



SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

VIRUDHUNAGAR HINDU NADARS' SENTHIKUMARA NADAR COLLEGE

VIRUDHUNAGAR HINDU NADARS SENTHIKUMARA NADAR COLLEGE

3/151-1, COLLEGE ROAD, VIRUDHUNAGAR, TAMIL NADU

626001

www.vhnsnc.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The institution with a humble beginning in the year 1947 with about 100 students and 11 teachers, Virudhunagar Hindu Nadars' Senthikumara Nadar College has now grown into a premier institution of higher education and research with 12 (B) and 2 (f) status in this educationally backward region of Tamilnadu. The traverse of the institution for the last seventy seven years has been an eventful one crossing numerous barricades, smoothing its pathways and achieving enviable milestones. In its mission to empower the rural youth in their personal and academic growth, the institution constantly reviews and replenishes its educational endeavour, keeping in mind the arid and deplorable areas to which vast majority of the students belong to. The visionary leadership of the Management which is well supported by a dedicated team of qualified and experienced teachers enables the institution to provide an excellent academic platform to meet the challenges of modern education. The teaching and learning environment of the campus is very congenial and student centric with the integration of modern state of art infrastructure, equipment and technologies. The institution with the foresight has enabled e-learning and hybrid mode of teaching and learning. The institution continues its journey of academic excellence in imparting holistic education by responding to both academic and administrative challenges. The institution has been conferred with the Autonomous status by the University Grants Commission in 2012. The institution has a continuous impeccable record in NIRF ranking since 2017. In the preparation for its 5th cycle of accreditation, the institution has prepared the Self Study Report, evaluating quality in terms of sustenance and enhancement. The continuous improvement of the institution in the last five years is assessed, based on the seven criteria highlighting the key aspects under each criterion.

Vision

To open up new vistas of higher education and research to benefit the stakeholders in general and the downtrodden in particular.

Mission

Providing future-oriented, value-based and quality-centered education and research programmes at an affordable cost in a gender-conducive academic ambience and moulding competent personalities from socially and economically backward areas.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Committed and qualified faculty members.
2. Visionary, participatory, and magnanimous management.
3. Sprawling campus with fully furnished class rooms and excellent infrastructure for conducive teaching and learning.
4. Strong support for quality research.

5. Well-developed integrated ICT facilities with 100 Mbps connectivity across the academic and administrative services, and e-governance using ERP.
6. Well equipped laboratories with sophisticated instruments.
7. Educational opportunities for the underprivileged rural population.
8. Green, Clean and Eco-friendly Campus with rich flora and fauna.
9. Catering to the needs of higher education of girls and boys from surrounding areas including varied socio-economic strata of society.
10. Providing awareness and helping needy students to get Central and State government Scholarships.
11. Imparting value based education and ethics.
12. Predominant female population in the campus.
13. Active organization of extension and outreach activities
14. Vibrant NCC army wing and seven active NSS units with three units exclusively for girls.
15. E-studio for e-content development.
16. The institution always has 100% full-time teaching and non-teaching staff against total sanctioned posts.
17. Providing several avenues for effective experiential learning and skill-development avenues through field visits/surveys, student projects and certificate/add-on courses
18. Modest research ecosystem with funding from state government and central government through schemes like DBT-STAR & DST-FIST
19. Adequate teacher student ratio.

Institutional Weakness

1. Lack of proficiency in English among students.
2. Majority of students are first generation students.
3. Less interdisciplinary programs.
4. Insufficient collaboration with major organizations.
5. Limited student internship programmes.
6. Lack of motivation among the students coming from economically weaker families.
7. The institution lack required infrastructure to adopt NEP 2020.
8. Limited number of job oriented programmes has a bearing on the placement percentage.
9. Lack of full-fledged health centre with full-time medical practitioner
10. Absence of well-equipped digital library.

Institutional Opportunity

1. Scope to improve the institution-industry linkage to enhance the interaction in the areas of academics and research for providing better career opportunities to the students.
2. Existing research departments can apply for more research funding from various government/non-government funding agencies.
3. Scope for collaborative and industry sponsored projects, internships, and incubation centres.
4. Potential to publish research papers in reputed journals and offer consultancy services by more faculties.
5. Explore additional enrolment in MOOCs.
6. Scope for the institution to attempt to generate resources from industry and corporate sector through the CSR initiative.
7. Developing digital library.
8. Up-skilling of faculty and students in new age technology by participating in national and international

seminars, conferences, workshops and certification courses.

9. More scope for LAB to LAND research and extension.
10. Vast campus with the scope for tapping enormous solar power.
11. Soft skills of students can be strengthened through training programmes to make them employable.
12. Faculty members can offer more consultancy services and can contribute to the institutional knowledge ecosystem.
13. More income generating and skill development courses can be offered to girl students and women of the locality.
14. Entrepreneurship Development club can further promote entrepreneurship culture among students.
15. Opportunities are there to get more resources from alumni members.
16. Enhance foreign collaborations.
17. Scope for developing e-content for all courses offered
18. Scope of starting online programmes

Institutional Challenge

1. Development of English communication skill is a challenge to the institution
2. Limited funding from central and state governments which hinders various quality enhancement initiatives of the institution.
3. Receiving financial support from alumni.
4. Motivating students to appear for competitive examinations in state and national level competitions.
5. Aligning programs and updating curriculum to satisfy the objectives of NEP 2020.
6. To develop corporate culture to increase employability.
7. Attracting talented students
8. Need for more smart classrooms.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The primary goal of the institution is to deliver future oriented, value based and high quality education tailored to meet and address the requirements of the local, regional, national and international needs via a globally competent curriculum. The institution functions autonomously and offers programmes that are need based, society driven, and industry relevant for the upliftment of the socially and economically backward classes in particular. The institution has designed all the courses which have fulfilled its course outcomes and thereby consequently all the programme outcomes are attained, catering to local, regional, national and global developmental needs. In this regard, the institution administers 21 UG, 12 PG and 11 Ph.D programmes. The UG and PG programmes are meticulously designed to focus on employability, entrepreneurship and skill development. The curriculum incorporates the needs of the current requirements, ensuring that the graduates are industry ready and equipped with the skills needed to excel in a rapidly changing world. Feedbacks are collected through a structured questionnaire from all the stakeholders and syllabus revision is made every year to suit the changing needs of the job market and emerging trends in technology. In this manner, the institution has introduced 349 new courses and has made revisions in 979 number of courses during the assessment period. The institution is very keen to integrate in its curriculum to impart value based education, social responsibility, environment protection, gender sensitization, human values, and ethical life-style. The institution offers skill development programmes and encourages students to take MOOCs by providing them extra credits in tune with

the National Education Policy 2020.

Teaching-learning and Evaluation

The institution adopts an effective mechanism to assess the learning levels of students to identify fast, intermediate, and slow learners. Based on these levels identified need based programmes/courses are arranged for enhancing their knowledge level. A bridge intensive course in English grammar is conducted for a week to all the I UG students. At the end of the bridge course, an exit level test is conducted to all the students, which shows improvement in their communication skills. The institution adopts a plethora of student centric methods for effective teaching learning process. Learning has been made more student-centric by introducing innovative and interactive learning methods which constitute experiential learning, participative learning and problem-solving methodologies. The institution prepares academic calendar, handbook and day-order system, which serve as a comprehensive guide for the entire institution, providing clarity and transparency about the curricular, co-curricular and extra-curricular activities that are scheduled for the academic year. The institution follows effective planning and execution strategies to achieve the goals set for every academic year. The institution extensively utilizes a comprehensive EMS in the processes of CIA and End Semester Examinations (ESE). The examination procedures and processes have undergone significant IT integrations and reforms which result in smooth conduct of examination, early announcement of results, and paperless procedures prioritizing environmental issues. It benefits the students in their progression to higher studies and better career path early. The institution has implemented a comprehensive student centric CBCS in all the undergraduate and postgraduate programmes. The institution uses systematic and novel procedures for gathering and assessing data on courses and programmes in attaining graduate attributes. The aim of the institution is to provide its students with multidisciplinary knowledge, communication skills, ethical awareness, digital literacy, critical thinking, and self-learning abilities. The institution applies both direct and indirect approaches in the attainment of graduate attributes. The direct method uses CIA, and end-of-semester examination (ESE) marks. The student's performance outcome in all the programmes is assessed *via* theory, practicals and viva-voce examinations. The indirect method uses feedback from all stakeholders as metrics to measure the attainment of career benefits realized by the students.

Research, Innovations and Extension

The institution has excellent research facilities, well-defined research promotion policy and has a vibrant Research Committee to foster research. The institution has received a sum of Rs.1, 66, 47, 784/- as grant in aid during the last five years from the Government (SERB, DST-FIST, DBT, ICSSR, TANSICHE) and non-governmental agencies. Through the Seed Money grant scheme, twenty seven young faculty members have received grants to the tune of Rs.13, 20, 411/- from the management. During this assessment period, 107 scholars have been awarded Ph.D. and 246 scholars have registered for their Ph.D. under the guidance of our faculty members. A total of 278 and 229 research papers have been published respectively in the UGC Care List and other peer reviewed publications during the last five years. The h-index of institution is 33 and 22 respectively for Scopus and Web of Science. The institution is a proud owner of **four** patents, in addition to the **five** patents filed during this assessment period. To foster the research attitude among students, **Project Assistance for Students Scheme** was introduced by the institution. A sum of Rs.3,47,000- has been sanctioned to 347 UG and PG students. The institution is in the forefront in taking up a number of community engagements, extension and outreach activities by involving students. During the assessment period, 18 blood donation camps were organised and **1534 units of blood donated** to blood banks. During emergencies, 318 students donated their blood to save the precious life of needy. As an outcome, the Institution wins district level

award for highest number of voluntary blood donations for the past 13 years consecutively. The institution joining hands with a social welfare organization supports people living with HIV morally and psychologically. Women and girl students are empowered through various activities and programmes to identify their career opportunities and to become successful entrepreneurs. The institution persistently engages itself with full commitment to outreach the socially deprived groups by offering the fullest possible support by involving the students and staff of the institution and thereby sensitizing them about the struggle and sufferings of those groups.

Infrastructure and Learning Resources

The institution has an eloquent campus that spreads over **145** acres of land. It has **101** spacious classrooms and **41** laboratories that are well-lit and ventilated. All Science departments have laboratories with upscale equipments for UG, PG, and research separately. Separate research laboratories and cabins are available to research guides. The campus is provided with 24x7 internet facility through both Wi-Fi and network connectivity. The institution has established ten computer centres with **645** terminals, **16** servers and with necessary support softwares. The institution has two auditoriums, and 14 conference halls with ICT facilities. E- Studio in the campus with all necessary equipment is provided to develop e-contents by the faculties to make learning easier. The institute has an exclusive YouTube channel named VHNSNC OFFICIAL to post contents for students' access. The Central library has an exquisite collection of **1,20,084** books and it facilitates access to more than 10000 e-journals through *nList* and DELNET databases. It serves the academic and research needs of staff and students with the support of Integrated Library Management System. Ramps are provided in all the buildings to facilitate easy mobility to the differently abled and aged persons. HT powerlines are installed in the campus to ensure fluctuation-free power supply. To ensure uninterrupted power supply, **five** generators with **125KVA** capacity each are installed in the campus. The sprawling campus supports sports and games with standardized tracks and fields. An indoor stadium with a gallery, of 9600 sq.ft. area, has four badminton courts, and space for games like table tennis, carom, and chess. A multi gymnasium with rubber sheet flooring is available in the campus. The institution maintains a 25 metre 8 lane standardized swimming pool. The institution has a multi-purpose auditorium with all the necessary infrastructure facilities to organize cultural meets and other functions with a seating capacity of more than 3000. The yoga training centre in the campus is instrumental in enhancing the physical and mental health of students. Quarantine centre is available for emergency and first-aid. RO purified water supply is provided throughout the campus.

Student Support and Progression

The institution makes continuous and salient efforts towards moulding the students industry ready and employable. In this regard, the institution conducts various workshops, online career guidance programmes, guest lectures, campus interviews, certificate courses, value added courses, vocational programmes, and entrepreneurship training programmes. Professionals from diverse fields and alumni are also engaged to impart their experiences and expertise to the students. Additionally, the institution actively collaborates with industry partners, facilitates internships, and provides summer training programmes. The institution also has an exclusive language lab to develop communication skills of students and thereby enhance their job opportunities. The Placement Cell's proactive approach in connecting students with industry leaders has significantly enhanced their prospects in the job market. 132 campus interviews and two mega job fairs have been conducted successfully from 2018 to 2023, and 4987 offer letters were received by the students. The institution organizes "**College Bazaar**" every year to hone the entrepreneurial skills of the students and to run an enterprise efficiently. The institution has included a skill based course named **Employability skills** in its curriculum. The

institution mandates a policy to incorporate students in all academic and administrative bodies as representatives. Students play a vital role in active participation and in the various decision-making bodies of the institution. The Alumni Association contributes financially to the institution through donations, endowments and fund raising efforts. It has donated Rs.66,71,152 towards infrastructure development, endowments and other essential programmes that enhance the educational experience of students which also includes 7810 books worth Rs. 18,77,812.

Alumni Association encourages students by honouring them with awards for securing ranks in the semester examinations. They also honour students who have outstanding achievements in curricular, co-curricular and extra-curricular activities. They organize annually an inter-departmental cultural competition to identify talents within the students. They also conduct state level elocution competitions to enrich the spoken ability of students. They also support the education of the needy students by paying their tuition fees. Alumni often serve as chief-guests, guest speakers, mentors, sharing their expertise and insights with the current students through career development workshops and industry-specific events.

Governance, Leadership and Management

Since its inception in the year 1947, the institution embraces an inclusive and participative governance model, supported by generous contributors from the Virudhunagar Hindu Nadars' Senthikumara Nadar Kalluri Paripalana Sabai, Virudhunagar. Institution incorporates a well-conceived organisational structure that aligns with its leadership style, comprising various committees and roles at different decision-making levels. The institution has a clear cut framework of disseminating its functional structure in a decentralized manner. The institution also has student associations and societies in all departments.

The management empowers administrative and academic heads for effective implementation of the institution's mission. To ensure comprehensive representation, all committees comprise teachers and most committees include students. The institution has actively embraced learner-centric education by introducing B.Voc. programmes and skill based courses in all disciplines aligning with the NEP 2020. The institution has constituted various academic and administrative committees to support and monitor the sustained institutional progress in every academic perspective. The appointment of teachers is done as per the UGC guidelines following the Tamilnadu government's reservation policy. Students are admitted in adherence to the State Government's regulations and reservation policy. The institution prioritizes employee excellence through performance appraisal and upskilling initiatives. It implements welfare measures for staff well-being and organizes career development programmes fostering a motivated workforce. The institution facilitates several amenities to encourage staff members to utilise the campus resources to the fullest extent and also helps them to stay healthy and fit. The institution strategically mobilises funds through various funding agencies, alumni, philanthropists, mahamai, rent, consultancies, coaching charges, etc. The institution takes care in ensuring transparency and accountability in all financial transactions. All public fund related transactions are processed solely through the PFMS portal. Annual internal and external audits are conducted to maintain the highest standards of financial integrity. The IQAC has been instrumental in driving constructive initiatives and has established a meticulous framework for periodic reviews of various academic facets throughout the academic year. To ensure a comprehensive assessment, feedback is systematically gathered from a diverse array of stakeholders. The institution also conducts regular Academic and Administrative Audits to ensure high standards in all its endeavours.

