



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

RATHNAVEL SUBRAMANIAM COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)

**RATHNAVEL SUBRAMANIAM COLLEGE OF ARTS AND SCIENCE 242,
TRICHY ROAD SULUR.**

641402

www.rvscas.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rathnavel Subramaniam College of Arts and Science

Rathnavel Subramaniam College of Arts and Science is a distinguished fortress suited for higher learning. It is heralded as the first self-financing College to be set up under Bharathiar University, Coimbatore. The glorious Institution was founded on 31st October 1986. It is an autonomous, Co-educational, Multi-disciplinary, and Multi-Faculty Institution. The Institution is set to be a domestic sanctuary with 4262 students. And it has spread its wings steadily and exuberantly to become the biggest self-financing college with 187 teaching faculty members, 55 administrative and 40 basic staff. The Institution offers 20 UG Programmes and 14 PG Programmes apart from 10 M.Phil. and 10 Ph.D. programmes (both full-time and part-time).

To fulfill the vision of the College, methodically refurbished academic programmes offered which are accomplishing the technical needs of the modern generation. The college was accorded autonomous status in September 2004 by UGC and was reaccredited by NAAC in 2014 with an 'A' grade. Since its inception, the college is catering to the needs of the downtrodden and economically weaker section of the society by imparting quality education with minimal fees. The reasonable fee structure, fee concessions, government scholarships, quality-oriented, student-centered, and updated curriculum based on present-day needs, career-oriented programmes, courses to perfect soft skills, consistent monitoring of attendance and academic performance of students through counseling, adequate extracurricular amenities, and the positive placement potential have contributed immensely to the popularity of the College, drawing students from far and near. The college, with well-established laboratories, a vast playground, students attached hostel with more than 600 inmates, N.C.C. and N.S.S. (both boys and girls), has carved a unique position for itself in the salubrious locale at Sular. To be precise, the College, endowed with a qualified and dedicated band of teaching faculty, is in possession of all qualities attributed to making learning really a pleasure to be experienced and enjoyed.

Vision

VISION

Quality Education for Digital Era – It's a whole new perception, rather than a vision.

The evolution of humankind is a magical journey that crossed many eras where we are living in the digital era which is Volatile, Uncertain, Ambiguous, and Complex (VUCA). The job profile and the respective skill sets for the digital era are also super dynamic and progressing at an unpredictable rate.

The vision of the Institution is to provide quality education for the digital era. Here the challenge, as well as the commitment, is that the majority of the learners are from a rural backgrounds who are still not fully exposed to advanced digital gadgets and are quite uncomfortable with instructional media (i.e) English.

Because of the aforesaid two limitations, no learner should lose an opportunity to set a profession in this Digital world. Keeping this determination in mind, the institution's visionary leadership evolved a holistic student development and transformation strategy.

The National Digital Policy was an eye-opener and a deciding factor for benchmarking Education for Digital Era as its vision.

The Quality Education for Digital Era will be delivered at an affordable cost compared to any Higher Education Institution in and around the locale.

Apart from equipping the learner for Digital Era, Moral and Social values, commitment to family and societal responsibilities will be inculcated and thereby transforming the learner into a responsible citizen.

Mission

Mission

Our Vision of "Quality Education to Digital Era" will be achieved through the following stated Missions.

Mission Statement:

To impart a need-based quality education through a comprehensive curriculum by adopting apt technologies and progressive teaching, learning, and research processes.

Based on the Education level, the Mission will be accomplished on two levels:

Undergraduate Level:

- To provide strong fundamentals in their specific disciplines along with Digital Strategic knowledge
- Enhancing the ability to communicate effectively both in spoken and written languages
- Imparting knowledge to understand and identify the professional and ethical responsibilities
- To develop the learners' personality and to shape the character

Postgraduate Level

- Outcome-based education in the respective disciplines imparted to enable the students to secure jobs in their core disciplines in this digital era
- Establishing the art of critical thinking, creativity and emerging trends in their respective domains
- To instill professionalism, research competence, and entrepreneurship
- To infuse a culture of life-long learning and commitment to the nation as well as fellow citizens

Institutional Objective Key Performance Indicators (KPI) for assaying mission:

To consistently strive, promote and achieve:

1. Industry-Institution interaction through curricular, co-curricular and extra-curricular activities
2. Qualitative inputs leading to productive outputs
3. Providing state of the art infrastructure
4. Robust feedback system involving students ensuring and enriching quality measures
5. placement assistance

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Curricular Aspects:

- Updated curriculum with flexible Choice Based Credit System (CBCS) and Outcome-Based Education(OBE) with prerequisites enabled for adopting National Education Policy (NEP)/ Academic Bank of Credits (ABC)
- Comprehensive curriculum evolving towards modular curriculum
- Well-defined curricular feedback mechanism
- Geared up for Digital Programmes/Courses towards Digital Era in alignment with National Digital Policy

Teaching-Learning and Evaluation:

- Qualified teachers: Experienced faculty members
- Faculty with international Certification/Degree
- ICT enabled teaching
- Well-equipped classrooms
- Activity-based learning
- Student-centric Teaching-Learning and Evaluation policies
- Real-time experimental learning-enabled teaching-learning process

Research, Innovations and Extension

- Availability of Research Supervisors/Research Programmes/Research Scholars in all disciplines
- Sound Research Output in terms of publications and projects
- Funded and supported by DST, under FIST scheme for a sum of 58 lakhs(INR)
- Recognized under “DBT STAR COLLEGE SCHEME” by DBT – New Delhi, with a sum of 110 lakhs (INR)
- Availability of full-time Research Director, Research Scientific Officer for coordinating and promotion of research activities
- State of the art sophisticated Research Laboratories

- Encouragement by the management for the promotion of Research in terms of fund and other physical infrastructure facilities
- Adoption of the village – a societal responsible gesture

Infrastructure and Learning Resources

- Availability of adequate laboratories for handling practical sessions
- Sophisticated laboratories/Academic Garage model available for handling PG practical sessions
- Classrooms/Laboratories/Library and common areas are enabled with Wi-Fi
- Advanced Digital Infrastructure
- Diverse Sports facilities – Playground and Multi-gymnasium

Student Support and Progression

- Students' Counselling System – Godfather Scheme
- Training and grooming for placement (from entry to exit)
- Availability of full-fledged Training and Placement wing
- Student-centric activities include Seminars, Webinars, Workshops, Conferences, Guest lectures, Internships and Industrial Visits
- Special scheme for slow learners and advanced learners
- The majority of the department offers PG and respective Research Programmes (M.Phil./Ph.D) which helps the student to pursue higher education in the same institution itself

Governance, Leadership and Management

- Visionary & Philanthropic Leadership
- Affordable fee structure compared to other HEIs in this region
- E-governance – E-administration through ERP in all domains
- 100% Financial assistance for faculty for pursuing International Certification in upcoming areas viz. Data Science, Artificial Intelligence and Machine Learning
- Awards/Accolades from various media & other reputed ranking agencies.

Institutional Values and Best Practices

- Green/Salubrious Campus
- Rich in flora to combat carbon emission
- Digitally labelled floral community
- Green Initiatives – Vermicomposting, Green Audit award for career initiatives
- Faculty empowering (SME) and thereby enhancing the level teaching-learning process
- Special training scheme for students - providing prerequisites to mobilize the learner from “Campus To Corporate”

Institutional Weakness

Curricular Aspects:

- Vertical mobility & Horizontal mobility is only initiated and yet to be applied in an intense manner

Teaching-Learning and Evaluation:

- Automated/Digitally enabled evaluation systems – yet to introduce
- Examination reforms viz. Open Book Examination System – yet to introduce

Research, Innovations and Extension:

- Minimal number of Patents
- Incubation available only in a few disciplines
- Lack of Inter-disciplinary research
- Lack of Research collaborations

Infrastructure and Learning Resources:

- Classrooms with Digital Interactive Smartboards are minimal
- A mega auditorium yet to be constructed accommodating all the students

Student Support and Progression:

- Bridge Courses are conducted only in selected programmes
- Alumni contribution in terms of fundis minimal

Governance, Leadership and Management:

- Ensuring the right rather appropriate decision based on data from e-governance
- Attrition rate of the faculty

Institutional Values and Best Practices:

- More initiatives toward Environment Consciousness shall be taken, especially transferring the converted renewable energy in the level of wheeling to the grid
- The Faunal community inside the campus is not audited yet

Institutional Opportunity

Curricular Aspects:

- Conversion from comprehensive to 100% modular curriculum
- More value-added programmes and diverse internships

Teaching-Learning and Evaluation:

- Augmented Reality/Virtual Reality enabled teaching pedagogies
- Systematic Blended Learning ensured class timetable
- Advanced Online evaluation system
- Case studies/Capstone Projects shall be incorporated in appropriate courses

Research, Innovations and Extension:

- To get attractive research funds from various funding agencies including NGOs
- More robust consultancy services which can yield more revenue to the institution as well as the faculty involved
- Receiving National/International Research fellowships

Infrastructure and Learning Resources:

- The Institution will scale as a knowledge hub for Artificial Intelligence, Machine Learning and Data Science by establishing Physical and Digital infrastructure
- The Institution will generate more e-resources and that will be made available as free/open sources
- Indoor stadium will be planned where multiple indoor games can be performed

Student Support and Progression:

- During the entry-level – a Psychometric analysis & Job aptitude analysis shall be done Based on that, customized care and training can be provided which enhance core placements
- Opening of Multi-Campus Student Support Centre which benefits & integrates the students of other campus by sharing knowledge and other physical facilities
- An Autonomous cell shall be instituted for providing coaching for Competitive Examinations like viz. IAS/IPS/TNPSC/GATE/NET/Banking
- Global e-Alumni Network shall be established hence the institute has alumni around the globe since 1989

Governance, Leadership and Management:

- Provision of sabbatical leave for members of faculty to pursue higher studies
- Faculty Exchange Programmes at State/National/International level through MOUs

Institutional Values and Best Practices:

- Secularism, Patriotism, Life Skills and Values will be offered in the curriculum for more intensified inculcations of these aforesaid traits
- Focused and result-oriented green initiatives have to be planned which is more appropriate for the Institution's geographical location

Institutional Challenge

Curricular Aspects:

- Though the Institution is autonomous, the overall skeleton of the curricula shall be in alignment with the state-wise regulatory bodies, which still limits the flexibility in terms of mobility of courses in the curriculum.

Teaching-Learning and Evaluation:

- Since the medium of instruction is English, the majority of the students are from rural backgrounds, and that too first generation learners who have completed their H.Sc in regional language, they found learning in English medium as a challenge rather a pressure.
- Dropout of students due to their socio-economic backgrounds and also due to the recent pandemic.

Research, Innovations and Extension:

- Attraction and retention of members of faculty with sound research knowledge
- Stringent Government Policies for providing funds to Self-Financing/Unaided Institutions
- Lack of awareness of the need of Patents/Copyright

Infrastructure and Learning Resources:

- Switching all students into digital learning mode found as a challenge still, especially during off-campus due to the lack of individual digital gadgets at home
- Since the campus has dense flora, cutting down of many trees is a challenge for the construction of mega auditorium

Student Support and Progression:

- Expressive Counseling
- Changes in Approach from Students
- Increasing Linguistic levels

Governance, Leadership and Management:

- Effective implementation of e-governance in non-academic (supporting departments) – hostel, transport, and canteen
- Retention of faculty who are selected for Government Services is a big challenge
- Members of female faculty getting relocated after marriage is another factor that adds to staff attrition

Institutional Values and Best Practices:

- Limited average rainfall and soil texture is a challenge for optimal rainwater harvesting
- A cloudy sky & windy atmosphere diminishes the solar power conversion where wheeling into a grid may not be feasible in an institution in this particular geographic location.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

- Periodically Revamped Curriculum
- Syllabus based on feedback from stakeholders
- Incorporation of Employability orientation in the syllabus

1.1 Curriculum Design and Development

Various statutory bodies are formed as per the guidelines of UGC for curriculum design and development. The members are nominated by the parent university and by the concerned Board of studies. Academic Council, SCAA (Standing Committee for Academic Affairs) and Board of Studies comprise of academic experts, industrial experts, alumni and student representatives. In the comprehensive syllabus, topics, sub-topics and key points are made available in all programmes which will facilitate the learner to understand the syllabus at the micro-level.

1.2 Academic Flexibility

All the programmes are incorporated with Outcome-Based Education (OBE) Curriculum and Choice Based Credit System (CBCS). The Extra Disciplinary Courses (EDC) are offered in both UG and PG levels which will spring provision for the students to choose the right course offered from other departments and thereby ensure academic flexibility and horizontal mobility. Elective papers are also offered which will give an opportunity for the students to select a course of their interest from the given choices.

1.3 Curriculum Enrichment

The up-gradation of the syllabus is done on a regular basis, facilitating the incorporation of advanced topics, industry-oriented topics and contemporary sidelights, through Boards of Studies every semester. In order to inculcate traits for employability viz., critical thinking, logical reasoning and English communication: new

programmes (Employability Skills and Communicative Skills) are introduced. To follow the vision and mission of the Institution, industry related online courses like NPTEL, and SWAYAM is also included. Various Value Added Courses (Career Oriented Programmes) are offered in the curricula for enhancing advanced technology-based learning. Experiential learning through internship projects and field trips is specifically facilitated.

1.4 Feedback System

A multitier feedback collection system is followed before restructuring and revamping the curricula. The feedback collected from various stakeholders are measured and be itemized for discussion during the meetings of the Boards of Studies. The stakeholders comprise of students, external academic experts, industrial experts and alumni. The action taken report will be documented after the discussion of the stakeholders.

Teaching-learning and Evaluation

Teaching-Learning and Evaluation

2.1 Student Enrollment and Profile

The Institution follows the norms of the Govt. of Tamilnadu, the University Grants Commission and Bharathiar University. Online Admission is introduced in order to deepen the vision “Education for Digital Era”. An admission rank register is prepared in accordance with the norms of the Government documented and published for maintaining transparency in the admission process.

2.2 Catering to Student Diversity

The Institution offers diverse Programmes encompassing students from diverse backgrounds and geographical areas. The nominal fee structure and the college locale are conducive for students from different places.

2.3 Teaching-Learning Process

A holistic & Student Centric approach is followed in the execution of the teaching-learning process. A deliberated lesson plan and e-content are prepared by the faculty members with the help of Moodle and Kahoot. Online quizzes, group discussions and ICT enabled the classroom to augment the elegant teaching and learning process. OBE is followed with a total attention to the measurement of student performance through outcomes.

2.4 Teacher Profile and Quality

The management takes meticulous steps to fill all the posts with qualified teachers. Since the majority of the members of staff are actively involved in scholarly and co-curricular activities, these attributes chisel the quality of the teachers. Subject Matter Experts have developed their expertise in their particular discipline to mould the students in specific subjects and genres. Online teaching was also entertained during the pandemic time.

2.5 Evaluation Process and Reforms

An office of the Controller of Examinations and a Continuous Internal Assessment Cell functions at their best.

Steady progress is observed in the formulation and revisions of examination policies. The result publications are done quickly and are made available through the college website. The institution is taking stringent action against any misconduct and malpractice.

2.6 Student Performance and Learning Outcomes

Programme Outcomes (PO's), Programme Specific Outcomes (PSO's), and Course Outcomes (CO's) are well defined and the students are made aware of them through orientation programmes, classroom discussion, expert lectures and practicals. One of the most important Programme Outcomes is the employability of students upon successful completion of their degree programme.

Research, Innovations and Extension

Research, Innovations and Extension

3.1 Promotion of Research and Facilities

Research culture is enhanced through institution-funded projects (DST, DBT, TNSCST, DBT Star Scheme and various NGO's). Research is one of the important components of the appraisal system which encourages the faculty to actively participate in research activities. Seed money is provided to encourage research and innovation.

3.2 Resource Mobilization for Research

Necessary guidelines and assistance are provided by the research committee to the faculty who send proposals to various funding agencies. Institution's Seed Money paves way for a great research. The Institution Innovation Council and Intellectual Property Rights emphasize the Resource Mobilization for Research.

3.3 Innovation Ecosystem

Books, journals, internet, Wi-Fi enabled campus, a well-stocked central library with OPAC system for the efficient cataloging of books, INFLIBNET and reprographic facilities also have stimulated the research activities. Selected laboratories have R&D facilities with open access.

3.4 Research Publications and Awards

The research publication is one of the mandatory parameters of the appraisal system. All the faculty members have registered themselves in Google Scholar, Web of Science and SCOPUS. The published articles have sound impact factors and a citation index.

3.5 Consultancy

There is scope for developing consultancy services that will add to the financial resources of the institution. Faculty members are supported in all possible ways to secure research funds from various funding agencies. It also encourages teachers to supervise scholars at the M.Phil. and Ph.D. levels.

3.6 Extension Activities

The activities of NSS, NCC, YRC and RRC units on the campus are monitored by the Centre for Societal Responsibility managed by NSS and NCC coordinators. NSS organizes Blood Donation Camps, Book contributions to the rural libraries, awareness rallies, and adoption of the village for cleanliness drives. A credit is accorded to students participating in NSS/YRC activities, as they form a part of the curriculum.

3.7 Collaboration

Historical MoUs have been signed with several international institutions and various indigenous industries. The existing Training and Placement Division which works towards improving corporate relations, aims at increasing industry interaction, networking with corporations and providing corporate exposure to the students

Infrastructure and Learning Resources

Infrastructure and Learning Resources

4.1 Physical Facilities

The institution has a passable physical infrastructure that is professionally accomplished and well managed. On the basis of further comments and suggestions from governing bodies infrastructure is chiefly enhanced and modernized. The buildings with well-lit and ventilated classrooms, Departments, suitably equipped laboratories; Central Library, Hostel and spacious Cafeteria are upgraded for the mounting strength of the college.

4.2 Library as a learning resource

Srimathi Padmavathi Memorial Central Library is situated at the prime center of the institution. The library has a well-qualified librarian and hi-tech infrastructure. The library comprises loads of diverse books, magazines and yearbooks which are aligned in a proper section. The library is equipped with OPAC, EBSCO, INFLIBNET facility, NDLI, high-speed internet and Reprographic facilities. The library committee schedules meetings periodically regarding further developments. The finest usage of the library by students is the evidence of its contribution.

4.3 IT Infrastructure

The institution delivers robust and secured IT infrastructure – RVS InfoTech, operating from a distinct building. The InfoTech team, to upkeep the requirements of the institution, develops software under proper IT policies. It maintains areas such as e-classrooms, student database, purchase process, material management, and fee tally, etc., The campus is entirely enabled with Wi-Fi and other departments, staff rooms, laboratories, and library are wired with internet connection. All the staff members both teaching and non-teaching are given official mail IDs.

4.4 Maintenance of Campus facilities

A Director and an Estate officer of the college run and oversee the maintenance department and its services.

The department comprises supervisors, electricians, plumbers, attenders and helpers who assist and strive to preserve the campus in spotless condition. The maintenance works in the office are handled by the software to speed up the labor process.

Student Support and Progression

Student Support and Progression

5.1 Student Support

The institution, keeping its key focus, works uniquely for the students' assistance and advancement. Students are mentored through the Godfather Counselling in which they are advocated and educative steps are taken for their betterment. The college also provides support in their Placement, Scholarships, fee concessions, handbooks, NET/SET coaching, Sports and Alumni. Women empowerment programmes are provided certain positions. Student's council was laid to support the slow bloomers apart from regular takers.

5.2 Student Progression

The institution proffers diverse interdisciplinary PG programme to enhance the probability of a student to pursue for higher programmes in our institutions. Their outcomes and decision over the higher studies in our institution are the dynamic parameters of the student progression. To implement the students in the research, we propose many research programmes and trained supervisors to tutor them. Considering the placement, the institution places a decent number of students in numerous reputed national and multinational companies.

5.3 Student participation and activities

Our sports committee and fine arts committee gather regularly and take appropriate steps to ensure students' participation in sports, games, cultural and other activities inside and outside the campus. Through this, we have preserved outstanding achievements in all the fields in the past five years. With the democratically elected members of the Student Council, we look after students' queries. Their representation also reflected in the Academic Council and Boards of Studies.

Governance, Leadership and Management

Governance Leadership and Management

6.1 Institutional Vision and Leadership

The Chairman of the Trust, Dr.K.V. Kuppusamy is a renowned philanthropist and a versatile visionary. Dr. K. Senthil Ganesh, the Managing Trustee of the Trust, meticulously works for the educational upliftment of the poor and the downtrodden, especially in the rural areas. The broad and benign outlook of the management is reflected in the vision which is achieved through in the mission. The Institution is efficient with the top management and it comprises of Governing Body, Principal, and HoDs.

6.2 Strategy Development and Deployment

The leadership provides a clear vision and mission to the institution. The functions of the institution and its academic and administrative units are governed by the principles of participation and transparency. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning the academic and administrative aspects improves the overall quality of the institutional provisions.

6.3 Faculty Empowerment Strategies

Faculty Development Programmes, Research Conferences, and Seminars are conducted frequently. Periodically the meetings are conducted with the Head of the Departments, Staff, and committees. The college has many dedicative committees like Academic Council, Disciplinary Committee, Training Academy, Placement Cell, Women empowerment Cell, Examination Cell, and Cultural Committee.

6.4 Financial Management and Resource Mobilization

Finance Committee will propose the budget of the institution for construction, purchase of books, consumables and etc. To monitor the financial affairs of the institution, an Accounts Department is functioning within the campus. The finance section is audited periodically. The college has an approved Examination Centre for various universities which draws its resources from the examinations conducted.

6.5 Internal Quality Assurance System (IQAS)

The Internal Quality Assurance Cell of our college promotes quality initiatives and focuses on attaining excellence. It plays a pivotal role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures. The IQAC meets every quarterly to plan, direct, implement and evaluate the teaching, research and publication activities in the College. The College Administrative Plan and the Department Strategic Plan are meticulously framed by the IQAC with the inputs taken from all stakeholders and their expectations. AAA audit is conducted to ensure quality in all deliverables.

Institutional Values and Best Practices

Institutional Values and Best Practices.

7.1 Institutional Values and Social Responsibilities:

The institution organizes gender equity promotion programmes. The campus is illustrious for its relaxed and salubrious background that creates a good atmosphere for learning. A macro Biogas Plant, Green House, Vermicomposting unit and Azolla cultivation are available. Water harvesting system is provided in selected buildings. Waste management is done in a very organized manner. The institution has made remarkable innovations in teaching-learning process and student support activities. The students of each department undertake the activity of planting the saplings around the campus and schools in nearby villages every year. Usage of polythene cups and other plastic usage are demoralized inside the college campus.

