

A moderate green campus is maintained by the institution. The main aim of the institution is to teach the students that they should have commitment and responsibility beyond the classrooms. In order to maintain an eco-friendly atmosphere, various steps are taken for sustainability like field trips to farms, encouraging the students to use cycles, creating an E-waste Centre and advising the students to avoid plastics.

As far as the ethics of the students is concerned, there is a certain code of conduct. SKCW Manual clearly mentions the code of conduct for all the students. They have responsibility within and off the campus which will ultimately lead to the achievement of their goals. Integrity as an individual and responsibility towards Management, Teachers, and Fellow students will take them to great heights. Besides, the most important skill, which they learn is team sprit which will guide them throughout their lives. An Eco-club is initiated and the students enrolled in “Eco Club” of the college planted saplings with an objective of maintaining human eco system equilibrium. Besides, saplings were distributed to the students so as to create an environmental awareness among them. The Club framed “Sustainable development goals” in the areas of ecological stability, retaining natural capital and avoiding environmental degradation. The National Urban Livelihood Mission implemented by “Tamil Nadu Women Development Corporation” provided technical training for the establishment of roof garden to the students with the objective of creating awareness on sustainability.

| File Description | Document |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |
| Any additional information | View Document |

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 1.87

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7 | 6 | 6 | 5 | 5 |

| File Description | Document |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses | View Document |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | View Document |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | View Document |
| Any additional information | View Document |

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 5.28

1.3.3.1 Number of students undertaking project work/field work / internships

Response: 144

| File Description | Document |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | View Document |
| Any additional information | View Document |

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: C. Any 2 of the above

| File Description | Document |
|-------------------------------------|-------------------------------|
| URL for stakeholder feedback report | View Document |

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1.Feedback collected, analysed and action taken and feedback available on website

2.Feedback collected, analysed and action has been taken

3.Feedback collected and analysed

4.Feedback collected

5. Feedback not collected

E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

Response: C. Feedback collected and analysed

| File Description | Document |
|-------------------------|-------------------------------|
| URL for feedback report | View Document |

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 91.05

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1087 | 944 | 944 | 643 | 781 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1268 | 1021 | 1014 | 873 | 708 |

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

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

Response: 98.75

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 861 | 696 | 690 | 597 | 483 |

| File Description | Document |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The college has many methods and events to assess the students in terms of knowledge and skills before the commencement of the programmes. Admission is based on the norms stipulated by the Government of Tamil Nadu.

During the time of admission, the knowledge and skills of the students who have completed their higher secondary education are tested. Once a student fills up her application form, the faculty of the department concerned will test her capability in the subject. At this level, the faculty finds out the communication skills of the student also. Then the student's filled in application form is checked and finally she is sent to the admission committee consisting of Principal and Heads of Departments. The admission process becomes over with the approval given by the Principal.

A bridge course is conducted as soon as the college reopens, where the faculty achieves their target of finding out whether a student is an advanced learner or a slow learner. A Basic English course is offered to all the students.

The advanced learners are identified by their academic performance, performance in the classroom and achievements in various competitions. Special guidance and consultations are given to the advanced learners to secure high percentage of marks in the university examinations.

The faculty members of the departments and the placement cell constantly encourage the advanced learners to write many competitive exams. Advanced learners are also motivated to join in add on courses and online courses and are encouraged to participate in intercollegiate competitions and state/national level seminars and conferences.

Peer learning is also encouraged by the faculty among the advanced learners as it entails sharing of knowledge, ideas and experience among the students. Advanced learners are given the opportunity to become the leaders of various clubs. However, slow learners are not neglected. The faculty do have easy strategies. To improve them academically, remedial classes are conducted. They are also motivated by mentors. When the mentors are unable to resolve the problems, they are sent for counselling.

During the Parent Teachers Meet, the faculty insists on the role of parents in improving the standard of their wards. The parents have to provide a suitable atmosphere at home for their wards. Besides, the parents have to be patient and never compare them with achievers.

| File Description | Document |
|--------------------------------------|-------------------------------|
| Past link for additional Information | View Document |

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

2.3 Teaching- Learning Process

| |
|---|
| <p>2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences</p> <p>Response:</p> <p>Experiential learning is the process of learning through experience. The critical incident techniques (or CIT) are a set of procedures used for collecting direct observation of human behaviour that have great significance in analysing a particular event. This technique is used for the students to gain life skills and crisis management. These observations of incidents are duly recorded for further reference to solve practical problems and develop broad psychological principles. The simulation technique influences the students to identify their competencies or eliminate their weaknesses which will ultimately improve their performance. Heuristic method is yet another method used, which is purely a discovery method that assists the student to find out the solutions with intermittent support and hints from the teacher.</p> <p>Participative Learning: Lecture method is commonly adopted to explain fundamental topics in the curriculum. However to discuss selective concepts, modern teaching methods are adopted and students are encouraged to ask questions. Collective learning is practised through several curricular activities like report writing and seminars. Mind Maps are used for quick reviews and are effective with visual and sensory tools. Diverse methodologies such as Gallery Walk and Flipped Classrooms are initiated to make the students learn the concepts through participation. Through Project into action technique, students carry out feasibility studies for starting a business. Quizzes, debates and group discussions are done on a regular basis. Vocabulary drills, Open textbook study, Slip test methods are used to make it interesting for the students to handle tests and examinations in a composed manner.</p> <p>Pragmatic Learning: Role play is a technique that assists the students to gain new insights and rational thinking. Close reading method makes a student collect textual evidence to support doubts and clarifications. Inductive and Deductive teaching methodology is practised to make the student solve a problem from rule to practice and vice versa. Power Point Presentations, Video Clippings, Cartoon images,</p> |
|---|

OHP Sheets, Cardboard Project, Creative Chart Designs, Subject related anecdotes are constantly used to retain the attention of students.

Supportive Learning: Guest lectures by eminent resource persons of academic knowledge, tests and assignments, student research projects guided by teachers, appropriate workshops, field work, industrial visits and practical classes are given to make the learning process more student-centric. Interactive learning is achieved through competitions at college and intercollegiate level, subject related quizzes, model making, exhibitions, etc. By involving students in preparing theme based posters, models and small projects, creative learning in groups is enabled. Students get hands-on exposure to the real world through industrial tours and visits to prestigious organisations arranged by many departments which connect the curriculum and industry gap. To promote sportive skills amongst the students, our college organizes intercollegiate and zonal sport competitions such as volley ball, throw ball and chess. To bridge the gaps caused by the transition from school to collegiate education and mediums of learning, the faculty conduct a bridge course.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The institution encourages the use of ICT methods in teaching such as computers, LCD projectors and full-fledged computer labs with internet facilities for usage in course curriculum, Seminars, Workshops, Conferences etc. The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using the resources from NPTEL to enhance the learning experience. USB Hard disk containing web and video courses (offline) from NPTEL are accessible to faculty and students.

All the Departments conduct seminars, workshops and guest lectures on the new developments in the core subjects for effective teaching and learning by the faculty members and students in each semester. The College auditorium is equipped with LCD projector. Guest lectures are conducted in auditorium using ICT facilities. The use of multimedia teaching aids like LCD projectors, classrooms with internet enabled computer/laptops are usually in use in smart classrooms.

The Laboratory is furnished according to University norms. Keeping the curriculum in mind, the laboratory is equipped with resources designed to inculcate the practical knowledge of students for a hands-on experience. Each Department is equipped with computer and internet facilities. The Faculty are given access to these computers. Labs are installed with all the necessary software facilities for the curriculum.

The College, to ensure a good experimental learning for its students, has taken efforts to establish and upgrade its infrastructure with well-equipped smart classrooms for each Department. The computer assisted learning is useful for students where faculty make power-point presentations. The different teaching-learning methodologies help the faculty to generate students' interest and understanding. The faculty, according to the needs of the curriculum, engage in using the modern teaching aids. Some of the teachers from various Departments use the software to record lectures using laptops and then upload the

video in the YouTube channel for the convenience of the students. The Management departments make use of charts, power-point presentations etc. Integration of ICT in teaching provides an environment which have a long-lasting impact on the process of learning thus, offering new possibilities for learners as well as to the teachers.

| File Description | Document |
|---|-------------------------------|
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | View Document |

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

Response: 30.31

2.3.3.1 Number of mentors

Response: 90

| File Description | Document |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | View Document |
| mentor/mentee ratio | View Document |
| Circulars pertaining to assigning mentors to mentees | View Document |

2.4 Teacher Profile and Quality

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

Response: 100

| File Description | Document |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | View Document |
| List of the faculty members authenticated by the Head of HEI | View Document |

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

Response: 21.46

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 25 | 19 | 16 | 15 | 9 |

| File Description | Document |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | View Document |
| Any additional information | View Document |

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 2.62**2.4.3.1 Total experience of full-time teachers**

Response: 243.4167

| File Description | Document |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | View Document |
| Any additional information | View Document |

2.5 Evaluation Process and Reforms**2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

Internal assessment for all courses is done strictly as per university guidelines. The college conducts internal assessment examination to evaluate and to reform the learning skills of the students. The results are constantly monitored by the class teacher to ensure consistent performance of the students. The College calendar has all the dates for the internal assessments. Internal Tests are conducted on scheduled dates as mentioned in the College calendar at the department level. Internal Assessment Tests are conducted three times in a semester. All the departments must ensure the completion of the syllabus for the final internal assessment test.