Institutional Values and Best Practices

The institution organizes various departmental events like training, awareness programmes, conferences, seminars, guest lectures, medical camps, and counseling to promote gender equity. As of 2022 – 2023, out of total student strength, 42% are girls. Out of total faculty strength, 34% are women and out of total non-teaching, 33% are women. Courses related to gender and women studies are integrated in the curriculum. Class in-charges and mentors ensure the physical and emotional wellbeing of the girl students, which help them to cope with stress, frustration, despair, and anxiety. The institution has a comprehensive waste segregation system that encourages staff and students to separate garbage at the source. To keep the environment eco-friendly and pollution free, the institution has taken immense efforts by emphasizing various procedures and protocols to be followed within the campus. Commendable contribution is rendered by staff and students towards green initiatives. The institution supports independent functioning of differently-abled individuals so that they can participate without any assistance in everyday activities within the campus. The institution has been organizing several sensitization programmes in the campus to mould the students and staff to understand the values, rights, responsibilities of them in discharging their duties to the nation. The institution is keen on keeping its campus harmonious and takes all possible initiatives to inculcate the habit of celebrating events of importance and focus on making the environment free from caste, creed, and religious discriminations. To enrich the campus with more number of trees and plants and to educate the students on the importance of green initiatives, the institution has adopted **Sapling plantation** as its best practice. The **Examination and Evaluation Reforms** is another best practice of the institution to ensure continuous updation in the process of assessing students' performance with all necessary technological and innovative aspects included in it for a better outcome in assessment. The institution excels in almost all parameters of academics, but it is distinctive and has an outstanding record and achievements in research. Evidently the institution is ranked within top 10 institutions in the NIRF research criteria continuously.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VIRUDHUNAGAR HINDU NADARS' SENTHIKUMARA NADAR COLLEGE
Address	Virudhunagar Hindu Nadars Senthikumara Nadar College 3/151-1, College Road, Virudhunagar, Tamil Nadu
City	Virudhunagar
State	Tamil Nadu
Pin	626001
Website	www.vhnsnc.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A. SARATHI	04562-281153	9443147553	-	support@vhnsnc.edu.in
IQAC / CIQA coordinator	T. KATHIRV ALAVAKU MAR	04562-280154	9487132819	-	kathirvalavakumar @vhnsnc.edu.in

Status of the Institution	
Institution Status	Private , Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	11-08-1947
Date of grant of 'Autonomy' to the College by UGC	18-06-2012

University to which the college is affiliated

State	University name	Document
Tamil Nadu	Madurai Kamraj University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	05-07-1957	View Document
12B of UGC	05-07-1957	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	Applied for approval for the next academic year
AICTE	View Document	15-05-2023	12	Applied for approval for the next academic year

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	Virudhunagar Hindu Nadars Senthikumara Nadar College 3/151-1, College Road, Virudhunagar, Tamil Nadu	Rural	145.27	51273.39

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Tamil,	36	Higher Secondary	Tamil	60	45
UG	BA,English,	36	Higher Secondary	English	60	40
UG	BA,History,	36	Higher Secondary	Tamil	60	39
UG	BA,Economics,	36	Higher Secondary	English	60	37
UG	BSc,Mathematics,	36	Higher Secondary	English	60	29
UG	BSc,Physics,	36	Higher Secondary	English	40	17
UG	BSc,Chemistry,	36	Higher Secondary	English	40	32
UG	BSc,Botany,	36	Higher Secondary	English	40	30
UG	BSc,Zoology,	36	Higher Secondary	English	40	34
UG	BSc,Computer Science,	36	Higher Secondary	English	46	41
UG	BCom,Commerce,	36	Higher Secondary	English	96	89
UG	BCom,Com	36	Higher	English	46	46

	merce,Computer Applications		Secondary			
UG	BBA,Business Administration,	36	Higher Secondary	English	66	60
UG	BVoc,Food Safety And Quality Management,BVoc Food Safety and Quality Management	36	Higher Secondary	English	40	13
UG	BSc,Information Technology,	36	Higher Secondary	English	46	45
UG	BSc,Microbiology,	36	Higher Secondary	English	46	46
UG	BCA,Computer Application,	36	Higher Secondary	English	92	87
UG	BBA,Management Studies,Self Finance	36	Higher Secondary	English	60	20
UG	BSc,Physical Education,Self Finance	36	Higher Secondary	English	60	24
UG	BCom,Commerce Computer Applications,Computer Applications Self Finance	36	Higher Secondary	English	92	89
UG	BCom,Commerce Self Finance,Self Finance	36	Higher Secondary	English	60	53
PG	MA,English,	24	Under	English	36	16

			Graduate			
PG	MA,History,	24	Under Graduate	English	36	9
PG	MSc,Mathematics,	24	Under Graduate	English	36	26
PG	MSc,Physics,	24	Under Graduate	English	25	24
PG	MSc,Chemistry,	24	Under Graduate	English	24	24
PG	MSc,Botany,	24	Under Graduate	English	25	19
PG	MSc,Zoology,	24	Under Graduate	English	25	13
PG	MCom,Commerce,Computer Applications	24	Under Graduate	English	41	23
PG	MCom,Commerce,	24	Under Graduate	English	41	41
PG	MSc,Microbiology,	24	Under Graduate	English	25	25
PG	MCA,Computer Application,	24	Under Graduate	English	60	53
PG	MBA,Management Studies,	24	Under Graduate	English	60	59
Doctoral (Ph.D)	PhD or DPhil,English,	60	Post Graduate	English	42	30
Doctoral (Ph.D)	PhD or DPhil,History,	60	Post Graduate	English	14	0
Doctoral (Ph.D)	PhD or DPhil,Mathematics,	60	Post Graduate	English	14	9
Doctoral (Ph.D)	PhD or DPhil,Physics	60	Post Graduate	English	34	14

	s,					
Doctoral (Ph.D)	PhD or DPhil ,Chemistry,	60	Post Graduate	English	44	13
Doctoral (Ph.D)	PhD or DPhil,Botany ,	60	Post Graduate	English	24	9
Doctoral (Ph.D)	PhD or DPhil ,Zoology,	60	Post Graduate	English	30	4
Doctoral (Ph.D)	PhD or DPhil ,Computer Science,	60	Post Graduate	English	12	5
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	60	Post Graduate	English	26	8
Doctoral (Ph.D)	PhD or DPhil ,Business Administration,	60	Post Graduate	English	18	11
Doctoral (Ph.D)	PhD or DPhil ,Microbiology,	60	Post Graduate	English	4	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				61				57			
Recruited	0	0	0	0	49	12	0	61	27	30	0	57
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				5				82			
Recruited	0	0	0	0	5	0	0	5	45	37	0	82
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				56
Recruited	36	20	0	56
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				51
Recruited	34	17	0	51
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	12	1	0	13
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	46	11	0	45	37	0	139
M.Phil.	0	0	0	8	1	0	19	23	0	51
PG	0	0	0	0	0	0	6	9	0	15
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		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	599	0	0	0	599
	Female	317	0	0	0	317
	Others	0	0	0	0	0
PG	Male	144	0	0	0	144
	Female	187	1	0	0	188
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	3	0	0	5
	Female	4	0	0	0	4
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	110	108	99	97
	Female	70	75	83	109
	Others	0	0	0	0
ST	Male	1	2	3	5
	Female	3	1	1	6
	Others	0	0	0	0
OBC	Male	455	448	403	366
	Female	353	351	414	455
	Others	0	0	0	0
General	Male	276	289	319	401
	Female	175	133	73	77
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1443	1407	1395	1516

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Botany	View Document
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Commerce Computer Applications	View Document
Commerce Self Finance	View Document
Computer Application	View Document
Computer Science	View Document
Economics	View Document
English	View Document
Food Safety And Quality Management	View Document
History	View Document
Information Technology	View Document
Management Studies	View Document
Mathematics	View Document
Microbiology	View Document
Physical Education	View Document
Physics	View Document
Tamil	View Document
Zoology	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution demonstrates well established vision/plan to promote a holistic multidisciplinary learning at UG/PG level, which includes offering non-major elective (NME) courses, student projects, internships, field visits, and organizing conferences/ seminars/ workshops. The students receive more benefits via NME courses that integrate science and humanities with STEM. For an example, Physics students take the course of Polymers, Basics of computers, Office management respectively from the
---	---

	<p>department of Chemistry, Computer Science and Business Management. The institution offers two B.Voc., programmes entitled “Environmental Assessment and Remediation” and “Food Safety and Quality Management”, which are highly multidisciplinary and offer flexible curriculum that enables multiple entry and multiple exits. Moreover, the institution also effectively implements the DBT Star College Scheme in various departments to strengthen the multidisciplinary learning platform towards the implementation of NEP 2020. Apart from the teaching-learning strategy, the institution also promotes multidisciplinary/interdisciplinary research, which is evident in numerous research publications.</p>
2. Academic bank of credits (ABC):	<p>The institution has proactively organized a workshop on Academic Bank of Credits for the faculty members to move towards implementation of ABC.</p>
3. Skill development:	<p>As institute realized the importance of skill development among the students to boost their employability and also strengthen our nation’s human capital towards emerging fields to ensure our sustainability and global competency. The institution offers 150 skill based courses (includes but not limited to, Materials Science, Ornamental Fish growth, etc.,) for UG and PG programmes of science and humanities that are effectively integrated into mainstream education. In addition to that, the institution also successfully incepted two B.Voc., programmes entitled “Environmental Assessment and Remediation” and “Food Safety and Quality Management”, with the support of University Grants Commission, in alignment with National Skills Qualifications Framework (NSQF). The faculty members also engage themselves in organizing various workshops/ hands on training programs on sericulture, apiculture, mushroom cultivation, etc., towards skill development.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institution has given significant value to the IKS, hence, it incorporates IKS in the curriculum to disseminate our rich knowledge system and traditions to the present day student fraternity to develop interest and explore more in their respective fields. The Department of Botany has established a Herbal repository museum with the intention of exhibiting raw drugs of medicinal importance to foster the</p>

	<p>importance of the siddha system of medicine. Department of Tamil organised two day state level seminar on "????????? ??????: ??????????? ????????????" (Archaic of Tamils: Literature and Archeology).</p>
5. Focus on Outcome based education (OBE):	<p>The institution clearly defines the learning outcomes for all academic programmes and courses. While defining the learning outcomes, much care is taken that they describe the knowledge, skills and competencies that students are expected to acquire as a result of completing their programme of study. While formulating the course outcomes, due attention is given to accommodate the ideas of the subject experts, alumni and industrialists. Programme Outcomes (POs), Course Outcomes (COs), and Programme Specific Outcomes (PSOs) have been specified based on the vision and mission of each department. The POs, COs and PSOs are initially framed by the respective Boards of Studies and then recommended to the Academic Council. The final approval is given by the Governing Body of the institution.</p>
6. Distance education/online education:	<p>In order to widen the leaning opportunities of the students, the institution has made significant effort in promoting distance /online mode of learning. It is mandate for the students to learn “Value Education” and “Environmental Science” via self learning mode with the help of pre recorded on line lectures via our “VHNSNC OFFICIAL” YouTube channel. The institution also conducts multiple choice question (MCQ) tests via online mode, which enable our students to familiarize themselves in online complete examinations. In accordance with our global initiative, recently the department of Physics has collaborated with Luleå University of Technology (Sweden) and European Biochar Initiative (EBI) to co-teach a online course “The basics of biochar”.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The Electoral Literacy Club (ELC) has been set up in the college with students as members and a faculty member as Co-ordinator.
--	--

<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, The student's coordinator and coordinating faculty members are appointed by the college. The ELC is functional and many activities like Voters awareness programmes, New voters enrolment drive etc., are being conducted. Our faculty member and students are also serving as Nodal officer in-charge of the institution and Campus ambassadors respectively, as directed by the District collector in association with the District Election Officers to launch voter awareness campaign to make voters aware of voting, appeal for voting and inform them about the innovations made by the Election Commission for the General Elections.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>With the initiative of the ELC, NSS Volunteers of the institute made a human chain on 09-03-2021 to create awareness on Voting. 100% voting and voting truthfully was the theme of the human chain. 350 NSS Volunteers took part in this human chain. The NSS Volunteers took oath on 100% voting and voting truthfully. ELC co-ordinator and NSS Programme officer Dr. S. Prakash presided over the event and made the students to take oath on voting. On 18.3.2021 NSS Volunteers and students took pledge on 100% voting. Competitions were held to create awareness among the volunteers. 100% voting and voting truthfully was the theme of the competitions. Face painting and essay writing competitions were held. 125 NSS Volunteers and other students took pledge on 100% voting and voting truthfully. To create awareness on 100% voting an awareness marathon was organised by the ELC in association with District Sports office 19-03-2021. Honourable district collector Thiru R. Kannan IAS presided over the marathon event and ran with the volunteers to create awareness. The marathon started from the college campus, went through the main bazaar and ended at the District Sports Stadium near the collector office campus. 100 NSS volunteers participated in the marathon. The volunteers took pledge on 100% voting at the stadium.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC along with NSS, NCC and YRC of the institution organized a Signature campaign on 18-04-2021 to create awareness among students and public on voting truthfully and to stress the fact that voting is our basic right. Slogans like "Voting is my basic right", "Power of vote is power of the nation",</p>

	<p>etc. This event was hugely publicized through news papers and local TV channels. G. Vignesh Rajaa II B.Sc. Maths, M. Muthukumar II BBA (SF), P. Kodeeswara Ram II B.Sc. Zoology, P. Sharan Pandian II B.A. Economics, K. Mathan III B.A. Tamil, G. Pandieswaran III B.Com, and S. Dinesh III BBA are the Campus Ambassadors for voter awareness for the academic year 2022 – 2023. Dr. S. Prakash served as the Nodal Officer in-charge of Institution.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The ELC in association with district authorities conducted Voter enrolment drive in the campus to register eligible students as voters.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3650	3715	3849	3782	3624

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format (data	View Document

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1247	1293	1261	1196	1248

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format (data	View Document

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
202	201	197	200	190

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document
Certified list of full time teachers	View Document

2.2

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

Response: 296

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
552.99	327.26	291.79	332.87	400.30

File Description	Document
Provide Links for any other relevant document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The primary goal of the institution is to deliver future oriented, value based and high-quality education tailored to meet and address the requirements of the local, regional, national and international needs via a globally competent curriculum. The institution functions autonomously and offers programmes that are need based, society driven, and industry relevant for the upliftment of the socially and economically backward classes in particular.

Programmes addressing Local, National, Regional and Global needs:

BBA & MBA - meets the local/regional/national and global requirements through courses such as Managerial Economics, Business Intelligence, Indian capital market, and International business, Service Marketing (National/Regional).

B.Com, B.Com CA, M.Com and M.Com (Computer Applications)- creates local/regional/national/global employability through courses such as Retail Management, , ???????(local), Direct Tax, Indirect Tax (National), Financial Management, Banking, Client Server (Global).

BA and MA History, English – caters courses on History of World Civilization upto 1453 A.D, Socio-cultural History of Tamilnadu, Dravidian Movement (regional), Subaltern Studies, Ideas and Movement (from 18th century to 20th century), (National/ Global), International Relations(global), Indian English Literature (national), American Literature, Canadian Literature, British Literature, Tourism and Tour Operators Comparative Literature (Global),??????????(Local/Regional).

BA Tamil - The courses such as ????? ??????, ????? ??????, ?????????? (Local), ????? ?????? ?????? ?????????????????????? ??????????, ????????? - ?????????????, ????? ????????? ?????????? – I, ????????? – ????????? ??????, ????? ?????? ?????????? (Regional) address regional requirements.

BCA, B.Sc Computer Science, Information Technology, and MCA – meet the requirements of local, national, and global employability through inclusion of courses like Android, Python, Artificial Intelligence, Data Science, Cloud Computing, Data Mining and IoT(global), Office automation (local), Web Design with HTML and CSS (national).

B.Sc and M.Sc Mathematics - creates global and national employability through well designed theoretical and applied mathematical concepts.

B.Sc and M.Sc Physics - to have worthwhile global employability through well designed courses such as Electrical Wiring (local), Renewable Energy (regional), Nuclear and Particle Physics, Nano Physics, Quantum Mechanics(global), pertaining to theoretical and experimental physics.

B.Sc and M.Sc Chemistry – provide application oriented practices in fields such as Oils & fats, Chemistry in day-to-day life, Cosmetics, Nano Science and Nanotechnology to meet the requirements at local, regional, national, and global level respectively.

B.Sc and M.Sc Botany, Microbiology - cater to the needs of local, national and global requirements in medicine, agriculture and environmental science through the courses such as Horticulture,Algae and Bryophytes, Food Quality Analysis, Marine Microbiology, Microbial Genetics and Molecular Microbiology.

B.A. Economics – The concepts in economics are universal in nature with course contents like theory of firm, law of demand, production and cost of production which have local, national and global relevance.