7.2 Best Practices:

Subject Matter Expert (SME) Development is a unique and best practice of our Institution. The objective is to develop the faculty members with the skills needed for this Digital Era and in turn transforming the knowledge of the students. Based on their interests, Faculty members are given training and are made strong in the Core Fundamental courses. They are given awareness about the importance of Specializations and the pre-requisites needed for the respective skill sets through online courses/YouTube videos/Expert talks/Case Studies etc.,

Another best practice of the Institution is the functioning of a vibrant Training Academy. **RVS Training Academy**, a dynamic in-house Training Academy is a USP for the RVS Group of Institutions catering to the training needs across the group of institutions enabling better job placements. The main objective is to train the students to communicate in the English language in the aspects of Listening, Speaking, Reading and Writing (LSRW). They provide training in Soft Skills, Personality Development, Behavioural skills, Etiquette, Grooming, Group Discussion, Interview Skills and Leadership Skills to make them employable.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RATHNAVEL SUBRAMANIAM COLLEGE OF ARTS AND SCIENCE (AUTONOMOUS)
Address	Rathnavel Subramaniam College of Arts and Science 242, Trichy Road Sulur.
City	Coimbatore
State	Tamil Nadu
Pin	641402
Website	www.rvscas.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T. Sivakumar	0422-2687421	9843144678	0422-2687604	principalrvscas@rvsgroup.com
IQAC / CIQA coordinator	M.p. Ayyappadas	0422-2687480	9677446996	0422-2687603	ayyappadas@rvsgroup.com

Status of the Institution	
Institution Status	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	31-10-1986

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	08-09-2004

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	21-05-2000	View Document
12B of UGC	16-02-2010	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	25-06-2021	12	Extension of approval Renewed every 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?	Yes
If yes, name of the agency	Ministry of Science and Technology DBT STAR College Scheme
Date of recognition	24-08-2020

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Rathnavel Subramaniam College of Arts and Science 242, Trichy Road Sular.	Rural	14.24	392293

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	BBA,School Of Business Management	36	Higher Secondary	English	50	25
UG	BBA,School Of Business Management	36	Higher Secondary	English	60	38
UG	BBA,School Of Business Management	36	Higher Secondary	English	100	76
UG	BSc,School Of Computer Studies Ug	36	Higher Secondary	English	120	93
UG	BCA,School Of Computer Studies Ug	36	Higher Secondary	English	120	117
UG	BSc,School Of Computer Studies Ug	36	Higher Secondary	English	120	91
UG	BA,Department Of English And Other Languages	36	Higher Secondary	English	50	30
UG	BSc,Department Of Biochemistr	36	Higher Secondary	English	50	28

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UG	BSc,Department Of Biotechnology	36	Higher Secondary	English	51	51
UG	BCom,School Of Commerce	36	Higher Secondary	English	64	64
UG	BCom,School Of Commerce	36	Higher Secondary	English	130	130
UG	BCom,School Of Commerce	36	Higher Secondary	English	132	132
UG	BCom,School Of Commerce	36	Higher Secondary	English	69	60
UG	BCom,School Of Commerce	36	Higher Secondary	English	60	50
UG	BSc,Department Of Foods And Nutrition	36	Higher Secondary	English	66	66
UG	BSc,Department Of Catering Science And Hotel Management	36	Higher Secondary	English	118	44
UG	BSc,Department Of Mathematics	36	Higher Secondary	English	50	12
UG	BSc,Department Of Microbiology	36	Higher Secondary	English	54	54
UG	BSc,Department Of Electronics And Communication	36	Higher Secondary	English	50	12

UG	BSc,Department Of Psychology	36	Higher Secondary	English	60	33
PG	MCA,Departmentof Computer Applications	24	UG Degree in Relevant Field	English	60	54
PG	MA,Department Of English And Other Languages	24	UG Degree in Relevant Field	English	30	14
PG	MSc,School Of Computer Studies Pg	24	UG Degree in Relevant Field	English	40	12
PG	MSc,School Of Computer Studies Pg	24	UG Degree in Relevant Field	English	40	0
PG	MSc,Department Of Biochemistry	24	UG Degree in Relevant Field	English	30	30
PG	MSc,Department Of Biot echnology	24	UG Degree in Relevant Field	English	30	29
PG	MCom,School Of Commerce	24	UG Degree in Relevant Field	English	40	19
PG	MCom,School Of Commerce	24	UG Degree in Relevant Field	English	40	7
PG	MCom,School Of Commerce	24	UG Degree in Relevant Field	English	50	17
PG	MBA,School Of Management Studies	24	UG Degree in Relevant Field	English	120	107
PG	MSc,Department Of	24	UG Degree in Relevant	English	33	33

	Foods And Nutrition		Field			
PG	MSc, Department Of Mathematics	24	UG Degree in Relevant Field	English	30	21
PG	MSc, Department Of Microbiology	24	UG Degree in Relevant Field	English	33	33
PG	MSc, Department Of Electronics And Communication	24	UG Degree in Relevant Field	English	30	9
Doctoral (Ph.D)	PhD or DPhil, Department Of English And Other Languages	36	Master Degree or Master Degree with MPhil	English	15	0
Doctoral (Ph.D)	PhD or DPhil, School Of Computer Studies Pg	36	Master Degree or Master Degree with MPhil	English	40	0
Doctoral (Ph.D)	PhD or DPhil, Department Of Biochemistry	36	Master Degree or Master Degree with MPhil	English	8	0
Doctoral (Ph.D)	PhD or DPhil, Department Of Biotechnology	36	Master Degree or Master Degree with MPhil	English	10	0
Doctoral (Ph.D)	PhD or DPhil, School Of Commerce	36	Master Degree or Master Degree with MPhil	English	42	0
Doctoral (Ph.D)	PhD or DPhil, School Of	36	Master Degree or Master	English	24	0

	Management Studies		Degree with MPhil			
Doctoral (Ph.D)	PhD or DPhil, Department Of Foods And Nutrition	36	Master Degree or Master Degree with MPhil	English	16	0
Doctoral (Ph.D)	PhD or DPhil, Department Of Microbiology	36	Master Degree or Master Degree with MPhil	English	22	0
Doctoral (Ph.D)	PhD or DPhil, Department Of Electronics And Communication	36	Master Degree or Master Degree with MPhil	English	12	0
Doctoral (Ph.D)	PhD or DPhil, Department Of Tamil	36	Master Degree or Master Degree with MPhil	English	15	0
Pre Doctoral (M.Phil)	MPhil, Department Of English And Other Languages	24	Master Degree in Relevant Field	English	15	0
Pre Doctoral (M.Phil)	MPhil, School Of Computer Studies Pg	24	Master Degree in Relevant Field	English	39	0
Pre Doctoral (M.Phil)	MPhil, Department Of Biochemistry	24	Master Degree in Relevant Field	English	16	0
Pre Doctoral (M.Phil)	MPhil, Department Of Biotechnology	24	Master Degree in Relevant Field	English	15	0
Pre Doctoral (M.Phil)	MPhil, School Of	24	Master Degree in	English	40	0

	Commerce		Relevant Field			
Pre Doctoral (M.Phil)	MPhil,School Of Management Studies	24	Master Degree in Relevant Field	English	20	0
Pre Doctoral (M.Phil)	MPhil,Department Of Foods And Nutrition	24	Master Degree in Relevant Field	English	20	0
Pre Doctoral (M.Phil)	MPhil,Department Of Microbiology	24	Master Degree in Relevant Field	English	15	0
Pre Doctoral (M.Phil)	MPhil,Department Of Electronics And Communication	24	Master Degree in Relevant Field	English	20	0
Pre Doctoral (M.Phil)	MPhil,Department Of Tamil	24	Master Degree in Relevant Field	English	15	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	1				54				129			
Recruited	1	0	0	1	19	35	0	54	49	80	0	129
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	10	26	0	36
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	10	26	0	36
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				19
Recruited	6	13	0	19
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	6	13	0	19
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.	1	0	0	28	47	0	13	28	0	117
M.Phil.	0	0	0	2	12	0	15	43	0	72
PG	0	0	0	3	2	0	9	15	0	29
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	Others	Total
		2	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	806	20	0	1	827
	Female	363	25	0	0	388
	Others	1	0	0	0	1
PG	Male	151	34	0	1	186
	Female	94	40	0	0	134
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	15	0	0	0	15
	Female	33	2	0	0	35
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	2	0	0	0	2
	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					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	129	113	132	117
	Female	79	98	105	84
	Others	0	0	0	0
ST	Male	1	4	1	0
	Female	1	3	1	0
	Others	0	0	0	0
OBC	Male	782	867	868	788
	Female	484	573	544	367
	Others	0	0	0	0
General	Male	168	109	103	107
	Female	81	111	105	151
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1725	1878	1859	1614

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Department Of Biochemistry	View Document
Department Of Biotechnology	View Document
Department Of Catering Science And Hotel Management	View Document
Department of Computer Applications	View Document
Department Of Electronics And Communication	View Document
Department Of English And Other Languages	View Document
Department Of Foods And Nutrition	View Document
Department Of Mathematics	View Document
Department Of Microbiology	View Document
Department Of Psychology	View Document
Department Of Tamil	View Document
School Of Business Management	View Document
School Of Commerce	View Document
School Of Computer Studies Pg	View Document
School Of Computer Studies Ug	View Document
School Of Management Studies	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>The Institution's preparedness on Curriculum is in alignment with National Education policy for the future society, to provide high-quality education enabled with experiential learning which is multidisciplinary and Interdisciplinary in nature. The diversity of programs offered in our institution assures the scope of interdisciplinary/multidisciplinary learning. The current curriculum has the scope of incorporating multidisciplinary digital learning and conceptual learning. Enough prerequisites have been arranged for multidisciplinary learning. Experiential learning via industry-academia linkages is also initiated. The aim is to implement and promote multidisciplinary/interdisciplinary programs and also</p>
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	to promote such integrated research activities.
2. Academic bank of credits (ABC):	The institution follows the Choice Based Credit System (CBCS) for all programmes from the Year 2006 as per the New Education Policy (NEP) Academic Bank of Credit (ABC) is yet to be implemented by our Institution. The institution's preparedness of ABC is by consulting a committee for effective integration of Academic Bank of Credit, the workflow of the committee would be analyzing the usage of ABC in line with NEP for our Institution and prepare the report on the age of ABC based on the report the institution will discuss on the implementation with the authorities after the discussion the policy will be prepared for the implementation and execute as required for the institution
3. Skill development:	The Institution's preparedness for skill development areas is inculcated in the curriculum by inculcating the courses related to skill development, Institution is also associated with the Skill Council of India for its Skill enhancement activities, The Institution's skill development areas will be enhanced by education policy guidance by inculcating the skill oriental Vocational courses and more number of value-added programmes focusing on the skill enhancement. The institution would create a skill-oriented learning experience by enhancing the laboratories facilities as required.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute Uplifts the importance of local language, arts, and culture by adding up a few ethos in the curriculum of regional language, the students are given literary activities to get enhanced in these areas, The institution preparedness would be adding up new value-added courses relevance to this area, and registering https://iksindia.org/ Indian Knowledge system portal of India make students to participate activities related to the Indian knowledge system
5. Focus on Outcome based education (OBE):	Outcome-Based Education (OBE) is being adopted in our College based on the University Grants Commission's (UGC) directive from the year 2017. Outcome-Based Education (OBE) is a student-centric learning model that helps teachers to deliver the course content and conduct assessments, keeping in mind the intended outcome of the specific

	<p>programme. OBE enhances the employability of the students besides helping them to imbibe necessary skills in their personality, The preparedness on Outcome Based Education is to update the pattern of OBE to a higher level</p>
<p>6. Distance education/online education:</p>	<p>Institutions geared up and enhance Online education in a pandemic situation, different modes of the teaching-learning process were applied to reach the students, keep the situation in mind, and in Line with NEP policy the institution would strengthen the e-content delivery and create awareness on usage of e-faculty availability.</p>

NAAC

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
35	34	34	36	35
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 16

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4535	4759	4833	4503	4348
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1662	1614	1563	1402	1393
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
1662	1614	1531	1397	1373
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	166	142	120

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
851	886	877	790	854
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
178	178	199	199	198
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
202	204	198	198	195
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3471	4117	4644	6024	5344
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
744	707	708	748	714
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 109****4.4****Total number of computers in the campus for academic purpose****Response: 623**

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
684.51766	784.1112	888.45918	932.36579	940.47403

NAAC

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

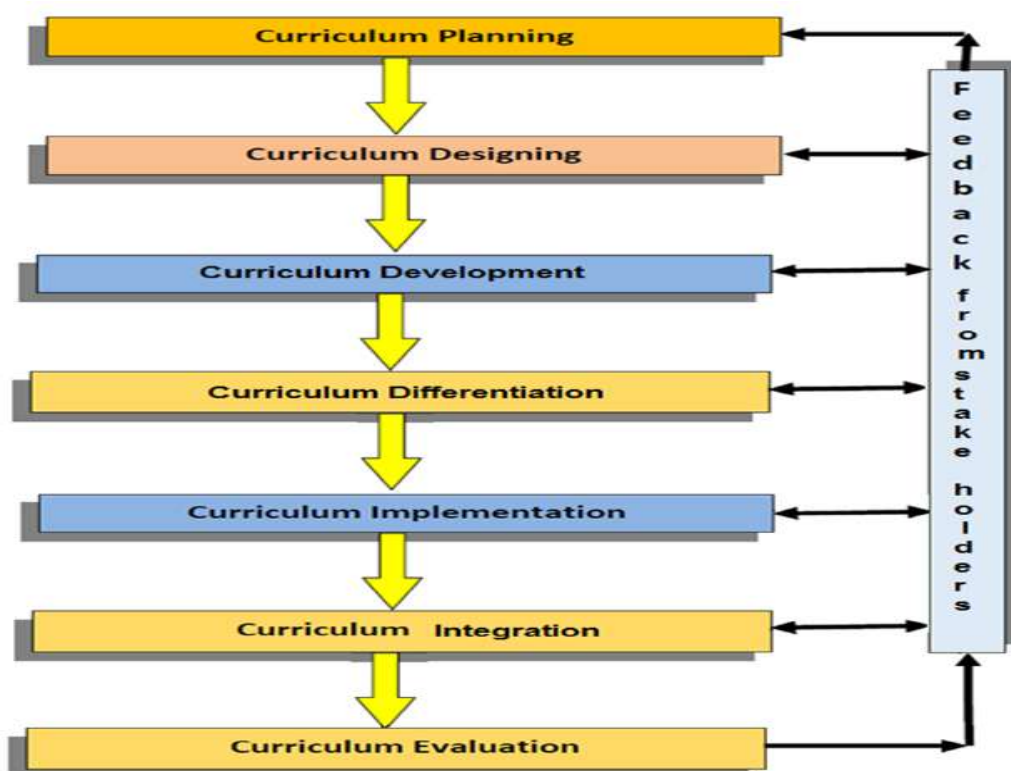
Curriculum Planning, Design, Development and Implementation

The current educational scenario demands the chiselling of graduates not only equipped with blatant knowledge, but also with the capability of facing the challenges emerging out of the changing modern **global, regional, and local trends**. Realizing the ideas of the needs of the industrial world, entrepreneurial domain, and the arena of the public sector, our institution has designed, updated, and implemented multifaceted **quality-driven curricula** to trigger the vibes of creativity and innovative aptitude. Moreover, the programmes have been slated to ensure traits of man-making and Nation building.

The **Curriculum development Cell (CDC)** of **RathnavelSubramaniam College of Arts and Science** is committed to offering an industry-needs holistic curriculum for the development of the learners' community. The curricula which have been designed, developed, and implemented across all the programmes are greatly relevant to the **local, national, regional, and global developmental needs**.

Curriculum design and development are done through a well-defined process through the **CDC**, which comprises senior faculties and experts in the field of education. The curriculum design and development is a step-by-step process starting from curriculum planning to curriculum implementation and evaluation.

The Institution follows a multitier feedback collection system which is maintained in the College to ensure quality enhancement in all aspects of the teaching-learning process. This system brings predictable concrete **outcomes** at regular intervals based on the feedback provided by various stakeholders such as students, parents, faculty and alumni. The standard and structural plan for the programmes offered in the institution has been prepared by keeping the vision of the institution "**Quality Education for Digital era**" and the mission of the institution "**To impart a need-based quality education through the comprehensive curriculum by adopting apt technologies and progressive teaching, learning and research processes**".



The process of **Outcome-based curriculum(OBC)** design meaningfully constructs and interconnects the necessary components of the curriculum so as to address the **local needs as well as national and global needs**. The curriculum mainly has been focused on the technological attributes of graduates, and the graduate irrespective of their specific programme discipline should have strong fundamental knowledge along with **digital strategic knowledge**.

The entire Undergraduate and Postgraduate programmes offered by the Institution are now under the **Outcome-Based Education (OBE)** system, in which **Programme Outcomes** for Undergraduate and Postgraduate programmes are carefully framed after frequent Curriculum Development Cell and Management review meetings for their continuing suitability.

The following aspects were considered while framing Programme Outcomes

- Domain-Specific Knowledge
- Problem-solving Skill
- Communication Skill
- Professional Ethics
- Social Responsibilities
- Attitude

The **Outcome-based curriculum** designed has been used to improve the learners' communicative skills, their personality and character development and also improve their ability to understand and identify the professional and ethical responsibilities to enable the learners to secure jobs in their core discipline. The curriculum also inculcates and develops competence systematically besides the capacity to analyze the viability of new ideas, entrepreneurship and professionalism based on the student's choice and aptitude. The curriculum also encourages a culture of lifelong learning and the ability to understand social-economic issues.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 35

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 35

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 83.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
768	768	768	618	640

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 22.27</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 784</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 3521</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 35</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

Institution Integrates crosscutting Issues into the Curriculum

The integration of cross-cutting issues in curriculum across all disciplines is done through proper planning, implementation, evaluation and also improvising based on multi-level feedback.

Gender:

- The Curriculum of language courses which includes Multi Indian Languages – MIL (Tamil/Hindi/Malayalam) addresses many gender-related issues. The curricula focus on Gender Equity, Gender freedom and inclusivity. In continuation with this, the institution conducts various Gender sensitization programmes. The select novels in curricula give profound importance to Gender-related issues.

Environmental Studies:

- Environmental Studies is one of the Foundation courses in the curriculum which is mandatory to receive a degree (UG). Environmental protection, Environmental awareness and a Safe Environment for future generations are one of the major concerns of the present world. This course aims to make the students understand the present environmental status and to know their roles and responsibilities related to environmental protection. It also focuses on the scientific dimensions of various environmental issues and also enhances knowledge of the values of natural resources, various aspects of environmental issues, and their causes, effects and possible solutions to overcome environmental issues and to safeguard the environment. The course deals elaborately with the study of the environmental system, the status of its inherent or induced changes on organisms, and the sustainable environment. It includes not only the study of the physical and biological characters of the environment but also the social and cultural factors and the impact of man on the environment. To develop a world in which people are aware of and concerned about the environment and the problems associated with it, and committed to working individually as well as collectively towards solutions to current problems and prevention of future problems.

Sustainability:

- There are courses incorporated into Curricula of various disciplines which specifically focus on sustainable development. Sustainable Agricultural Practices (SAP), Renewable energy, Waste Recycling, and Water consumption have also been incorporated in the curricula.

Human Values:

- The Principle of providing “Value-Based Education” is percolated from the Management’s vision. The same has been integrated in curricula which reflects in multiple areas including the learning outcomes (POs & PSOs).
- All the first-year Under Graduate students are taught the epics ‘**Thirukkural**’, ‘**Silappathikaram**’, and ‘**Ramayanam**’ in Tamil I and Tamil II. The students learn human ethics, and values like self-esteem, social responsibility, truthfulness, self-confidence, friendship, and discipline. These works are immortal and relevant to all ages.
- Polite communication, Gentle genuineness, and professionalism are deliberately integrated into curricula which is the real backbone of curriculum in a Higher Educational Institution.

Professional Ethics:

- The ethics to be maintained throughout the profession is integrated into respective disciplines with specific curricula.
- Business ethics of Management/Commerce is included in the syllabus as a separate course. In addition, common viz., also imparts business ethics.
- The Computer science programmes offer Cyber Security, Ethical hacking, Data security, and Analysis.
- The Catering Science and Hotel Management incorporates professional ethics in courses like Foodservice, Front office operations and Housekeeping management.
- The Life Sciences offer courses in Bio-ethics, Intellectual Property Rights, Laboratory ethics, Clinical Trial Ethics, and Medical ethics.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.**Response:** 55

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	11	11	11

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**Response:** 42.54**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1299	2612	2043	1968	1878

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**Response:** 30.1**1.3.4.1 Number of students undertaking field projects / internships / student projects****Response:** 1365

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</p> <p>Response: A. All 4 of the above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

<p>1.4.2 The feedback system of the Institution comprises of the following :</p> <p>Response: A. Feedback collected, analysed and action taken and report made available on website</p>	
File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 77.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
1535	1571	1767	1648	1531

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2128	2018	2018	2138	2040

File Description

Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

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

Response: 97.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
727	683	690	732	693

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

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

Response:

The assessment of the learning levels of students is done at various levels in pre-defined intervals.

- After the admission of the students, the Institution takes various measures to enhance their learning levels and keeps the academic tracks of advanced learners and slow learners to enhance the overall academic performance of the students.
- The teaching-learning process in the institution caters the requirements of slow learners and advanced learners to supplement their learning levels. The learning levels of the students are assessed based on their academic performance in the higher secondary examination and are supported by bridge courses to help the students to understand and balance the basic importance of English and Mathematics.
- The Institution categorizes the learning platforms into three different phases to support the continuous process.

1. Entry Period – Admission Phase:

- Orientation and Induction programs are organized for all the entrants in the beginning of the academic year.

- A department-level orientation is also given to enable the students to understand the course curriculum and career options.

2. Learning Period – Intermediate Phase:

- Students are provided with continuous support by mentoring/tutorial system. Individual attention is given to every student in all aspects of academic, social and personal life. Students are motivated to participate in co-curricular and extracurricular activities.

3. Outgoing Period – Completion Phase:

-Students in the final year are rendered support through extra activities on Aptitude, soft skills and life skills. This platform is created for both advanced learners and slow learners.

- The courses for Undergraduate Programmes such as Aptitude, Career Skills, Communicative Skills,

College to Corporate & courses for Postgraduate Programmes such as Employability Skills help them to attain a greater level of support.