The question papers are set as per university pattern. Timetable and seating arrangement of the students are according to their register numbers. To avoid malpractice, students are asked to write the tests in a booklet provided by the college. Answer scripts are valued and returned to the students to check whether they have rightly answered the questions and they are fairly valued. The relevant subject teachers counsel the weak students to fare well in the next exams. The progress of the students is discussed after the test in a parent-teacher meeting. As per the university norms, internals are assessed for 25 marks. Out of three internal test marks, average of two will be considered. Each semester, internal marks are calculated based on the tests, assignment, seminar and attendance. The overall performance of the student is taken into consideration while giving internal marks. A transparent mechanism has been followed in the calculation of the internal marks.

The classroom activities like seminars prepared by the students in groups or as individuals, Power Point presentations, writing assignments, chart making to explore the creative sides of the students, group discussions to improve cooperative quality and also exchange knowledge and surprise quiz to keep the students interested are considered for Internal Assessment. Allotment of marks is decided by the subject teacher concerned, scrutinised by the Head of the Department and the Principal. Students can contact the respective subject teachers in case of any discrepancy in the marks, which shall be redressed immediately if found to be wrongly valued or entered.

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The college has an effective system to address the grievances and strictly follows the guidelines imposed by the University of Madras to conduct the Internal Examination.

The college conducts three examinations for Internal assessment during each semester, the time table for which, is prepared in advance and communicated to the students. Seating plan is also followed for internal assessment examination and displayed in the notice board. The question paper for the internal examinations are prepared by the respective staff handling the subjects and approved by the Head of the Department.

After evaluation of internal assessment answer scripts, any discrepancies found by the students are openly discussed with the subject teachers concerned. The marks and attendance are recorded in the register to ensure transparency in evaluation. The class teacher carefully monitors the regularity of attendance and the performance of the students. By adopting these methods, adequate transparency is always ensured in the Internal Examination conducted by the Institution.

The institution follows a three tier grievance redressal procedure. The student tries to clarify her doubts about internal assessment with the subject teachers concerned at the first level. Some of the grievances confronted by the students are that papers not assessed properly and typographical errors are found in the

question papers. In case of grievance raised by the students regarding the paper not being assessed properly, the subject teachers concerned discuss it with the entire class, so that it creates awareness amongst the students regarding corrections that are made. Regarding typographical errors, it is brought to the notice of the teacher who typed the question paper and explanation is asked for by the Head of the Department.

In case the above mentioned grievance is not addressed by the teacher, the Head of the Department intervenes to resolve the grievance. During the Parent-Teachers Meeting, parents come to know about their wards' performance in internal examination. The Head of the Department ensures that students' bags are kept inside the examination hall in order to avoid any untoward incident.

In case of dissatisfaction by the students, the grievances are taken to the Examination committee. The Examination Committee looks after the examination related grievances raised by the students. The committee comprises a Chairperson and three senior faculty members. The committee members investigate the grievances and redress the same. A complete report is submitted to the Chairperson. Students are given liberty to express their grievances.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The college has established Programme outcomes and course outcomes after a discussion with the heads and other stake holders, for all the departments. The guidelines are circulated to all the faculty and displayed on the notice board for the information of the students. Teaching is planned in such a way so as to bring out the desired outcomes as stated in the syllabus. Students are motivated towards course outcomes throughout the course of the programme by the teacher. Following effective pedagogic strategies, the faculty articulates the learning objectives and expected outcomes for each course at the beginning of the session as well as before each unit in the syllabus. This helps the students appreciate the topic being covered in class as they see the relevance.

The college communicates the Programme outcomes and course outcomes by the following ways:

- 1.The college communicates the Programme outcomes to stakeholder especially employers and parents through electronic media i.e website.
- 2.Publish in the college prospectus.
- 3.Give counseling regarding job opportunities to the students during admission process.

Programme outcomes of all the departments are highlighted through career options open to students after completion of the programme and the achievements of the alumnae.

In general the Institution's Programme outcomes reflect:

- Application of management theories and practices to solve business problems.
- Analytical and critical thinking abilities for data-based decision making.
- Ability to develop Value based Leadership ability.
- An exposure to understand, analyze and communicate global, economic, legal, and ethical aspects of business.
- A platform which offers career oriented papers even in literature, to equip the students for professions like journalism, freelancing etc.
- Development of students' competence in the assimilation of complex arguments, the analysis of practical issues, logical thought, statistical techniques, mathematical skills, and effective communication.
- Student's ability to understand systems, languages and tools for effective computation based problem solving in order to bridge the gap between computing industry experts and business leaders and initiate innovation.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Past link for Additional information | View Document |

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

Response:

The accomplishment of effective Programme outcomes and Course outcomes becomes fundamental for the successful running of an educational institution of any sort.

To ensure the same, the institution follows a system of evaluation.

- The internal examinations i.e. Unit test I and Unit test II are formulated keeping this in mind.
- Every year examination results display the exemplary performance of students who largely occupy the top merit positions in the University of Madras.
- The college follows a process of teaching that urges the teachers to design, deliver and assess. Upon receiving the syllabus from the university, the teachers design the curriculum in a way best suited for the students. They then follow a variety of teaching methods to successfully deliver the said curriculum to the students in a way that they can understand the same. After delivering the syllabus, the teachers conduct examinations to assess this understanding. Based on their individual analysis of every student, they decide whether or not they need to modify their way of communicating with the said student. The ones who seem to require more attention than others are offered remedial

classes to help with their academic performance.

- To track Programme outcomes, the departments maintain an alumnae data-base, regularly updating information on their current employment and other endeavours.
- The departments track the number of the students who successfully complete the course and seek employment or go for higher studies.
- Continuous assessment provides feedback on the efficacy of the teaching-learning process and learning outcomes of each course. This is undertaken in the form of giving assignments, conducting quizzes, tests, seminars and brain storming sessions as a part of the Continuous Internal Evaluation.
- As part of the course outcomes of the various papers taught to students during the Masters' programme, there is substantial scope of evaluation of opportunities for skill building, enhancement of conceptual understanding, training in research methodology, and experiential and fieldwork learning. They are evaluated on this by the organization where they go for internship as well as a committee of teachers for their application of learning from across courses. Successful completion of the workshops, courses attended by the students, guest lectures and seminars are evaluated by the staff members.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for Additional information | View Document |

2.6.3 Average pass percentage of Students during last five years

Response: 83.56

2.6.3.1 Number of final year students who passed the university examination year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 612 | 601 | 533 | 409 | 313 |

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 758 | 718 | 617 | 475 | 387 |

| File Description | Document |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for the annual report | View Document |

2.7 Student Satisfaction Survey

| 2.7.1 Online student satisfaction survey regarding teaching learning process | |
|---|-------------------------------|
| Response: 3.37 | |
| File Description | Document |
| Upload database of all currently enrolled students (Data Template) | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 1.08

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description

Document

Institutional data in prescribed format

[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 4.69

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

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

3.1.3.2 Number of departments offering academic programmes

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

| File Description | Document |
|---|-------------------------------|
| Supporting document from Funding Agency | View Document |
| List of research projects and funding details | View Document |

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Ample avenues are provided for the students of the institution. They are encouraged to participate and submit papers in the workshop and conferences respectively. The faculty motivates them to present seminars in the classroom. There are smart rooms which enable them to present the paper with power point presentation. Library plays a major role in expanding the horizon of their knowledge. Apart from umpteen number of books, it has e-journals which is a boon to have up-to-date knowledge of what is going on around them. Three labs along with a microprocessor lab cater to the needs of UG and PG students. Besides, field trips arranged by staff for all the branches expose the students to practical knowledge. Internships are prescribed in the curriculum only for a few programmes. However, the college takes initiatives to provide internships for some of the programmes during vacation which is an added advantage for the students.

Apart from academic knowledge, practical knowledge is also provided. Various clubs like NSS, YRC, RRC and Rotaract help them to deal with the society and its day to day problems. They cultivate fine sentiments of caring and sharing. The clubs help them to rise to the occasion, whenever they come across a crisis. They develop patriotism when birth and death anniversaries of freedom fighters are celebrated. These occasions are utilized by the faculty for conducting various competitions, which kindle the interest of the students to know more about their country. The institution celebrates various festivals, which help the students to know about their tradition and culture. The institution also arranges ED Bazaar, every year which gives an opportunity to the students to develop their entrepreneurial skills.

As far as the teachers are concerned, the Management insists on the staff qualifying themselves. Paper

presentation in the conference and participation in the workshops are always encouraged by the Management. Faculty development programmes are arranged frequently. Teachers are allowed to attend orientation courses, refresher courses and faculty development programmes by other institutions. Teachers are also motivated to go for setting question papers and valuation in autonomous colleges.