The institution has designed all the courses which has fulfilled its course outcomes and thereby consequently all the programme outcomes are attained, catering to local, regional, national and global developmental needs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.1.2

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

Response:

The institution offers a wide range of programmes to cater the needs of students in this region. In this regard, the institution administers 21 UG, 12 PG and 11 Ph.D programmes. The UG and PG programmes are meticulously designed to focus on employability, entrepreneurship and skill development. The curriculum incorporates the needs of the current requirements, ensuring that our graduates are industry ready and equipped with the skills needed to excel in a rapidly changing world. Feedbacks are collected through a structured questionnaire from all the stakeholders and syllabus revision is made every year to suit the changing needs of the job market and emerging trends in technology. The curriculum also incorporates recommendations made by the respective Board of studies and are implemented after the approval of the statutory bodies. In this manner, our institution has introduced 349 new courses and has made revisions in 471 number of courses during the assessment period.

Employability

The institute understands that the primary goal of education is to prepare students to pursue meaningful careers. The curricula has an intense focus on employability which includes courses such as Employability Skills, Communication Skills in English, Teaching of English Language and Literature, Oils and Fats, Thermal Physics, Plant Resources, Aquaculture, Java Programming, Python Programming, Android Programming, Fundamentals of Web Design, Internet of Things, Embedded systems/ Cloud Computing, Computer Networks, Principles of Compiler design, Herbal Botany, Solar energy, Medical Microbiology, Mushroom Technology, Journalism, Tourism, Accounting for Managers, Income tax and Money and Banking.

Entrepreneurship

The institution promotes entrepreneurial skills and innovative culture, recognizing that these are critical drivers of economic growth and societal progress. The institution offers specialized courses such as Entrepreneurship, Entrepreneurship Development, Horticulture, Herbal Technology, Plant Ecology and Phytogeography, Mushroom Cultivation, Entrepreneur Botany, Cell Biology and Internal Morphology, Organic Farming, Applied Zoology, Food Analysis and Adulteration Testing, Angular JS Programming, Android Programming and Python Programming,

Skill Development

Adaptability and diverse skill sets are essential in today’s volatile job market. Soft Skills in Literature, Drama, Soft skills for career development, Business Correspondence, Soft skills for Business, Office Data Processing Skills, Electronic Business skills, Digital Image Editing Software, Personality Development, Workshop on Life Skills, Transformation Techniques, Organic Qualitative Analysis, Bonding Skills in Chemistry, Sericulture, Software Testing, Programming in C, Numerical Methods, Mobile Application Development, R Programming, Water and Wastewater remediation techniques, Food Packaging, Food Commodities and Food Preservation, Basics of Sports training, Athletics, and Yoga for Wellness. Certificate courses in International Business, Financial Accounting using Tally - ERP 9 are some courses which enable skill development. The institution organizes seminars and workshops on a regular basis to provide students with a broader skill set and knowledge base. Training Programmes on Palmcraft and Silk Cocoon handicrafts, Candle, Chocolate, Jewellery and soap making, Aari work, Phenyl preparation, Herbal products, Toy making, College Bazaar etc. are conducted to hone the skills of the students.

The institution is habitually prone to incorporate changes in its curriculum frequently, keeping in mind the students’ progression and career opportunities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 31.05

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

Response: 349

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

Response: 1124

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution is very keen to integrate in its curriculum to impart value based education, social responsibility, environment protection, gender sensitization, human values, and ethical life-style. The institution offers skill development programmes and encourages students to take MOOCs by providing them extra credits in tune with the National Education Policy 2020.

Professional Ethics

The institution has taken efforts to include professional ethics in its courses. Moral values such as honesty, integrity and social responsibility are highlighted and fostered through various courses. Business Ethics and Corporate Governance, Research Methodology, Food Quality Analysis, Income Tax etc., are some of the courses / course content offered by the institution. Courses like Field visit / internship enable students to learn workplace ethics.

Gender

Gender sensitization plays a vital role in embarking values in students. The institution offers courses like Women's writings in English, "Penniyal", etc., which focus on issues and challenges faced by women. Entrepreneurship Development course incorporates Women Entrepreneurship as a unit to emphasize women empowerment. The institution celebrates International Women's Day and organizes programmes on gender sensitivity, women's rights, female hygiene and legal counseling for women to sensitize the students on gender related issues. Seminar / Conferences on "Empowerment of Rural Women: Challenges and Opportunities", "Capacity Building and Personality Development Programme", "Promotion of Work for Housewives: Career Counselling sessions for homemakers" funded by ICSSR, NCW and RGNIYD are organized by the institution promoting women welfare, gender equity, social and economical empowerment and upliftment of women. Students are encouraged to undergo research on Gender based issues.

Human Values

Human Values are virtues that include love, brotherhood and respect for others. In accordance with the apex court directions the institution has made Value Education course mandatory in its curriculum. Gandhian Thoughts and Human Rights are offered as self learning courses. Part V courses are designed in such a manner to inculcate selfless service to the community, voluntary blood donations, tree plantations, seed ball preparations and sowing, social sensitization camps and cycle rallies propagating social values to the society and imbibing in them the spirit of unity, discipline and patriotism. The institution celebrates important days like National Voters Day, Human Rights Day, Consumer Day, World AIDS day etc. to create awareness among students.

Environment and Sustainability

The institution has incorporated Environmental Studies into the curriculum as a compulsory course for all undergraduates. An innovative UGC funded B.Voc., programme entitled Environmental Assessment and Remediation is offered in the institution which focuses on empowering the students to have a clear knowhow on various environmental hazards and its remedies. The institution also offers courses on Sericulture, Renewable Energy sources and Animal Diversity. The institution has also organised various other programmes apart from its curriculum such as Herbal Sapling Plantation Programme, awareness programme on "Nuclear Energy for Sustainable Development of India and a solution to Climate Change" in collaboration with Kudankulam Nuclear Power Project.

The curriculum is enriched with comprehensive, holistic human value based education cross-cutting all relevant issues which can mould the students as responsible citizens.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 114

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

1.3.3

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

Response: 97.62

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

Response: 41

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

Response: 42

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 84.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
1442	1407	1395	1516	1391

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1644	1747	1762	1707	1630

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 85.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
993	985	1003	1036	966

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

2022-23	2021-22	2020-21	2019-20	2018-19
1134	1205	1216	1178	1125

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

The institution adopts an effective mechanism to assess the learning levels of students to identify fast,

intermediate, and slow learners. Based on these levels identified need based programmes/courses are arranged for enhancing their knowledge level.

The institution organizes student induction programme (*UGC-Deeksharamb*) during the beginning of every academic year to help the newly admitted students feel comfortable in the new environment and to get acquainted with the institution's rules and regulations, curriculum, examination system, co-curricular activities, code of conduct, *etc.*

A bridge intensive course in English grammar is also conducted for a week to all the I UG students. At the end of the bridge course, an exit level test is conducted to all the students, which shows improvement in their communication skills.

Assessments of learning levels

- The IQAC of the institution organizes an entry level test every year for the I UG students.
- Continuous internal assessment (CIA) is also used to ascertain the performances of students.
- Class room and laboratory performances are measured by the respective course teachers.

These assessments are used to categorize the students into fast, intermediate, and slow learners.

Programmes for fast learners

Fast learners are

- encouraged to opt for various certificate/diploma/value added courses offered by the institution to enhance their academic skills.
- provided with additional credits by encouraging them to take up MOOCs like NPTEL / SWAYAM.
- guided to apply for student projects funded by funding agencies like TNSCST.
- provided financial support by the institution, to UG and PG final year students, under Project Assistance for Students Scheme (PASS).
- motivated to opt for self learning courses offered by the institution and thereby earn additional credits.
- advised to take part in internships and student exchange programmes.
- motivated to appear for competitive examinations like Service Commission, TET, SET/NET, CAT, GATE, Bank-PO *etc.*,
- encouraged to present and publish research articles.
- trained to develop Apps for institutional administrative endeavours.
- encouraged to participate in programmes like public speaking, role play and debate.

In addition, personality development programmes are carried out by life skill and personality development trainers. Entrepreneurship development cell provides assistance to set up and manage new entrepreneurial opportunities. The Placement Cell of the institution imparts training to fast learners and ensures them a better career.

Programmes for intermediate and slow learners

The institution arranges remedial coaching programmes for slow learners during zero hours. Peer

teaching and learning is also encouraged and practised as a remedial measure. Writing practices are given to slow learners to improve their writing skills. Concept clarifications and problem solving exercises are conducted for the slow learners by their mentor-teachers. Slip tests are conducted periodically on specific portions of the syllabus. The institution offers extra lab sessions during zero hours. Sharing of course video links and e-contents of the respective course teachers play a very vital role in simplifying the learning process of slow learners. Slow learners are counseled by the respective mentors/course teachers if they are found to be psychologically and emotionally disturbed.

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 18.07

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The institution adopts a plethora of student centric methods for effective teaching learning process. Learning has been made more student-centric by introducing innovative and interactive learning methods which constitute experiential learning, participative learning and problem-solving methodologies.

Experiential Learning is a learning process whereby the students “learn by doing” and gear-up their knowledge. In the process of Experiential Learning, the students are exposed to

- Hands-on-laboratory experiments
- Hands-on-training programmes
- Industrial Visits / Field Survey
- Student Projects
- Internships
- Outreach Programmes
- Mock Interviews
- Model Creations
- Inter and intra collegiate competitions
- Audio-visual learning

Participative Learning is a teaching-learning method wherein students become interactive participants through meaningful activities like

- Student Seminars
- Participation in Seminars/Conferences and Association Activities *etc.*,
- Workshops
- Quiz
- Public speaking
- Role play
- Debate
- Book review
- Peer- teaching
- Exhibitions

Problem Solving Methods is a strategy where students acquire the learning outcomes by facing problems to be solved and is a reiterated process through

- Case studies
- Group discussions
- Creative content creation - e-magazine *V-Zine*

Use of ICT by Faculty for effective teaching and learning process

The Institution takes consistent efforts to strengthen the teaching-learning ambience and prepares the students to compete in this digital era.

- Faculty members post class notes, study materials, PowerPoint presentations and e-content modules through online.
- E-studio is used by the Faculty members to record lecture videos of their course units. More than 2000 videos have been uploaded in the institution’s official YouTube channel.
- Teachers make use of the English language lab to enhance students’ Listening, Speaking, Reading and Writing (LSRW) skills through ‘Globarena’ software.
- FDPs are organized by IQAC to familiarize the teachers with ICT tools for effective teaching and learning.

- The Institution possesses an exclusive Email domain for all teachers and students through G-suite provision with unlimited cloud storage to provide academic and administrative communications.
- The institution has entered an MoU with the ICT Academy of Tamil Nadu to facilitate teachers and students with the latest technological areas in ICT. 21 number of programmes have been attended by our teachers. 35 number of teachers got benefited.
- During the pandemic, teachers resorted to online teaching through Google Meet, Google Classroom, etc., to conduct regular classes and to organize Webinars/Workshops/Conferences/FDPs.
- The institution has educational CDs to enable students gain in-depth knowledge of their courses.
- As part of continuous learning process, the Faculty members and the students are encouraged by the institution to complete MOOCs offered by NPTEL/SWAYAM by reimbursing the examination fee. A total of 237 courses have been completed by our faculty members.
- The institution has provided all departments with necessary LCD projectors to ease the teaching learning process.
- The campus is a Wi-fi enabled campus which supports IT enabled environment to cater the needs of both teacher and learner.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

Mentor-Mentee Scheme is an essential component for a successful academic career for the students. The institution has an effective mentor-mentee (tutor-ward) system, which is vital in helping the students by continuously monitoring the academic performance and psychological behavior.

The heads of the departments select the mentors who are given the responsibility of mentoring students allotted to them. The mentor-mentee ratio is kept to a maximum of 1:20. The mentor keeps a careful eye on each student and closely monitors their overall progress. A mentee might seek advice from their mentor regarding their personal and education related issues. This system is carried out to support students in identifying their strength and weakness and to foster a positive rapport between students and faculty members.

Additionally, the mentor keeps a Mentor Record Book (MRB) in which the student's socio-economic status, goals, academic progress, career aspirations and SWOC analysis are all recorded. All the collected data is handled with utmost confidentiality, regardless of whether it is provided orally or in writing. The institution also features an effective Mentoring System in digital form. The mentors effectively monitor the student's attendance, their timely submission of assignments and projects, performance on continuous

internal assessment tests and other activities. All the students in a class are added to a WhatsApp group which is administered by the teachers to share academic information.

Mentor-mentee frequently interacts during the course of academics. The mentors inform their wards about the placement drives and scholarships. The mentor-mentee system offers the wards a stress-free academic environment which paves the way to develop their mental health. The mentors identify the emotionally depressed students and help them recover back to normalcy. In order to deal with complex and unsolvable difficulties, special counseling sessions and life skills programmes are arranged by the institution for the benefit of the students.

Students who are academically sound are encouraged to get involved in extracurricular and co-curricular activities by their mentors. When students encounter difficulties in their academic pursuits, mentors recognize and offer guidance to slow learners by conducting remedial classes. When there are behavioral or academic abnormalities, mentors meet their wards and get in touch with parents or guardians at once and also during parent-teacher meeting.

Mentors also provide e-contents, course materials, professional networks, materials for competitive examinations and career guidance, *etc.* The mentors listen to the complaints of their wards and offer comforting surroundings, moral and emotional support. Each student can flourish and achieve their desired goals in the supportive learning environment that the institution fosters. The mentor-mentee program is in line with the institution's mission to assist students in reaching their full potential and prepare them for prosperous and meaningful lives.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

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

Response:

The institution prepares academic calendar, handbook and day-order system, which serve as a comprehensive guide for the entire institution, providing clarity and transparency about the curricular, co-curricular and extra-curricular activities that are scheduled for the academic year. The institution follows effective planning and execution strategies to achieve the goals set for every academic year.

Academic Calendar

The academic calendar highlights the plan of academic events during the year. Academic activities are planned and scheduled in consultation with the Deans, Controller of Examinations and duly approved by the Staff Advisory Council. The academic calendar is circulated to every staff and student and made available on the institution's website. In general, this calendar gears up for the aggregate performance of the institution. The academic calendar consists of the schedule of CIA, summative examinations, submission of assignments, payment of fees and other important events of the institution including Founders Day, Annual Day, Graduation Day and Sports Day, *etc.* Besides, each department conducts department meetings in the beginning of every academic year and prepares an academic calendar of its own, scheduling the department level activities like conducting association activities, alumni meeting and parent-teachers meeting. The proposed activities are executed by the department as per the schedule and are reported to the IQAC.

Handbook

Before the beginning of an academic year, the Handbook is prepared by the Calendar Committee in accordance with the recommendations of IQAC and distributed to every staff and student at the beginning of the academic year. The Handbook encompasses the vision and mission of the institution, list of managing board members, teaching and non-teaching staff members. It also includes curriculum structure, scholarship details, scheme of examinations, general disciplines, various committees, examination calendar and endowment awards, *etc.* The same is displayed in the institution's website.

The institution also follows Day order system (six-day order) for smooth function of classes.

Teaching plan

The teaching plan is a blueprint for the effective planning and implementation of the teaching and learning process. The heads of the departments conduct meetings with their respective faculty members, before the commencement of each semester to discuss the allotment of workload, courses and other duties. The teaching schedules, time table and workload for each semester are prepared by the departments. Lesson plans are created by course teachers and it serves as a roadmap for completing the syllabus. To benefit the students academically, the course teacher also keep track of the syllabus coverage, which is monitored by the heads of the departments. The teaching plans are formulated delimiting the portions for each of the courses to be covered by the staff before respective assessments. Teaching hours are prescribed for every unit in the syllabus and the teachers are instructed to adhere to it.

Guaranteeing this, the institution receives online feedback from the students to ensure strict adherence of the teaching and academic plan. The performances of the department are reviewed through the internal and external academic audits.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
202	201	197	200	190

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

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 49.66

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

Response: 147

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 12.87

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 2600

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 82.11

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 156

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 11.2

2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8	9	16	10	13

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

2.5.2

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

Response: 0.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	38	5	2	53

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

2022-23	2021-22	2020-21	2019-20	2018-19
3510	3521	3640	3621	3557

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

2.5.3

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

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

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

Response:

The institution extensively utilizes a comprehensive EMS in the processes of CIA and End Semester Examinations (ESE). The examination procedures and processes have undergone significant IT integrations and reforms which result in smooth conduct of examination, early announcement of results, and paperless procedures prioritizing environmental issues. It benefits the students in their progression to higher studies and better career path early.