Special Programmes/Schemes for Slow Learners and Advanced Learners:

Programmes for Slow Learners:

1. Identification of Slow Learners:

- Students who face challenges and difficulties in their learning are identified after the first continuous internal assessment test. According to the learning levels of the students in each course, the students are categorized in peer groups and guided by the students' mentors. Remedial classes are conducted by the students' mentors on relevant areas of courses and periodic assessment on the remedial classes is recorded.

1. Support to Slow Learners:

- Slow learners group will comprise of 5 to 8 students per group and a student mentor per group is allotted or any number fixed by the HoD is allocated in special cases.

Peer Support:

- Attendance shall be recorded in a separate notebook Format enclosed. Attendance should be maintained by the student mentor.
- Topics identified for discussion
- Test conducted for the selected topics
- The assignment was given on selected topics

Scheme for Advanced Learners

Advanced Learner's Course in Thrust Areas (ALCTA):

Extra Optional Credit Course of Advanced Learner's Course in Thrust Areas (ALCTA),

Students can study any 1 Course in e-Learning in MOOC Platform and upon completion of the course they will be awarded with 4 CREDITS.

Activities for Advanced learners:

1. Course from MOOC Platform for extra credits
2. Guidance for paper presentation
3. Special preferences to attend seminars and workshops in relevant stream
4. Preferences in Attending outreach Soft Skill courses

5. Added Internet Hours and library books

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 25.48

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3 Teaching- Learning Process

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

Response:

Students Centric Methods

Our Institution strives to integrate **experiential, participatory, and problem-solving methodologies** by devising innovative teaching-learning methodologies that bring a profound learning experience for the divergent students in the **DIGITAL ERA**. As part of enhancing learning experiences, various innovative learning practices embraced with digital technologies, have been adopted by the institution. A classical shift from the **“Saint on Stage”** method to the **“Student Centric”** method has been made with all prerequisites enabled with blended learning

Participatory Learning Methods

- Seminar
- Home Assignments and Presentations
- Group discussions
- Case Analysis
- Role plays

Experiential Learning Methods

- Learning by Doing (LbD)
- Projects Designs

- Minor Project
- Major Project
- Industry internship
- Fieldwork

Problem Solving Methods

- Collaborate in Technical Forums such as 'Github', 'Stack Overflow'
- Case Studies are given for students to build solutions to problems
- Hackathon

The ultimate purpose of Student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies followed in our Institution is to improve the participation of each learner in the learning process and to improve the outcome of the learning process.

In the assessment of learners' learning experience, a set of formative assessment procedures has been designed, developed, and implemented. The generalized procedures for learners' learning experience assessment include pause point, reflection spot, and peer learning spot.

While creating a lecture plan, a topic has been chosen, identify the pause points in the lecture and include a reflection spot, and peer learning spot. In an hour-long lecture, the inclusion of two or more pause points results in an interactive and participatory learning method as well as a suitable assessment for observing the learners' learning experience.

Most course instructors at the pause point could give one or more examples and explanations for assimilation of the topic discussed. This activity encourages the interactive participation of the learners. A reflection spot is a spot for observing and evaluating the reflection of what the learners' gained. True/False questions, Yes/No type questions, and Short answer (1-2 words) questions are the tools used to encourage the learners' interactive participation that could be used in reflection spots. Irrespective of the learners' cognitive level all should be involved because the answer to the reflection question is either yes or no or true or false. Once learners' were involved then a short answer type reflection question should be used. The True/False questions, Yes/No type questions, and Short answer (1-2 words) questions are used to assess the **Remember** knowledge level and **Understand** knowledge level of the learner.

A peer learning spot is for improving the ability of **Slow learners** with the help of a **Fast learner** by the technique known as the learning by sharing technique. The interactive learner-centric learning methods for evaluating learners' learning experience method show significant improvement in the active participation of each learner in the learning process and also improvement observed in the outcome of the learning process.

The method followed in our institution also creates facilities for **self-learning**. The overall academic achievements of the learners are significantly improved.

Our Institution has created a good ambiance for experiential learning inside the laboratories and in the classroom in which students have developed **Knowledge, Skills, and Values** from direct experiences outside academic settings.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

Yes Teachers use ICT enabled tools including online resources for effective teaching and learning process

- 100% of teachers are using ICT-enabled tools for effective teaching and learning. The teaching-learning process is done through an ERP – RAVES, which is handcrafted in the institution. The ERP takes care of the Curriculum database, timetable, lesson plan, daily class entry, and work done report.
- In alignment with the Nation's "Digital India" policy, the Institution encourages the digital teaching and learning among teacher and learners' community. All the faculty members are encouraged in the creation of online resources for effective teaching and learning process. Our institution in collaboration with Transform Tech, our IT-based Industry, has been successfully implemented a video lecture series programme "Building your vocabulary" for the learners' community to create an exciting learning experience, which is being broadcasted on the institution's youtube channel.
- Teachers have developed multiple e-contents which will be made available to students via Google classrooms and also through institutions' websites.
- The ICT-enabled learning has been effectively used for evaluation also. Many online tools vizKahoot, Hot potato, Padlie have been optimally used for in-class assessment which gives spontaneous evaluation results that will help the teachers to assess the learning level.
- Since the OBE curriculum is followed, formative assessments have to be made throughout the semester. Hence the optimal usage of ICT tools is used for their continuous assessments.
- RAVES- an educational ERP is used for all academic, co-curricular and material management activities.
- The system gives enormous analytical reports which helps to act towards improvement and to inculcate changes in academic processes when required.
- The results help to analyze the students from the comprehensive picture of each and every student compiled automatically based on the inputs updated in all areas (Attendance, CIA marks). This also helps to identify students who require special counselling in five important areas.

ICT tools used for effective teaching and learning resources:

- **Multimedia video Projectors** - 76 projectors are available in different classrooms/labs
- **Desktops with internet facilities** - Desktops with internet facilities are arranged at Computer

Laboratories and Faculty rooms all over the campus.

- **Printers and Scanners** - Multifunction printers and scanners are available at all prominent places.
- **Seminar and discussion Rooms** - Seminar halls and Discussion rooms are equipped with all ICT facilities.
- **Smart Boards** - Smart boards are available.
- **Auditorium** - Digitally equipped with microphone, projector, cameras, and computer system.
- Online Classes through Google Meet, Microsoft Teams are conducted.
- More than 300 Google Classrooms are effectively created and utilized for teaching and evaluation.
- Google forms for online examinations are available.
- **Kahoot**– Online interactive quiz is effectively utilized.
- **Inflibnet**– Online library resources are accessible.
- **Youtube channel** – Institution level (faculty level)youtube channel is launched.
- E-resources are developed by faculty members.
- **Smart Interactive panels** are installed for interactive learning.

ICT enabled teaching-learning-evaluation process:

- Online Lesson Plan
- Online Work done monitoring
- Digital Classrooms
- Computer laboratories for ICT enabled teaching
- Smart Interactive Panels for real-time and experiential learning
- ICT tools for assessment

Online Resources:

- INFLIBNET
- SWAYAM
- NPTEL videos
- MOOC

File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response: 25.48

2.3.3.1 Number of mentors

Response: 178

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Preparation of Academic Calendar:

Our Institution strongly believes that the success of the institution, Activity, or process must be well planned. for the enhancement of the thought process, the Institution has a good practice of preparing an Academic calendar (Handbook) every year for smooth conduct of academic and other related activities.

The use of an academic calendar becomes important as the number of students studying at the institution increases every year. The list of events mapped to different dates related to academic and non-academic activities in the academic calendar is well planned and the activity mapping will have a huge impact on the outcome of the academic goals of the institutions.

The Student Handbook and Academic Calendar preparation committee is constituted every year by the Principal as Chairman with the senior faculty members from various departments.

STUDENT HANDBOOK & CALENDAR COMMITTEE

Name	Designation
Dr. T. Sivakumar	Principal (Chairman)
Dr. M.P. Ayyappa Das	Vice Principal & HoD of Biotechnology
Mr. R.N. Vivekanandar	Associate Professor & HoD of Commerce (UG)
Ms. G. Jeyalakshmi	Associate Professor & HoD of CS & HM
Dr. S. Angeline Esther Preethi	Associate Professor & HoD of Foods & Nutrition
Dr. K. Nagarathinam	Associate Professor & HoD of English

The Student Handbook and Academic Calendar preparation committee works on the formation of calendar content till the release of the handbook to the students and uploads it to the website.

Adherence to Academic Calendar:

The schedule dates in the Academic Calendar are strictly followed for the convenience of the academic flow, in case of any circumstance change in scheduled dates; it's modified after the approval of the committee and circulated to the Head of the department before the scheduled dates.

Various academic-related events like the reopening of the College, Commencement of CIA I, CIA II, Model examination, and End Semester examination, are added to the Academic Calendar well in

advance so that the students can plan their work schedule accordingly.

Holidays, nationally important and commemorative days, College day, Cultural day, Sports day, Founders day, Student grievance committee meeting dates, Fee collections, and other important events are also included in the academic calendar, and our Institution strictly adhered to the plan given in the academic Calendar.

The preparation and adherence to the academic calendar is the landmark scheduling system for the entire successful educational institution.

The academic calendar (Handbook) gives the following details:

- Personal Memorandum of Student
- Pledges
- Daily prayer
- Quality Policy of the Institution
- Programme outcomes for UG & PG
- History of the Institution
- Members of the Trust – Governing Body
- Members of the Academic Council
- Programmes Offered – UG, PG, Research
- Value-Added programmes offered by Institution
- Fees Payment details
- Attendance rules
- Conduct, Behaviour, and Discipline Procedure
- Library Rules and regulations
- Operation Description of Training and Placements, Hebdomadal Assembly, NSS, YRC, RRC, NCC – Army wing, Godfather counseling System, Quiz Club, Cultural Club, Theatre Club, RAVES ERP, Moodle, e-Mail and internet Access, Medical Examination
- Hostel – Rules
- Dining Hall Rules
- Medical Examination
- Students Council
- Continuous Internal Assessment
- Question paper pattern
- Academic calendar important Dates
- List of Important dates

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years**Response:** 95.58

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 30.06**2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
66	60	60	55	43

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 8.95**2.4.3.1 Total experience of full-time teachers****Response:** 1593

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

2.5 Evaluation Process and Reforms

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

Response: 8.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	8	13	7

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 6.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	0	166	142	120

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Link for Additional Information	View Document

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

Response:

IT integration and reforms in the Examination procedures and process:

IT integration into the CIA and Examination process was introduced and successfully implemented in the year 2009 with the help of 'RAVES', The in-house educational ERP for Online system for **Academic Quality Management**. The system is put into practice in 2009. This is the first of this kind with such features being not available in any ERP. It provides a possibility of detailed lesson planning, laboratory planning, **evaluation, continuous internal assessment**, and work done in detail based on the actual teaching, learning, and evaluation process.

The system gives enormous analytical reports which help to act towards **improvement and to inculcate changes in academic processes when and wherever required**. The analytical result reports help to analyze the students from the comprehensive picture of each and every student compiled automatically based on the inputs updated in all areas (Attendance, **CIA marks**, etc). This also helps to identify students who require special counseling. The system does not require repetition of work thus **reducing clerical work**. Data entered once is used in different reports for analysis and academic improvement.

Examination Management System (EMS)

Examination Committee:

The Examination Committee is constituted for the smooth conduct of examination for all the programs offered by the Departments. The Examination Committee is responsible for Continuous Internal Assessment Examination for all the students enrolled in the various programs comprises the Principal as the Chairman of the Committee, the Controller of Examinations, the Senior Head of the Department as the Coordinator of CIA Cell, and members from various departments for smooth conduct of the examination.

Examination Frequency: Periodical tests and model examinations are part of the curriculum and students should be sincere in taking the tests. Wherever CIA marks are prescribed for a course, students must work hard to get good marks. Progress reports will be sent to parents every month.

In the Examination process and management of all its activities related to the execution of Continuous Internal assessments and End semester examinations, IT is being integrated and executed successfully.

Implementation of IT in EMS in the following

- Programme wise, batch-wise Student database maintenance
- Courses database maintenance
- **Question Bank preparation**
- **Soft copy of the Question Paper collection through the CIA Cell**
- Invigilation duty allocation through mail
- Attendance maintenance
- Attendance reports generation
- CIA Mark statement preparation by the respective course faculty through RAVES.
- CIA Result reports generation
- Examination Timetable preparation
- Examination Hall allocation
- E-Hall ticket generation
- The e-mark statement immediately after the declaration of results

The following improvements are observed after integrating IT in EMS

- Error-free examination process
- Reduced manpower
- Time-saving
- Standardization in the examination process

The possibility of reforms in the examination procedures and processes

The 'RAVES', in-house ERP system gives enormous analytical reports which help to act towards improvement and to inculcate changes in academic and evaluation processes when and wherever required.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Our institution has been transformed from early Input based education to an **Outcome-Based Curriculum (OBC)** successfully to all UG programmes in the year 2018 – 2019. Early Input based education primarily had been focused on transferring resources to the students. The outcome education model is the popular education reform model in which a student-centric learning methodology that focuses

on student performance is known as outcomes.

The standard and structural outcome-based curriculum plan for the educational programmes offered in the institution has been prepared by keeping the vision of the institution “**Quality Education for Digital era**” and the mission of the institution “**To impart a need-based quality education through the comprehensive curriculum by adopting apt technologies and progressive teaching, learning and research processes**”.

Programme outcomes and Course outcomes for all educational programme

While framing the Programme outcomes for all educational programme in our institution mainly has been focused on the **Knowledge, Skill and Attitude** of the learners. The outcome of the curriculum has been focused on what students are expected to know and be able to do by the time of graduation

The outcome of the curriculum has been focused on the technological attributes of graduates, and the graduate irrespective of their specific programme discipline should have strong **fundamental knowledge along with digital strategic knowledge**.

The outcome-based curriculum designed has been used to improve the learners’ communicative skills, their personality and character development and also improve their ability to understand and identify the professional and ethical responsibilities to enable the learners to secure jobs in their core discipline.

The curriculum also inculcates and develops competence systematically besides the capacity to analyze the viability of new ideas, entrepreneurship and professionalism based on the student’s choice and aptitude. The curriculum also encourages a culture of lifelong learning and the ability to understand social-economic issues.

Mechanism of publishing and disseminating PO and CO to Stakeholders

- Graduate attributes, Programme Outcomes for Undergraduate and Postgraduate, Programme Specific Outcomes and Course Outcomes are disseminated through the **College website**, RAVES – In-house ERP and displayed in prominent places.
- Vision, Mission, Programme Outcomes for Undergraduate and Programme Outcomes for Postgraduate are also **printed in the Student Handbook** and circulated to the Students
- Graduate attributes, Programme Outcomes, Programme Specific Outcomes and Course Outcomes are **published in the Syllabus books** and uploaded to the website for all Stakeholder's reference.
- Details of POs and COs are communicated to faculty members by HoD in the department meetings
- The course instructor communicates the objectives and Course outcomes to the students at the beginning of every semester by circulating a copy of the Syllabus. It helps the students to understand in-depth the particular course.
- Awareness workshops on Outcome Based Education for faculty members and students are organised periodically to have an in-depth knowledge of POs and COs and prepare all stakeholders to achieve the Vision and Mission of the Institution.
- At the BoS, the Course Outcomes for all the courses have to be verified with the Course Outcome statement design, whether
 - Are COs written using the action verbs to specify definite and observable behaviour?

- Does the language describe the student's target rather than the teacher's behaviour?
- Does the outcome clearly describe the expected abilities, knowledge, and value of the Students of the course?
- Is it possible to collect accurate and reliable data for the outcome?

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

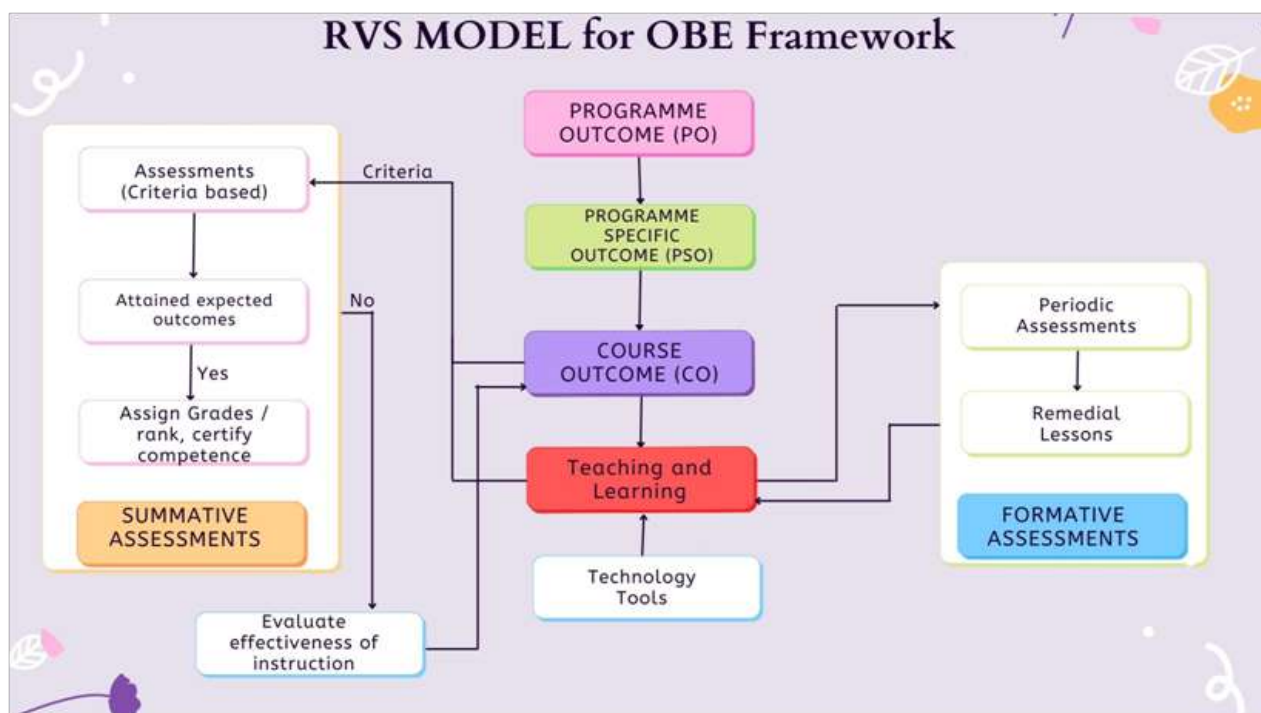
Response:

RVS OBE Mechanism for Attainment of Course Outcomes:

A customised attainment level mechanism is followed based on the framework of the OBE Curriculum and the nature of the Programmes/Courses offered. Utmost and special care is taken to assess the attainment level in a justified manner mapping with respective cognitive levels.

Course outcome is a formal specific statement of what students are expected to learn in a course and what can be achieved by the students upon completion of that course. It is a narrower statement referring to specific knowledge, practical skills, areas of professional development, attitudes, higher-order thinking skills, etc. that faculty members expect students to develop, learn, or master during a course.

Based on the recommendations from the Curriculum Development Cell of the institution, each course should have about six COs relevant and specific to the course. The mapping of COs, POs and PSOs along with cognitive levels has been formulated for each course. However, the Course Coordinator has the authorization to decide the mapping and fixation of cognitive level in relevance to the CO.



Assignment Evaluations:

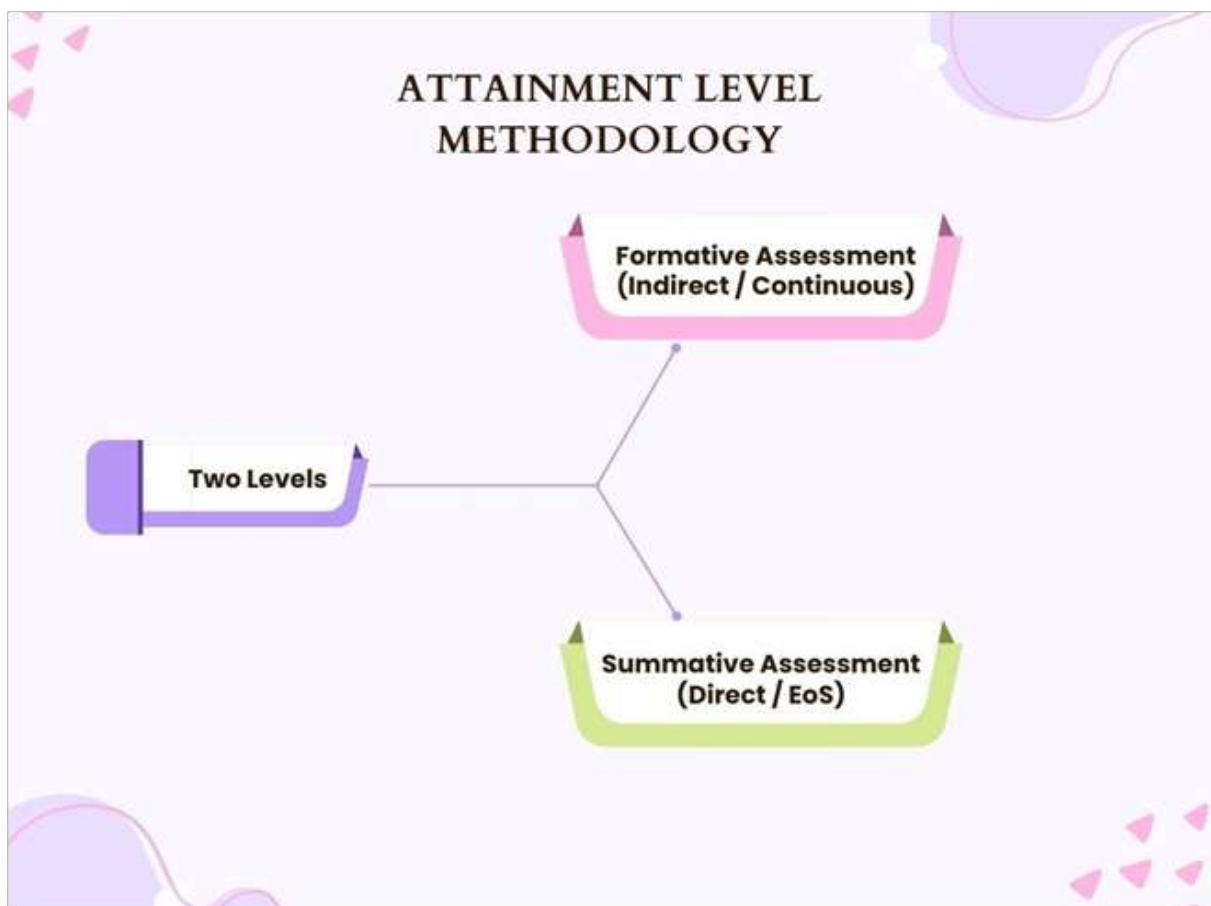
For each course, learners have to submit 3 to 5 assignments given in the Modular Assessing Panel (MAP) by the course instructor. Each assignment must have been mapped with cognitive level. The assignment evaluation for the calculation of attainment of course outcomes has been aligned and done with the cognitive level.