In addition to this, the institution has several MOUs which are functional. Every department has become the member of a professional body, which has a student chapter thus providing benefit for both the teaching faculty and the students.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 9

3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 5 | 2 | 1 | 1 | 0 |

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 5

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 5

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 1

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

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

Response: 0.09

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

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

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

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

Response: 0.5

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07 | 11 | 15 | 3 | 2 |

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

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institution gives great importance to the betterment of the community. To instil morals, the institution focuses on sensitizing the students to social issues and challenges. These extension activities help the students in understanding the problems in the rural and urban areas of the state. They are also exposed to various policies of the government or the society and their impact on human life are brought to the perception of the students.

As a part of the whole exercise, the NSS Units of the college have adopted an underdeveloped area at Naduvankarai and conduct activities through the Adi Dravidar High School in the same area. They are involved in sensitizing the students with community issues like problems of the transgenders, child abuse, old age, health issues etc. They also create environmental awareness and implement the same by planting of saplings, avoiding plastics. The students show their involvement in visiting and serving at old age homes, home for mentally retarded children, orphanages and home for AIDS affected kids. There are plenty of awareness programmes to the credit of NSS. To name a few, breast cancer awareness, vaccination awareness, First aid awareness, career counselling, dengue awareness etc. NSS provides life skill training courses to its volunteers. Each year a new value added course is conducted by NSS. They conduct medical camp, eye check up camp and blood donation camp every year.

The Youth Red Cross Club (YRC) and the Red Ribbon Club (RRC) provide the girls an exposure to the outside world. The girls are trained to keep their eyes and ears open to know what is going on around them in the society. Various awareness programmes about health are conducted. Such programmes give them an idea about the diseases and preventive methods also. Gender sensitizing programmes give them a clear picture about the status of men and women in the society. They also get to know about the existential angst of the HIV positive people and transgenders. In the process of learning, they get to know about leadership skills and team building skills.

Through outreach activities, the students are taught to think about others besides their goals, achievement, their happiness etc. Every human being is capable of such feelings but they are dormant. It is the outreach activities which are able to address these feelings and bring them out. Their support to the society is varied. While some choose teaching in government or corporation schools, where the teachers go on maternity leave, some are brave enough to volunteer their service in times of crisis like natural calamities. Some students have taken up the task of providing training for the parents in making accessories, jute bags, paper bags etc. This kind of service not only helps the people in the society but moulds the students as well. The students become broad minded and attain various skills. In short, they learn to lead their lives in a worthy manner even after leaving the portals of the institution.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

3.4.2 Number of awards and recognitions received for extension activities from government/

government recognised bodies during the last five years**Response:** 4**3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

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

| File Description | Document |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | View Document |
| Any additional information | View Document |

3.4.3 Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc.) and / or those organised in collaboration with industry, community and NGOs during the last five years.**Response:** 81**3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 26 | 19 | 26 | 5 | 5 |

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 30.19

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 991 | 850 | 866 | 399 | 276 |

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 0

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

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

| File Description | Document |
|---|-------------------------------|
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | View Document |

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 9

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 07 | 02 | 0 | 0 | 0 |

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Shri Krishnaswamy College for Women is located in the heart of the city strategically located in Anna Nagar and is conveniently accessible by students through roads and railways from all parts of the Chennai city. The ambience of the College with all desired facilities, planned layout of buildings, spacious and adequately ventilated class rooms, and well-maintained sports ground have been the decisive factors to attract large number of students to the College. The Institution provides an ambience that will facilitate teaching and learning environment for the faculty and students to make optimal use of the facilities made available. The institution encourages the use of ICT methods in teaching such as power point supported lectures, interactive teaching session either by way of making individual or small groups or whole classroom involve in discussions, LCD projectors and full-fledged computer labs with internet facilities for course curriculum, Seminars, Workshops, Conferences etc.

The College provides students with all amenities required for their academic interests. The College maintains the adequate infrastructure to ensure the following:

- A convenient ambience with all teaching aids.
- Spacious, ventilated and adequate class rooms and labs.
- RO purified water and healthy sanitation facilities.
- Periodic maintenance of buildings and infrastructures.
- Bike parking sheds are available for faculty and students

Browsing centre in the College premises is well equipped with internet facilities. Students take advantage of the browsing centre to access the knowledge resources. Online resources that provide access to e-journals, e-magazines and research papers are made available to the students to update with the latest findings and studies.

The Laboratory is furnished according to norms. Keeping the curriculum in mind, the laboratory is equipped with resources designed to inculcate the practical knowledge of students for a hands-on experience. All safety measures are taken. Lab assistants are present during all sessions to provide necessary support. The labs are maintained in clean and hygienic manner. Each Department is equipped with computer and internet facilities. The faculty are given access to these computers. Labs are installed with all the necessary software facilities for the curriculum.

Transport facilities are provided to all required places to enable the students to reach the College on time. The College is also equipped with adequate Security and CCTV Camera provisions for a safe and secure premises.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response:

Shri Krishnaswamy College for Women was established in the year 2010 and has well equipped facilities for performing indoor sports like Carom, Chess, and outdoor sports like Volleyball, Throwball, Kho-Kho, Tennikoit and Ball Badminton. The College has an auditorium with a seating capacity of about 900 and it is effectively utilised for conducting various indoor sports tournaments and events, thereby promoting the talent among students. The auditorium has also been the venue for various cultural events and yoga training session. The College also has a spacious playground with an area of about 15,500 sqft.

The College has a large Volleyball and Throwball court with an area of about 162m² and 223.26m² respectively. The sports activities are carried out at different timings so as to suit the convenience of participants. Training is given by experienced and dedicated coaches to students on Sports like Volleyball, Throwball in the morning. The College conducts a State level Inter- Collegiate Tournament in Throwball, Volleyball and Chess every year. Under the aegis of the University of Madras, B Zone Women Chess Tournament is being held in our premises. The training programmes are conducted with a view to motivate and encourage the students to excel in National, State, University and Inter - Collegiate level matches.

Main responsibilities of the Physical Education department of the college are to conduct Sports Day, Independence Day, Republic Day, make arrangements for the conduct of the assembly, all annual celebrations and to maintain over all discipline among the students. The Physical Director of the college can be contacted at any time, during any emergency in the campus. Safety of the students is considered as top most priority and availability of First aid kits in the Physical Director's room is made mandatory. The First Aid kit includes all first aid medicines and is replenished at appropriate period. Sports inventory is monitored periodically. The old stocks are discarded at regular intervals. All the sports participants are provided with convenient dresses (Jersey T - Shirts) with chest numbers and college logo for daily practice and to play outside tournaments. The College has a well-trained band of 25 students, who are engaged on Sports day, Annual day, Tournaments, Convocation and important functions. The College has provided special uniform for the band. Over all, the motto of the Physical Education department is to enrich sound physical health and to create awareness amongst the students about fitness and good health not only during their course period, but also after they walk out of the portals of Shri Krishnaswamy College for Women.

The College has a cultural committee which takes care of students' participation in Inter-Collegiate cultural competitions which are held at various colleges. 'Vaibhavam' is an Inter-Collegiate cultural extravaganza which is conducted annually at our College to bring out the latent talents of our students in singing, dancing and other histrionics.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

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

Response: 3.92

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | View Document |
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 33.45

4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 49.75 | 3.44 | 12.23 | 55.11 | 102.58 |

| File Description | Document |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | View Document |
| Upload audited utilization statements | View Document |
| Upload any additional information | View Document |

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)**Response:**

Library services fully automated in the year **2018** with **Bar code** technology.

Name of the ILMS software - **KOHA**

Nature of automation - **Fully Automation**

Version - **18.05**

Year of Automation - **2018**

The Library spreads over **1720** sq.ft and has **6995** books on different subjects like Commerce, Economics, Business Administration and Management, Computer Science and Applications, Mathematics, English, Tamil etc. It subscribes **19** journals, and **11** magazines at National and International level to cater to the needs of all the stakeholders. It uses **KOHA** software to do library housekeeping operations such as recording of books and periodicals, issue and return of books, etc. The library provides internet access to the users. It subscribes **N-List** e-resource from **INFLIBNET**, **6** e-journals from **SAGE** publications. There are around **450** project reports stocked in the library. The library provides barcode enabled membership card to the students and the faculty members by using **KOHA** software. The Library has the institutional membership at **U.S. Consulate General Library, Chennai**.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**
- 6.Remote access to e-resources**

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. Any 4 or more of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | View Document |

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

Response: 1.49

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3.27 | 0.54 | 0.21 | 2.43 | 1.01 |

| File Description | Document |
|--|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) | View Document |
| Audited statements of accounts | View Document |

4.2.4 Percentage per day usage of library by teachers and students during the last completed academic year

Response: 4.54

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

Response: 128

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The Institution has provided adequate IT facilities in the entire campus. In order to have effective utilisation of the IT facilities, the institution frequently updates IT facilities and ensures that the students benefit with the latest IT facilities. The College has obtained and maintains 2 numbers of internet connection with a speed of 150 mbps from the Internet service provider ACT and 1 number with a speed of 20 mbps from the Internet service provider BSNL to cater to the IT needs of the campus. The institution encourages the use of ICT methods in teaching such as computers, LCD projectors and full-fledged computer labs for usage in course curriculum, Seminars, Workshops, Conferences etc.