IT integration in the examination procedures and processes:

- ELIFA 5.31 MODULE, ROVAN IMS 7.0, CAMPUS PLANNER, DCET-ERL, DCET-MCQ, and iNSIGHT 4ES OMR and Image Scanner offer end-to-end software support in the EMS.
- Upkeep of each student's profile digitally.
- Payment of examination fees through online.
- Posting the examination schedule in the institution website and mobile app.
- Students access their respective examination hall and seat allotment in the institution website.
- Communication to question paper setters and external examiners is through email only.
- Results are published in the institution website and mobile app within two weeks after the last date of examination.
- OMR based answer sheets for select examinations.
- Upkeep of question bank database digitally.
- Online mark entry for CIA.
- Students can access their CIA and ESE results in the student corner.

- Result analysis reports are generated for CIA and ESE based on programmes and their respective courses.
- Online certificate verification system (<https://vhnsnc.directverify.in/student>) to facilitate expeditious verification of students' certificates. It allows direct verification by employers.
- Surveillance systems are installed in all examination halls and in the Controller of Examinations' office.
- Biometric entry systems are installed in the Controller of Examinations' office for restricted entry.
- Remuneration related to Examinations to internal and external examiners are made through online banking to ensure speedy and transparent settlement of such dues.

Reforms in the examination procedures and processes:

- e-Resource based Learning and Evaluation (e-RL) and summative online MCQ examinations were introduced in CIA and ESE respectively for UG Programmes, allowing students to get ready for competitive examinations with greater competence.
- Remarkable changes are made in the CIA question paper pattern (UG & PG) and Part I, II and III courses for UG programmes in ESE.
- The institution adopts a novel approach in the design of question paper pattern and the components in CIA and ESE.
- The institution conducted online examinations and evaluation during pandemic situation.
- Introduced project as a mandatory course during the final semester for all UG programmes.
- The question pattern for all postgraduate programmes is modified and the ratio of CIA to ESE is 40:60.
- Extra credits are given for completing MOOCs.
- Internship is introduced for select PG programmes during the final semester.
- Introduced *Gandhian Thoughts* as optional self-learning course with extra credits.
- Mug-shot on rainbow-coloured mark statement with 13 security features is used to prevent malpractice.
- The assessment procedure is made quick and error-free by the usage of pre-printed OMR sheet encrypted with student's details annexed to the answer booklet.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Course outcome (CO) clearly reflects what knowledge and skill the students will acquire by learning that course. It defines the cognitive processes a course provides. The institution clearly defines the learning outcomes for all academic programmes and courses. While defining the learning outcomes, much care is taken that they describe the knowledge, skills and competencies that students are expected to acquire as a result of completing their programme of study. While formulating the course outcomes, due attention is given to accommodate the ideas of the subject experts, alumni and industrialists.

The resources and pedagogy to be adopted for effective course delivery and student learning are determined in consonance with the learning outcomes to be achieved. The outcomes are assessed and measured to identify the extent to which goals are accomplished.

Programme Outcomes (POs), Course Outcomes (COs), and Programme Specific Outcomes (PSOs) have been specified based on the vision and mission of each department. The POs, COs and PSOs are initially framed by the respective Boards of Studies and then recommended to the Academic Council. The final approval is given by the Governing Body of the institution.

The POs are displayed at many strategic points of our institution. Also, the PSOs are displayed in each department. The POs, PSOs, and the syllabi can also be viewed by the students and faculty members through the institution's official website.

Attainment of Outcomes

The institution has implemented a comprehensive student centric Choice Based Credit System (CBCS) in all the undergraduate and postgraduate programmes. The institution uses systematic and novel procedures for gathering and assessing data on courses and programmes in attaining graduate attributes. The aim of the institution is to provide its students with multidisciplinary knowledge, communication skills, ethical awareness, digital literacy, critical thinking, and self-learning abilities.

The institution applies both direct and indirect approaches in the attainment of graduate attributes. The direct method uses CIA, and end-of-semester examination (ESE) marks. The student's performance outcome in all the programmes is assessed *via* theory, practicals and viva-voce examinations. The institution evaluates the students by conducting CIA and ESE. The indirect method uses feedback from all stakeholders as metrics to measure the attainment of career benefits realized by the students.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 95.99

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

Response: 1197

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.42

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institution has excellent research facilities, well-defined research promotion policy and has a vibrant Research Committee to foster research. The Research committee monitors all research activities, research ethics, upgradation of research facilities, and also makes necessary amendments in the research policies to cope up with the changing research scenarios in accordance with the norms of UGC and affiliating university and updated in the institutional website.

Research facilities

The institution has eleven Research Centres, 23 state of art science research laboratories, sophisticated instruments such as PCR, FT-IR, UV-VIS, Spectroscopic Reflectometer, Spray Pyrolysis, Particle Size Analyser, Electrochemical workstation, Incubator shaker; Microtome etc., online resources (N-LIST, DELNET, American centre) and 100 Mbps fibre optics wifi internet connectivity, to foster vibrant research culture in the campus.

Mobilization of research grants

The institution encourages the faculty members to avail grants from the government and non-governmental agencies for research projects, workshops, seminars, conferences, etc. Institution also provides seed money to the young faculty members, research fellowship for scholars, and project assistance to students.

Research grant

The institution has received a sum of Rs.1, 66, 47, 784/- as grant in aid during the last five years from the Government (SERB, DST-FIST, DBT, ICSSR, TANSICHE) and non-governmental agencies for various projects, workshops, seminars, conferences, etc.

Seed Money grant for research

Through the Seed Money grant scheme, twenty seven young faculty members of our institution have received grants to the tune of Rs.13, 20, 411/- from the management to kick start their research.

Travel grant

Twelve faculty members have so far benefited and have received a partial travel grant with a tune of Rs1,10,000- from management to unveil their research findings at International conferences abroad.

Doctor of Philosophy

During this assessment period, 107 scholars have been awarded for Ph.D. and 246 scholars have registered for their Ph.D. under the guidance of our faculty members.

Publications

As an outcome of a strong research base, a total of 394 and 233 research papers have been published respectively in the UGC Care List and other peer reviewed publications during the last five years. h-index of institution is 33 and 22 respectively for Scopus and Web of Science.

Patents

The institution encourages its faculty members to file patents to uplift its research excellence. As a result of this encouragement, the institution is a proud owner of **four** patents, in addition to the **five** patents filed during this assessment period.

Project Assistance for Students Scheme (PASS)

To foster the research attitude among students, **PASS** was introduced by our institution. A sum of Rs.3,47,000- has been sanctioned to 347 UG and PG students based on the merit of their project proposals.

Other research promotion activities

Every department in the institution has organized Conferences/Seminars/workshops/industrial visits in their respective fields to ignite the young minds to take up research as a career by inviting eminent persons from premier institutions and organizations to impress them towards research.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 13.2

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
7.50811	3.016	1.58	0	1.10

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

3.1.3

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

Response: 9.46

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

Response: 28

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 166.67784

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

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

Response: 0.11

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

Response: 34

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

3.2.3

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

Response: 31.68

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

Response: 64

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem

3.3.1

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

Response:

The institution nurtures Innovation, Indian knowledge System (IKS), Intellectual Property Rights (IPR) awareness by establishing IPR cell and taking initiatives for transfer of knowledge and technology to the society.

IPR

The institute has an IPR cell, through which it sensitizes the faculty members and students about the types of intellectual property protection (patent, copyright, trademark etc.) and exclusive rights of inventors to enable them to reap commercial benefits. The IQAC in association with CeNSE, Indian Institute of Science, Bangalore organised a workshop on “Intellectual Property Rights and Technology Licensing” to create awareness among faculty members on how to market their research work/idea and how to register it as patent under IPR act. A total of 62 faculties have been benefited by this workshop. As an outcome, the institution has received **four patents**, in addition to the **five** patents filed in the last five years.

Resurrection of Indian Knowledge System (IKS)

The institution has given significant value to the IKS, hence, it incorporates IKS in the curriculum to disseminate our rich knowledge system and traditions to the present day student fraternity to develop interest and explore more in their respective fields. The Department of Botany has established a Herbal repository museum with the intention of exhibiting raw drugs of medicinal importance to foster the importance of the siddha system of medicine. Department of Tamil organised two day state level seminar on "????????? ??????: ??????????? ???????????" (Archaic of Tamils: Literature and Archeology)

Knowledge transfer activities

The institute has actively transferred knowledge through community oriented research work such as mushroom cultivation, vermicomposting technology and honey bee rearing to the people of adopted villages.

The institute disseminates the "Pradhan Mantri Mahila Shakti Kendra" scheme to rural women to empower them in health, nutrition, safety, security and skill development. NSS volunteers created awareness to 1892 women, regarding various important government schemes / programmes.

The institution joined hands with National Commission for Women, New Delhi and Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur, to impart skills and training to the women belonging to this region.

Institution	Date	Programme	Beneficiaries
Department of Chemistry and Uman Charitable Trust	11.03.2021	Self-Employment Training Camp for Women's Self-Help Group	23 women' benefited
Department of Commerce with National Commission for Women	22.11.2021	Capacity Building and Personality Development Programme (PDP) for women	500 girl students
Department of Commerce and RGNIYD	9-12 March 2022	3- day Training Programme on "Effective Life Skills in Enhancing The Competence of Youth for Peaceful and Inclusive Societies	44 students
Department of Commerce and National Commission for Women	19.09.2022	Promotion of Work of Housewives: Career Counselling Sessions for Home Makers	50 Housewives
Department of Commerce and National Commission for Women	12.04.2023	Capacity Building and Personality Development Program	300 girl students

The institution not only focuses on basic academics but also takes all possible measures to disseminate knowledge through community oriented research work, popularize various government schemes and also makes all possible steps to grow the institution to global heights

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document

3.4.2

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

Response: 3.81

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

Response: 244

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 2.12

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

Response: 627

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

3.4.4

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

Response: 0.39

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

Response: 114	
File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science Response: 12.78	
File Description	Document
Bibliometrics of the publications during the last five years	View Document

3.4.6 <i>Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution</i> Response: 27	
File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years Response: 37.39	
3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)	

2022-23	2021-22	2020-21	2019-20	2018-19
7.84689	8.44771	2.87540	8.57875	9.63975

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

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

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

Response:

The institution is in the forefront in taking up a number of community engagement, extension and outreach activities by involving students. As an outcome, students are exposed to social issues which enable them to become a socially responsible person, enhance leadership skills and inculcate service attitude among them. Following are the four prominent extension activities undertaken by the institution as case studies to analyse its impact on sensitization of students to social issues of the neighbourhood community.

Case study 1: Blood Donation

The institution upholds the World Health Organization (WHO) motto “Safe blood starts with me, blood saves lives.” Hence, the institution conducts awareness programmes on voluntary blood donation and blood donation drives in association with the blood bank of Virudhunagar Medical College and Dhanasamy Parimala Devi Medical Trust. During the assessment period, 18 blood donation camps were organised and 1534 units of blood donated to blood banks. During emergencies, 318 students donated their blood to save the precious life of needy people at Government Hospital, Virudhunagar. As an outcome, the Institution wins district level award for highest number of voluntary blood donations for the past 13 years consecutively.

Case study 2: Moral support to HIV patients

The institution joining hands with a social welfare organization supports people living with HIV (PLHIVs) morally and psychologically at Kallikudi, a nearby village. Every month, faculties and students extend their moral support by offering immune boosting healthy food supplements to PLHIVs, which is an important adjuvant in the treatment of HIV patients. Nearly, 40 PLHIVs are benefited by this benevolent endeavour by the institution.

Case study 3: Women Empowerment

India requires to empower women by providing education and employment opportunities for them, allowing women to show up their potential and contribute to the welfare of the nation. In this respect the institution has taken steps to empower women and girls with various training and awareness programme such as “Pradhan Mantri Mahila Shakti Kendra”, “Effective Life Skills in Enhancing the Competence of Youth for Peaceful and Inclusive Societies”, “Capacity Building and Personality Development Programme (PDP)”. Seminars are also organized on “Empowerment of Rural Women: Challenges and Opportunities” and “Entrepreneurship Development Programme for Home Makers”. Women and girl students are empowered to identify their career opportunities and to become successful entrepreneurs. They are enlightened with sufficient knowledge to market their products online with necessary communication skills, leadership skills and self-confidence instilled in them thereby enhancing their livelihood earnings.

Case study 4: Supporting the socially deprived groups

The institution persistently engages itself with full commitment to outreach the socially deprived groups by offering the fullest possible support by involving the students of the institution and thereby sensitizing them about the struggle and sufferings of those groups. In this regard, faculties and students of the institution visit Orphanages, Old age Homes, Deaf and Dumb school, Special School etc., and offer moral, emotional and financial support to them by bringing smiles and faith in life. All stakeholders are also involved in this process of helping the needy.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

3.6.2

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

Response: 205

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	43	10	28	47

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

3.7 Collaboration

3.7.1

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

Response: 23

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

The institution has an eloquent campus that spreads over **145.27** acres of land. It has 101 spacious classrooms and 41 laboratories that are well-lit and ventilated. All Science departments have laboratories with upscale equipment for UG, PG, and research separately. Separate research laboratories and cabins are available to research guides.

The campus is provided with 24×7 internet facility through both Wi-Fi and network connectivity supporting 82 classrooms and 24 laboratories. The institution has established ten computer centres with 654 terminals, 11 servers and with necessary support softwares. The institution has two auditoriums, and 14 conference halls with ICT facilities.

E- Studio in the campus with all necessary equipment is provided to develop e-contents by the faculties to make learning easier. The institute has an exclusive YouTube channel named VHNSNC OFFICIAL to post contents for students' access.

The Central library has an exquisite collection of 1,20,084 books and it facilitates access to more than 10000 e-journals through N-LIST and DELNET databases.

Ramps are provided in all the buildings to facilitate easy mobility to the differently abled and aged persons. HT powerlines are installed in the campus to ensure fluctuation-free power supply. To ensure uninterrupted power supply, five generators with 125KVA capacity each are installed in the campus.

Aesthetically constructed museum in the Zoology department enhances the students' understandability about the origin and distribution of living organisms through experiential learning. The department has facilities for sericulture, ornamental fish culture, and apiculture studies. The department of Botany has a botanical garden and a greenhouse for nurturing plants and a state of art herbal museum. The department of Physics maintains a renewable energy park with solar energy gadgets.

English Language Laboratory chisels the soft skills of the students into perfection.

The institution possesses a bus to meet the transport requirements of the girl students and staff. It is also utilized for study tours, industrial visits, and field trips.

The sprawling campus supports sports and games with standardized tracks and fields like basketball, football, volleyball, hand ball, kabaddi, hockey, cricket, tennis, badminton, etc. An indoor stadium with a gallery, of 9600 sq.ft. area, has four badminton courts, and space for games like table tennis, carom, and chess. A multi gymnasium with rubber sheet flooring is available in the campus. The institution maintains a 25 metre 8-lane standardized swimming pool to train students to compete at university, state, and national level competitions.

Fine arts club has got a separate working place. A well-trained orchestra functions with all necessary musical instruments. The institution has a multi-purpose auditorium with all the necessary infrastructure facilities to organize cultural meets and other functions with a seating capacity of more than 3000. It also facilitates seating of more than 1000 students during the conduct of formative, summative and all other examinations.

The yoga training centre in the campus is instrumental in enhancing the physical and mental health of students. Quarantine centre is available for emergency and first aid. RO purified water supply is provided throughout the campus.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 43.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
254.45	161.85	150.78	136.85	117.01

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institute has a well-equipped, fully automated Central Library with the state-of-the-art facilities. It has an exquisite collection of 1,20,084 books and it facilitates access to more than 10000 e-journals and 50000 e-books through N-LIST and DELNET databases. It is also a member of American Information Resource Centre, Chennai for literature survey and references. It serves the academic and research needs of staff and students with the support of ROVAN Integrated Library Management System (ILMS).

The library functions from 9.00 am to 7.00 pm on all working days. UG students are provided with two library cards and PG students with three for borrowing books enabled with barcoded technology. They can retain the books for a maximum of 10 days. Staff members and research scholars can borrow 15 books which can be retained for a maximum of one month. ID card with barcode permits entry access to library.