Formative Assessment (Indirect Method/Continuous Internal Assessment):

Formative assessment is introduced to explore what students perceive during the process of learning and what the students have apprehended ultimately. These assessments are reviewed and the progress of individuals and the class is collected. To attain this in the classroom, simple questions are asked and online resources like KAHOOT, HOT POTATOES are used to conduct quizzes. Writing Skill assessment is done by making the students write simple notes about the topic and subtopic handled in each session. Each question in the CIA test is mapped with cognitive level and has been used for the calculation of attainment of course outcomes.

Summative Assessment (Direct method/Semester End Examinations):

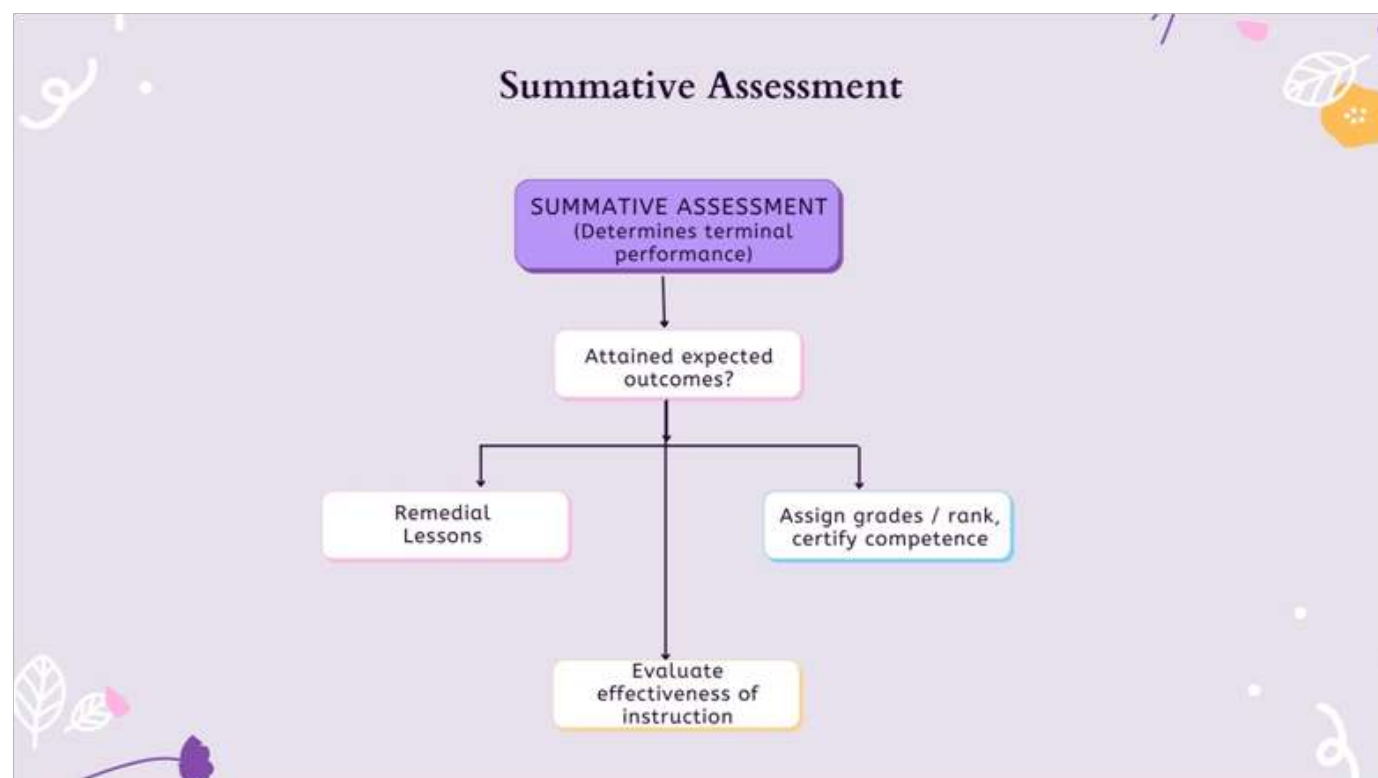
Summative assessment is a course evaluation that happens at the end of every semester. The questions in Semester-End Examinations are prepared with perfect course outcome mapping pertaining to various cognitive levels used to assess the attainment of learning outcomes. The questions designed must be consisting of lower cognitive levels to higher cognitive levels.



Formative Assessments

Modular Accessing Panels

Modules	Percentage of Componets for each course														
	Course Panels														
	Language Concepts	Language - Usage	Theory - Concepts	Theory - Application	Theory - Skill based	Theory - Programming	Theory - Analytics	Theory - Technology	Problem - Concepts	Problem - Analysis	Practical - Programming	Practical - Experiments	Practical - Application	Project	Training
Code	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1 Test	60	20	60	40	40	40	40	40	60	60	40	40	40		
2 Quiz	10		10	10					10						
3 Class presentation	20	10		10	20		10	20						60	
4 Technical Presentation/Demonstration		10					10				10	10		20	60
5 Attendance											20	20	20		
6 Group Assignment			10		10										
7 Group - Mini Project				20			20								
8 Case Study					10				20						
9 Group Discussion		20					20								20
10 Writing skills	10	20	10			20									
11 Puzels/Games		10			20				20		10				
12 Simulation excercises						20			10	10		20			
13 Poster Presentation/Flow charts/Miniatures/Protocol		10	10			20		20		10	20	10	20	20	20
14 SSA ;Self -support assignments (Upcoming technicals)				20				20					20		



Attainment of PSOs

The contributions of attainment average of Course Outcomes are assessed in high (3), moderate (2) and low (1) levels towards the attainment of POs. Outgoing Student feedback has been taken from the final year students at the end of completion of their programme are used to assess the attainment of Programme Outcomes.

Attainment of POs

The contributions of attainment average of Course Outcomes and Average Programme outcomes are assessed in high (3), moderate (2) and low (1) levels towards the attainment of POs. The feedback from the employer, alumni and other stakeholders are also contributing to the calculation of attainment of POs.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 99

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

Response: 1584	
2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.	
Response: 1600	
File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.94	
File Description	Document
Upload database of all currently enrolled students	View Document

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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research Advisory Committee (RAC)

The key to success in Institution research is to develop and hone the academic community with information literacy skills such as Research skills, Critical thinking, Media literacy, Digital literacy, News literacy, Algorithmic literacy, Ethical Reasoning, and Civic Engagement. The information literacy skills prepare the young and emerging researchers to invent and use information not only in College but also in the workplace, community, and personal life. Strong information literacy skills will be more thoughtful and effective in discipline-specific and also in interdisciplinary research among all groups of the academic community. The utmost importance in research is to benefit the community and solve the hitches arising in the living environment. Dissemination of ideas and outcomes arising from the research is the need of an hour that will increase awareness of and resilience toward the psychological, physiological, and sociological effects of living in a society. Carrying out research with assertive rules and regulations will bring morality among the researchers and beneficiaries. Hence research up-gradation needs assistance and policies to put the exploration work on the right track. The **Rathnavel Subramaniam College of Arts and Science** has its **Research Advisory Committee (RAC)** and **Research Policies** framed for the assistance of rewarding research.

To accomplish the research in the campus, the institution has established a **Research Advisory Committee (RAC)** constituted by the Principal. The Research Advisory Committee is an Academic Committee and reports directly to the Principal, the Chairman. The RAC formulates policy on all **research associated activities** such as **Code of Ethics in research, Seed money, Consultancy, Publications, Patents, Submitting proposals to Central and State granting agencies, participation, and presentation in the seminars/symposiums/workshops, and faculty development program related to research.**

Constitution of Research Advisory Committee

The research policy impacts the strategic objectives of the institution. The RAC is constituted by the Principal of the College comprising the Chairman- Principal of the College, Director- Research and Development Cell, and all the Research Department Heads as members.

The RAC committee functions to create research facilities and monitor the activities for the up-gradation of research in the college. The committee encourages the researchers to prepare and submit research projects to the Central and State government funding bodies, Non-Government Organizations (NGO), Industries associated with R & D setup, and management-funded projects performing institutional level research under the head of SEED Grant.

Research Policy

The institution has a stated Research Policy duly approved by the RAC to provide overall guidelines for research activities. The policy commits for:

1. **Code of Ethics** to be followed by the researchers and has a functional Ethics Committee to address the grievances of the researchers.
2. Following nationally and internationally recognized codes and ethical practices as a minimum standard in perusing research activities across academic and professional research.
3. Conduct of **Research Committee meeting** every year to plan the strategy for setting up the path for innovative research
4. Promoting research culture in the College through an interdisciplinary and multidisciplinary approach, and aims at motivating students and faculty at undergraduate and post-graduate levels to undertake and pursue research.
5. Supervises maintaining the integrity and ethical practices in the performance of research.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 2.21

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
1.57	1.59	2.3	2.66	2.905

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

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

Response: 0.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	1	0	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

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

Response: 13.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
7.47	0.138226	6.015	0	0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 1.37

3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	2	0	0

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 21.35

3.2.3.1 Number of teachers recognized as research guides

Response: 38

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 27.5**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	12	6	0	0

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	16	16

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:**Institution's Innovation Council (IIC)**

The IIC has been established to systematically foster the culture of Innovation amongst all learning young minds. The primary mandate of IIC is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes. The IIC envisions by encouraging creations, established to promote innovation in the Institution through infinite modes leading to an invention upgrade eco-system in the campus.

Functions of IICs

- To inculcate awareness on Academic research need of the hour
- To create community awareness based on the outcomes from academic research

- To conduct innovation and entrepreneurship-related activities
- To Identify and reward innovations and share success stories
- Organize periodic workshops/ seminars/ interactions with entrepreneurs, investors, and professionals and create a mentor pool for student innovators
- Network with peers and national entrepreneurship development organizations
- Create an Institution's Innovation portal to highlight innovative projects carried out by the institution's faculty and students
- Organize Hackathons, idea competitions, mini-challenges, etc. with the involvement of industries

DBT Career Council Center (CCC)

The (CCC) was established in 2021 under the support of the Department of Biotechnology Star College Scheme to focus on innovation and skill-oriented education. The hallucination of the center is to develop a vibrant, sustainable ecosystem to promote innovation, nurture start-ups and incubation by integrating various professional domains for socially relevant endeavors, and to make a positive impact on society. The CCC in the campus mentors the future entrepreneurs through appropriate training and workshops. The CCC is also liable for intellectual growth and provides employment opportunities in various domains through placement mela. A separate set of trainers from placement and training involved in shaping the young minds through aptitude and hosting programs for sustainability in the competitive world. The institution supports the entrepreneur interested students by inculcating skill-based knowledge through Career Oriented Programs. Skill-based electives have been introduced to trigger the learning minds to come up with innovations.

The objectives of the CCC are:

- To provide skill-based training to school dropouts/persons belonging to underprivileged sections of society, so that they get employed
- To provide an opportunity to unemployed youth to acquire skills that can make them build their own enterprises and encourage them to become successful small business owners.
- To conduct short term training courses in different modules in the field of soft skills, entrepreneurship and digital literacy
- To conduct mela, a camp based approach for building awareness and enrolling suitable candidates to outline possible career paths and potential income generation opportunities
- To provide services such as innovation, skill gap, and other studies, train the trainer programs and initiate collaborations.
- To fund and incentivize skill development programs and Sector Skill Councils.
- To create a sustainable ecosystem for skill development

The Career Council Center has instituted **four centers** to provide a suitable ecosystem for innovation, creation, and transfer of knowledge nurturing the areas of research, entrepreneurship, community orientation, Incubation, etc.

Intellectual Property Rights Cell(IPRC)

For promoting research, extension, and training in the field of intellectual property rights the institution has established a Centre for Intellectual Property Rights on its campus. This Centre will incentivize innovative and cutting-edge academic research in the field of IP Laws, and conduct various training and extension activities for creating more awareness in the field of IPR.

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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 25

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
13	3	2	3	4

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any 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 through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 2.25

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

Response: 90

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

Response: 40

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

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

Response: 1.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
167	43	64	42	15

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

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

Response: 0.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	3	0

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 2.22

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution

Response: 4.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 11.17

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
0.35	3.96523	2.83841	1.85712	2.15643

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 3.88

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.52588	1.23891	0.65936	0.45642

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The Institution integrates its prime vision on extension activities by sensitizing students to social issues and inculcates holistic development among their community; the institution blends the student and faculty on social outreach activities for a holistic part of learning, Institution meticulous focus on grooming students

to become a responsible citizen of India. The NSS, NCC & YRC coordinators of the College take a responsibility for shaping the students on the core values to inculcate the social values and ethos of the institution.

The institution encourages extension activities to instill civic responsibility in the young minds of the students and provides extension and outreach programmes with value-based courses to develop social responsibilities to be a responsible citizens of India.

Institution joins hands with the neighborhood community by conducting social welfare and awareness activities by customizing their community service in three prime areas,

1. Social Welfare

2. Social Awareness

3. International Celebration Days

1. Social Welfare: A Social Welfare Activities offer assistance to individuals and families in need, with such programmes as health care assistance, food stamps, and unemployment compensation, social welfare system includes disasters relief and educational assistance to inculcate this social welfare in students' practice the NSS and NCC units of our Institution focus social awareness in two prime area

- Social Security & Assistance: NSS and NCC units of the institution of our college joins hand with NGOs in providing support services on food and relief for disaster and pandemic situations.
- Assistance for Old Age and Orphanage: Foodservice to orphanage and old age homes
- Medical Social service: Free Eye camp, First Aid training programme, Nutrition awareness rally, Covid vaccination camp

2. Social Awareness: The objective of social awareness focuses on recognizing and understanding others' feeling and lives you to live in the moment – avoiding the clutter in your mind – to practice active listening and observing to inculcate this development the social activities are clustered into major activities.

- In House Awareness – Substance abuse, Clean India, Fit India Campaign, BMI health check, Blood Grouping (respective department to all students community of Institution).
- Public Awareness –Awareness on child abuse, Project sulurvanam(Sustainability), Fruit tree sapling plantation, swatch bharrath, Clean India, Road safety rally, Affixing black eye on vehicle lamps, Awareness on wearing helmets, Maramvalarpom awareness(Go green Awareness)

3. International Celebration Days: The international celebration in concern with the awareness of the ecosystem and life skill days are celebrated on the days the awareness is on a special day is spread among the public and in house areas activities are

Celebration of World AIDS Day, Women's Day, Ozone day, Environment day, international Yoga day, and Water day.

Faculty members are encouraged to attend workshops; seminars and conferences organized by NGOs to become more professional in implementing the extension activities of the institution, by infusing the extension activities among the students to inculcate values and skills in them, though these activities

students get socialized and learn to think beyond the interest in social welfare activities. The knowledge obtained in classrooms like Teamwork, Leadership skill, Time management, Effective Communication Skills, effective decision making, and student participation in extension will help them to acquire interpersonal skills and self-motivated.

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

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	0	1	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 137

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
46	35	21	20	15

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 40.88

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
4152	2151	985	1125	968

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

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 71

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
123	33	22	41	136

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 23

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	2	5	4	5

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Infrastructure and physical facilities

The institution is situated on the outskirts of the town, a serene and salubrious locale at Sulur adjoining the Coimbatore–Palladam Highway, enshrines amidst endearing greenery and eco-friendly ambiance, the Rathnavel Subramaniam College of Arts and Science is the renowned citadel and center of Learning, and the infrastructure facilities on our campus help to create a **better ambiance for calm and composite learning** provide enormous opportunities for the Learners to explore urban as well as rural lives as recreational or adventurous activities. The Institution enveloped by the ambiance of evergreen vegetation and **temples** offers a congenial climate for a fruitful study of chosen academic pursuits. The learning atmosphere is created in accordance with the digital platform which provides students confidence in learning the latest technology development. Every year the campus is upgraded as required for creating a vibrant academic environment. The Institution constantly updates its infrastructure to create a better teaching-learning atmosphere for students and teachers. The infrastructure of the College is widespread on **14.5 acres** with a buildup area of **21400 Square meters** for better academic ambiance.

Classrooms:

The campus has **9 academic blocks with 109 classrooms** designed as per the safety guidelines and specified guidelines by the statutory authorities. The classrooms are spacious with ample ventilation, lighting and which could create a better atmosphere of learning. Most of the classrooms are enabled with ICT facilities and upgraded as smart classrooms with interactive boards for students to have better virtual learning.

Laboratories:

The institution creates a focal point for theory and practical by providing equal weightage, to support the Outcome-Based Curriculum (OBC) ambiance with advanced laboratories in multiple disciplines including Computer Science, Electronics, Biochemistry, Microbiology, Biotechnology, Foods and Nutrition, and Mathematics. Among 10 research departments, 6 were recognized by **DST FIST** and supported by **DBT Star College Scheme**.

The institution has 28 well-equipped laboratories stocked with necessary resources to carry out experiments and research along with safety devices to support all programs. The institution added up its teaching and learning value by edifying **Central Instrumentation Laboratory** for enhancing and supporting research and development.

DBT Knowledge Park:

It has been developed with the support of the DBT STAR College Scheme and comprises various

Science experiments, Mathematical solutions, which stimulate the research and innovation among learners through experiential learning.

Computing Equipment:

Ten fully air-conditioned computer laboratories located in different blocks housing 631 computers meet the computing requirements of core, allied, and elective courses of various departments. Every year College is upgraded with a few new systems to promote academic and non-academic activities and these machines are useful to promote computer literacy among students of non-computer science disciplines.

Seminar Hall

There is a compact air-conditioned seminar hall known as **Dr.(Mrs). Newman Memorial Hall** with the capacity to hold an assembly of about a hundred members where **Guest lectures, Skill enhancement Activities, Quiz programs, Departmental in-house sessions, and club meetings** are held.

Auditorium

There is a spacious, adequately, large, exquisitely designed Multipurpose Auditorium known as **Kalam Hall** fondly named after **Dr. A.P.J Abdul Kalam, former President of India**. This auditorium with the dais is equipped with sophisticated audio facilities that can comfortably accommodate more than 1000 students and for conducting programs such as **Literature-oriented meetings, Orientation Course tutorials, Capacity enhancement Activities, Special Address by VIPs**, Graduating Day, Student Union Functions, Annual day, Cultural programs, etc.,

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

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

Response:

The College is committed to creating a balanced atmosphere of academic, cultural, and sports activities for the overall personality development of the students.

Facilities for Cultural Activities:

The vibrant "**Cultural club**" aims to make the students take part in various cultural activities both on and off-campus. It caters to the students with abundant opportunities to hone their co-curricular skills such as singing, dancing, composing, painting, acting and performing arts, etc. the prime focus of the club is to inculcate team spirit among the students.

Personality traits like character building, time management, organizational skills, self-discipline, and personality development of the students are strengthened to groom them as smarter personalities. Special Programmes are also organized by the club as a part of promotional activity.

Some of the activities are:

- Mime /skit
- Music – Solo/ Group/ Instrumental – keyboard, Guitar, Drums, Violin, Thavil, Tabla)
- Folk – Performing arts like Thappattam, Karakattam, Oyilattam, Poikkaal Kuthirai Aattam
- Fusion Dance – Classical, Semi-classical, Kathak, Mohiniaattam, Western, Jazz, Salsa, Hip-hop

On important occasions, **Theme based Flash mob** is also performed in the campus in order to create a societal awareness among the young students. By bringing into a blend of tradition and modernity, we create a dynamic campus for the students to relish the ethnicity of our culture. It enables the students to improve their people skills and interpersonal skills with all ease.

The Institution booms up the student's requirements with the special mentoring related to the cultural activities and students are supported with the musical instruments and requirements for performing arts. The institution has a different capacity hall to support cultural rehearsal and the main event.

Auditorium

There is a spacious, adequately, large, exquisitely designed Auditorium known as **Kalam Hall** fondly named Dr. A.P.J Abdul Kalam, former President of India. This auditorium can comfortably accommodate more than 1000 students. It serves for conducting programmes such as, Student Union Functions, College Annual day function, and Cultural programmes etc., The dais is equipped with sophisticated audio facilities.

Atrium:

For the execution of "Theme-based Flash mob" there have been facilities created in the Atrium the outside of VM Hall and at the Four Corner Area with a total area of 3200 Sq.Ft.

Facilities for Yoga:

A multipurpose hall and Atrium is provided for yoga classes. Both the staff and students are trained by certified external and internal yoga instructors.

Facilities for Sports/Games:

Various sports facilities are provided to the students within the campus focusing on sports as one of the extracurricular activities. Various Sports competitions such as Interdepartmental, Intercollegiate, Interuniversity, etc help in developing team spirit in students. An interpersonal relationship is enhanced in a very healthy manner. Students are awarded medals, trophies, and certificates after every event for self-motivation.

Gymnasium facilities:

Our Institution is having Gymnasium with the most modern equipment for both Boys and Girls, to improve their body fitness. It helps the students to acquire more health benefits like burning of fats, building strong, and slimness in the body.

The gym is equipped with Manual Treadmills, Motorized Treadmill, Pullover, Twister, Bench press, Weightlifting rods, Weight lifting rubber plates, weight lifting steel plates, Rubber dumbbells, Steel dumbbells, etc.,

Outdoor Sports facilities:

- Track
- Cricket, Football, Basketball, Handball
- Kho-Kho
- Ball Badminton
- Volleyball
- Tennis
- Kabaddi
- Tennikoit
- Shuttle Badminton

Indoor Sports Facilities

- Table Tennis
- Chess
- Carom
- Kabaddi Court Mat

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

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

Response: 59.63

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 65

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

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

Response: 14.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
10.04814	85.15368	76.23114	222.20935	257.63108

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

The Central Library of our Institution is established along with the genesis of the College in the year 1986 and named **Srimathi Padmavathi Memorial Central Library** with an array of books.