The College has sufficient computer infrastructure that are accessible to the students as well as the teachers for academic and co-curricular purposes. Printers are provided in the office, staffrooms, library and laboratories. Each Department is equipped with computer and internet facilities. The faculty are given access to use these computers.

The Laboratory is furnished according to norms. Keeping the curriculum in mind, the laboratory infrastructure are facilitated with necessary resources including softwares, equipments designed to dispense the practical knowledge of students for a hands-on experience. The entire campus is monitored by CCTV facility. The CCTV cameras are installed at strategic places to help in monitoring the campus activities. The College has a Bio-metric attendance system for the faculty members and SMS facility is available for the students.

Information about various activities and programmes organized and held by Departments are shared on the website and are updated periodically. This information provides all the desired details of the event including time, date and venue. Once the event is completed, the highlights of the event will be made visible in the website with snapshots and minutes for user easy access. This allows the parents to have awareness of the programs being conducted in college as well.

A faculty is provided for the college website updation, thereby all the web information can be monitored and controlled. Moreover all important information concerning academics, examinations are uploaded on the website duly approved by the Principal.

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

Response: 13.64

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution**E. < 05 MBPS****D. 05 MBPS – 10 MBPS****C. 10 MBPS – 30 MBPS****B. 30 MBPS – 50 MBPS****Response:** C. 10 MBPS – 30 MBPS

| File Description | Document |
|--|-------------------------------|
| Upload any additional Information | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 5.95

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 9.56 | 10.99 | 3.48 | 5.61 | 4.19 |

| File Description | Document |
|---|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | View Document |
| Audited statements of accounts | View Document |

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

Response:

- The college has Maintenance team that takes care of maintenance of buildings, classrooms and

laboratories. The Maintenance team is monitored and supervised by the Administration Wing of the College.

- Adequate in-house staff are employed who meticulously maintain hygiene, cleanliness and infrastructure on the campus and provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls and Laboratories, etc. are cleaned and maintained regularly by them. Rest rooms are well maintained. Dustbins are placed in all rooms.
- Each Department is equipped with a Smart room and projector to facilitate ICT enabled teaching and learning. The PG departments have department library maintained by the staff of the respective departments.
- Staff rooms are spacious and furnished. There is enough provision for racks and cupboards for preserving the current and old records. Each Department is provided with a system which helps the staff members to complete their work effectively and efficiently.
- The Green Cover of the campus is well maintained by Teaching, Non-teaching staff and students of the college. The college has set up a terrace garden which is maintained by staff and students. Each Department takes turns to maintain the terrace garden. Parking facility is well organized and maintained by the supporting staff. The Parking area is cleaned regularly and the college watchman supervises the parking of vehicles regularly.
- The college has electricians and plumbers who maintain Air Conditioners, CCTV Cameras and Water Purifiers. The Water purifiers are checked regularly for proper functioning so that there is uninterrupted supply of safe drinking water.
- Lab assistants maintain the computers and accessories. The lab sessions are held according to a time-table which is synchronized with the Master-timetable to enable optimal use of the laboratories. At the end of the academic year, after the stock checking, staff concerned make a list of damaged equipment to be replaced and required equipment to be purchased and forward it through the Principal to the Management. Any repair work/ renovations to be done are also intimated so that the labs can be kept ready for the new academic year in time.
- Auditorium and Seminar Halls are made available for activities to all the departments and clubs through entries in a monthly planner which is available with the heads of the departments. The allotment of Auditorium and Seminar hall for workshops, lectures and other activities is supervised by the Coordinators. An electrician takes care of all audio and video equipment. The supporting staff take care of cleanliness and maintenance of the Auditorium and Seminar Hall.
- Periodic reports on requirements of repairs and maintenance are submitted by the HODs to the Head of the Institution. The requirements are collectively processed during the semester vacation so as to keep things ready for the new semester.
- The College Library is open from 8.30 a.m to 5:00 p.m. The library has a qualified Librarian, an Assistant Librarian and attenders who maintain the books and help in activities of the Library. There is an exclusive section of books allotted for PG students.
- The Library has KOHA Software for easy access and maintenance. There is annual maintenance contract with 2CQR. The library also has a digital library facility. The staff and students can also access digital sources like N-List Online Access, Sage Online Access and E- Books.
- Budget for new books is prepared by the librarian after receiving the list of books required by the departments at the beginning of each semester. This budget is then forwarded through the Principal to the Management and after release of funds, books are purchased.
- The College has a Sports room with all necessary equipment for indoor and outdoor games. It has facilities for holding tournaments like Throw ball, Volley Ball and Chess.
- Infrastructure related problems are attended to promptly by the maintenance staff. Standard operating procedures have been developed for maintenance and various purchase activities

connected to maintenance of infrastructure. Any incident beyond the scope of standard operating procedure is reported to the administrative wing of the college for further action.

- As a policy, faculty members, supporting staff and other service personnel are given responsibility to maintain the equipment under their supervision.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 25.38

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 668 | 612 | 555 | 497 | 380 |

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 11.91

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 382 | 443 | 358 | 189 | 9 |

File Description

Document

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the

following

1. Soft skills
2. Language and communication skills
3. Life skills (Yoga, physical fitness, health and hygiene)
4. ICT/computing skills

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: D. 1 of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | View Document |

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

Response: 18.38

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 319 | 631 | 236 | 324 | 396 |

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

5.1.5 The Institution has a transparent mechanism for timely 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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | View Document |
| Details of student grievances including sexual harassment and ragging cases | View Document |

5.2 Student Progression

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

Response: 13.7

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 94 | 101 | 63 | 120 | 28 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Details of student placement during the last five years (Data Template) | View Document |

5.2.2 Average percentage of students progressing to higher education during the last five years**Response:** 10.95**5.2.2.1 Number of outgoing student progression to higher education during last five years****Response:** 83

| File Description | Document |
|--|-------------------------------|
| Upload supporting data for student/alumni | View Document |
| Details of student progression to higher education (Data Template) | View Document |

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT/JAM/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**Response:** 0**5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years**

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

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

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

| File Description | Document |
|---|-------------------------------|
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | View Document |

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 (award for a team event should be counted as one) during the last five years.

Response: 11

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 3 | 0 | 1 |

| File Description | Document |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | View Document |
| Any additional information | View Document |

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The student council of the college is very active and functions in a dynamic way. Each academic year begins with the formation and inauguration of the student council, which consists of student representatives from each department. There are two representatives, a secretary and an assistant secretary selected from each department. In addition, representatives are also selected for cultural and sports departments. The student council is integral in organizing all kinds of college activities such as Inter-Collegiate Sports Meet and tournaments and also Inter-Collegiate cultural activities. The student representatives from individual department take charge of inter departmental activities. The unstinted support provided by the Principal, staff members and Management have been crucial in guiding the Student Council to take additional responsibilities.

On the academic front, students commit themselves in coordinating and arranging symposiums, inter collegiate workshops, conferences, and seminars. The secretaries of all the departments collaborate in celebrating Pongal and other festivals, Independence Day, Republic Day, College Day, Sports Day and so on.

There are also many clubs and extension activities in the college such as NSS, YRC, RRC and Rotaract

club which are completely dependent on the active participation of the students. These activities also provide a lot of exposure for the students to excel in their area of interest. A lot of students also take up leadership responsibilities while being a part of these extension activities. The students have also contributed in setting up a terrace garden and have taken up the responsibility of providing timely care for the plants.

The students provide immense help in the orderly conduct of the college assembly every Thursday. They are also part of Discipline committee, the sole purpose of which is to maintain decorum while students gather in large numbers for any college activity. Besides, the students are given an opportunity to become members of various committees such as IQAC, Grievance Redressal Committee, Library Committee, Canteen Committee and Placement Committee. In short, the contribution of the students at every step has been pivotal in the proper functioning of the college.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 2.4

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

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

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The alumnus forms the major strength of the institution. The Alumni Association of the college was formed in the year 2018 under the title “Shri Krishnaswamy College Alumni Association” with registration no. SRG/Chennai Central/24/2019. The Shri Krishnaswamy College Alumni Association is an integral continuation of the relationship of the students with their alma mater.

The Association is an active body with many alumni as its members. The first Annual Alumni meet was conducted on 9th February, 2019 at college premises where the alumni from different branches of the under graduate and post graduate programs shared their views and gave suggestions for the betterment of their juniors. The alumni meet is hosted by the Management. Such meetings are mutually beneficial for the Institution and the alumni. This provides an opportunity for the alumni to meet their friends and act as a bridge for the faculty to share their experience, knowledge and insights. They also share their journey and personal experience in the field. The alumni committee members are always in touch with the old students of the college. The old students take active part along with the alumni committee in shaping the future of the students. The alumni involve themselves not only in academic growth of the students but also on the infrastructure development and providing exposure to the students during cultural fests.