The library functionality is decentralized by installing departmental library to handle issue and receipts of books, magazines, and journals locally in their departments which gives more access to text and reference books for the faculties and students.

The Central Library has two reading halls, newspaper section, online browsing centre, and a journal section with a total seating capacity of 200. The first floor has a meeting hall and a multimedia audio visual hall with a seating capacity of 100 each. It also provides photocopying service.

ROVAN ILMS coordinates the library administration. It covers acquisition, posting of entries in the journals, cataloguing and documentation. It offers services like Online Public Access Catalogue (OPAC), book lending, locating the book, e-gate and library stock verification. It also provides extended service for accessing e-books through intranet.

The entire library is Wi-Fi enabled. It also has Internet Browsing Centre with 5 computers having broadband connection and additionally it facilitates printing and scanning of learning resources. New arrivals are displayed at the entrance of the library. The institution has a functional website (<https://libraryvhnsnc.in/>) with all necessary facilities to access the library remotely.

To cater to the needs of the visually challenged students, the library has a collection of 65 audio CDs and 32 Braille books on various topics. Two external hard disks with 2 TB capacity are available with 1200 audio books. Ramp provision is made at the entrance of the library to facilitate easy access for the differently abled.

Orientation programme is organized for all first year UG and PG students to enlighten them about the resources and facilities available in the library. Best library user award is given every academic year to motivate the students to use the library predominantly. The library maintains question papers of previous semesters which are available both in physical and electronic forms. The Library Advisory Committee supports the effective functioning of the library.

The institution has provided all necessary security support such as fire alarm, fire extinguisher, and it also periodically maintains the library with pest control measures.

File Description	Document
Upload any additional information	View Document

4.2.2

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

Response: 0.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.29	1.10	0.03	2.02	1.48

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution offers exceptionally outstanding computing facilities catering to the needs of the students, researchers, and staff. Equipped with state-of-art laboratory facilities, the computer labs are regularly updated to align with the evolving industrial standards and emerging trends in information technology to provide cutting edge technology education. With 705 computers, distributed throughout the campus operating in 10 different computer centres, provided solely for academic use, including those with the latest Intel processors, the institute ensures advanced computing facilities.

Centralized computing facilities complement individual PCs with four Hi-tech labs featuring Intel core i5 workstations to meet out the requirements of regular laboratory sessions that are part of the academic curriculum. Each computer lab has a special server room with high-end servers to centralize data access facility. A unique lab consisting of 50 high end systems, operating exclusively under Ubuntu, an open-source LINUX operating system, offered a unique learning environment.

All computer laboratories function from 9 am to 6 pm with 100 Mbps leased line with high-speed internet connectivity to support academic endeavours. Sophos firewall X9210 is installed to safeguard the network from ransomware and advanced threats including top-rated IPS, advanced threat protection, cloud sandboxing, AI-powered threat analysis, Dual AV, web and app control and email protection. It also detects the source of infections within the network and promptly isolates the affected devices and thereby prevents further spread. The campus network seamlessly connects various areas with the latest high speed wireless technology, offering 24/7 Wi-Fi facility. E-content developed by the staff members enhance the learning process more convenient for the students. More than 950 e-content are developed

by the faculties and made available for the students in the institution's website. The institute owns a YouTube channel entitled VHNSNC OFFICIAL to upload the e-contents and lecture videos developed by the faculties to ensure a cost-effective resource for teaching and learning.

The institution has an effective IT Policy that encompasses comprehensive guidelines for IT administration, hardware and software procurement, networking and internet, database management, cyber security, CCTV surveillance, and overall maintenance of computer laboratories. The policy is framed to develop facilities and to ensure regular updates in accordance with the current trends.

In accordance with the above policies, the institution has upgraded its campus connectivity and digital learning facilities as follows:

- Wireless ethernet networking with 802.11ac access point technology with a speed of 100 MBPS for ICT and local area networking LAN, with a realistic throughput of 1GBPS
- Sophos firewall XG210 ensures robust Firewall security
- Application-Level bandwidth segregation
- IPS (Intrusion Prevention System), Content filtering, and AV scanning operate in gateway mode
- Procurement and installation cover personal computing devices, computer peripherals, networking equipment, biometric devices, telecommunication equipment, mass media streaming devices, etc.
- Microsoft licensed software is installed and renewed periodically.
- Both licensed software and open-source software are made available for usage.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 5.58

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

Response: 654

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

4.3.3

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

Response:

In the realm of modern higher education, Audio-Visual technologies have revolutionized traditional classrooms and play a vital role in reshaping the learning experience, inclusively promoting active learning, connecting global communities, and creating a technologically advanced campus environment. The campus provides the students such an environment to cope up with the global demands.

The institution boasts possession of an impressive audio-visual centre, Senth e-Studio, equipped with cutting-edge technology to support a wide array of teaching and learning activities, underscoring its commitment to modern educational methods. This includes content creation, knowledge management, and information organization through the use of Information Communication Technology (ICT). The e-studio is furnished with a high-end camera, editing facilities, a media studio, related hardware and software for e-content and lecture video development. The Senth e-Studio is equipped with the following sophisticated and latest tools such as,

- Canon DS126741 Camera (EOS 1500D)
- Canon Zoom Lens EFS 18 – 55 mm and 55 – 250 mm
- Camera Tripod
- Canon Battery charger with Power cord
- BOYA camera wired mic
- SANDISK 32 GB Memory Card 90 MB/ S SDHC V30 I
- STONE Multi-in-One Memory card reader M2 USB 2.0
- Lenovo i5 CPU, Monitor, Keyboard, Mouse
- Numeric Line Integrative UPS 1000 VA/ 600W
- FINGERS F 2.0 USB Powered Stereo Speaker
- HP Headphone with Microphone Headset adapter
- TY FY Digital Camera Rechargeable high-capacity battery
- STAR G640 XP – PEN
- FINGERS Quadrant U2.0 USB Hub. Slim 4 Port USB 2.0 Data Hub
- Logitech C270 HD Webcam 720P/ 30 FPS
- Logitech H110 Stereo Headset

- Kingston 16 GB SDS/ 16 GB SDHC I
- WALTA All-in-One Card reader
- SANDISK Ultra 100 MB/S SDHC I 32 GB

It utilizes high-quality digital camera to record videos, ensuring a top-tier teaching-learning experience enhanced by multimedia resources available. Recorded footage undergoes meticulous editing, with the help of the Streamlabs OBS Software to meet the high standards of audio and video quality, by a team of dedicated faculties and technical support staff.

E-Content Development Cell oversees the institute's YouTube Channel, serving as a platform for webinars, live streams, and event coverage. This cell also spearheads the development and uploading of e-contents onto the institute's web portal for the benefit of the students. Around 1000 e-content lecture videos have been meticulously developed and uploaded to the official YouTube Channel, reflecting the institution's dedication to enriching the teaching-learning experience.

As education tactics evolved, audio-visual solutions quickly became invaluable teaching tool prominently used in higher education institutions. During the Covid-19 pandemic, the institution adopted video conferencing platforms out of necessity with its primary focus on the needs of faculties and the students.

To offer the students a truly immersive and effective learning experience, the features like digital lessons, video contents, quizzes are helpful. These features have been meticulously crafted to support a richer learning experience that resonated with learners. It enhances understanding by catering to various learning styles. The potential of audio-visual aids ensuring that learning is not just effective but also enjoyable.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 20.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
121.86	72.11	48.16	56.63	91.81

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

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The management of physical, academic and support facilities in educational institutions is crucial for ensuring a conducive environment for learning, research, and overall operations. The institutional policy relating to the governing of these systems and procedures is formulated to be comprehensive, efficient, and adaptable to meet the evolving needs of the institution and its stakeholders.

1. Infrastructure maintenance: Based on the institutional **infrastructure maintenance and utilization policy**, regular upkeep, and maintenance of all physical facilities within the institution are done through a scheduled routine of inspections, repairs, and renovations to ensure that the buildings, classrooms, laboratories, libraries, and other facilities are safe, functional, and aesthetically pleasing. The institution maintains a **Maintenance Complaints Register** to register the issues related to infrastructural cleanliness and maintenance. Campus cleaning is done by the housekeeping staff regularly and it is kept neat and tidy. The complaints can also be raised through the Grievance Redressal Cell and appropriate remedial measures are undertaken.

2. Effective campus utilization: Established criteria and procedures ensure the efficient utilization of physical space for classrooms, offices, laboratories, research centres, etc., based on the factors such as enrolment trends, programme requirements, and institutional priorities. The institution allows, on prior request, outside organizations and institutions to use the infrastructural facilities in the campus on rental basis with imposed restrictions. The institution also permits the campus to be utilized as an examination centre for the government's competitive examinations and for bank staff recruitment examinations, etc., during holidays and weekends.

3. IT Infrastructure: IT hardware installation and maintenance are done by technical assistants exclusively appointed for this purpose and respective records and registers are also maintained by them. Service requests from departments and offices are undertaken by them on a scheduled basis.

4. Laboratories maintenance and utilization: The institution has framed strict rules and regulations that should be adhered to by the students . Students are permitted to access the laboratories in the presence of laboratory staff or faculties. Safety measures are taken by providing safety equipment such as first aid kits and fire extinguishers.

5. Sports infrastructure maintenance and utilization: The playgrounds are frequently maintained to prevent deterioration and thus to provide the students with a qualitative atmosphere to play their games. The institution periodically replaces the old and damaged sports equipment and articles with new. The multigym is effectively managed and administered for a better service to the students and public as a whole. A standard short course swimming pool is effectively managed by the institution for the use of students, staff and also the public and for organizing state level swimming competitions and conducting summer camps. The swimming pool is kept clean with the help of a chlorination unit.

6. Library: The library has a meeting hall and a multimedia hall with a seating capacity of 100 each for meetings and audio-video lectures and demonstrations. The institution provides all necessary security support such as fire alarm, fire extinguisher, and it also periodically maintains the library with pest control measures.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 60.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
2866	2588	1958	1968	1937

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

The institution makes continuous and salient efforts towards moulding the students industry ready and employable. However, mere academic knowledge will not make the learner a better professional. Career guidance aids students in digging out their strengths and helps in identifying opportunities while

presenting a comprehensive overview of available career avenues. In this regard, the institution conducts various workshops, online career guidance programmes, guest lectures, campus interviews, certificate courses, value added courses, vocational programmes, and entrepreneurship training programmes. Professionals from diverse fields and alumni are also engaged to impart their experiences and expertise to the students. Additionally, the institution actively collaborates with industry partners, facilitates internships, and provides summer training programmes.

The institution possesses an e-studio to create videos for students' progression. In this regard, several videos have been created on career guidance and uploaded in the institution's official YouTube channel. The institution has organised several online career counselling programmes to enrich the students in mathematical ability, logical reasoning, interview skills, aptitude, shortcuts, and communication.

The institution also has an exclusive language lab to develop communication skills of students and thereby enhance their job opportunities.

The Placement Cell of the institution stands as a beacon of support and guidance to the students, facilitating their transition from academia to the professional world. The Placement Cell's proactive approach in connecting students with industry leaders has significantly enhanced their prospects in the job market. The institution provides a dynamic platform for students to interact with potential employers, explore diverse career opportunities, and secure placements in leading companies. In this regard, two mega job fairs were organised in which several companies participated. In addition, 132 campus interviews have been conducted successfully from 2018 to 2023, and 4987 offer letters were received by the students.

Besides the placement activities, through structured classes, guidance sessions, and by conducting add-on courses, students are trained to qualify for competitive examinations such as service commission, banking sector, IT, uniformed services, and marketing. Aiming to inculcate the entrepreneurship skills among students, the institution has conducted several entrepreneurship development programmes, mushroom cultivation programmes, palm craft making, baking cakes, making silk thread chain, hand embroidery, woolen craft making, chain making using macrame wire, ornamental fish tank making, ornamental fish culture, chocolate making, silk cocoon handicrafts, and puff on painting. The institution organizes "**College Bazaar**" every year to hone the entrepreneurial skills of the students and to run an enterprise efficiently. The institution has a brand named "**ATTIL**" to manufacture and market herbal edible products by the students. This is a groundbreaking endeavor not only nurtures commercial savvy but also encourages them to produce healthy and nutritious food products.

The institution has included a skill based course named **Employability skills** in its curriculum to empower students in career based learning, aptitude, logical reasoning, problem solving, and communication skills.

By virtue of these initiatives the institution has been achieving reasonably good placements, promoting more student entrepreneurs, and has a good record of students cracking competitive examinations.

File Description	Document
Upload any additional information	View Document

5.1.3

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

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

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 41.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
521	747	608	381	360

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

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

Response: 4.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
76	64	45	57	42

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

5.3 Student Participation and Activities

5.3.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	24	0	32	22

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

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

Response:

The institution mandates a policy to incorporate students in all academic and administrative bodies as representatives. Students play a vital role in active participation and in the various decision-making bodies of the institution. These platforms serve as avenues for students to contribute their perspectives and insights towards the formulation of academic and administrative policies, thereby fostering a culture of inclusivity and shared responsibility in shaping the institution.

Furthermore, each department has its own students association and students society for its UG and PG programmes respectively with student office bearers such as Chairman, Secretary, Joint-Secretary are elected by the students. These forums serve as a cornerstone in nurturing a cohesive community and fostering collaboration among students and faculty members alike. They convene meetings and guest lecture programmes to provide a platform for students to engage in substantive dialogues and contribute constructively to the advancement of their respective programs. These meetings not only afford students the opportunity to articulate their viewpoints and address pertinent concerns but also serve as a conduit for honing their leadership competencies. Active involvement in these associations facilitates the cultivation of essential attributes such as efficient communication, effective teamwork, and valuable decision-making, thereby facilitating students' holistic development for both personal and professional endeavours.

Student representatives are actively engaged in the academic and administrative structures of the institution. Ensuring gender equality, students are provided representation across diverse functional bodies within the autonomous stream. These bodies encompass the IQAC, Examination committee, Grievance redressal committee, Sports committee, Internal complaint committee (VISAKA), Committee for SC/ST, OBC cell, Minority cell, Library committee, Students welfare committee, Extra-curricular activities committee, Planning board, Women empowerment cell, Fine arts club, and Anti-ragging committee. The primary responsibility of students from these forums is to suggest initiatives for improvising academic standards. The management readily assimilates the suggestions provided by the students through these committees.

Student representatives of various committees of the institution prove their metal by the skills honed by the institution empowering them to undertake challenging tasks and grooming their leadership skills. In this regard the institution feels pride in pronouncing the Chairman of Physics Society Ms.G. Vaisaly (21APPH019) has participated in the Student Youth Parliament, organized under the auspices of the Ministry of Youth Affairs & Sports at the Central hall of Parliament house, New Delhi.

The smooth functioning of the institution is assured by the strong support of the students and their representation in various academic, administrative and non academic bodies. This view is seriously taken by the institution and representation of students is ensured in all such committees. The student representatives give timely constructive feedback to the management to get their issues resolved. The institution imparts civic knowledge in students and thereby in-built the values of democracy during their studies itself. The students acquaint valuable skills like leadership skills, communication skills, and administrative skills which moulds them to excel in their career and life styles.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document

5.4 Alumni Engagement

5.4.1

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

Response: 69.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
34.129	21.772	3.947	7.587	2.049

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document

5.4.2

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

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

Response:

A strong alumni base of an institution shall ensure effective academics and career benefits to the student community. They play a salient role in the success of the institution by their timely contribution and suggesting feedback for improvement.

The institution established the Old Boys Association in 1953 and registered as Alumni Association under the Tamil Nadu Societies Registration Act, 1975 in 2019.

The Alumni Association contributes financially to the institution through donations, endowments and fund raising efforts. It has donated Rs.69,48,601 towards infrastructure development, endowments and other essential programmes that enhance the educational experience of students which also includes 7810 books worth Rs. 18,77,812.

Alumni Association encourages students by honouring them with awards for securing ranks in the semester examinations. They also honour students who have outstanding achievements in curricular, co-curricular and extra-curricular activities. They organize annually an inter-departmental cultural competition to identify talents within the students. They also conduct state level elocution competitions to enrich the spoken ability of students. They also support the education of the needy students by paying their tuition fees. The institution has also received Rs.1,80,000 as endowment from alumni to honor outstanding students during this assessment period. The contributions of the alumni to the development of the infrastructure is noteworthy. The Alumni Association has contributed for the construction of conference halls in the departments of Physics and Commerce for conducting academic activities. They have also contributed to erect an attractive monument to commemorate the completion of 75 years of their alma mater. To equip the halls with all the essential facilities, alumni donated PA systems.