The Central library of our Institution is managed, since 2000, with the **Integrated Library Management System (ILMS)**, "RVSCASLIB" the in house software developed by the 'Transform Tech' the IT wing of our Institution and is synchronized with the LAN network which is consisting 8 computers. The ILMS simplifies the process of Library management and helps to upgrade the facilities offered by the library.

There are different modules of ILMS. The modules are **Admin, Cataloguing, Master and**

Acquisition, Cataloguing, Circulation, Serial Control, Periodicals Management (Circulation, Subscription, Data entry, Binding old journals).

Cataloguing: The book is assigned with an accession number and the same will be there in the barcode, Cataloguing consists of title, author, publisher, subject, call no, etc., Details of membership are entered for both staff and students with a unique ID number. Important news clippings are archived for future reference and Maintenance of the e-books database.

Circulation: Barcode is the unique number for the library books, Back volumes and the Thesis. Barcode number is mainly operated in the circulation counter for an issue, renewal and return. For overdue books, a fine will be automatically generated and it will be displayed in the accounting office (One Rupee for a day). While scanning the bar code, the entire details of the books will be displayed in the front screen of the software.

Journal entry: The same type of data entry is followed in the Journal entry is the same as the Book Entry. The journal has a unique number which must not be assigned to any other book and journal. The database for journals was created and maintained for further use. The reports for 6 months or one year for a journal or a particular paper of the journal can easily be generated through the software.

The Digital Library: The Digital Library is equipped with a total number of 22 computers, among that 19 for students and 3 for staff allotted for access to the e-resources through it. The service offered by the Library through the Digital library for the Students and the staff members is to browse their subject related materials from INFLIBNET, and NDLI.

Digitalization in process of the Library: The library has a fully digitalized system for Member entry, to Member exit. When a student enters the library, the students have to scan their ID card in the barcode scanner which records their entry. After the entry, he searches his book with the use of OPAC. OPAC will help him to find out the book location with the help of the classification number of the book. Library staff will assist the students to collect the books themselves. Then the student enters his details in the library check card and in the date slip. The book will be issued in the system after scanning the barcode of the ID card and the barcode of the book. After the process, the student signs out by scanning his ID card in the barcode scanner and collects the book and leaves the library.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response: 10.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.65283	10.56215	14.76650	13.16637	12.97728

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 5.39

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

Response: 254

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

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

The institution has a separate IT policy to set up standards for IT management. The IT- Section of the College is responsible for the procurement, installation, and configuration of IT equipment in computer labs and administrative sections. There are 636 high-configured computers and servers available in the campus. Computer Networks (LAN and WAN) are maintained by structured cabling and OFC. All the 8 blocks including the administrative blocks are interconnected with relevant networks and WI-Fi for smooth conduct of everyday function of the Institution. The digital library facility inside the Central Library helps the students to access online resources and other education-related information through INFLIBNET and other education platforms.

Laboratory: Computer Lab is entrusted with authority for the system, and network administration and to decide the type and version of OS, IP addresses allocation, proxies, and e-mail relays. The IT Section decides on certifying the type of in-house/commercial software application for the computers in the administrative sections.

If a machine malfunctions, the IT section will notify the concerned Head of the Department and Disconnect it from the core network until the problem is fixed. Usage of computers in the college for personal activities is prohibited.

Internet Facility: In today's growing savvy environment, the need for the internet has become mandatory in knowledge dissemination, information sharing, and networking among the faculty, the students, and the administration. Hence the college has introduced LAN and connected all the systems through internet and intranet facilities.

WiFi Facility: Institution has a standalone WIFI Network and the students are provided access with due approval of the college management. A special feature of the institution is that faculty and research scholars have 24/7 access to the internet.

Servers, Open source software, and Propriety software: The College maintains more than 30 software and tools to support the curriculum for UG and PG programmes, and four other servers are a Database server, Internet server, Proxy server, and SIS server.

Computers with Internet facility: Maximum number of computers for the students is internet-based with proprietary software which supports the students in their curriculum. Internet facility with a Bandwidth of 32 Mbps is provided to all undergraduate, and postgraduate students, research scholars (M.Phil. & Ph.D.), faculty members, and administrative staff with the facility created in the Laboratories and Digital library.

LCD and Interactive Board: The highlight is more than 60% of the classrooms in our Institution is equipped with LCD projector for effective teaching and learning. There are few smart board classrooms available in AH block and O block and configured with the latest 'senses technology' and utilized based on the requirement of the teaching-learning process.

Budget allocation for updating IT facilities:

To align with the Vision of our Institution ‘**Quality Education for Digital Era**’, every year have allotted necessary funds for procurement, installation, the configuration of IT equipment, maintenance of existing facilities, website maintenance, etc.,

Our Institution strongly believes that the creation of IT facilities alone is not only sufficient but also equal importance will be required to train the faculty members and administrative staff for effective utilization of the facilities created.

For that purpose, faculty members are motivated and supported with monetary benefits to studying the latest technologically important online courses and insisted on implementation in our Institution.

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

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

Response: 7.28

File Description	Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

- 1. Media centre**
- 2. Audio visual centre**
- 3. Lecture Capturing System(LCS)**
- 4. Mixing equipments and softwares for editing**

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 24.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
204.22778	182.32242	181.93183	278.82605	193.61140

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

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

The creation of facilities not only suffice but also the utilization and maintenance of all the facilities in the Institution efficiently most important.

Maintenance and Utilization of physical, academic, and support facilities

The overall maintenance of the institution's infrastructure including the building, and the landscapes

is under the control of the maintenance department. The maintenance work whenever and where ever required shall be carried out under the supervision of the maintenance manager with the guidance of the management team.

The maintenance department functions as per the requirements of the institution from the procurement of civil/electrical/plumbing materials to the installation as required. The maintenance department ensures the proper maintenance and effective utilization of the buildings and other related areas periodically.

Laboratory:

A well-defined policy has been adopted for the utilization and maintenance of laboratories. However individual labs are given a certain level of autonomy to follow their procedure for utilization and maintenance of labs.

Laboratories of Life-Science departments (Microbiology, Biochemistry, Foods and Nutrition, and Biotechnology) are well maintained with the latest equipment. Appropriate guidelines for handling chemicals, equipment, and instruments are rigorously followed. The stock register is maintained and updated frequently. Stock verification is inspected by a team of internal auditors periodically. Equipment and instruments are serviced and upgraded once a year.

Computer Lab:

Computer Lab is entrusted with authority for the system, and network administration and to decide the type and version of OS, IP addresses allocation, proxies, and e-mail relays. The IT Section decides on certifying the type of in-house/commercial software application for the computers in the administrative sections.

If a machine malfunctions, the IT section will be informed by the concerned Head of the Department and disconnect it from the core network until the problem is fixed. Usage of computers in the College for personal activities is prohibited.

The College has separate Computer labs for Computer Science, IT, BCA, MCA, MBA, and Commerce with Computer Applications, and Business management with computer applications departments. Computer lab hours are allocated based on the course requirement and timetable. Lab Timetables are meticulously drawn to ensure optimum utilization of the facility. Computer maintenance and other related auxiliary material maintenance and network facilities maintenance are done frequently.

Library:

The Library policies and procedures are reviewed annually based on the recommendations of the Library Committee as well as suggestions received from the Library users. Student representation will be available in the library committee to ensure that the needs and suggestions of students are properly represented. The Library timing on all working days is between 9.00 a.m. and 5.30 p.m. Open access system is followed in the Library. Students can have access to the library with the barcode facility available on the College identity card. Students can borrow a maximum of 5 books and hold them for 15 days. Failing to return the books on or before the due date, a fine of Re. 1/- per day will be levied. Lost books

will have to be replaced. Journals and Periodicals are arranged and displayed for the Library users in a separate section. The reference section and Rare books collection section is also well maintained. Library stocks are audited by a team of internal auditors once a year.

Class Room:

Spacious and well-ventilated classrooms are allotted as per the student's strengths. Every class is allocated with a class tutor who monitors the maintenance of the classroom with the help of the class representative. Any repair or damage identified is informed by the class tutor to the Head of the department, who forwards the request to the maintenance department. The cleanliness of classrooms is maintained with the help of the full-time support staff.

Sports:

The Department of Physical education maintains all the sports and games materials, Gymnasium equipment. The Playground and the facilities for Tennis, Football, Cricket, Kho-Kho, and Volleyball are well maintained with help of the maintenance department under the guidance of the Physical director.

Cores of the Maintenance Department:

- Civil engineering – infrastructure upkeep, aluminum work, welding,
- Electrical – maintenance of generator, electrical works replacement of fire extinguisher on the requirement, maintenance of UPS backups
- Plumbing- rectifying leakages in pipelines, providing uninterrupted water facility, toilets

Workflow of maintenance department:

- All kinds of new purchases and maintenance work need Budget approval.
- In the bill copy of the MRS / Job card, MWS Acknowledgement is a must.
- New work and purchase require 7 days' time/minimum 3 days.
- No phone or direct request will be accepted only written request document for all work except for emergency work.
- Apart from MRS and MWS / Request Note is a must with an Approval copy.
- MRS and MWS Passing Authority

The procedure of utilizing MWS

- MWS - All kinds of repairs
- HOD/ Principal Approval Signature
- Maintenance Quote
- Budget Approval if new
- Control CE/ Secretary
- PO CE Approval

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 5.08

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
156	189	226	265	324

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

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

Response: 19.9

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
979	911	827	951	893

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	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) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 11.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
528	554	589	413	584

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

5.1.5 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
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 29.13**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
474	472	444	427	404

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).**Response:** 16**5.2.2.1 Number of outgoing student progressing to higher education.****Response:** 266

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response: 7.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	8	1	1

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	25	43	40	6

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

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

Response: 247

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	81	45	68	23

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

Response:

The student's council is constituted for encouraging the students to involve in every activity on both academic and administrative bodies and different committees of the institution, in line with supporting these committees and bodies the students are able to inculcate and strengthen their character in self-discipline, Responsibility Commitment, diligent nature, Punctuality, Courteous character, Team player task and creates a core value on developing leadership and problem-solving ability.

Construction of Students council:

The student council is constructed with a Chairman from the Third-year Undergraduate, Joint secretary from the Third-year Undergraduate, a Secretary from the second year Undergraduate, and a student representative from all the class. The student council is formed in the direction of the Principal and a team of senior faculty members. Every year the council is formed to enhance and support the College in curricular related, and co-curricular related activities, The department students' representatives from each class are constituted to form a member in charge of the department association, where the association takes sole responsibility for supporting for organizing and conducting academic and co-curricular activities.

To ensure a fair and just solution to the genuine grievances of the students, students of both sexes are made members of the internal complaints committee. Students council members nominate cultural and sports co-coordinator who is responsible for sports and cultural activities by extending their wings with the support of department-level class representatives.

Process of Students Council Formation:

- Announcement of Election
- Filling of nomination
- Processing of nomination
- Withdrawal of nomination
- Campaigning with manifesto
- Election voting
- Vote counting
- Announcement of result
- Student's council Office bearer's introduction
- Recommence of office bearer's

Work Progression of Students council and students representative:

Work Progression in academics

The students are included as a member of the academic body the Board of studies and their suggestions and views are considered for revamping syllabi, Students Council and class representatives join hands together for intercollegiate academic activities, Class review committee consists of the Head of the department, class tutor and students discuss in regular intervals on the class academic requirements which would be satisfied by conducting academic activity such as seminar, workshop, guest lecture, etc.,

Work Progression on administrative bodies/committees of the institution

The council selects separate members for co-curricular activities which would be Sports and cultural the student's council with members of the sports and cultural committee joins hands with the department students' representative for benchmarking in sports and culture, Daily grooming is reviewed with students on the entry of the college by the members of students council which could maintain the grooming standards in the institution, class representation from each class maintains the decorum of anti-ragging.

Curricular and co-curricular events with the Students Council.

- Board of studies
- Euphony -Inter-college Cultural events
- Mélange – Intra College Cultural events
- Pongal Celebration
- Christmas Celebration
- Nanghaba
- Bhutanese cultural festival
- Intercollegiate Quiz
- Onam Celebration
- Tamil Mandram Vizha
- College day
- Flash mob awareness programs
- Upkeeping Grooming Standards.
- Anti- ragging committee

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

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 12.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
9	20	12	9	13

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

RVS Alumni Association started in the Year 1992 with the purpose is to creating a network of former graduates and strengthening the lifelong relationship between Alumni and the Institution for mutual benefit and synergy. We at Rathnavel Subramaniam College of Arts and Science strongly believe that Alumni are our international ambassadors, they can able to build Our Institution's brand through word of mouth, their position in society, societal acceptance, kindness, behavior, etc.

During their course of study, Our Institution not only taught Education but also an intimate relationship between Students, and Institution has been created through a Holistic curriculum that includes Full-stack teaching methods, Extracurricular activities, Department association activities, Cultural activities, Sports activities, NSS, and NCC activities.

All the activities which could be initiated by the Institution for the holistic development of the

students during their course of study are fully supported and utilized by the students and they can carry forward all the positives to their lives. This will bring out a lifelong relationship between students and Institution.

Apart from all, to support and strengthen our relationship with alumni, Our Institution offers 10% additional Scholarships in the name of the Ex-RVS Scholarship to the Alumni who have joined our institution for their higher studies.

The Institution also values the feedback given by the Alumni about the curriculum at the time of the Board of Studies incorporated it positively into the curriculum for the forthcoming batch.

Our Institution also utilizes the expertise of Alumni members to provide Career counseling, mentoring, opportunities for internships, and job opportunities to the final year students.

About Alumni Association

The Alumni Association of the College functions with the following office bearers – President of the association, Secretary, and Joint secretary. The Office bearers will be elected democratically. Members of the Alumni Association should will to work with the Institution and also be willing to contribute time, and the ability to motivate and engage alumni with a high level of enthusiasm. The criteria for selecting the members of the Alumni association are, that the elected members should be enthusiastic and motivate Alumni and friends to take part in all initiatives by the Institution. Alumni of RVSCAS are great role models for present students and are often in the position to engage the expertise of their professional lives in the activities of the institution. Alumni of RVSCAS, who are all well placed are ready to offer practical support to the present students as they start their careers.

Objectives of Alumni Association

- To support and promote the Vision and Mission of the Institution.
- To motivate Alumni and friends to take part in all initiatives by the Institution.
- To Support Career counseling, Internships, Training, and Placement activities
- To extend academic-related support
- To extend finance-related support for the benefit of needy students

Academic related support by the Alumni

- One of the members of the Board of Studies of the departments
- One of the members of the Academic Council
- Mentor of Training and placement

Finance and Other related support by the Alumni

- Semester Tuition fee support for the needy students
- Examination fee payment for the students of single parents.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: D. 2 Lakhs - 5 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Our Institution is one of the biggest Self-financing institutions affiliated with Bharathiar University run by RVS Educational Trust a non-profitable organization, indulged in philanthropic activities.

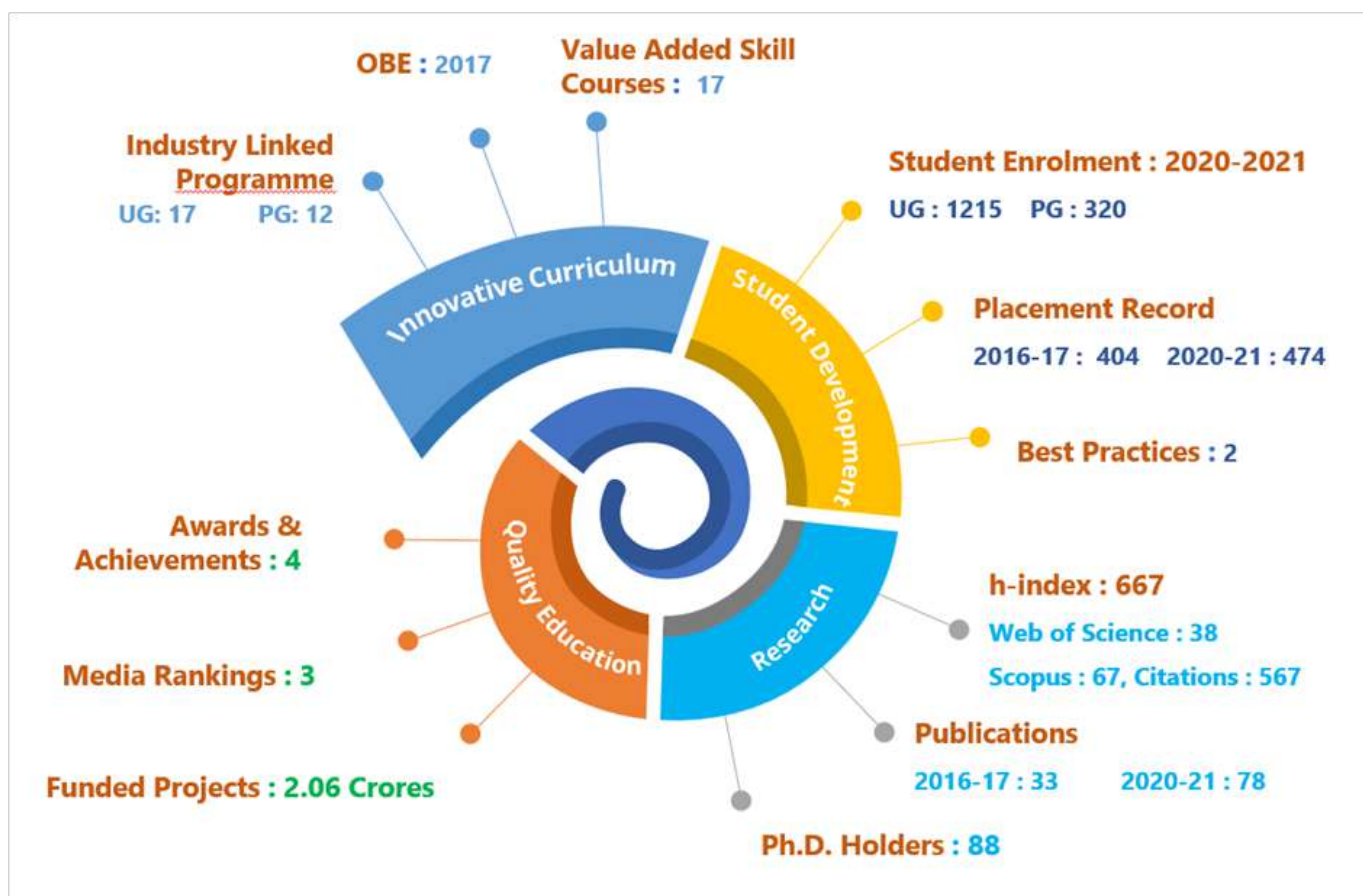
Ever since the inception of the institution in 1983, have been untiringly working to contribute in the fields of Education, Agriculture, Rural development and Health care. The trust has set up facilities at various places in Tamil Nadu to educate, cultivate and elevate. Around 40,000 students pursue education in the institutions run by the Trust ranging from kindergarten to Doctoral levels, encompassing Arts, Science, Management, Para-medicine and Alternative medicine. These institutions are manned by around 5,000 staff members.

The members of the Trust are the Chairman, members from the Board of Trustees and Governing body members comprising members nominated by the UGC, members nominated by the State government, members nominated by Bharathiar University, Educationist, Members nominated by the Management, Academic experts, Industrialist, Teacher representatives, Student representatives, Members of statutory and non-statutory bodies.

The Governing body is responsible for the plan, design and implementation of policies related to efficient administration and effective quality education in the institution.

The current educational scenario demands the chiselling of graduates apart from equipping them with blatant knowledge, and the capacity to face the challenges emerging out of the changing modern trends. Realizing the ideas of the needs of the industrial world, entrepreneurial domain and the arena of the public sector, the Institutions have designed and updated, multifaceted quality-driven curricula to trigger the vibes of creativity and innovative aptitude. Moreover, the programmes have been slated to ensure traits of man-making and nation-building.

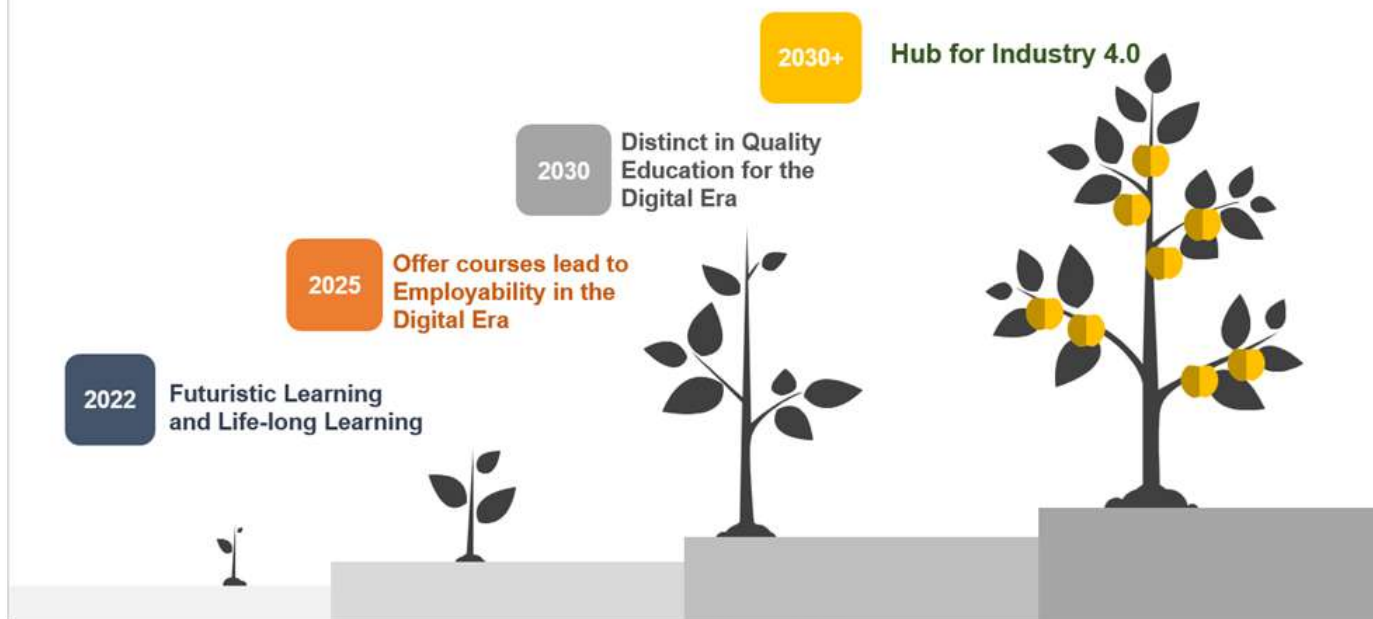
The standard and structural outcome-based curriculum plan for the educational programmes offered in the institution has been prepared by keeping the vision of the institution “Quality Education for Digital era” and mission of the institution, “To impart a need-based quality education through the comprehensive curriculum by adopting apt technologies and progressive teaching, learning and research processes”. The programmes are taught by a highly competent and well-experienced, talented band of teaching faculty endowed with academic acumen.