The alumni visit the institution to deliver guest lectures and seminars for the students in their areas of expertise and motivate the young minds. Successful entrepreneurs from the alumnus are invited to talk on their success stories on various occasions. The regular alumni association meetings pave the way for the successful placements of the students. Though they are well settled within the country, the alumni community always keeps in touch with the college and is a close and well-knit body that always has the growth of the organization as its major concern. Alumni meets are also held by various departments where the former students share their industry experiences with the students which enable them to gear up with the competitive world. Meets at the department level also take place frequently. Alumni make a considerable impact on the functioning of the college. Their views are respected and taken into consideration.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

5.4.2 Alumni contribution during the last five years (INR in lakhs)**E. <1 Lakhs****D. 1 Lakhs - 3 Lakhs****C. 3 Lakhs - 4 Lakhs****B. 4 Lakhs - 5 Lakhs****Response: E. <1 Lakhs**

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Shri Krishnaswamy College for Women, an arts and science college was established in the year 2010 by Krishnaswamy Educational Trust in Anna Nagar to cater to the needs of young women. Being affiliated to University of Madras the institution strictly adheres to the norms and procedures prescribed by the university.

Vision

To make the college a centre for excellence which moulds the young minds to dream, visualize and attain their desired goals while being socially responsible citizens / women in every field of work they venture into.

Mission

The College accommodates its students

- In pursuing higher education with knowledge, skills and values required to empower them.
- Helps them to learn life skills.
- Bestows a technology rich environment through state-of-the-art computer laboratories.
- Imparts a cultural and global awareness.
- Fosters enriching partnerships with others that serve the community.
- Provides extension activities which help the students to dedicate themselves to deliver excellent service to the society.

Since its inception, the Management strives to implement their vision which is to make the students achieve their goals and at the same time be responsible citizens.

As it is an affiliated college, the syllabus prescribed by the University of Madras has to be followed. The able teachers deliver the curriculum in various methods which enlighten the students. In addition to that, certificate programmes and add-on programmes are conducted which will benefit the students ultimately. The contribution made by the association with professional bodies and MOUs with organizations prove to be of great help for the students.

As the present scenario is technology based, the Management provides high-ended laboratories, smart rooms and a browsing centre which enable the students to excel in academic knowledge. The faculty are also provided systems and printers. The library is automated and there are several e-books to cater to the needs of both students and staff. Shri Krishnaswamy College for Women has extended another facility to the parents. SMS is sent to the parents if their wards are absent.

Extension activities like NSS, YRC, RRC and outreach activities enrich the students with an awareness of

the present day world. This awareness helps them invariably to lend their invaluable help to the needy. Service to society is a benefit in two ways. While the students work in groups to dispel the woes of the people, they develop different kinds of skills like problem solving skill, communicative skill, leadership and time management skills.

Besides, the institution provides excellent placement opportunities which are availed by most of the students. The students, who want to pursue higher education are not, however, discouraged. Students, who prefer to continue their higher education in this institution are given a fee concession by the Management. The Management's vision of witnessing the holistic development of a woman is achieved. This is possible only by a Management with an effective leadership.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Decentralization and participative management in an educational institution encourage participation in the decision making process and eventually, improve quality. In this regard, the institutional administration is participatory in nature and decentralized. Under the support of a visionary Management, the college does yeoman service to society moulding every student who enters its portals into a responsible youngster.

The Management encourages the staff to enhance their skills. They also encourage innovation and excellence. They plan and design policies relating to admission, recruitment of Principal and staff, infrastructural development and administrative processes. The Principal is the academic and administrative head of the college who supervises all activities of the college and ensures maintenance of academic discipline. The Principal provides support to staff and students, communicates and corresponds with the staff through meetings and circulars and consistently motivates faculty in taking the institution to greater heights. The Principal is assisted by Heads of Departments, who decide about the calendar of events, workload, subject distributions, course plans, lesson plans, and extra-curricular, co-curricular and curricular activities. The Heads of departments are in-charge of the overall progress of their department to meet institutional goals. The Heads of the Departments ensure the smooth functioning of the activities of the department along with the other faculty. The faculty members assist in the efficient functioning of the activities of the college through a participatory mechanism. Together the Management, Principal and Faculty strive to inculcate values and create socially responsible citizens.

Case Study:

The Placement Cell relentlessly work for the overall institutional goal of providing desired placement offers to students based on their personal field of interest. It acts as a liaison between the corporate world and the student community. It facilitates knowledge and skill sets to the students by providing the needed

training for getting placed in high-end companies.

The Cell supervises and manages the whole placement process, which includes interacting with the HR representatives of Corporate Organizations, arranging a meeting with them, arranging necessary infrastructure to conduct the placement drive, and conducting and holding the on and off campus placements.

Apart from this, the committee plays an important role in developing and maintaining a sustainable and long-term relationship with the corporate world via collaboration. It develops a sense of trust, belief amongst the industry on SKCW. Thus the Placement Cell provides a holistic learning experience through a range of expert lectures, workshops, and internship programs as well as industry-oriented sector-specific courses in collaboration with organizations of excellence that have been specifically sculpted to help the students pursue their career goals. It guides the students to realize and work towards their short and long term goals through individual counselling and awareness programmes. The placement and training cell at SKCW focuses on preparing the students into Industry ready professionals, by giving them the right perspective and ample opportunities for a successful career. Thus it co-ordinates all the efforts and activities directed towards ensuring utmost satisfaction to the needy students for their placement and contribute towards the holistic development of students' career.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Shri Krishnaswamy College for Women follows a tradition of quality education for young women. The college has shown tremendous growth since its inception in 2010. The college has many committees to organize various academic and non-academic events. The committees ensure that accurate planning and allocation of duties are done for the success of every event. The teaching and learning process of our college is embedded with the curriculum of University of Madras to which the college is affiliated.

Internal Quality Assurance Cell of the college is actively involved in the process of effective teaching methods. IQAC partners with the respective departments and committees in conducting major academic and non-academic events in the college. IQAC initiates all future development plans for the institution.

Based on the objectives of the college each faculty member follows a student centered teaching and learning method. The college is a center of education for students from various backgrounds. Keeping this in mind the college focuses on an inclusive learning program to cater to the needs of underprivileged students and slow learners. Students are encouraged to make use of the facilities available in the college like the free browsing center to enhance their knowledge gaining process.

- To provide student centered education based on innovative tutelage to improve their learning skills.

- The teachers follow a lesson plan system which helps the faculty to be prepared for their classes using innovative teaching methods for particular topics .
- Teachers follow innovative teaching techniques to improve the learning experience of their students
- The students are trained in analytical learning and thinking process to overcome challenges in their career.
- Usage of latest technology in curriculum teaching is followed in all the courses.
- Collaboration with government and non-government agencies for improving the knowledge gaining process.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Paste link for additional information | View Document |

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

Response:

The College has a well-defined decentralized organizational structure to coordinate the academic and administrative functions.

Academic planning for the college is mooted by the Management, the Dean, the Principal, the Co-ordinators and the HODs of the various departments. It is effectively executed through the HODs and office bearers in the departments.

The College is managed by Shri Krishnaswamy Educational Trust. The College Management discusses various aspects in detail and takes various steps to keep up the high quality of education in the campus.

The Principal governs the academic and administrative affairs. She is the Administrative Head of the Institution. She provides valuable guidance in planning, organizing and executing all the programmes with the active support and participation of the HODs.

The role of the Principal includes different areas like leadership, teacher evaluation and students' discipline. Principal being the Head of the Institution communicates the decisions of the Management in the council meeting, which consists of all the Department Heads.

Academic and administrative planning in the institution is well coordinated. All academic and policy decisions are taken in consultation with the faculty members. The institution has a method to evaluate the performance of the faculty in teaching, research and extension activities. Heads of the departments undertake the responsibilities of the academic and administrative work of their departments.

All appointments of the staff members of the college shall be made by the Management. Applications for various posts are invited through advertisement in newspapers. The Management

members, Dean and the Principal scrutinize the received applications and the shortlisted candidates are called for the interview. Selected candidates are inducted to join duty with an appointment letter. Service rules are mentioned in the appointment letter which includes rules and regulations of the college regarding leave, duties, resignation, termination, code of conduct etc.

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |
| Link to Organogram of the Institution webpage | View Document |

6.2.3 Implementation of e-governance in areas of operation

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The Management recognizes the commitment and dedication of the teaching and non-teaching faculty. It

always strives to satisfy the needs of the employees proactively. Some facilities provided for the welfare of the employees of the institution are

Welfare measures for Teaching staff:

- Employee Provident fund for all the teaching staff.
- Financial support and on duty facility for the faculty are offered to participate in the Faculty Development Programmes, Seminars, Workshops, Conference, Symposia and to present research papers in National / International Seminars.
- ESI facility for the staff who fall under the eligibility criteria.
- 50% fee concession is given to the children of the staff of the college.
- Cash award for achieving cent percentage result, centums and university rank holders.
- Group insurance for all staff.
- All faculty are provided access to computer lab, e- journals and well – stocked library to improve their teaching – learning process.
- Conveyance is provided for the staff for official work.
- Faculty are also given one week leave with salary for their wedding.
- The Management also provides one week leave with salary if the faculty happen to lose their near and dear.