Beyond financial support, alumni engagement encompasses a wide array of activities that promote collaboration, networking and mentorship. Alumni often serve as chief-guests, guest speakers, mentors, sharing their expertise and insights with the current students through career development workshops and industry-specific events. Alumni actively participate in improving the quality of academic programs, especially for the design and review of syllabi in board of studies. They also involve themselves in the conduct of coaching classes to the students to succeed in various competitive examinations. Alumni give their valuable feedback on all occasions to enhance the career benefits of students and also to improve the outlook of the campus. They also support in the recruitment of students for their respective organizations after giving inhouse training and also they offer internships and projects to the final year students.

The institution has entered MoUs with organizations run by alumni and has been involved in training the students through incubation centres.

During Covid Pandemic, Alumni Association donated Rs. 2,45,370 to Government Medical College, Virudhunagar. The alumni association joins hands with the institution and has conducted umpteen blood donation camps, cancer awareness programmes and medical check up camps for staff, students and public in association with IMA, Thyrocare etc.

Through various avenues of involvement, alumni enrich the academic, social and professional experiences of current students while also benefiting from their academic and professional journeys.

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The organisational framework of the institution aligns with its overarching vision and mission to emerge as a frontrunner in cultivating proficient individuals from socially and economically disadvantaged regions by providing accessible, forward-looking, values-driven, and high-quality education and research programs at an affordable cost.

Vision

To open up new vistas of higher education and research to benefit the stakeholders in general and the downtrodden in particular.

Mission:

Providing future-oriented, value-based and quality-centered education and research programmes at an affordable cost in a gender-conducive academic ambience and moulding competent personalities from socially and economically backward areas.

Governance

Since its inception in the year 1947, the institution embraces an inclusive and participative governance model, supported by generous contributors from the Virudhunagar Hindu Nadars' Senthikumara Nadar Kalluri Paripalana Sabai, Virudhunagar. Institution incorporates a well-conceived organisational structure that aligns with its leadership style, comprising various committees and roles at different decision-making levels. The central leadership team includes members of the College Committee, Managing Board, Principal, Staff Council, Office Superintendent, and Committees like Governing Body, Academic Council, IQAC, Examinations, Finance, Planning and Evaluation, Awards, etc. All the policies and procedures are formulated through discussions among these core teams before being disseminated for implementations and actions at different functional levels. The institution has a clear cut framework of disseminating its functional structure in a decentralized manner.

The institution also has student associations and societies in all departments consisting of chairman, secretary, and joint secretary, to foster academic and extracurricular activities. The above governing approaches are characterised with accountability, transparency, effectiveness, efficiency, responsiveness, and vision to cater the academic needs of the stakeholders.

Leadership structure

The college committee and governing body communicate policies and decisions to the teaching and non-teaching personnel as well as students through meetings and circulars. Considering inputs from students, parents, teaching and non-teaching staff, employers, public, and alumni, decisions are made by the institution.

Decentralization and Participatory Management

The active involvement of stakeholders significantly contributes to the overall development of the institution. Statutory and Non-statutory bodies play a crucial role in formulating policies, procedures, rules, and regulations related to planning, admissions, examinations, curriculum development, finance, discipline, and support services. The management empowers administrative and academic heads for effective implementation of the institution's mission.

To ensure comprehensive representation, all committees comprise teachers and most committees include students. Regular meetings are organised by the Management and the Principal with the non-teaching staff, fostering their active participation in every administrative support services. Through decentralization, independent functioning of all stakeholders ensures transparency and accountability across all activities.

NEP and Sustained Institutional Growth

The institution has actively embraced learner-centric education by introducing B.Voc. programmes and skill based courses in all disciplines aligning with the NEP. The governing policies emphasise the significance of these courses in fostering a holistic and practical learning approach. Digital learning further complements these initiatives by extending students' knowledge beyond traditional classroom teachings.

The institution aims to achieve global excellence in educating the general downtrodden with necessary long term and short term perspective plans devised.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution diligently formulates both short term and long term plans, carefully assessing the current needs and ensuring the goals are achievable. Each year, it starts by setting objectives, discussing them thoroughly, and analyzing them closely to make sure they match the overall vision. Once the plans are ready, they're put into action promptly. At the end of the year, the institution reviews and updates the executed plans, fostering transparency and accountability within the institution while showcasing its commitment to progress and excellence keeping in mind the vision and mission of the institution in upgrading the socially and economically downtrodden individuals of this region.

The institution is managed by the highest administrative body, 'Virudhunagar Hindu Nadarkalukku Pathiyamana Senthikumara Nadar Uyarthara Kalluri Paripalana Sabai,' with 65 members from various Mahamai. This Sabai elects office bearers of the Managing Board comprising the President, Vice-Presidents, the Secretary and Correspondent, and the Treasurer. The Managing Board formulates administrative policies, developmental activities, budget recommendations from the finance committee, upcoming projects and also looks over legal proceedings, etc.. The Managing Board carries out the proposals formulated by the Sabai and has been executing in an excellent manner in upheaving the name and fame of the institution.

The College Committee is established in accordance with the Tamil Nadu Private Colleges (Regulation) Act, 1976. It serves as the formal decision-making body in administrative procedures including staff appointments, disciplinary proceedings etc. The Governing Body is constituted as per UGC guidelines for framing and implementing institutional policies with respect to autonomy.

The institution has constituted various academic and administrative committees such as Academic Council, Staff Council, Board of Studies, Examination Committee, Finance Committee, and etc., to support and monitor the sustained institutional progress in every academic perspective. By virtue of these committees the institution has been performing all its academic and related functions in a magnificent manner.

The staff council is composed of department heads and the office superintendent which plans, formulates, and decides on various institutional activities. The decisions made in this council are implemented through respective staff members of the department thereby enhancing the smooth functioning of academics and knowledge dissemination.

Being an autonomous institution, it has established the CoE office to conduct examinations and other related tasks. The institution has been successfully performing its duty by automating all its formative and summative examinations with utmost transparency, confidentiality, and declaring the results within a very short duration. The conduct of examinations is done with innovative digital state-of-the-art features.

The appointment of teachers is done as per the UGC guidelines following the Tamilnadu government's reservation policy. The TNPCR Act,(1976) and service rules established by the institution are collectively referred to as code of conduct for the teachers which undergo periodic updates. Students are admitted in adherence to the State Government's regulations and reservation policy.

The institution's perspective plans are effectively deployed and ensure highly regulated monitoring procedures in all its academic, administrative and financial aspects with transparency and error-free operations which are enabled predominantly by digital support.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

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

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution prioritizes employee excellence through performance appraisal and upskilling initiatives. It implements welfare measures for staff well-being and organizes career development programmes fostering a motivated workforce.

Performance Appraisal System

The performance appraisal system involves evaluating employees' performances, through a fair and transparent assessment process.

- For government-aided faculties, the institution adheres to the career advancement scheme formulated by the Government of Tamil Nadu and as per UGC norms.
- The institution employs a comprehensive self appraisal procedure to determine promotions and salary increments for faculty members under the self-funded stream.
- Non-teaching staff members undergo performance evaluation through departmental examinations for their promotions.

Effective Welfare Measures

The institution organises various welfare programmes to both teaching and non-teaching staff:

General

- For government-aided faculties, the institution follows all the beneficial schemes formulated by the Government of Tamil Nadu.
- Contributory Employee Provident Fund/ESI is provided for teaching and non-teaching staff under the self-funded (SF) stream.
- Maternity leave is granted to SF staff as per the institution's staff welfare policy.

Healthcare

The institution conducts healthcare programmes periodically for the well-being of teaching and non-teaching staff in collaboration with voluntary service organisations:

- Routine health check-up
- Anaemia check-up
- Breast Cancer check-up
- Health Care and Hygiene
- Yoga and Meditation

Financial support and honouring

- 'Best Teaching staff Award' is awarded with a gold medal and 'Best Non-Teaching Staff Award' is provided every year to motivate staff members to enhance their performance.
- Honouring the faculties for their contribution in publishing papers, attending conferences and seminars.
- Faculties are encouraged to complete the NPTEL courses by providing cash incentives.
- Faculties are provided with financial assistance for handling zero hour classes for upliftment of students.
- Partial travel grants are given to faculties who attend conferences abroad.
- Faculties in administrative cadres are given honourarium for their additional services.
- Encouraging the administrative staff who are working extra hours are given incentives, food and refreshments.

- SF staff are given Diwali bonus.
- The institution organises stress-relieving family tours for staff, providing financial advances.
- Diwali is joyously celebrated annually on campus, strengthening bonds between management and staff families.

Avenues for Career Progression

- The institution frequently organizes Faculty Development Programmes for its faculties' career progression.
- Faculty members are encouraged to take up FDPs and Refresher Courses externally.
- Training programs are organized for lab assistants and non teaching staff to hone their technical skills.
- Training on soft skills and computer skills are given to administrative staff.

Facilities and Amenities

The institution facilitates the following amenities to encourage staff members to utilise the campus resources to the fullest extent and also helps them to stay healthy and fit.

- Eco friendly campus
- Fully furnished staff rooms
- Staff quarters at concession rate
- 24/7 free Wi-Fi connection
- Sick room
- Gym
- Indoor stadium
- International standard swimming pool
- E-lobby
- Banking facilities
- Meditation pyramid

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.3.2

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

Response: 63.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
345	223	0	55	10

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 51.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	99	148	135	59

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The institution raises funds through appropriate channels in accordance with regulatory standards. The management plays a pivotal role in meticulously planning, budgeting, and managing the generated funds by ensuring its effective utilisation for the development of additional infrastructures, procurement of equipment, upgrading laboratories, enhancing ICT enabled teaching and learning, enriching research facilities, etc. in an optimal manner. The institution strategically mobilises funds through various funding agencies, alumni, philanthropists, mahamai, rent, consultancies, coaching charges, etc.

Major Sources:

- Government Funds: UGC, DBT, DST, TNSCST, CSIR, TANSCH, ICHR, IEDC, ICSSR, RGNIYD, DRDO, NCW, NAAC, etc.
- Fund for NSS and NCC

Other sources of funds

- Rent from institution's assets
- Donations from Mahamai
- Donations from private trusts and charities
- Endowments from faculties and donors.
- Bursaries offered by the alumni association.
- Revenue streams include proceeds from the college swimming pool, gym, and indoor stadium.

- Institution is an approved centre for conducting Governmental service commission examinations, Non-Governmental recruitment examinations, and conducting computer-based examinations on-site by which revenues are generated.
- Revenue generated from coaching for bank exams, NET, NEET, JEE, etc.
- Ground usage rentals.

Optimum utilisation of funds

The institution allocates funds for

- Infrastructure development, maintenance of buildings, laboratory and library upkeep, electrical facility maintenance.
- The management fosters a culture of research among students by offering financial support for schemes like HOPE and PASS.
- Seed money grants for young faculty members for research initiatives.
- ICT infrastructure.
- Acquiring and upkeep of equipment.
- Hosting seminars and workshops.
- Administering examinations.
- Housekeeping and security expenses.
- Student support services.
- Endowments and scholarships for outstanding students.
- Freeship and fee concession for outstanding sports personalities.
- FDP for teaching and non-teaching staff.
- Accolades for Aces - annual staff felicitation programme.
- Outreach programmes.
- Honouring the staff with cash incentives for handling value added, diploma, and certificate courses in zero hours.
- Miscellaneous expenses.

Measures to ensure optimum utilisation of funds:

The management oversees the effective and optimal utilisation of funds.

- Budget allocation ensures optimal remuneration for faculty and staff.
- Funds for infrastructure creation and maintenance.
- Funds for staff welfare.
- Funds for academic activities like examinations, seminars, workshops, and guest lectures.
- Extension activities are conducted effectively with the provided funds.
- Adequate funding is allocated for sports, games, and cultural events.
- Funds for purchase of library books and journals.

The management convenes extensive brainstorming sessions to formulate proposals for allocating funds towards institutional welfare initiatives. Following careful deliberation, the allocated funds are optimally utilised. Moreover the institution takes care in ensuring transparency and accountability in all financial transactions. All public fund related transactions are processed solely through the PFMS portal. Annual internal and external audits are conducted to maintain the highest standards of financial integrity.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

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

Response: 58.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
24.95	14.3	3.4	13.935	1.95

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

The institution prioritizes transparency and integrity in its financial management practices. To uphold financial compliances, the institution adheres to continuous internal audit and regular conduct of external audits. An accredited auditor oversees the internal audits of accounts and transactions of the institution. Additionally, to verify and certify the adherence of all the institutional financial transactions to government regulations that are supported by legitimate documentation, a statutory external audit is

performed annually.

External audits of government funds are performed by Regional Joint Directorate of Collegiate Education and Comptroller and Auditor General of India.

Internal Audit

The institution has formulated policies for resource mobilization and has implemented financial management openness. All accounting records are audited on a day to day basis and necessary corrective measures are suggested by the internal auditor which the institution carries out then and there.

External Audit

The external auditor conducts thorough verification of expenditures, compliance with formalities, and adherence to standards, in addition to reviewing the accounts. All statutory documents, including those for income tax, tax withheld at source, provident fund, and employee state insurance corporation deductions, are audited to ensure that they are all completed, reported, and filed on time. Ensuring comprehensive scrutiny across all financial aspects of the institution, separate audits of the hostel accounts, examination accounts, and self-finance stream accounts, etc. are carried out. The external auditor prepares a comprehensive report on all these accounts and submits them to the institution. This report is presented in the College board meeting and gets approved.

Audit by Regional Joint Directorate of Collegiate Education

The Joint Directorate of Collegiate Education, Madurai Division, Madurai, performs the external audit of the funds received from both State and Central governments. The audit committee conducts an annual audit and submits a comprehensive report. In the event of any discrepancies or audit objections being identified during the audit process, necessary justifications and clarifications are provided by the institution. Upon review, the Joint Director of Collegiate Education certifies that all objections have been satisfactorily resolved. This collaborative effort ensures a meticulous review of the institution's financial operations, enhancing transparency and accountability.

Audit by Accountant General's Office

In addition to the regular audits conducted by the Internal, External, and Regional Joint Directorate of Collegiate Education, the institution undergoes an audit by the Accountant General's Office on necessitating issues. This thorough examination ensures comprehensive checking of financial processes and compliances with governmental norms and regulations. Major audit objections have not been voiced thus far.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The IQAC has been instrumental in driving constructive initiatives pushing for ICT enabled campus, e-resources creation, infrastructure development, automation in the conduct of examinations, eco-friendly campus, green initiatives, research funding to students and budding researchers, and mandatory student projects.

Two practices institutionalized as a result of IQAC initiatives:

1. Digitalization and Automation in Examination: The IQAC has spearheaded transformative initiatives, revolutionising examination processes through digitalization and automation. Based on its suggestion the institution has devised softwares for CIA, seating arrangements, ERL tests, MCQ examinations, and Summative examinations to monitor the conduct of examinations and it has also created a 'Student's Corner' in the official website hosting details of examination schedule, student seating arrangement, internal marks, attendance, profile of the students, etc.

As a unique feature the summative examinations answer booklet is attached with the OMR sheet comprising the student details encrypted through barcode which allows for anonymous assessment by concealing student identities from evaluators. The evaluators shade the total marks obtained by the students in the OMR bubbles, completely eliminating the risk of human error. This meticulous process not only ensures fairness but also expedites the generation of marksheets through digital integration and also paves way for swift publication of results.

In terms of security measures, the CoE office is equipped with state-of-the-art features, including face and fingerprint recognition technology to prevent unauthorised access, ensuring confidentiality and integrity.

Thus, the IQAC-led initiatives in digitalization and automation of examination processes have not only streamlined administrative tasks but also enhanced the overall experience for students and stakeholders

alike, setting a new benchmark for excellence in educational governance.