Perspective plans of the institution

- Futuristic learning and life-long learning are the two basic mantras that are chanted and reflected throughout the system.
- By 2025, all the programs offered by the institution will have courses that lead to employability in the digital era.
- By 2030, this institution will be distinct in providing quality education for the Digital era.
- This institution will become a hub for Industry 4.0

Perspective Plans of RVS



Participation of the Faculty/Stakeholders in Decision Making Bodies

- Teacher members in the Governing body
- Student representatives in the Grievance Redressal committee
- Teacher members in the Academic council
- Student representatives in the Academic council
- Members in the Curriculum Development Cell
- Members of Board of Studies
- Teacher member in the finance committee



File Description	Document
Any additional information	View Document
Link for additional information	View Document

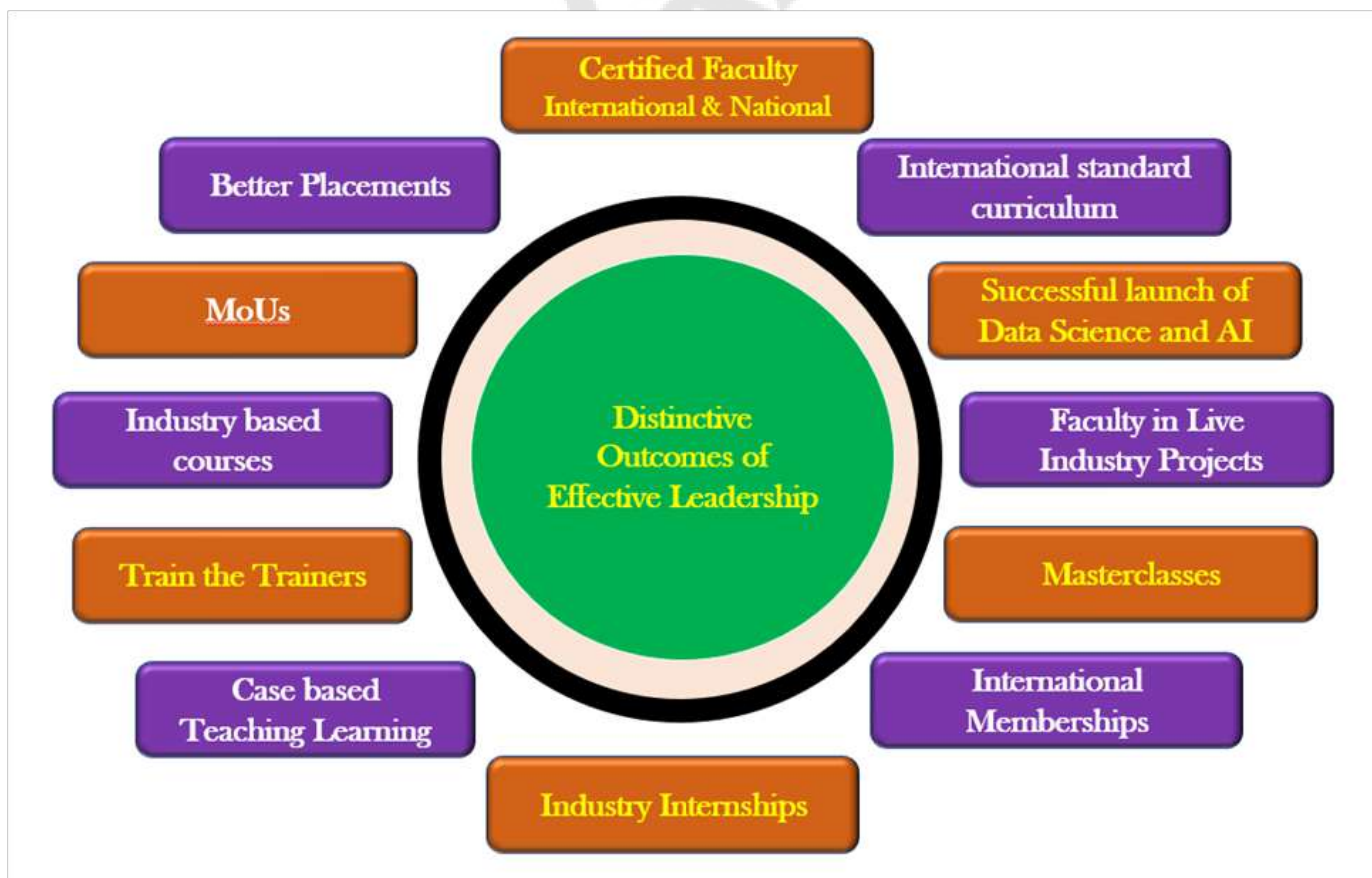
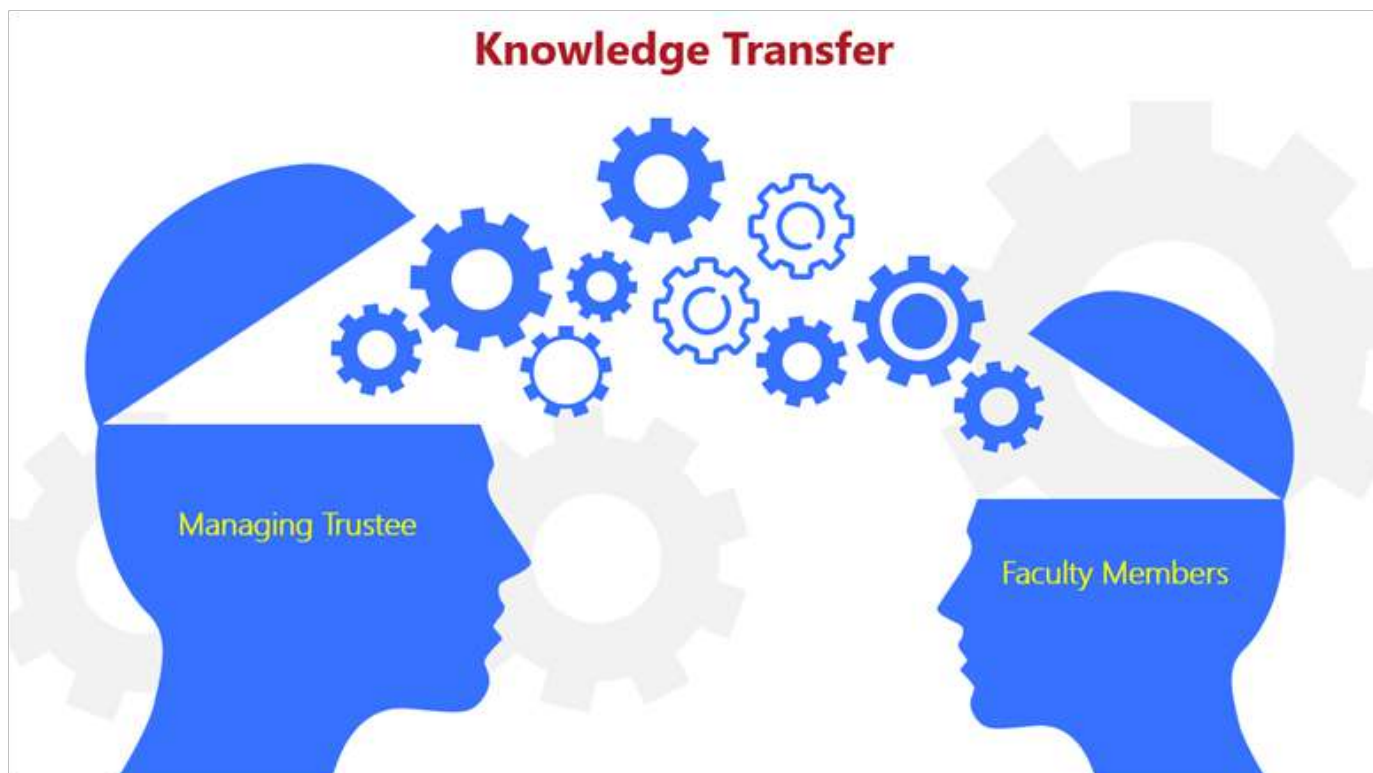
6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Our Institution practices decentralization and participative management in the following area for giving importance for combined efforts, for attaining the vision of the institution, there were two areas identified and further processed for decentralization. These processes were carried out systematically for the past two decades. In order to enhance the number of activities and qualities as well as the diversity of the activities, a pre-tuned decentralization strategy is followed. Decentralization will help the individual departments to exercise autonomy given to them in a more responsible manner. The Planning and conduct of interdisciplinary activities enable participatory management between the departments.

Our Managing Trustee continuously updates himself through various certification programmes from across the globe and transfers the knowledge to the faculty members through rigorous training programmes. His contributions have brought innovative changes in the curriculum and that led the faculty members to teach

updated industry-oriented skills. He also encourages the faculty members to complete various certification programmes in their specialized core areas. Also, encourages and motivates students to do the same.



1) Department Associations

Student activities are encouraged to conduct inter-departmental and intradepartmental extra-

curricular and co-curricular activities under the banner of the department association. Students are allowed to express the required area of focus where else the prime areas are identified and activity regarding the area is conducted in concern with specialized faculty in the relevant area. The faculty members coordinate and channelize their energy into a positive progression.

2) Parents-Teachers Meet:

Parents- Teachers Meet is conducted by all the departments individually once a year which intends parental participation in the overall performance of the wards and gives the special concern to the performance of the wards and his progress every year, it helps the parents to have close relationships with the concern department and parents will have cordial relationships with all the faculty in the department.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategic and Perspective Plan

The Institution has a perspective plan for development, based on the administrative plan in line with the objectives and plans for the development of quality education.

The development of the institution includes

- Education for the Digital era
- Enhancement of teaching and learning by digital enhancement courses
- Research and development
- Community engagement for holistic development
- Human resource planning and development

- Placement in core competency areas

Administrative Plan

The administrative plan of the institution is based on the NAAC seven criteria, each criterion is enlightened with important development metrics areas where it is monitored regularly each programme follows the administrative and strategic plan and stipulates to the attainment of maximum metrics.

Development of Administrative Resource

Each and every aspect of an institution turns into a resource when effectively use to achieve the goals and objectives of the institution common resource which supports the administrative development are

- People: Teachers, students etc.,
- Materials: Textbooks, Human skeleton etc.,
- Tools and equipment: Interactive board, slide projectors etc.,
- Settings: Buildings, library etc.,
- Activities: Games, Field trips etc.,

Resource Mobilization

Sound financial support is necessary and the institution generates the following for mobilizing resources

- DST-FIST, DBT- STAR College Scheme funds
- Research grant
- Management grant and
- Other grants such as seminar/workshop grants
- Revenue through Consultancy

Deployment strategy

The utilization of resources effectively shows the managerial power of the institution which comes up with a structured pre-determined deployment strategy to disburse the funds effectively. By getting a detailed budget for the programmes organized, it ensures a systematic organization of the programme.

Programmes such as seminars, workshops, conferences, guest lectures, staff development Programmes, and student support programmes can be organized only with the prior permission from the Correspondent after getting his approval for the detailed budget of the programme prepared. Also, once the programme is over, bills and vouchers related to the event should be submitted to the College.

By applying the strategies it is comfortable for the institution to march toward the pre-planned administrative workflow

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

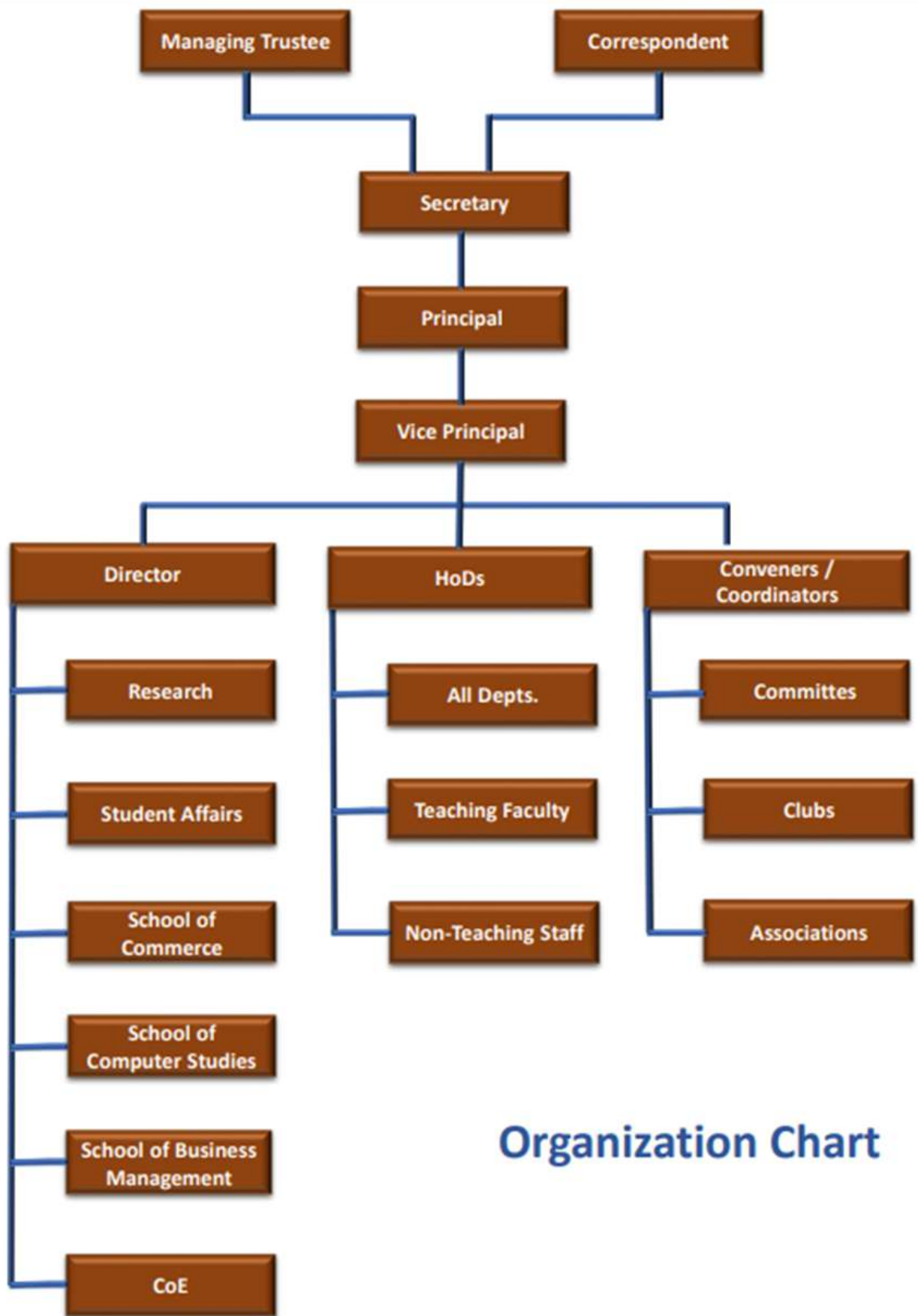
6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Yes, the Institutional bodies are effective and effective as visible from policies, administrative setup, appointment, service rules, and procedures.

A well-defined organizational structure and governance that focuses on achieving the vision and mission of the College. The focus is to provide quality education by involving all the stakeholders in various committees and bodies. The Organogram depicts the hierarchical structure of the administrative system and continece the working and reporting structure.

The Board of Trustees is responsible for ensuring effective management on the campus. The Principal and Secretary monitor the regular academic and other related activities assisted by the Vice-Principal. The Director and Head of the department with the Principal meet all the faculty members regularly and involve them in effective decision making and formulate policies leading to participatory management. The participative management is well designated by statutory and Non Statutory bodies and the workflow of each body is described. Each department has a separate organogram and job description of each level for the proper execution of work.



Organization Chart

Statutory Bodies

- Governing Body

- Board of Studies
- Internal Quality Assurance Cell.
- Finance Committee
- Planning and Evaluation Committee
- Institution Innovation Council (IIC)

Non Statutory Bodies

- Academic & Administrative Audit committee
- Admission Committee
- Staff Welfare & Grievance Redressal Committee
- Curriculum Development Cell
- Research Committee
- Examination Committee
- Spoken Tutorial Committee
- Library Committee
- Sports Committee
- Students Handbook Calendar Committee
- Ragging Curb Committee
- Women Empowerment Cell
- Students Counseling Centre
- Cultural Club
- Website Committee
- Health & Fitness
- Disciplinary Action Committee
- Quiz, Radio Programmes & Inter-Collegiate Events
- Consumer Club
- Entrepreneurship Development (Start-up)
- IPR Cell
- International Students Cell
- Alumni association
- Staff Club
- NCC
- NSS/YRC

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration

2. Finance and Accounts

3.Student Admission and Support**4.Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression**

Response:

Welfare Measures for Teaching and Non-Teaching and Avenues for Career Development

The Institution takes special care on welfare measures for teaching and Nonteaching to create a better ambiance and work culture, the welfare of teaching and Non-teaching is categorized in both sections of monitory and non–monitory for both personal and professional areas.

The following are the important welfare measure for all Staff members:

- The Wards of the Staff are given admission to programs of their choice in schools and colleges of the trust with fee concision.
- Financial Assistance as required from the staff club in an emergency.
- Wellness programs and health check-ups.
- Cash prizes are given to staff for research publication.
- A Crash Course to develop communication skills for the teaching and non-teaching staff.
- Free internet facility.
- A well-equipped fitness center provides space for workouts.
- Mandatory welfare schemes like gratuity and contributions to EPF (Employees Provident Fund).
- A bonus is given to all teaching and non-teaching staff.
- Salary is revised periodically for the staff of the self-financing section. Incentives are given for the best performers in teaching and research

Additional welfare measures

- The Management treats requests from staff availing leave for special reasons with consideration

- Qualified counsellors on campus offer guidance to staff
- All Jubilarians and retiring staff are felicitated by mementos in silver and gold
- Staff - Management get-together on Teachers' day celebration. The non-teaching and support staff work in two shifts thus facilitating a comfortable work Ambiance.
- A family tour is arranged for the non-teaching and support staff annually
- Staff Quarters are provided to staff as per their job commitments
- Hostel facility for Staff members are provided on a subsidy basis
- Transport facilities are provided on subsidy fares
- Canteen facility
- Purified water - RO Plant
- Counseling room
- Medical Leave as per the norms
- Maternity leave as per the policy of the institution

Career development and progression

- The management ensures that the staff gets their promotion based on the performance monitored by the authority
- 360-degree evaluation of the faculty is done by annual performance review which would help the teaching community to know their improvement in career growth
- Academic and professional competency is recognized by the authority and supported
- The management encourages staff to pursue research, publish research papers, have international exposure, and take up government and UGC-funded projects
- Staff is encouraged to serve on academic bodies and offer consultancy.
- The management provides financial assistance for staff to participate in seminars hosted by other institutions
- The IQAC Organizes capacity-building programs for teaching and non-teaching and support – staff which promote professionalism in the workplace
- Financial Support for Advanced learning - Higher studies - Courses – SME
- ERP training in relevant areas
- Regular meetings by the Office manager for effective work segregation
- Induction Programme new recruits for efficient working
- Yoga and pleasure trips for hassle-free working conditions.

Career development and progression

- The management ensures that the staff gets their promotion based on the performance monitored by the authority.
- The management encourages staff to pursue research, publish research papers, have international exposure, and take up government and UGC-funded projects.
- Staff is encouraged to serve on academic bodies and offer consultancy.
- The management provides financial assistance for staff to participate in seminars hosted by other institutions.
- Financial Support for Advanced learning - Higher studies - Courses – SME
- ERP training in relevant areas

File Description	Document
Any additional information	View Document

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

Response: 8.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
64	8	4	2	2

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 18

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

2020-21	2019-20	2018-19	2017-18	2016-17
65	13	6	3	3

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development

Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 111.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
215	321	201	154	154

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Yes, the Institution Conducts Internal and External Audits

The Internal and external audits are conducted in regular intervals Internal Audits are conducted by the Finance Manager regularly for the smooth flow of the respective areas.

External Audits are conducted by reputed Chartered Accountants; the flow of the process is the department gets the approval from the Principal and submits the same to the Accounts Section with approval of the concerned accounts section and the required money is procured. After the completion of the program, the accounts are settled with proper bills, countersigned by the Head of the department, the Principal, and gate pass entry. The accounts are maintained by the Accounts Section, guided, and coordinated by the Finance Manager of the Management.

The budgets are prepared every year for the receipts and payments anticipated. The actual are compared with the budgeted amount and it is subject to internal and external audits. Minor and Major funded projects are audited by an external auditor and reviewed at regular intervals. A utilization certificate is produced after the project is successfully completed by the faculty member.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**Response:** 6.5**6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
5.00	0	1.50	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**Response:****Institutional Strategies for mobilisation of funds and utilization of resources**

The resource mobilization planning provides guidelines to diversify and expand the institutions' resource base to achieve the plans and goals and overall growth of the institution. Planning helps us to identify the resource availability areas which will help us for effective budget planning and allocation of budget. The Finance and accounts department plans an annual budget estimate in consultation with the entire department and then prepares the master budget. It is submitted by the principal to seek approval from the Governing body.

Fund Mobilization Strategies

In order to mobilize funds from various funding agencies, the institution follows the planning strategies like

- Deliberation at the appropriate level for fixing the priority areas for fund mobilization
- Identification of relevant funding agencies
- Approaching the appropriate funding agencies with well-thought-out proposals
- Spending the fund in the manner as suggested by the funding agency.
- Resource Mobilization-The maximum resource mobilization is through tuition fees.
- Funds and grants from various governmental/non-governmental bodies
- Scholarships for the students are from the government, the management, and individuals.

- Miscellaneous income received from various education services
- Rent from the hostel
- Well-Wishers, Philanthropists, and Alumnae are approached to mobilize funds.
- The institution not only mobilizes funds for its developmental needs but also seeks funds to carry out relief work for natural calamities. The staff and students contribute generously to the institution financially and relief fund was collected to support the people who was affected by flood and pandemic situations.