Welfare measures for Non-teaching staff:

- Provident fund for all the employees.
- ESI facility for the employees who fall under the eligibility criteria.
- Free education for the children of the employees of the college.
- Incentives are given to the non-teaching staff during the festival times.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 0.65

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

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

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

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

Response: 1.8

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

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

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 0.46

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

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

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Details of teachers attending professional development programmes during the last five years | View Document |

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The institution has a performance appraisal system both for the teaching and non-teaching staff. The duty of the faculty is not confined to the class room alone. The faculty has to work to uplift the institution and work for the holistic development of the students. If the faculty are committed and exhibit their sincerity and devotion in their profession, the institution undoubtedly becomes recognized.

The performance of a faculty depends on the following criteria.

- a) Their performance in the classroom.
- b) Their contribution to the holistic development of the students.
- c) Their contribution to the overall development of the institution.
- d) Their interest to upgrade themselves professionally.

As far as the performance of a faculty, the following features are expected from them.

- Teaching and evaluation – this involves not only completing the syllabus within the stipulated time, but delivering the curriculum using all the latest methods, and ICT tools in addition to traditional chalk and talk methods.
- The faculty is responsible not only for imparting academic knowledge but also for cognitive and life skills which ultimately paves the way for the holistic development of the students.
- Evaluation is equally important which plays a major role. Evaluation should be according to the norms of the University of Madras. It should not be biased but transparent.
- The faculty while imparting knowledge to the students have to upgrade themselves too.
- The Management gives them opportunities to participate in seminars, conferences and workshops.
- The Management encourages and provides financial support for publishing a book or an article in anthology.
- Last, the feedback of the student is also taken into account.

For Non-Teaching staff

- College office plays a major role as it helps to run the institution smoothly. Hence the staff in the office have to be regular.

- As they are answerable to the Management, Principal, Students and Parents they have to exercise patience.
- The college sub staff have to be regular and keep the campus clean.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal and external financial audits are done regularly. Daily accounts are maintained and reconciliation of daily accounts is done by the accountant of the college. Acquisition and maintenance of capital assets are taken care by the Management directly based on the recommendations made by the Head of the Institution. A consolidated statement of accounts with receipts and payments and details of deficit or surplus of the budget is submitted to the Trust office.

External audit for the institution is done by V.K.R. VIGNESHWAR Chartered Accountant CAI MEMBER. Income tax returns are filed by the auditor.

The external audits for the financial year April 2014 – March 2015 was conducted and the audited statement of accounts was given on Aug 19, 2015.

The external audits for the financial year April 2015 – March 2016 was conducted and audited statement of accounts was given on Aug 22, 2016.

External audits for the financial year April 2016 – March 2017 was conducted and the audited statement of accounts was given on Aug 22, 2017.

External audits for the financial year April 2017 – March 2018 was conducted and the audited statement of accounts was given on Aug 24, 2018.

External audits for the financial year April 2018 – March 2019 was conducted and the audited statement of accounts was given on Aug 19, 2019.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 0.67

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0.27788 | 0 | 0.395 | 0 | 0 |

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

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

Response:

Shri Krishnaswamy College for women is affiliated to University of Madras and is registered as a self-financing institution. The fee collected from the students is the main source of funds for the college.

The college welcomes sponsorship from individuals and organizations for conducting various academic and non-academic events for students and staff members which usually comes in the form of gift vouchers for the winners.

The ICSI exam is conducted in the college premises from 2014. The facilities available in the college are utilized by ICSI for a nominal fee. Thus income is generated for the college.

Since the departments have to conduct activities, they prepare a budget before every programme whether it is a career guidance programme or a seminar or a conference. The budget is submitted to the Principal who scrutinizes it along with IQAC members. Then it is forwarded to the Management for their approval. Once the Management gives its approval, the Principal gives the green signal to the department who proceeds with the preliminary works. Bills and vouchers have to be produced to the office even for a petty amount.

As far as annual programmes like Sports Day, College Day, Convocation, Cultural and ED Bazaar, the Management, Principal and the IQAC discuss and come to a decision regarding the expenses and an amount is sanctioned by the Management.

| File Description | Document |
|---------------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Paste link for additional information | View Document |

6.5 Internal Quality Assurance System

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

Response:

The contribution of IQAC to the college is immense. There are various strategies and processes through which IQAC achieves its target.

One such practice is closely monitoring the department activities. All the departments apart from imparting academic knowledge to the students have to conduct activities which are an additional benefit to the students. It is not enough if the faculty enlighten the students with Programme outcomes and Course outcomes. An expert's point of view is required to educate the students about the job prospects. Hence the career counselling session is held very often. Seminars and Conferences give another kind of exposure to the students. While organizing a seminar it is not only the faculty who play a major role. The faculty get the help of students in various ways. Starting from the printing of brochures and invitation, the role of the students is immense. It is the students who undertake the task of distributing the invitations to various colleges which gives them a lot of exposure. On the day of the conference, students take part in various activities. Thus engaging the students in all the activities of the college is one of the practices that has been institutionalized.

The faculty allow the students to participate in the conferences and seminars organized by other colleges. A healthy competition with the students of other colleges invariably brings out the best from the students. Thus focusing on students and making them partake in all the activities is one of the practices.

The second is the mentor-mentee Programme. The total number of students are divided among all the faculty and each faculty gets nearly 30 students. While the faculty is the mentor, the students are the mentees. They meet twice in a month which gives the mentor knowledge about the mentee. When the mentor meets the mentees outside the class rooms it is different. The mentees come out of their shell and

share their problems. Very often it is their family background which block them mentally. Such students need the help of a counsellor. For such students, the faculty send them to the counsellor who is appointed by the college. In such cases students themselves prefer to take his advice and thus many students are benefited. The institute has signed an MOU with an organization from which the counsellor meets the students every now and then. These are the two practices by the IQAC.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response:

The Internal Quality Assurance Cell (IQAC) takes up the mantle of maintaining quality both at the academic and administrative level since its inception in 2015.

Quality initiatives taken during the academic year 2015-2016

- Since there was a demand for programmes like M.Com and B.A English, the college got the affiliation for the new Programmes.
- Biometric facility was introduced for staff attendance.

Quality initiatives taken during the academic year 2016-2017

- B.Com (ISM) and B.Sc (Maths) programmes were introduced.
- Faculty Development Programme was conducted and it was decided to conduct before the beginning of every semester to improve the quality of the faculty.
- Two National Conferences were conducted.
- The college associated with Never skip for SMS to be sent the parents.
- Second unit for NSS was installed.

Quality initiatives taken during the academic year 2017-2018

- To upgrade the quality of learning bridge course was conducted.
- SMS facility was introduced to send message to the students.
- Certificate and Add-on programmes were conducted.

Quality initiatives taken during the academic year 2018-2019

- Shift II was established with 3 courses (B.Com General, B.Com CS and BBA)
- International Conference was conducted.
- KOHA Library Management Software was implemented in the library.
- The Library has the institutional membership at U.S. Consulate General Library, Chennai & British Council Library Services, Chennai
- To make green campus more planting was done and terrace garden was initiated.
- Remedial classes were conducted for the benefit of slow learners.
- Faculty members were instructed to use ICT enabled teaching.
- Alumni Association was registered.
- Transport facility for the students was arranged.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

6.5.3 Quality assurance initiatives of the institution include:

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Safety and Security

The college ensures safety and security to the students round the clock. The responsibilities of a security guard are more focused on access-maintaining. The Local Police Patrol guarantees that the students are safe in and around the campus. Every year awareness programmes are conducted in the college premises by the local police to the students on safety measures and also on the effects of cybercrime. The campus is under the surveillance of CCTV.

Counselling

The college aims at chiseling the students into responsible individuals. In view of this, the college provides the students with the services of a professional counsellor. Each faculty member is given 30 students for tutoring in a year. The goal of tutoring is to motivate students to become independent learners. The tutor plays a pivotal role in supporting students' academic learning as well as overcoming personal difficulties. This guidance helps the students to develop self-esteem and confidence. Gender sensitization is a basic requirement to understand the sensitive needs of a particular gender. The intention of gender sensitization is to cultivate the necessity of treating not only the opposite gender with respect but also to emphasize the rights and privileges of women. It helps the students to solve their personal issues. This awareness moulds them to evaluate and modify their personal attitudes and beliefs. It also highlights the necessity of gender equality in social, economic and all other aspects of the society.

| File Description | Document |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | View Document |

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: E. None of the above

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:

Solid Waste Management:

The disposal of solid waste is managed by the help of local municipality, which collects the waste on a weekly basis. Solid waste management is vital in maintaining cleanliness and improving the hygienic conditions within the campus. At the primary level, the solid wastes are segregated into biodegradable and non-biodegradable waste by disposing them in different coloured dustbins.

In order to maintain and reduce the generation of solid waste within the campus, the student community is made aware of the importance of solid waste management. The students are sensitized on the importance of creating a zero-waste campus.

Liquid Waste Management:

Our college has a well-constructed drainage system and the collection tanks are regularly cleaned to avoid stagnation of waste water.

E-waste Management:

E-waste management aims to create effective awareness in various levels to decrease the adverse impact on environment and health in recycling e-waste in the unorganized sector.