2. Infrastructure Development and Eco-Friendly Campus

The IQAC has been instrumental in enhancing the infrastructure based on the growing needs of the institution and also it has been playing a very vital role in making this environment more eco-friendly. It has suggested to the managing board for the construction of classrooms, meeting halls, rest rooms, remodelling of auditorium, extension of girls common room, new mathematics model lab, herbal repositories, aesthetically remodelled zoology museum, AV hall, e-studio, institution's reminiscent photo gallery, HT power line, and metal roads. Based on these suggestions the institution has realised the importance of these additional amenities and has made all necessary arrangements to construct them, which has enabled the environment to be more academic friendly. In this regard, the institution has constructed eight classrooms, three meeting halls, and all of the above mentioned.

Academics become more conducive with eco-friendly campuses. Keeping this in mind the IQAC has given initiation to the institution for making the environment more eco-friendly. It includes installation of a bio-gas plant in the hostel, wind mill, sensor based solar street lights, replacing the conventional lamps with LED bulbs, energy saving BLDC ceiling fans and air conditioners. More importantly it has suggested to keep the environment more green by planting a diverse variety of saplings. The institution has fulfilled all these recommendations suggested by the IQAC and has made the environment more eco-friendly.

File Description	Document
Upload any additional information	View Document
Provide the link for 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

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

Response:

The IQAC has established a meticulous framework for periodic reviews of various academic facets throughout the academic year. This comprehensive evaluation encompasses the curriculum, teaching-learning methodologies, infrastructure provisions, and other essential activities within the institution.

To ensure a comprehensive assessment, feedback is systematically gathered from a diverse array of stakeholders, including students, faculty members, academic peers, external experts, alumni, employers, and parents. This feedback undergoes thorough analysis, delving into multiple dimensions, and the resultant insights and recommendations are communicated to the relevant authorities for prompt action.

The institution also conducts regular Academic and Administrative Audits (AAA Audit) for identifying areas of enhancement and refinement, thereby facilitating ongoing progress and advancement.

Example 1. Institutional feedback and reviews

Feedback from stakeholders plays an important role in reviewing the institutional status and progression. IQAC has effectively formulated a wholesome approach in collecting feedback from students, faculties, alumni, employer, and evaluators in facilitating the design of curriculum and co-curricular aspects of the institution.

The institution has been successfully executing its autonomy by virtue of the feedback received from these stakeholders. The institution enjoys the privilege of introducing 349 new courses and thereby keeping the students updated on recent developments in the field of education. In addition, the evaluators' responses are taken into consideration and necessary changes are undertaken with regard to syllabus content and question paper pattern after thorough review.

Example 2. Empowering students through ICT for Enhanced Learning Experiences:

IQAC innovates education by integrating ICT with teaching learning processes to reshape pedagogical methodologies.

MOOC Platform: At the forefront of IQAC's initiatives lies the implementation of MOOC platforms, heralding a new era in virtual learning environments. Consequently it empowers the students with unparalleled flexibility, fostering personalised learning experiences.

Institutional YouTube Channel: The YouTube channel VHNSNC OFFICIAL, serves as a multimedia-rich repository of instructional materials and educational resources. This platform transcends geographical constraints, enabling students to access high-quality content with ease. 'VHNSNC OFFICIAL' promotes peer-to-peer knowledge sharing and collaboration, nurturing a vibrant learning community. 'SENTHI E-STUDIO', a creative hub with all technological infrastructure and tools which enable the production of high quality video lectures, tutorials, and demonstrations. An overwhelming response has been received by this YouTube channel, uploaded with 2K videos, amounting to 8.5 K subscribers and more than 10 lakh views.

ICT Enabled classrooms

In response to stakeholders' feedback and the evolving educational landscape, IQAC has embarked on a phased implementation of ICT enabled teaching learning environment. The institution has installed more LCD projectors in the campus, from 29 to 62 numbers, during this assessment period. Also, IQAC has recommended and made available campus wide Wi-Fi and network based internet connection with 100 Mbps bandwidth for providing holistic learning experiences.

Growth of the institution can be fully attributed to the IQAC. Its contributions and suggestions with regard to teaching and learning through periodical review and innovative reforms are highly commendable. IQAC has taken the institution to very big heights by incorporating technology and modern teaching and learning methods.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution is co-educational and has evolved with the mission of “providing future-oriented, value-based and quality-centered education and research programmes at an affordable cost in a gender-conducive academic ambience”.

To maintain gender equity, the institution organizes various departmental events like training, awareness programmes, conferences, seminars, guest lectures, medical camps, and counselling. As of 2022 – 2023, out of total student strength, 42% are girls. Out of total faculty strength, 34% are women and out of total non-teaching, 33% are women.

Academic Council, Board of Study, IQAC, Heads Council, and administrative committees are represented by both genders. Leadership in student councils, clubs, and associations are represented by both the genders. Courses related to gender and women studies are integrated in the curriculum ensures pivotal initiatives of gender sensitization.

(1) Safety and Security

- 65 surveillance cameras strategically placed to monitor the entire institution.
- 11 securities, out of which 2 women security personnel are on duty at both the gates of the institution. Women security is also deputed at girls’ hostel for better safety.
- Self defence programmes and training of “Kavalan” – SOS mobile app for girl students proves beneficial for them.
- Complaint boxes are available in both the college and hostel premises.

(2) Gender Equity and Empowerment

Our institution ensures equity and empowerment of women through various cells like Personality Development Cell, Old Girls’ Association, Women Empowerment Cell, Women Wing, Snow Girls, NSS, NCC, Anti-Ragging Committee, Grievance Redressal Committee, and Committee for SC/ST, OBC and Minorities.

(3) Counselling

Class in-charges and mentors ensure the physical and emotional wellbeing of the girl students, which help them to cope with stress, frustration, despair, and anxiety. Anemia detection camps and cancer

awareness camps are arranged for girl students and women staff with the follow on counselling meeting.

(4) Common Room Facility

- Our institution has provided exclusive common rooms for girl students, women faculty members, and non-teaching female staff with furniture, drinking water facility, wash room, first aid kit, etc.
- For any medical emergency, a sick room with nursing facility is available for both genders during the college working hours.

(5) Other Relevant Information

- Facilities like napkin vending machines and napkin incinerators are available at girls' hostels and common rooms.
- The campus is a tobacco free and drug free environment.
- The institution harshly punishes crimes against women such as ragging, eve teasing, and cyber bullying.
- Regular contact with parents is established through whatsapp messages (for hostel students), Parent -Teachers meetings, and during needy and emergency situations to resolve any gender based issues.
- Transportation facility is available for girl students from Virudhunagar to nearby areas both in morning and evening.

File Description	Document
Upload any additional information	View Document
Provide the link for additional 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**
- 6. Wind mill or any other clean green energy**

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

(1) SOLID WASTE MANAGEMENT

The institution has a comprehensive waste segregation system that encourages staff and students to separate garbage at the source. To ensure this practice, separate dustbins for general garbage, organic waste, and recyclables across campus are placed. Food wastes collected from hostels are effectively used in the biogas plant, and the generated biogas is used for cooking purposes. The institution has installed massive size biomass collection bins at several strategic points to collect the leaf litter in the campus. House cleaning staff contribute to routine waste collection and disposal. The institution organizes awareness initiatives on trash reduction, recycling, proper disposal, and green campus activities.

(2) LIQUID WASTE MANAGEMENT

The effluent from RO drinking water plant is effectively used in toilets. The wastewater generated from hand washing and lunch box cleaning is channelized for irrigation purposes. The institution has implemented water conservation measures, including rainwater collection systems and promoting water-conserving and ground water level replenishment.

(3) BIOMEDICAL WASTE MANAGEMENT

Incinerator facility is made available by the institution in the girls' hostel and common room for effective disposal of napkins. Bio-wastes of the zoology and microbiology laboratories are also disposed of by these incinerators. In laboratories, sterilization processes are undertaken to eradicate microbial samples in equipment.

(4) E-WASTE MANAGEMENT

The institution meticulously ensures the optimal utilization of the electronic and electrical devices with the help of appropriate maintenance and service procedures to minimize the occurrence of e-wastes with the strong technical support of the lab technicians. The institute also effectively handles the disposal of e-waste in the campus. It has proceduralized a mechanism to dump the condemned electrical and electronic items in a place specifically designated for it. Periodically the dumped e-wastes are disposed of under exchange policy or sold to concerns that deal with e-wastes. The institution organizes Hardware exhibition using the condemned e-wastes to educate the students on the evolution of electrical and electronic gadgets. Students are encouraged to create novel components using e-wastes to educate them on the re-use of it.

(5) WASTE RECYCLING SYSTEM

The institution employs a recycling process by utilizing the food wastes collected from hostels are used in the biogas plant for generating biogas. The effluent water from the RO plant is recycled in the usage of toilet water. The institution conducts a water audit to assess its water wastage and determine feasible methods for recycling effluent.

(6) HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT

Radioactive materials are prohibited in the entire campus. The institution has a strict set of guidelines and policies to securely store, handle, and dispose of perilous substances in laboratories. The institute also provides instructions regarding the utilization of Personal Protective Equipment (PPE) that corresponds to the characteristics of the compounds and substances being handled, including masks, gloves, spectacles, and lab coats. Hazardous gases are extinguished through fume hoods and acids / bases are diluted and collected in separate streams to ensure proper dissolution in chemical laboratories.

File Description	Document
Any other relevant information	View Document
Geo-tagged photographs of the facilities	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**

Response: A. Any 4 or more of the above

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

7.1.5

Green campus initiatives include

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

Response:

The institution has formulated green campus policies and the same has been published in the institution's website. To keep the environment eco-friendly and pollution free, the institution has taken immense efforts by emphasizing various procedures and protocols to be followed within the campus.

1. Restricted Entry of Automobiles

Our institution set a rule to restrict automobile entry to reduce air pollution in the campus. Automobile movement is restricted in the campus by providing a parking facility in proximity to the entrance gate and thereby ensuring a pollution free atmosphere. Intra college transfer of stationery, chairs, tables, and food are done only through tricycles.

2. Use of Bicycles/ Battery-Powered Vehicles

Students and faculties are motivated to use bicycles. Every year Bicycle Day is celebrated to create awareness among staff and students. Use of bicycles is encouraged to keep them fit. Our institution encourages the use of E-bikes through awareness programmes. Vehicle emission tests were also conducted in our campus to quantify the vehicle emission based on the reports given.

3. Pedestrian-Friendly Pathways

Pedestrian friendly pathways are provided wherever necessary to facilitate easy and safe movement.

4. Ban on Use of Plastics

Plastic waste has emerged as one of the biggest environmental concerns, which adversely affects soil,

water, and health. The institution is declared as a plastic free zone and it has been decided to promote the use of glass, steel, and multi-use utensils instead of single-use plastic items inside the campus.

5. Landscaping

The campus is surrounded by a number of big trees. To maintain greenery in the campus, “Green Club” is effectively functioning. It spreads awareness regarding the plantation and preservation of trees. Every year, tree plantation programmes are carried out by the NSS, NCC, and all departments. A Miyawaki forest was created in the campus, which is being maintained successfully. The NSS and NCC units have jointly organised many awareness programmes on "Green India and Clean India" and campaigns by planting saplings.

6. Green Campus Initiative:

Green initiative is playing a vital role in keeping the campus not only green but also clean. Commendable contribution is also rendered by students towards green initiative. Through this initiative, students involve themselves in planting trees and making the campus eco-friendly. As part of this, NSS and NCC jointly organised a mega event for the planting of 3000 palm seeds in our campus. All department staff and all students actively participated.

On the mark of celebrating “Platinum Jubilee Year” saplings with 56 different varieties were planted to establish biodiversity in our campus for 365 days with the slogan of “One Day One Sapling” from July 2021 to July 2022. We are very proud that the campus is presently vegetated with more than 2000 well grown trees. Our NCC unit has planted 2000 palm seeds in the shore line of a water reservoir located in Metukundu village as a mega outreach program. JC International has awarded the institution with the "Best Green Campus Award 2022–2023". Numerous green campus initiatives of our institution lead to minimum trash, and a clean/green environment.

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

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

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

7.1.7

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

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

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

Response:

The aim of Divyangjan friendly facility is to provide a comfortable and fulfilling stay for students in the campus. Keeping this aim in mind the institution supports independent functioning of differently-abled individuals so that they can participate without any assistance in everyday activities within the campus. Technology and human resources are made available to them making their experience a holistic and

inclusive one. These facilities help Divyangjan to be more aware of their rights, dignity, and welfare.

Measures taken by the institution for barrier-free environment:

- Holistic education to create inclusive culture to avoid discrimination, exploitation, and exclusion of differently-abled students and staff from all spheres of work and education.
- Ramps are built in addition to staircases, which are carefully designed as per the specifications to be used by the differently-abled people.
- Wheelchairs are provided to facilitate Divyangjan students' mobility inside the campus.
- Sign boards ensure Divyangjan students to move around with ease.
- The Divyangjan-friendly restrooms carry non-slip floors, fixtures / fittings, and grab bars provide comfortable and convenient usage.
- Human assistance is made available for the differently-abled in the campus.
- Braille books are made available in the library.
- The institution has installed an Open Source Braille Software "JAWS-Job Access With Speech" in the library to enable the visually impaired people to access software and websites.
- Library provides audio study material for the visually impaired students.
- The institution makes suitable arrangements for Divyangjan students to write the examinations by providing scribe facilities. The examination venue is arranged according to the convenience of the differently-abled students.

Senthi helping wings club of the institution is a guidance cell for differently-abled students, particularly, the visually impaired. The club counsels and ensures the physical and emotional well being of the needy students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional 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 such other diversities (within 500 words).

Response:

Response:

The institution is keen on keeping its campus harmonious and takes all possible initiatives to inculcate the habit of celebrating events of importance and focus on making the environment free from caste, creed, and religious discriminations. As a social need to achieve the goals of high tolerance, linguistic acceptance, and cultural exchanges, the institution creates a conducive platform for a holistic socio-economic growth. To attain these, the institution has designed its curriculum in such a manner to

incorporate value addition, ethics, morals, and secularism in it.

Tolerance and Harmony towards cultural and regional diversities:

- The institution admits students purely on the basis of the reservation policy of the Government of Tamil Nadu.
- The institution has its own College Anthem which promotes the sense of togetherness. It mandates the playing of the anthem at all gatherings.
- The institution enthusiastically celebrates all events of national importance, religious, and cultural aspects such as Deepavali, New year, Thai Pongal, Saraswathi Pooja, Vinayagar Charturthi, Christmas, etc to promote harmony among the students.
- The institution offers courses like Value Education, Human rights, Gandhian thoughts, environmental studies and soft skills to inculcate tolerance, understanding diverse cultures and the importance of social harmony.

Linguistic Harmony:

- The institution creates an environment in which students are free to learn languages that they wish. Several certificate courses on Spoken Hindi and communicative English are conducted to make our students understand and familiarize with different linguistics.

Socio-Economic Harmony:

- The institution persistently engages itself with full commitment to outreach the socially deprived groups by offering the fullest possible support by involving the students of the institution. In this regard, faculties and students of the institution visit Orphanages, Old age Homes, Deaf and Dumb school, Special School etc., and offer moral, emotional and financial support to them by bringing smiles and faith in life.
- The institution supports people living with HIV (PLHIVs) morally and psychologically at Kallikudi, a nearby village. Every month, faculties and students extend their moral support by offering immune boosting healthy food supplements to PLHIVs.
- During the assessment period, 18 blood donation camps were organized and 1534 units of blood donated to blood banks. During emergencies, 318 students donated their blood to save the precious life of needy people.
- The institution takes immense efforts to get students scholarships (both Central and State Government) to the tune of Rs.9,30,099 which makes the students academic financial endeavor feasible.
- NCC and NSS students cleaned and maintained the water bodies under Puneet Sagar Abhiyan scheme. They also actively participate in various social activities such as palm seed plantation, seed ball preparation and sowing, awareness rallies, volunteering in local festivals, and promoting women SHGs.

Other Tolerance and Harmony:

The institution arranges field trips and industrial visits to various parts of the country which enable the students to understand the lifestyles of the people based on the diverse culture, language and socio economic backgrounds of the nation. These trips help students to understand the concept of secularism and enable them to appreciate diversity in all aspects.

File Description	Document
Any other relevant information	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9

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

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

Response:

The institution takes extensive efforts in empowering its staff and students to exercise themselves as responsible citizens. In this regard, the institution has organized several sensitization programmes in the campus to mould the students and staff to understand the values, rights, responsibilities of them in discharging their duties to the nation. The institution observes and celebrates days of importance to instill patriotism in the minds of everyone thereby fulfilling its role as incubator of democratic citizenship and champions of social justice.