Utilization

- Innovative teaching practices
- Clubs, NSS, NCC Activities
- Departmental Seminar, Workshop, FDPs
- Staff Salary
- Examination Charges
- Staff and Students Welfare
- Maintenance of Building and infrastructure
- Procurement of Lab Consumables
- Establishing Green campus
- Scholarships and Freeships
- Seed money for research activities
- Maintaining Augmentation infrastructure by buying equipment

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell - Quality Assurance Strategies

The vision of the IQAC of the institution is to promote quality initiatives and interventions prioritizing digitization in education and holistic growth of the institution Apart from the regular plan the IQAC's prime focus for the quality and post accreditation activities are segmented based on the students, faculties, Institution, local and societal needs.

The core area of IQAC

- **Curriculum Design and Development**

- **Teaching and Learning**
- **Research**
- **Consultancy**
- **Faculty Enrichment**



Quality Strategies for Core IQAC areas

- Benchmarking Quality Standard Curriculum to match NEP and Industry 2.0
- Enhancing the Outcome-based education for industry needs
- Embarking the Quality in research and paper publication
- Standardization of teaching-learning Outcomes
- Creating Landmarks for consultancy projects
- Performance Appraisal and 360-degree evaluation of faculty and department
- Inculcating strength and support of NAAC, NIRF, AISHE, and NEP for Quality parameters
- Support and Promotion for social Activities to inculcate the social values among the students
- Societal development for women empowerment

IQAC Quality Plan for the Year

- Strategic and academic plan
- IQAC meetings
- Academic Administrative Audit
- Sensitization programme on Revised Accreditation Framework - Guidelines
- Preparation of NIRF

- Preparation of AISHE document
- NPTEL Online courses for Faculty and Students
- OBE formulation and implementation awareness
- Templates for Board of Studies
- Enhancing Research capacity
- DBT STAR College Scheme initiation Programme
- Faculty Development Programme
- IIQA Preparation
- NAAC SSR preparation
- AQAR Preparation
- Annual Performance Review
- Central e documentation
- Feedback from Stakeholders
- Project proposal for Women Empowerment

Post Accreditation Quality Initiates

- Implementation of Outcome-Based Education
- Introducing new Programmes
- Collaborative Research Activities
- Central Instrumentation Laboratory
- Awareness on IPR
- Research Funded Projects
- Faculty Improvement Programme for Digital Teacher
- Faculty 360 Degree Evaluation
- Enhancement of students' vocabulary Skills
- Enhancement of Students internship
- e-Documentation
- Considerable increase in paper publication
- Skill Enhancement programmes for Teaching and Non-teaching Community.



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

Response:

The institution checks its level of performance in the teaching-learning process and methodologies of operation and learning outcomes by continuously monitoring the following core areas.

- **Academic Audit**
- **Continuous Internal Assessment**
- **Controller of Examination**

- **Board of Studies**
- **Feedback**
- **Godfather Counseling**

Academic Audit:

The institution reviews its teaching-learning process, structures & methodologies of operations, and learning outcomes during Academic Audit every month based on the academic plan prepared by the department for the academic year. Academic Audit helps to assess the conduct of the various academic, co-curricular and extracurricular activities planned by the department for the academic year.

Continuous Internal Assessment:

During the course of study, the students are awarded internal marks based on the Continuous Internal Assessment Test. Based on the assessment students are classified as slow learners and advanced learners and continuously monitored on their academic performance.

Controller of Examination:

The End of Semester Exams (ESE) is conducted by the Controller of Examinations (COE) as per the university norms. The question bank is prepared for every subject by the department based on the guidelines framed by the Curriculum Development Cell (CDC).

Board of Studies:

The syllabus is reviewed through the Board of Studies Meeting (BoS) which involves Industrial Experts, Academic Experts, Alumni, Student representatives, and the department faculties. The board is headed by the Head of the Department (HoD) as Chairman / Chairperson. Board of Studies meetings are convened before the commencement of every semester. The syllabi were modified based on the feedback received from the members of the board. The modified syllabi are recommended and approved by the board members.

Feedbacks

Feedback is taken from stakeholders, students, parents, industries, and alumni to monitor the attainment of Course Outcomes (COs), Programme Specific Outcomes (PSOs), Programme Outcomes (POs) Feedback is taken for the physical facilities and considered to improve the infrastructure of the department, library, sports and games facilities based on the feedback action is taken report is prepared and reflected on statutory bodies.

GodFather Counseling:

It is conducted by the tutor and the counselor on the last working day of every month. Students' grievances regarding Academic and non-academic-related activities are collected and resolved with the help of the Head of the Department and the Principal.



Incremental Improvements - Post Accreditation Activities

- Implementation of Outcome-Based Education
- Introducing new Programmes
- Collaborative Research Activities
- Central Instrumentation Laboratory
- Awareness on IPR
- Research Funded Projects
- Faculty Improvement Programme for Digital Teacher
- Faculty 360 Degree Evaluation
- Enhancement of students' vocabulary Skills
- Enhancement of Students internship
- e-Documentation
- Considerable increase in paper publication
- Skill Enhancement programmes for Teaching and Non-teaching Community.



File Description	Document
Any additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Measures initiated for the Promotion of Gender Equity

We Rathnavel Subramaniam College of Arts and Science fairly treat women and men, according to their respective needs. We also value the strength of staff diversity and take proactive measures to achieve gender-balanced leadership means a greater diversity of thought, better decision-making as well as higher employee satisfaction. There is significant evidence demonstrating the positive impact of women's representation in management and in leadership on institutional performance, including productivity, achievement, outcomes, and positive culture among students and faculty members.

Women members of Governing body, Academic council, Board of studies, Department Associations, Training, and Placement division, Aptitude training division, Clubs, and other decision-making bodies ensure opportunities, benefits, rights, and obligations in terms of gender equity. Among teaching faculties, more than 60% are female faculties and among 30 Directors and heads of the departments, 21 are Women Directors and HoDs.

We are committed to raising a flexible workplace culture for the faculties and students irrespective of gender. The flexible workplace culture is supported to successfully combine their work commitments and personal priorities. Here in Rathnavel Subramaniam College of Arts and Science practice bringing a positive change in the attitude and support equality among genders within the institution and in our outreach.

Rathnavel Subramaniam College of Arts and Science are having different aspects of features to sensitize the students on gender equity through co-curricular and extracurricular activities. The College has a **Gender equity policy** to ensure parity between women and men. An **Annual gender sensitization action plan** is prepared every year to create a better ambiance of gender equality and social equity.

Gender equity & sensitization in curricular activities:

- Orientation program organized for girl students on gender issues every year.
- Women Studies as Part IV
- Women's literature and its related topics in Undergraduate and Postgraduate studies in English
- Women's health care and nutrition in Undergraduate and Postgraduate studies Foods and Nutrition
- Health and Lifestyle disorders as an Extra Departmental Courses (EDC)
- UGC Minor Research Project (UGC-MRP) on women's safety successfully submitted by the Department of Electronics and Communication

Gender equity & sensitization in co-curricular activities:

- Women Empowerment cell
- Women's day celebration
- Sports Activities for men Women
- Two units of NSS comprise 200 volunteers and are purely meant for girls
- 15 women cadets are among 50 cadets in the NCC unit.
- Indoor & outdoor games and sports facilities for Men & Women students and staff

Measures initiated by the Institution for the promotion of gender equity:

- Women empowerment cell
- Annual gender sensitization action plan
- Orientation program organized for girl students on gender issues every year.
- Restricted entry and exit
- Out pass for hostel inmates.
- The women warden and guards are also available at Girls' hostels.
- Restricted entry at hostel gates.
- During class hours no students can leave the campus
- Bus facilities for students and faculties
- Gymnasium facility for boys and girls students.
- Female faculties get maternity leave and child care leave
- For providing security and safety inside the campus of the Institution, a sufficient number of CCTV cameras were installed at prominent and identified places
- Faculty members, Laboratory assistants, supportive staff members, and students have been instructed to keep the door of the classroom, and the door of the laboratory open during classes.
- Pathway – Yellow line marking

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

Yes The Institution Follows the Waste Management System, The Following Steps have been taken for the Sustainability of Consciousness



Solid waste management:

- Waste collection bins with color coding as degradable and non-degradable waste are kept at each block on campus,
- Each block has a large garbage collection bay where the dustbins are emptied in the bay and it is collected by a separate garbage collection vehicle.
- Classrooms have a compact basket to collect waste, the washrooms have bins and availability of incinerators in the ladies washrooms.
- Classrooms have compact baskets to collect waste.
- The washrooms have bins.
- Waste paper and cardboard are sold to authorized vendors.

- Awareness of the segregation of waste is created among the students are created.
- Compost arrangements are also made to convert solid waste into fertilizer/manure.

E-waste management:

- Awareness programmes are initiated on e-waste management All e-waste is disposed to the private concern on an agreement basis.
- The non-functional computers, equipment and peripherals are safely disposed of.
- The laser printer cartridge is refilled outside the college campus UPS batteries are recharged/repaired/ exchanged by the suppliers.
- The low configured computers are donated to nearby schools.
- E-Waste is not stored on campus. Obsolete item is sent back to the retailer under the “buy back” policy and new equipment are bought.

Liquid waste management:

- Practical labs like Chemistry, Biotechnology, Biochemistry, and Environmental Science have taken measures to ensure that all the chemicals are diluted before discarding in the wash basin.
- Glassware used in the laboratory is washed and rinsed with the least quantity of water and placed in the liquid waste container.
- The liquid waste of the laboratories is segregated into organic and inorganic waste. Inorganic wastes are neutralized before disposal.
- Liquid waste from washrooms is drained into concealed drains connected to the corporation drainage system.
- Rainwater is effectively harvested in e tanks on the campus. Liquid waste is effectively managed to promote zero stagnation.

Bio-Medical Waste:

- Incinerators are used for Bio Medical waste
- Incinerators with high-pressure use in a common area outside the campus

Hazardous Chemicals and Radioactive Waste

- In laboratories, harmful chemicals and radioactive materials are not used.
- Handling concentrated acids necessitated the usage of fume hoods.
- Media and microbes are removed according to approved procedures.
- Glass waste is collected and discarded separately.
- Before disposal, acids and bases are neutralized.
- In all laboratories, there is safety guidelines posted.

Wastewater Recycling System:

- A sewage treatment plant is utilized for wastewater recycle
- About 30,000 sq. ft. of flora is watered with treated wastewater.

Outcomes of Waste Management

- Sustainable Campus
- Green Imitation
- Rainwater harvesting
- Green Awards and Recognition

File Description	Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

awards received for such green campus initiatives:

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

Response: D.1 of the above

File Description	Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

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

Response:

The institution's prime focus is to bring students of all types with different backgrounds, to inculcate the cultural, regional, linguistic, and communal values among the student community. The institution creates an environment of values learning by celebrating all important festivals, highlighting diverse

cultures through various events, organizing programs on national integration, promoting arts, and reinforcing tradition.

To celebrate cultural and regional diversity the following steps are taken

Pongal: The cultural festival of Tamil Nadu, celebrated in an elaborate way with cultural competition and games, community Pongal is prepared as common and distributed with happiness among the students and teachers of the institution it's a common function that even bonds the teaching, Nonteaching, and students community.

Onam: The cultural festival for Kerala, cultural events related to traditions are conducted and 'Onam sadya' is prepared with an array of dishes and served to the teachers and students. The highlight would be 'chenda melam' which explores the musical harmony of Kerala.

Muthamizh Vizha: Organized annually by the department of Tamil gives a 'glimpse of Tamil literature and culture, students who are par in excellence in education and literature are honored with special awards and certificates.

Traditional Performing Arts: The Institution gives important to focus on traditional folk dance and music, to encourage this the students are mentored with performing arts such as 'Poikal Kudharai,' 'Thappu Attam,' 'Karaga Attam', music such as Nadaswaram,' Thavil,' 'Kadam 'are given as prime time events in cultural competition and college events.

Curriculum: The College has a curriculum with topics related to human rights, peace, tolerance, compassion, harmony, and promotion of social values awareness on environmental protection and ethics.

Foreign language: The Institution has a multilingual facility where the students have a chance of learning a foreign language in their curriculum for a few programmes it is mandatory for their placement upliftment. In the Curriculum , the following language courses offered under Part I are Tamil, Malayalam, Hindi and French ; apart from the regular courses of study the cocurricular activities are organised which promote the cultural understanding and human value among students.

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

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

Response:

Ever since the inception of the Rathnavel Subramaniam College of Arts and Science strongly believe that Students are the future citizen of India and the Education imparted from our Institution transform the Students into a responsible citizen of India. To align with that motto, Every Wednesday Weekly Hebdomadal Assembly is conducted on our Campus.

Hebdomadal Assembly – A weekly assembly is held every Wednesday at 9.15 a.m. to infuse the spirit of human values, patriotism and discipline. Weekly announcements and laurels won by the students are announced in the assembly.

Professional ethics are well-defined in our curricula as well as in our outcome. Keen attention has also been given to introducing courses based on Professional Ethics like Clinical Ethics and Bioethics for Life Science programmes, Business Ethics for School of Management programme, Cyber Security, Cyber Law for School of Computer Studies. Major of the programme has been covered up with one course on professional ethics and sustainability values, which helps the students to get depth knowledge on professional ethics and sustainability values. Committees have been formed to stimulate and sharpen the stakeholders with regard to human values and professional ethics.

Orientation programmes are conducted with the help of resource persons hired from other professional institutions. Regular activities are conducted through the concerned cells and associations, courses on Indian constitution, gender equity, Human rights, and environment are taught to the students, awareness on voting and Indian constitution are regularly created among stakeholders. Women cell, Anti-ragging cell, Prevention of Sexual Harassment cell and Grievance redressal cell are efficiently functioning in the college. They bound and inculcate human values to the stakeholders.

To align with the **Fundamental duties of the Indian citizens** are mentioned in the 42nd Amendment of the Constitution of India, every year Our Institution plans and organizes appropriate programs and activities to increase consciousness about National Identities and Symbols; Fundamental Duties, and Rights, which include celebrations of nationally important days and Commemorative events.

The photos of National Leaders and Freedom Fighters portrayed at prominent places around the Classrooms blocks create ambiance and the learners learn the value.

Some of the fundamental responsibilities mentioned in the Constitution of India are like respect to the National Flag, and the National Anthem, citizens must defend their country, commit to provide National service whenever required, safeguard the public property, etc. Such rights and responsibilities are very important for the National interest of the country.

Ever since the inception of the Rathnavel Subramaniam College of Arts and Science have been untiringly working to contribute in the fields of Education, Rural Development, and Health Care. The Institution mold academically alert, morally sound, and socially committed students.

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

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

Response:

Nationally Important days celebration by the Institution:

The institution has a healthy practice of commemorating/ celebrating national, and international days and important festivals. All the important days are marked in the **College calendar** and activities are planned and organized accordingly. The institution commemorates around **nineteen special days** and conducts activities and events related to the days.

"Independence Day" and "Republic day" are celebrated with great zeal. NCC cadets present a parade and students exhibit their patriotic thoughts by enhancing events by elocution, singing, skits and drills, and model displays.

The College celebrates **National Mathematics Day** on 22nd December to remember the birth anniversary of the legendary mathematician, Srinivasa Ramanujam. Competitions are conducted and Guest

lectures are organized to bring awareness to the application of mathematics in real-world experience.

On 28th February, "**National Science Day**" is celebrated to popularize science and technology among the public, Department of Life science and Electronics conducts Science exhibitions, Poster presentations, Seminars, Theme oriented lectures, and workshops related to science day..

"**Teachers' Day**" is celebrated on the 5th of September every year efforts of the teachers are enlightened by students council members on the day.

Awareness initiatives on special days like "**National Voters day**", "Anti-violence day", "**World Hepatitis Day**", "**Suicide prevention day**", "**Yoga day**", "**NSS Day**", , Breastfeeding Day, World cancer day, Anti- Tobacco day Anti- child labor day, Flag Day, Ozone day, are celebrated with the occasion.

Internationally Important days celebration by the Institution:

"**International Women's Day**" is celebrated on 8th March which creates a special platform for the girl's students and ladies' faculty to showcase their talents the program is enriched with games and motivational speeches.

Our Institution initiates a year-long program on the occasion of "**World Environment Day**" which is celebrated on the 5th of June of every year to create environmental consciousness among students, faculties, and society by planting saplings, protecting and promoting Holy trees, Enrichment of Biodiversity in Campus, Water recycling for Campus irrigation and Carbon rate calculation.

Our Institution celebrates "**International Yoga Day**" every year on the 21st of June of every year. to promote the holistic health of every individual which includes the benefits of increased flexibility and fitness, mindfulness, and relaxation.

"**International Chef day**" is celebrated every by the Department of Catering Science and Hotel Management as part of the celebration students prepare and serve food to orphanages and Elderly homes in and around Sullur.

Festivals and Events celebrated by the Institution

To create cultural and regional diversity some of the Festivals and events organized by our Institution

Pongal: The cultural festival of Tamil Nadu, celebrated in an elaborate way with cultural competition and games, **Community Pongal** is prepared as common and distributed with happiness among the students and teachers of the institution it's a common function that even bonds the teaching, Non-teaching, and students community.

Onam: The cultural festival for Kerala, cultural events related to traditions are conducted and "**Onam sadya**" is prepared with an array of dishes and served to the teachers and students. The highlight would be "**Chenda melam**" which explores the musical harmony of Kerala.

Muthamizh Vizha: The Vizha Organized annually by the Department of Tamil gives a glimpse of Tamil

literature and culture, students who are par in excellence in education and literature are honored with special awards and certificates.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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 I - Subject Matter Expert (SME) Development

1. Title of the Practice

Subject Matter Expert (SME) Development

2. Objectives of the Practice

Intended Outcome: Preparing the students for the Digital Era with the required skills sets.

Objective: Developing the faculty members with the skills needed for this Digital Era and in turn transforming the knowledge to the students.

Underlying principles / Concepts:

Journey of developing our faculty members as SMEs:

Developing the Fundamental Skills:

- Identified the faculty members based on their interest
- Started training them with the basics of mathematics
- Made them strong in the Core Fundamental courses
- Identified the Specialization areas based on the current industry requirements
- Identified the skill sets needed to get expertise in the respected Specializations
- Given the awareness about the importance of Specializations and the pre-requisites needed for the respective skill sets through online courses/YouTube videos/Expert talks/Case Studies etc.,

List of Specializations:

- Data Science
- Full Stack Development – MERN & React Native
- Applied Finance
- Business Intelligence
- Internet of Things (IoT)
- Digital Marketing
- Marketing
- Leadership Principles
- Logistics Management
- Design Thinking
- Content Writing

Developing the in-depth skills of the Specializations:

- Located the world's best resources and courses for the respective subject in the Specializations.
- Mapping of courses with the faculty team was done based on the Specializations.
- Made our faculty members complete the identified courses with lots of scaffolding whenever and wherever required.

Certifications from the World's top level Universities:

Our SMEs have completed the certification courses from the world's top Universities and India's renowned institutions which includes the following:

- Harvard University
- London School of Economics (LSE)
- Kellogg University
- London Business School
- IMD, Switzerland
- Massachusetts Institute of Technology (MIT)
- Columbia University
- IIT, Bangalore
- BITS Pilani
- Imperial College London

Curriculum Preparation:

- Based on the expertise, our SMEs prepared the curriculum for our programmes.
- The PSOs are framed based on the Specialization Areas. It is as per the skill sets required for the fresher's job roles in the respective specializations.
- The courses are mapped with the skill set requirements.
- It includes the pre-requisite courses, core domain fundamentals and the specialization courses.
- The main focus of the curriculum is to develop the critical thinking and problem solving abilities and provide in-depth knowledge in the respective areas.
- The curriculum of each course consists of the syllabus topics, the reference materials, assignment problems, Question Banks, Hands-on practice questions, Projects, Case Studies, PPTs etc.,

Specialist Development:

- A team of Specialists are identified from SMEs and for each course in the Specializations.
- The specialists are trained with the required skill sets to handle the curriculum.
- It enables to transform the skill sets to all our students of UG & PG programmes based on their specializations.

Certification Fees Sponsorship:

- Our SMEs have completed a lot of certification courses from the world's top Universities and India's renowned Institutions.
- The certification course fee for all the faculty members is sponsored by the RVS Management.

Teaching and Learning Process:

Teaching Pedagogies:

The SMEs and Specialists together framed the effective strategies for teaching and learning process to our UG & PG students. It includes the following:

- Blended Learning Approach
 - For the selective subjects, the videos prepared by our faculty members are given for self-paced learning. It is mainly for basic and conceptual understanding.
 - Interactive discussions and practical demonstrations are conducted in the class room.
- Flipped Learning:
 - Individual learning occurs out of the class room and the collaborative learning inside the class room.
- Project based pedagogy
- Internships in the Specialization Areas
- Real time use cases for the concepts
- Interactive learning through online digital platforms & tools

Industry Experience Class Room Infrastructure:

- Start-up industry experience class room structure is given for the selective programmes. It replaces the traditional learning with interactive experiential learning that benefits the students and the engagement is more.
- It makes the gap disappear between conceptual learning and the hands-on practice. So the outcome of the learning is exponential.