Some of the e-waste management strategies adopted by the college are donating or selling off outdated technology, sending it for e-waste recycling, and most importantly, buying only the necessary electronic gadgets which are inevitable. The students and faculty actively participate in creating awareness on e-waste management.

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

7.1.5 Green campus initiatives include:

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

E. None of the above

D. 1 of the above

C. 2 of the above

B. 3 of the above

Response: B. 3 of the above

| File Description | Document |
|------------------------------|-------------------------------|
| Any other relevant documents | View Document |

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above

Response: D.1 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

E. None of the above

D.1 of the above

C. 2 of the above

B. 3 of the above**Response:** C. 2 of the above

| | |
|--------------------------------|-------------------------------|
| File Description | Document |
| Any other relevant information | View Document |

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

The institution provides a harmonious co-existence of students and staff belonging to different cultures, languages and religions. There is absolute compatibility and congeniality between staff and students. The Management supports such organizational culture which is friendly and cohesive.

The staff and students are active participants in the everyday activities and events around them. The college supports and encourages religious harmony by celebrating the festivals of different religions and highlighting the importance of all cultures and beliefs. People of different religions, caste, creed and backgrounds co-exist with peace and love amongst them. It helps them to meet the challenges posed by religious diversity in a globalized world. Thus they exercise mutual understanding and empathy, shouldering the common responsibility of upholding the values and mission of the institution.

The college also promotes socio-economic development of the students by providing them scholarships which are useful for them to pursue their education. Various vocational courses like baking, beautician, quilting, making paper bags and sanitary napkins are also provided to the students to enhance their creativity and provide them financial sustainability. Students and staff are also encouraged to teach the downtrodden students in government schools.

The institution continuously strives to improve the quality of education of the students by exposing them to such socio-economic and communal differences between people and helps them to eradicate such differences through value based education. The students are taught problem solving, decision making, social values, time management, human rights, environmental and ecological balance and secularism through value education.

| | |
|---|-------------------------------|
| File Description | Document |
| Link for any other relevant information | View Document |

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

The college aims at creating citizens who are physically and socially responsible towards their country and its people. To inculcate this sense of responsibility various programmes are conducted by the college.

The Swatch Bharat Campaign is conducted in the month of August, where the students indulge in cleaning activities inside and outside the college premises. They do cleaning at the adopted underprivileged suburban area, nearby bus stop and parks. The girls go for rally creating awareness about Dengue and avoiding the usage of plastics. The students have taken oath that they will keep their surroundings clean and hygienic.

For the past two years, guest lectures are organized on population Day (July 11th) where the resource persons discussed the economy of the country and usage of the resources of our country in an optimal manner. They also taught how students could contribute towards creating employment after completing their education.

Students were sent for door to door survey for providing smart cards. The research was useful for the students as well as to the election commission. January 25th, on National Voters Day, the students took oath that they will be responsible citizens and vote for the right candidate during the elections.

The students of Shri Krishnaswamy College for Women have stood near the blue star traffic signal to regulate the traffic and guide the public to follow traffic rules. They had also created charts and street plays in order to make the public aware of the traffic rules.

Every year on December 1, World AIDS Day programmes are organized to create awareness on the spread of HIV. Students are also instructed about how to treat the people affected by HIV. Those who are affected must not be discriminated. Students from various clubs visit homes of these HIV affected kids and interact with them.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |

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

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

E. None of the above

D. 1 of the above

C. 2 of the above

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

| File Description | Document |
|--------------------------------|-------------------------------|
| Code of ethics policy document | View Document |
| Any other relevant information | View Document |

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

The college celebrates Independence Day on 15th August and Republic Day on 26th January every year. The national flag is hoisted by the Principal and all the students are present for the flag hoisting. Students sing patriotic songs in both Tamil and Hindi; students give speeches regarding patriotism, Indian democracy and about the various revolutions that gained Indian independence.

Every year Pongal is celebrated with pomp and gaiety. Students perform various native dance forms of Tamilnadu like Mayilattam, Oyilattam, Karagattam, Kavadiattam, Kummi etc. The college arranges stalls like Kilijosiyam and Panju mittai. Bullock cart rides are arranged in the campus and competitions like Uriyadi for both students and staff are organized.

The college celebrates Onam by conducting Athapoo kolam competitions for students. Many students and staff wear traditional Onam sarees. Birth anniversaries of various national personalities are celebrated. Every year, Gandhi Jayanthi is celebrated with much fervour. During Dr. A.P.J. Abdul Kalam's birth anniversary, competitions like essay writing and drawing are conducted for the students. In honour of Dr. S. Radhakrishnan, his birth anniversary is celebrated as Teachers day. Karmaveerar Kamaraj's birthday is celebrated every year on July 15th. His life achievements are enlisted to motivate the students. The college also celebrated the 150th birth anniversary of sister Niveditha, one of the first disciples of Swami Vivekananda. A chariot festival was arranged to celebrate her birthday.

Every year the college celebrates Women's Day on March 8th to emphasize the upliftment and empowerment of women in different spheres of life. Successful women from various walks of life are called who inspire the students with their knowledge and experience.

June 21st is celebrated every year as International Yoga Day. The students perform yoga and are taught the benefits of meditation. Various clubs of the college participate in the yoga programmes organized at the university level.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |

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:

The primary aim of the college is to impart education, develop skills and hone their perspectives required for understanding the complex world. The mission of the college is to make an impressive mark in the field of education. So the faculty ably guided by the Heads of the Departments and motivated by the Head of the Institution, is constantly on the lookout for ways and means of reinforcing what is taught to the students. The Heads of the Departments struck on the idea of preserving and showcasing to the subsequent batches of students, how good a best answer paper should be and vice versa i.e. how to write a good answer and how not to answer poorly.

Hence, we decided to keep the answer paper for posterity. The best papers are displayed in the library for the students of that particular programme to read and get a thorough understanding of the subject. The knowledge that is gained through this method is much more beneficial than going through volumes of Encyclopedia, because the whole system is looked at from the point of view of the students. Like how the reference books are used in the library, students can pull out the best papers and indulge in group discussion for the benefit of the entire class. So irrespective of the different years in which the subject are taught the students end up understanding the subject from different dimensions and arrive at an all-embracing idea of that subject. We deem it the best practice that is followed at Shri Krishnaswamy College for Women, and any day academics is the foundation on which all other extracurricular activities are built.

FEE IN INSTALLMENTS

SKCW has been practising this gesture since its inception. At the time of admission, the students have to pay the first semester fee fully and there is no concession regarding that. It is from the second semester onwards, the Management allows some of the students who are underprivileged to pay the fees in installment, which no other institution allows. It is true that the college is situated in the heart of the city. Yet most of the students hail from the lower strata of society, whose parents find it really difficult to pay the semester fee.

It is true there are many limitations in this practice. First of all, it is time consuming for the Principal to talk to the parents and find out the genuinity of the situation. The students and their parents cannot claim, for it is not their privilege. They have to get the approval of the Principal first. The Principal along with the Heads of the Department will analyse their background and finally with the approval of the Principal they are allowed to pay the fees in installment and they have to seek the permission of the Principal in black and white.

Secondly, most of the parents even find it difficult to fill the challan. Some students mess it up by overwriting. It is the faculty who lend their help at that time. They have patience enough to fill up the challan. Thirdly, since the students pay the fees in the bank, there will be many bank challans to fill up. It is almost work doubled for the office staff. Yet, they do it without any displeasure. However, when the students come out of the portals of Shri Krishnaswamy College for Women in flying colours, the satisfaction cannot be described in words. The credit goes to the Management, who shows the magnanimous gesture. It is not an exaggeration to say that Shri Krishnaswamy College for Women will achieve its vision of creating successful and responsible women in the years to come.

| File Description | Document |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | View Document |

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:

The mushrooming of self-financing colleges is a common feature in the present scenario. Yet, this fact does not deter the single-mindedness of the institution. The institution relentlessly but wholeheartedly pursues its vision of creating responsible women citizens. The priority of the Management is to make the students successful in every field which naturally leads to the distinctiveness of the institution.

As far as academics, the faculty play a major role. Even though the syllabus is prescribed by the University of Madras, the faculty delivers it to the students catering to their needs. Apart from the traditional chalk and talk method, they follow different methods of teaching like participative, experiential and handle problem solving methodologies. The faculty invariably use ICT enabled tools. All these are not possible to provide to all the students as there are advanced learners and slow learners in a class. The faculty, however, cannot make a distinction among them in a class room. However, the faculty has different and subtle methodologies to handle the two different kinds of students.

The faculty motivates both the slow learners and advanced learners in different ways. While motivating the advanced learners for the competitive exams and allowing them to participate in Seminars and Workshops in other colleges, the slow learners are given remedial coaching and tutorial classes. Besides, the institution offers certificate and add-on programmes which is a benefit to both the advanced learners and slow learners. While the advanced learners can focus on basic and advanced Tally, the slow learners can attend certificate programmes like personality development which deals with life skills.