The institution utilizes its strong NSS, NCC, RRC, and YRC units to sensitize the students to do noteworthy socially responsible activities.

- Students and faculty members go on bike and cycle rallies to create awareness among the public on specific themes of national and regional importance such as ‘water conservation’, ‘cancer awareness’, ‘environmental protection’, etc.
- The institution has organized several guest lectures, seminars, workshops, and conferences on sensitizing the students about the social evils that are prevalent in the community such as gender discrimination, drug abuse, cyber crimes, etc. In addition it has also conducted programmes on women empowerment, entrepreneurship development, and eco-friendly environment.
- The institution organizes blood donation camps in the campus frequently to educate the students and staff about the importance of this noble life saving act. In this regard, joining with the local societal communities, 18 blood donation camps were organised and **1534 units of blood donated** to blood banks during the assessment period. During emergencies, 318 students donated their blood to save the precious life of needy people.
- The faculties and students of the institution make frequent visits to the nearby homes/camps/villages to provide various voluntary services such as environment cleanliness, skill development, knowledge sharing, basic amenities and personal hygiene. These activities stimulate our student’s vision towards inclusiveness and social responsibilities.
- The institution motivates its faculty members and students to plant saplings in and around the campus. Several activities are organized in and around the campus as part of green initiative and

creating an eco-friendly environment such as “one student one tree”, “Go Green”, “Palm Seeds Plantation”, and “Miyawaki forest creation”. By seeing this success the students got motivated and have known the values and the importance of making the country greener towards mitigating the climate change and global warming impact.

- As part of the 75th anniversary celebration of the institution “Heritage Carnival” (“Paarambariya Thiruvizha”) was organized to highlight the importance of traditional food, domestic breeds and pulses / grains. The carnival created a huge impact among the public, students, and staff to move towards the traditional legacies.
- The institution is keen in creating awareness in its students to know about the right to vote and to exercise their franchise as an important constitutional obligation to achieve 100% polling. For achieving this, the institution organizes awareness programmes and campaigns.

The institution builds inclusive, value based, responsible, duty conscious, service minded individuals for the next generations.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
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 institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

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

Best practices are regarded as reliable benchmarks of excellence. The institution adopts various innovative practices, in which the following are the **two best practices**.

Best Practice- I

1. Title: EXAMINATION AND EVALUATION REFORMS

2. Objectives: The conduct of examination and process of evaluation should be designed in such a manner to be foolproof, confidential, transparent, unambiguous, matching global standards. The institution radically changes its procedure and modalities in the examination and evaluation processes. The institution is keen to publish the results in a short period of time to benefit the students.

3. The Context: The traditional examination method and evaluation processes have several drawbacks that need to be overcome. Students have to equip themselves in various aspects to face competitive

examinations of different nature. End-semester examinations (ESE) and periodical internal examinations have to be replaced by assessing the students in a continuous manner. Delayed result publication is a concern. Security features in grade sheets are very much vital.

4. The Practice: Over the years several reforms have been undertaken by the institution to make the examination system more vibrant and to high standards. To quote a few:

- Exclusive software is available to prepare examination seating allotment to avoid malpractices.
- The evaluation procedure is made quick and error-free by the usage of **pre-printed OMR** sheets encrypted with student's details annexed to the answer booklet with additional confidentiality embedded.
- Results are published within two weeks after the last date of examination.
- OMR based answer sheets for select examinations.
- Online mark entry for continuous internal assessment(CIA).
- Result analysis reports are generated for CIA and ESE.
- e-Resource based Learning and Evaluation(e-RL) and summative online MCQ examinations are introduced for UG Programmes, allowing students to get ready for competitive examinations.
- Formative examinations comprises: Tests, e-RL, and Assignments for a total of 25 marks. Summative examination comprises: Descriptive and MCQ examination for a total of 75 marks.
- Remarkable changes are made in the CIA and ESE question paper pattern.
- Extra credits are given for completing MOOCs.
- Mug-shot on rainbow-coloured mark statement with 13 security features is used to prevent malpractice.
- The EMS uses end-to-end software and hardware support.

5. Evidence of Success: The reformed examination procedures and processes has resulted in the smooth conduct of examinations, early announcement of results, reduced processing time/human errors, and paperless procedures. The examination reforms have increased the career benefits of students to get through competitive examinations and also the number of placements has increased. Continuous assessment process enables the students to be more versatile. Also the seating arrangements given to them in advance in their hall tickets make them stress free.

6. Problem Encountered and Resources Required: Faculty and staff members are to be given orientation to make them aware of new approaches. Procurement of equipment and OMR sheets has augmented additional cost. The conduct of ERL and MCQ examinations requires more computers.

Best Practice- II

1. Title: “SAPLING PLANTATION”

2. Objectives: As the institution is situated in a rain shadow geographical location, there is a requisite to establish a green campus with more vegetation. Consequently, the institution can achieve the reduction of carbon footprint and nature conservation. This practice is also aimed to instil in the minds of the students about sapling plantations.

3. The Context: Global warming and climate change are the most complex phenomena, which can be simply addressed by greenlining our mother planet. The key challenge is to educate our society towards the emerging environmental issues and their efficient mitigation strategies. Making our students to plant saplings and maintenance against various environmental factors make them socially responsible citizens. In addition, a green aesthetic environment creates a pleasant atmosphere in the campus.

4. The Practice: The institution has rigorously planted a huge amount of saplings during this assessment period, which results a green campus revolution. A team of faculty members and student volunteers are regularly engaged in planting and maintaining the plant saplings in a better manner. The institution has organized the following mega events:

(i) One Day One Tree - Sapling Plantation for 365 days: As part of effective transformation from Environmental Education to Environmental Action, the institution has successfully planted saplings from July 15th 2022 to 14th July 2023 including holidays under this scheme. Students, faculties, staff, and other stakeholders are encouraged to participate in this mega sapling plantation event on their importance days.

(ii) Creation of Miyawaki Forest: Miyawaki is one of the well known and most efficient ways of tree plantation towards the creation of micro level forest on the undervalued marginal lands. The institution has created a Miyawaki forest in the campus by planting nearly 1000 saplings of 42 different plant species, which are being well maintained by the students.

(iii) Planting 3000 Palm Seeds: Palmyra is the official tree of state, has been extensively used for making edible and handicraft products. The institution has organized a mega event to plant 3000 palm seeds in our campus with the active participation of students, faculty members and non-teaching staff. Palm seeds are gathered from nearby villages and through NGOs.

5. Evidence of Success: The tree planting bloom has been successful, which has transformed the entire campus gloomy and greenish, also enabling the identification of new bird species in the campus. These events effectively utilize the unused land of the institution. Through the “*One Day One Tree*” event alone 976 saplings were planted in the campus in a span of one year. The institution has successfully created the Miyawaki forest with more trees. The institution is also witnessing more palm seedlings shooting up in its vicinity.

6. Problem Encountered and Resources Required: Some saplings were unable to grow notwithstanding the nature of soil, hot climate, and watering the plants during long vacations creates haphazard. But the institution overcomes this disadvantage by appointing care takers and student volunteers. Since the campus is vast, watering the plants is a hectic task, which is tackled by installing water pipes at strategic points.

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:

This illustrious institution started its mission in the year **1947** and has scaled up to a very big height as a renowned institution in the nation. The vision of the institution is “to open up new vistas of higher education and research to benefit the stakeholders in general and the downtrodden in particular”. The vision has been achieved by facilitating the stakeholders to realize the benefits of higher education and research with global standards. The institution right from its inception has a clear vision in incorporating research in all disciplines. Rightly the institution was proud to receive research centre status for the chemistry department in 1969. Thereafter the institution is witnessing a steady progress in making all its departments as research centres. In this regard, the institution has grown to a very big height with 11 research centres in it. This is a very big remarkable achievement in the field of academics promoting research culture. This particular achievement has attracted many to get enrolled in this institution. Students joining under graduation in this institution have a privilege of moving towards doctoral degree which is a noteworthy aspect in a higher education institution. Therefore **the institution feels research as its distinctive feature** which enhances its performance and outlook with priority and thrust.

Our institution's record on active and cutting-edge research is highly impeccable, which is the direct outcome of effective interdisciplinary and intra-departmental research participation. The ultimate aim of the institution is not only to promote the research culture among the faculty members and students but also to create the research infrastructure with advanced state of art equipment. Currently the department of Chemistry, Botany, Zoology, Physics, Mathematics, English, Computer Science, Microbiology, Commerce, Business Administration and History are the recognized research centers in the institution. The institution strives to bring out quality research publications and more doctoral degree awardees and to inculcate research interest in the minds of students.

The institution is keen to strengthen its faculty members with doctoral degree. In this regard, 137 faculty members are possessing Ph.D. Among which 64 faculty members are recognized research guides and currently 246 scholars are registered under their supervision. As a noteworthy phenomenon, one non-teaching staff has received his Ph.D in this institution. Between 2018 and 2024, 29 faculty members of the institution and 107 scholars have received their Ph.D. in various departments of the institution. According to Scopus database, the institution has 394 publications, 33 h-index, and 4321 number of citations during the reporting period. In addition, the institution also has 4 granted patents and 5 more are filed (solely or collaboratively). The institution has received 32 research grants during assessment period of 2018-2023 from various funding agencies, such as SERB, UGC-Hyderabad, MHRD, DST, TNSCST, SAEP, ICSSR, RBI, etc., which is totalling to approximately Rs. 62,47,248. The institution has received a grant of Rs. 92,00,000 from DST – FIST. The institution also received major financial support of Rs. 1,04,00,000 from DBT for strengthening of life science and biotechnology education and training at

undergraduate level under Star College Scheme. The institution is receiving student project grants from TNSCST regularly.

The institution has received a voluminous amount of grants from various funding agencies over the years and has created several research laboratories with all necessary high end sophisticated instruments to provide a conducive atmosphere for effective research. Research scholars and faculties from other institutions utilize these established facilities for their research. The institution also offers consultancy facilities to various business establishments to test their products.

Institution takes several initiatives to strengthen the research potential, in which seed money is one of the productive practices. Young researchers are given seed money grants to promote research and innovation. So far, the institution has provided seed money to 27 young faculties, which is estimated to Rs. 13,20,411. Faculty members are highly motivated towards research and related activities along with their regular teaching. They have been recognized with incentives for their research publication in peer-reviewed journals, presentation in national / international conferences and also for the Ph.D. produced. Students are also given funds to do their project work under the management scheme PASS. Project work is mandatory to all UG and PG students to motivate them to pursue active research.

The institution has organized several national and international research conferences on various disciplines to foster the research culture; noteworthily the institution has also organized two international conferences in Malaysia and Thailand successfully. The institution supports by providing partial travel grants to faculties attending conferences abroad. MIKE international conference on computer science organized by the institution published the articles in SCOPUS indexed Springer lecture note series, which has achieved more than 1,50,000 number of article downloads. Two of the faculty members of the institution have received the prestigious Emeritus Fellowship from UGC and AICTE. Many of the faculty members have pursued their post doctoral fellowship in various countries and have brought laurels to the institution.

The faculty members are able to create an extensive collaborative network with various countries such as Chile, Canada, USA, Australia, Sweden, South Korea, which have led to excellent research publications. In addition to that, the faculty members of the institution have also worked in Canada, USA and South Korea as visiting scientists to carry out the collaborative research work on emerging fields of biosensor, photo catalysis, bio-composites, biocarbon materials, and digital imaging.

The institution's deterministic strategic approach in research has given very good result by positioning itself in the top 10 institutions in the research component of the national institutional ranking framework (NIRF). This parameter proves its versatility and commitments towards research. The institution's mission is to make research as a tool to bring in outcomes that are useful to mankind which makes life more harmonious and sophisticated.

“MILES TO GO BEFORE I SLEEP” is a famous saying which the institution follows in the journey of research to reach its pinnacle.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The institution has taken strenuous efforts in preparation of this self study report document with utmost sincerity and honesty to the best of our belief and knowledge. In the preparation of this report, the institution has taken into consideration all the aspects including infrastructure, curriculum design, teaching learning, support services, extension activities, and administrative processes with a cautious effort involving a broader heterogeneous group of teachers including the younger generations. The whole of this self appraisal is meticulously done with accurate data supported by valid documents. The profound efforts of the committed and dedicated faculty members and administrative staff who are the forte of this institution is highly appreciated. The Internal Quality Assurance Cell which is the nucleus of our institution is the back bone to the preparation of this Self Study Report.

Concluding Remarks :

Started in the year 1947, Virudhunagar Hindu Nadars' Senthikumara Nadar College has its distinctive and conducive ambience, especially engendered to cater to the higher educational needs of rural youth of this backward area keeping its vision and mission in its mind. Without education nothing is possible in this era, but this phenomenon was foresighted by the visionary philanthropist of Virudhunagar and has brought this temple of learning to uplift the socially and economically backward community. Quality sustenance and enhancement is the basis on which the institution and IQAC builds all its academic and administrative endeavours ensuring high standards. It has been a colossal task to recreate and ignite the minds of the youth who hail from such backgrounds by motivating them into acquiring greater self-esteem and self-reliance. The Institution is always rebuilding and reshaping the dreams of these youth, taking them to higher realms in the pursuit of knowledge, instilling in them the importance of high thinking and virtuous living. On introspection, the institution feels proud of its valuable strengths and achievements. To substantiate, the institution has a continuous impeccable record in NIRF ranking since 2017. However, the institution also aware of its own limitations and challenges. The institution is developing strategies and plans of action to address these weaknesses and challenges by effectively leveraging the strength. The institution wish to benchmark itself with institutions of high repute at the national level. The Institution took efforts to implement the suggestions of the NAAC Peer Team in their previous accreditation report. The growth parameters with an ascending graph in student strength and progression, study streams and learning resources, extension and expansion of infrastructure are the living witnesses to the positive mark the college has made during the last five years since the accreditation by NAAC in the year 2019. It is with immense joy and sense of fulfillment that the institution herewith present itself to National Assessment and Accreditation Council for validation and accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	<p>Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.</p> <p>Answer before DVV Verification : Answer After DVV Verification :114 Remark : DVV has made changes as per the report shared by HEI and taken repetitive courses as one.</p>
1.3.3	<p>Percentage of programmes that have components of field projects / research projects / internships during the last five years.</p> <p>1.3.3.1. Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years Answer before DVV Verification : 34 Answer after DVV Verification: 41</p> <p>1.3.3.2. Total Number of programmes offered (without repeat count) during the last five years Answer before DVV Verification : 34 Answer after DVV Verification: 42</p> <p>Remark : DVV has made changes as per the report shared by HEI and taken repetitive component of Field project as one</p>
2.6.2	<p>Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)</p> <p>2.6.2.1. Total number of final year students who passed the examination conducted by Institution during the latest completed academic year: Answer before DVV Verification : 1131 Answer after DVV Verification: 1197</p> <p>Remark : DVV has made changes as per the report shared by HEI and taken repetitive number of student as one.</p>
3.4.2	<p>Number of candidates registered for Ph.D per teacher during the last five years</p> <p>3.4.2.1. Number of candidates registered for Ph.D during the last 5 years: Answer before DVV Verification : 246 Answer after DVV Verification: 244</p> <p>Remark : DVV has made changes as per the report shared by HEI and repetitive candidate has been taken once only.</p>

3.4.4	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years</p> <p>Answer before DVV Verification : 669 Answer after DVV Verification: 114</p> <p>Remark : DVV has made changes as per the report shared by HEI and multiple Books with same ISBN number has been taken as once.</p>
3.7.1	<p>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years</p> <p>Answer before DVV Verification : Answer After DVV Verification :23</p> <p>Remark : DVV has made changes as per the report shared by HEI and taken only functional taking year 2022-23 as a base year.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the institution</p> <p>The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environmental audit 2. Energy audit 3. Clean and green campus recognitions/awards 4. Beyond the campus environmental promotion and sustainability activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : DVV has made changes as per the report shared by HEI as only supportings for Green Audit, Environmental Audit and Energy Audit has been provided.</p>

2.Extended Profile Deviations

ID	Extended Questions
1.2	<p>Total number of full time teachers worked/working in the institution (without repeat count) during last five years:</p> <p>Answer before DVV Verification : 242 Answer after DVV Verification : 296</p>