The institution also offers extension activities like NSS, YRC, RRC and Rotaract. The focus in these activities is service to mankind. While the youngsters prefer to live in their own world, which gives them a comfort zone, the institution makes them come out of their safe haven thus providing an exposure about the problems of society. When they come to face these problems of the society, it is an eye opener for them. Naturally they proceed to do service which is really appreciated. The institution also offers

outreach activities through which the students have become successful. These activities also offer them opportunities to do service but in a different way. The students get the chance not only to teach children but also to teach adults. The students have taught them computer literacy and making accessories and jute bags. Such things give them satisfaction and the institution motivates such students to a very great extent.

Every year, ED Bazaar is conducted. It is a gala affair through which the students having entrepreneurial skill are encouraged. Four to Five girls join together to get ready for the ED Bazaar. This gives them opportunities to develop interpersonal skills. It also brings out their creative ideas when they go for the advertisement of their stall and product. Every year the number of stalls increases as many students are motivated. The helping hand offered by the staff is really to be appreciated. Each stall will be taken care by a teacher. Teachers take great efforts to print coupons instead of money transaction. The seller has to collect the coupons and finally the staff appointed will handle money and finally settle the amount.

Through sports and cultural activities, the students bring laurels to the institution. Many students have won national and state level championships which add a feather in the cap of SKCW. The number of prizes the students get from various city colleges prove they are multitalented.

Placement plays a vital role in the institution. The Management has appointed a Placement Officer, who is assisted by the faculty of every department. The students have a very good exposure when they attend the career guidance programmes from the first year. During the second year, certificate programmes like aptitude skill and personality development skill give them an idea as to how to groom themselves for the interview. Hence it is a smooth ride for the students to get placements in the third year. Several students get offer letters from prestigious companies even before they get their degrees.

The number of students who opt for higher education is comparatively less. However, orientation programmes are conducted for those students every now and then so as to provide a clear cut idea for them. The Management gives a fee concession for UG students of SKCW, who prefer to pursue their PG degree in this institution.

Thus the institution which comprises the Management, Principal and the faculty strive for the holistic development of the students. The co-operation of the parents is also significant. Hence during the Parent-Teachers Meet, the faculty appraise the standard of the student and seek help from the parents if required. It is needless to say that Shri Krishnaswamy College for Women will scale great heights for its distinctiveness.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

5. CONCLUSION

Additional Information :

Placement Cell

The College always believes in equipping our students with the right talent and personality to face the industry requirements. Placement time is not a mere annual ritual; it is a time for showcasing the very best in our young graduates to the industrial world. The Placement and Training Cell functions with the primary aim of placing students in top-notch companies even before they have completed their courses. The Placement and Training cell goes all out to train the students to meet the high industry expectations. The Placement cell of this college functions actively under the leadership of the Placement Officer with a Placement Committee consisting of faculty and student representatives from each department.

They are developing the students' technical knowledge and soft skills to meet the corporate recruitment process. To motivate students to develop their overall personality in terms of career planning, goal setting and skillbuilding which will stand them in good stead even after getting the job. Aiming to place maximum number of students through campus and off-campus interviews conducted by the multinational companies.

The students are trained to attain the above objectives through a variety of programmes run by the Placement and Training Cell. Various Training Programmes are organized to train the students in the areas of Aptitude, Quantitative Reasoning, Logical and Verbal Reasoning. Mock Interviews are conducted for students to perform well in the professional interviews as per the expectations of the corporate world.

Extension Activities

The institution focuses on giving importance to service to community. The first step towards that is sensitizing the students to social issues and challenges. The extension activities like NSS, YRC, RRC and Rotaract give opportunity for the institution. These extension activities provide the students to gain an awareness of the problems of the people in the rural and urban areas of the state. They also get an idea of various policies of the government and their impact on people and society. In addition to the exposure of the society, the students also come to know about various issues like problems of the transgenders, child abuse, old age, health issues etc.

Concluding Remarks :

Shri Krishnaswamy college for Women enjoys a solid reputation amongst the student community for educational, potential and career opportunities. The number of programmes organized through various forums for students bring about a social consciousness and has created a positive interface with society. The annual cultural fest and intercollegiate event display a flair for arts. The college has nurtured the students' growth through a well-defined vision, leading to the holistic growth and attainment of values. The thrust areas are emphatically defined in the seven criteria.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|------|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|----|---|---|---|
| 1.1.3 | <p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <ol style="list-style-type: none"> 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Supporting document for Design and Development of Curriculum for Add on/ certificate/ Diploma Courses not provide by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.3 | <p>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in value added courses (beyond the curriculum) offered year-wise during last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>239</td> <td>97</td> <td>0</td> <td>0</td> <td>30</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>239</td> <td>19</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the change as per pro-rata basis of provided certificates of students by HEI. Certificates of students in Entrepreneur Skill Development on Paper Conversion not provide by HEI.</p> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 239 | 97 | 0 | 0 | 30 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 239 | 19 | 0 | 0 | 0 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 239 | 97 | 0 | 0 | 30 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 239 | 19 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1102</td> <td>948</td> <td>812</td> <td>782</td> <td>659</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1102 | 948 | 812 | 782 | 659 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 1102 | 948 | 812 | 782 | 659 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1087 | 944 | 944 | 643 | 781 |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1268 | 1021 | 1014 | 873 | 708 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1268 | 1021 | 1014 | 873 | 708 |

Remark : DVV has made the changes as per provided report of first year students by HEI .

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 862 | 696 | 690 | 597 | 483 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 861 | 696 | 690 | 597 | 483 |

Remark : DVV has not considered without extract of students admitted from the reserved categories.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0.1500 | 0 | 0.32076 | 0.336 | 0 |

Answer After DVV Verification :

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

Remark : Provided grants not related to research projects.

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 21 | 49 | 64 | 6 | 3 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07 | 11 | 15 | 3 | 2 |

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

3.4.3 Number of extension and outreach Programmes conducted by the institution through NSS/ NCC/ Red Cross/ YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc.) and / or those organised in collaboration with industry, community and NGOs during the last five years.

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 32 | 23 | 34 | 6 | 7 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 26 | 19 | 26 | 5 | 5 |

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 10 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 07 | 02 | 0 | 0 | 0 |

Remark : DVV has not considered agreement here.

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 31.46 | 3.33 | 12.03 | 55.11 | 102.58 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 49.75 | 3.44 | 12.23 | 55.11 | 102.58 |

Remark : DVV has made the changes as per provided expense on purchase of infrastructure in schedule of fixed assets duly signed by CA.

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3.88 | 0.54 | 0.21 | 2.43 | 1.01 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3.27 | 0.54 | 0.21 | 2.43 | 1.01 |

Remark : DVV made the changes as per expenditure of library books and subscription for 201-19 provided by HEI.

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 59.95 | 49.35 | 68.40 | 53.35 | 46.99 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 9.56 | 10.99 | 3.48 | 5.61 | 4.19 |

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 225 | 530 | 173 | 204 | 435 |

Answer After DVV Verification :

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

| | | | | |
|-----|-----|-----|-----|-----|
| 319 | 631 | 236 | 324 | 396 |
|-----|-----|-----|-----|-----|

Remark : DVV has made the changes as per provided list of students who have present in SINGAR ACADEMY OZONE TECH.

5.2.2 Average percentage of students progressing to higher education during the last five years

5.2.2.1. Number of outgoing student progression to higher education during last five years

Answer before DVV Verification : 199

Answer after DVV Verification: 83

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 4 | 3 | 3 | 0 | 1 |

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 285 | 100 | 72 | 65 | 58 |

Answer After DVV Verification :

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

Remark : HEI has provided certificates of students which participated in other college which was reflect that activities held in other college.

| 6.3.3 | <p>Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years</p> <p>6.3.3.1. Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 562"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2</td> <td>2</td> <td>0</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 640 1046 775"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>2</td> <td>1</td> <td>2</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 3 | 2 | 2 | 0 | 4 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2 | 2 | 2 | 1 | 2 |
|---------|---|---------|---------|---------|---------|---------|---|---|---|---|----|---------|---------|---------|---------|---------|---|---|---|---|---|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 3 | 2 | 2 | 0 | 4 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 2 | 2 | 2 | 1 | 2 | | | | | | | | | | | | | | | | | |
| 6.3.4 | <p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>1</td> <td>3</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2 | 2 | 1 | 3 | 12 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 1 | 1 | 0 | 0 | 0 |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 2 | 2 | 1 | 3 | 12 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 1 | 1 | 0 | 0 | 0 | | | | | | | | | | | | | | | | | |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|--|--|--|--|--|
| 1.2 | <p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="193 1800 986 1912"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>875</td> <td>705</td> <td>700</td> <td>602</td> <td>489</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="193 1993 986 2083"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | 875 | 705 | 700 | 602 | 489 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| 875 | 705 | 700 | 602 | 489 | | | | | | | | | | | | | | | | | |
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 874 | 705 | 700 | 602 | 489 |
|-----|-----|-----|-----|-----|

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 761 | 726 | 624 | 481 | 389 |

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 758 | 718 | 617 | 475 | 387 |

2.3 **Number of Computers**

Answer before DVV Verification : 200

Answer after DVV Verification : 156