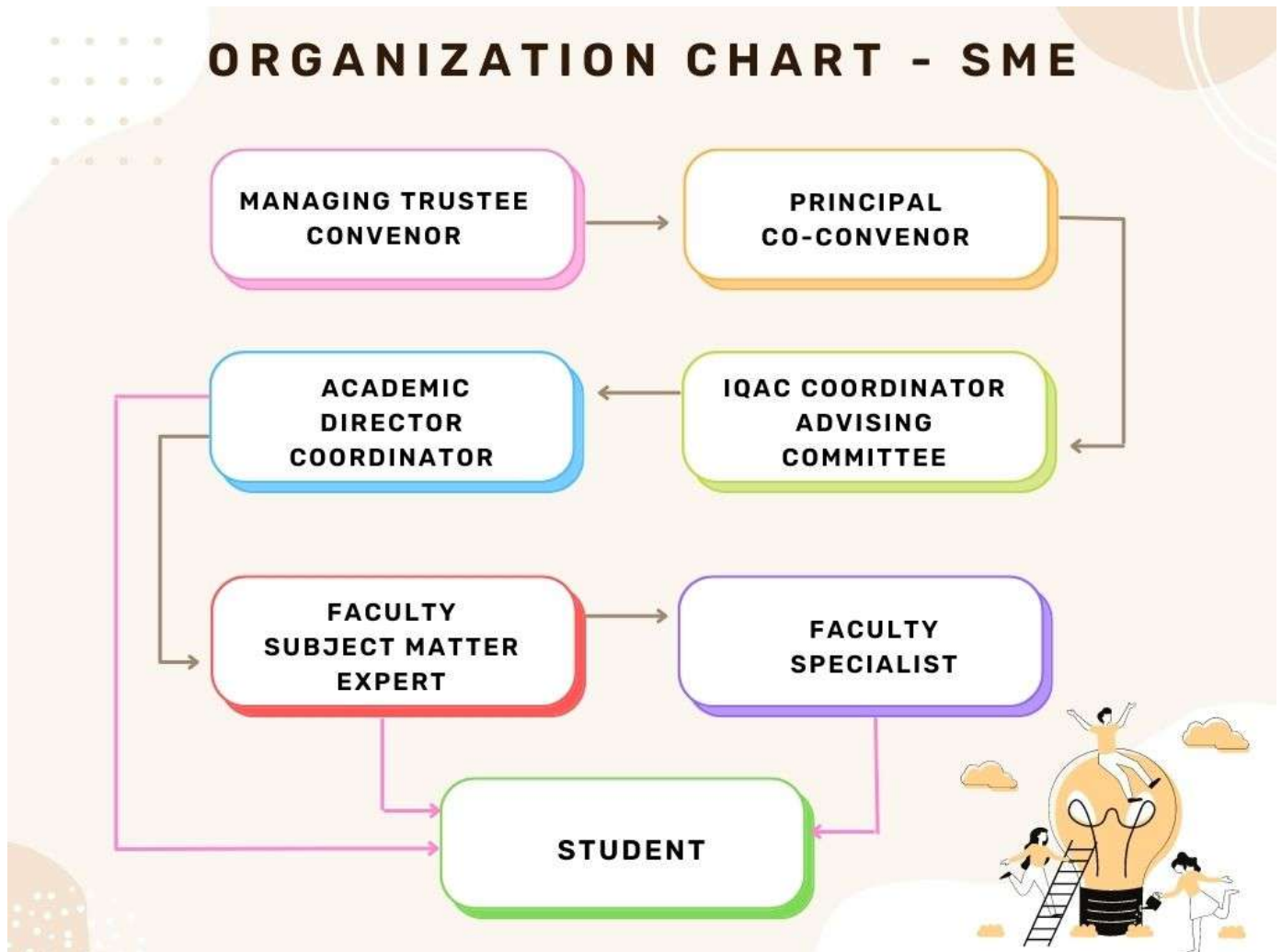
Assessments:

For the specialization courses, the assessment synchronises with the curriculum objective and the teaching & learning process. A great emphasis is given to the conceptual clarity and the practical experience. So the assessment is more of practical and project development.

Practice what you preach:

Our SMEs have started involving in the real time consultancy projects of the respective industries. We involve our students also as an intern in these project works. They are performing it well and we have more success stories in that.

Charts of the SME Process:



NAAC

Dev



NAAC

NAAC

3. The Context

Contextual features / Challenging Issues in Designing and Implementing:

- During the initial period, the learning practice of the faculty is inculcated. It needs a lot of motivation and time. So the **workload** of the faculty members was minimized.
- They need to focus on continuous learning. But the faculty members were already loaded with lot of **administrative responsibilities**. So the office executives were appointed and the faculty members were exempted from the **clerical works**.
- Since the faculty members need to spend a lot of time in learning, they continued the learning process even after reaching home. Due to this, initially they find difficulty in retaining the **work life balance**.
- To motivate and encourage the faculty members, the management supported by giving a decent remuneration to each phase of SME development (i.e) Rs. 2500/- for each phase for every month. It increased a huge amount of **financial commitment** to the Institution.
 - Due to the above benefits and support to the faculty members involved in the SME development process, there was a lot of **peer pressure** from the other faculty members who were not involved in this process.
- So, there were a lot of efforts made to **change the culture of the Institution** and providing the **peaceful teaching-learning environment** to the SMEs.

4. The Practice

Practice and its Uniqueness in the Context of Indian Higher Education:

This best practice is highly relevant to our Indian Higher Education System and it matches with our National Educational Policy (NEP)-2020.

Part II. Higher Education in NEP-2020:

Quality Colleges - A new and forward-looking Vision for India's Higher Educational System:

Our visionary Managing Trustee Dr. K. Senthil Ganesh innovatively set our Institution's goal as "Education for Digital Era" that matches with our NEP 8 years ago and started working on it.

Institutional Restructuring and Consolidation: It leads and enables the SMEs to give equal emphasis on teaching and research.

Towards a more Holistic and Multidisciplinary Education: Through this approach, we got positive learning outcomes including increased creativity and innovation, critical thinking and problem solving abilities, team work and more in-depth learning.

Optimal Learning Environments and Support for Students: Due to this best practice, learning has been more understandable. It involves the appropriate curriculum, more engaging pedagogies and continuous

formative assessment.

Motivated, Energized and Capable Faculty: The most important factor in the success of Higher Education Institutions is the quality and engagement of its faculty members and this practice pave the strong path towards that.

Equity and Inclusion in Higher Education: Since the Institution is situated in the rural area, it enables the rural students especially those who are economically backward. It further equips them with the skill sets which are in most demand in the industry and get the good career opportunities in the relevant industry. It is the **golden and blissful opportunity** to both the students and their family which is otherwise not possible for them to get this kind of skill sets in an affordable price and place.

Teacher Education: It is a wonderful opportunity for the teaching fraternity in being trained in the latest advances of the industry and the teaching pedagogies.

Part III. Other Key Areas of Focus:

Professional Education: It enables our students to get the job roles in the core specialization areas.

Adult Education and Life Long Learning: The learning approach of this best practice develops the lifelong learning behaviour in our students.

Technology Use and Integration: Since the SMEs are trained to use the best tools and technologies in the Industry, it makes them easier to incorporate that in their teaching & learning process.

Online and Digital Education: Ensuring Equitable Use of Technology: Since the SMEs used to have the blended learning approach, it was even more useful in the pandemic also.

Part IV. Making it happen:

Financing: Affordable and Quality Education for all:

This practice is also supported with the financial aids to our students through **100% scholarship schemes by the RVS Management.**

Implementation: Any policy's or the practice's effectiveness depends on its implementation. It required a lot of perseverance and tiring efforts. But due to the passion towards providing quality education to the rural students, it was addressed then and there with mother's love, father's care and guru's compassion. Now it is yielding us the best results in terms of our students' success stories.

Constraints/limitations:

- Although we already have the academic freedom as an Autonomous Institution in terms of papers as policies and procedures, there are a lot of constraints in terms of changing the mind-set of people since usually people are more stringent about the existing system.

4.1 Section of Beneficiaries

- Our students; otherwise it is not possible for them since they are from rural area and economically poor.
- Family of our students: Since this is creating a lot of impacts in their family life style.
- Our Faculty members (SMEs and Specialists) – got the reputation both financially and in terms of skill sets.
 - Society as a whole – through a lot of service oriented activities.

5. Evidence of Success

Our Students Success Stories:

- Internship – Earn while you learn; Especially during this covid'19 lock down, it was more supportive for them.
- Got the job in core domains
- 3-time promotion and 2-time increment within 9 months
- Got the jobs in highly reputed organizations with good salary package
- Progressive growth

6. Problems Encountered and Resources Required

Lot of Scaffolding whenever and wherever required:

- Technical Support
- Office Executives
- Strong Moral Support
- Financial Support (Course Fees & Remuneration to encourage/motivate)
- Learning Environment
 - Peaceful Environment (both in mental and literal sense)
 - With required learning resources
 - Computer Systems with the required configurations
 - Software/Tools availability
- Some of the Highlights
 - Big Data - Lab
 - Cloud Computing – Private Cloud / Data Centre

7. Notes (Mandatory)

We believe and it is very true that the **Institutional Leadership** with passion towards providing quality education is most important in this journey. So that it is to be addressed initially as well as throughout the journey.

BEST PRACTICE II - RVS TRAINING ACADEMY

1. The Best Practice: A dynamic in-house Training Academy is an USP for the RVS Group of Institutions catering the training needs across the group of institutions enabling better job placements.

2. Objectives of the Practice:

- The core purpose of our existence is to create a value addition to the organization by an ongoing training for all the students, honing their talents, thus giving a support leg to the placement activities.
- To train the students in English language communication in the aspects of Listening, Speaking, Reading and Writing (LSRW)
- To provide Soft Skills, Personality Development, Behavioural Training, Etiquette, Grooming, Group Discussion, Interview Skills and Leadership Skills to make them employable
- To identify and address the problem areas of the students who fall short during the interviews
- To revisit and restructure the training module depending on the changing needs of the industry
- To assist in placing the target students
- To serve the student community from the rural areas equipping them with the knowledge and the skill sets to gap the industry demands and help them in getting good career opportunities

3. The Context

Training Academy at Rathnavel Subramaniam College of Arts and Science was started in the year 2009 with the focus to train the students in English language communication in the aspects of Listening, Speaking, Reading and Writing (LSRW) and also to provide Soft Skills, Personality Development, Behavioural Training, Etiquette, Grooming, Group Discussion, Interview Skills and Leadership Skills to make them employable. Since then the training academy has undergone lot of evolution in terms of the content, syllabus, methodologies, and training delivery depending on the changing demands of the market. The Training team's goal is to systematically pave the way to the students' career path through regular training, constant guidance and making them aware of the importance of the training, placements, and their role to bridge the gaps in the markets.

4. The Practice

In addition to the hard skills, the students receive the knowledge and application of soft skills that prepare them to get the right career opportunities. The effective practice of training in various topics allows them to get exposure of the interview process, thus equips them in gaining important career-related concepts, tips and tricks, industry culture fit, frequently asked questions in interviews, mock interviews that are needed for their recruitment process, which is not possible otherwise.

Regular Training: 72 hours of intense training for undergraduates and postgraduates is offered as three modules of 24 hours duration each. For undergraduates, these three modules are executed in 3rd, 4th and 5th semesters and for postgraduates in the 1st, 2nd and 3rd semesters. It is designed in such a way that each module focuses on specific aspects of soft skills which are necessary for employment.

- The first module concentrates more on confidence building and personality development, where students are motivated to come out of their comfort zone.
- In the second module, students are introduced to the various rounds of interview process. Students are trained in various aspects like grammar, vocabulary and reasoning in order to clear the verbal aptitude. They are also trained on LSRW skills.
- Finally in the 3rd module, students are trained and given more practice on verbal ability, group

discussion, essay writing and mock interview to face the upcoming interviews.

Summer Training: One month of refresher course for the students with more activities, where self-learning techniques are introduced to make them ready for the campus drive that follows the summer vacation. This training ends up with a Writing Test and a Mock Interview session which serve as a rehearsal for campus interviews.

Summer Placement Training



Academic Year	Number of Students Attended	Date
2016 -17	751	23 rd May to 15 th June 2016
2017-18	592	15 th May to 15 th June 2017
2018 -19	780	14 th May to 13 th June 2018
2019 -20	653	3 rd May to 15 th May 2020 (online)
2020 -21	701	During the month of Feb and March 2021 (online)

Crash Course Training: Re-visit the communication training and focus more on the interview-based training, tailored for the specific needs of the Corporates.

Academic Year	Name of the Companies
2016-17	TCS, Infosys, Zifo Technologies, L&T Infotech and Grant Thornton
2017-18	TCS, Infosys, Zifo Technologies, HCL State Street, Wipro and Grant Thornton
2018-19	Wipro, Grant Thornton, Slok labs, Lucid Imaging, Mahathi Infotech
2020-21	Jaro Education, State Street HCL, Freespace Technologies, Deloitte, New Age Systems.

.Crash Course Training

Personalized Coaching: Apart from the regular trainings, trainers meet the students to motivate them to participate in presentation activities, seminars, and classroom speak-ups.

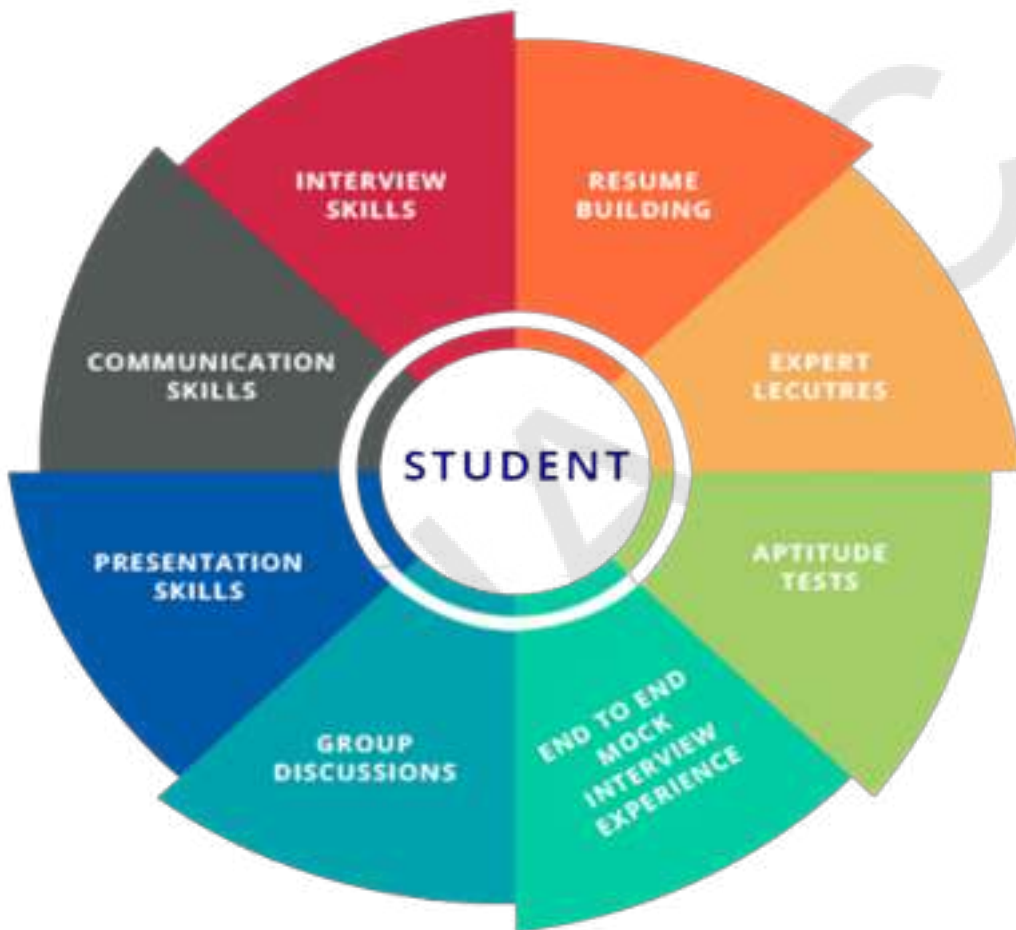
Aptitude Training

RVS Training Academy offers intensive aptitude training encompassing Quantitative Aptitude, Logical Reasoning and Puzzles to all the students for 80-100 hours through regular curriculum teaching, summer placement training programme and skill enhancement course. Also, we conduct periodical Faculty Development Programmes for the faculty members who train the learners to update their knowledge and teaching methodology.

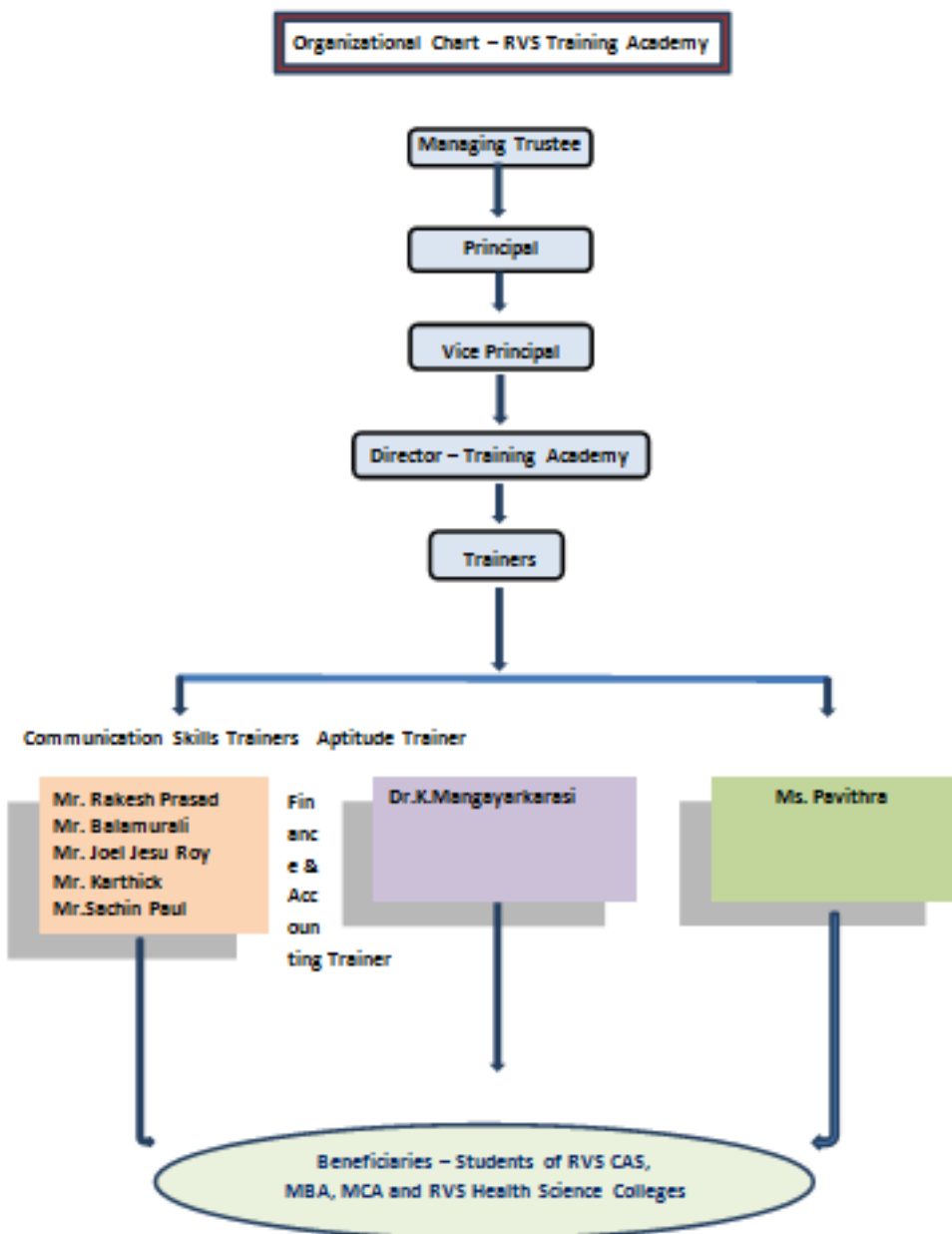
Finance & Accounting Skills Training

Finance & Accounting Skills Training is offered for B.Com stream students in the areas of Basic Accounting Process, BRS & Depreciation, Business Process Management and Financial Statement Analysis

- Multi-faceted Training
- Students Counselling
- Weekly vocabulary videos
- Trainers trained by Infosys BPM
- Innovative training methods



6. Organizational Chart



7. Appraisal for members of Faculty:

- Trainers completed a 10-days FDP training conducted by Infosys
- Training kit preparation for English language, soft skills, and Aptitude
- Utilization of trainers as Resource persons at other institutions
- Students Counseling
- Quiz, inter-departmental events, and out-door training
- Industrial Visits
- Aptitude FDP / refresher course for Math Faculty
- Department Association for extra focus on relevant areas

8. Exclusivity about RVS Training Curriculum

Our curriculum is a dynamic one, which means the syllabus gets modified periodically depending on the industry requirements and considering the global market change that influence the courses and

specializations in the educational institutions. Our trained Faculties young and seasoned come with a rich experience from multiple domains across the industries. With commitment they prepare and practice the skills, with passion they kindle the hearts of the students, and with patience they nurture the minds of the students. Understanding the students' needs, and depending on the inputs from the employers, the placement team suggests the ever changing industry requirements. Thus the syllabus is crafted with the consideration of these internal and external factors accommodating the domain-related inputs ready for a result-oriented training delivery.

9. Section of Beneficiaries

The training syllabus, the course content, the innovative methodology, trainers' creativity creates room for a fun-filled teaching-learning. The faculties are immersed in a spontaneous learning environment and from these intellectual minds, the students receive their spark.

10. Evidence of Success

The result of any action is measured by its success. The results articulate the quality of the performance that is put in. The placement of the students alone is not the only measure of success, beyond interview success, the students' personal development, promotion of family's well-being, a part in the institution's placement track record, and societal actualization, growing to be more matured to give back to the society, taking a definite role in serving the nation; all these mark the output of the training quality at large.

Once the training program gains momentum, students are assessed through the Model Examination and the scores are recorded. It helps the trainer to further understand the needs of the students in the area of written communication. Listening, Reading and Speaking areas are also assessed during the classroom training sessions through Group Discussion, Mock Interview, Presentation and Just a Minute. We adopt both online and offline means for the assessment of the students. This kind of an experience exposes them to attend interviews by both virtual and face-to-face means.

Number of Placement

Academic Year	Number of Students Attended
2016-17	361
2017-18	561
2018-19	584
2019-20	877
2020-21	962

11. Problems Encountered and Solutions opted

Problems encountered:

- Students from Tamil medium background have difficulty coping with English language
- Limited duration of time, limiting the training impact

- Poor students' attendance is a concern
- Slow in adapting
- Inadequate number of smart class rooms
- Students distant proximity challenges the extra coaching even if considered
- The Rural background student's parents feel pressure to take up these challenges of studying in English medium.
- Dealing with the traditional mindset of Parents on their placements

Solutions opted:

- Smart class rooms
- Increase in training duration
- Activity based training
- Encouraging students to adapt to Conceptual based training
- Periodical Parents-Trainers meeting
- Emphasizing on empathy & inculcating equality in the first place.

Conclusion: At RVS Training Academy, we focus on results, the results that makes the organization smile as a result of the smile on the face of every successful candidate securing a bright career. We enjoy training the students, thereby making the students enjoy the training-making learning an enjoyable experience.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness

“What we are delivering makes us unique, and to whom we are delivering makes us distinct”

“Quality education for Digital era” is our vision.

Pan India many selected Higher Education Institutions (HEI's) strive hard to provide education for the Digital era with special reference to programmes including common covering industry 4.0. Those HEI's are located in Metros, Urban & Semi-urban areas. Students hailing from only those geographical locations are getting an opportunity to study such advanced programmes.

To nullify this sociological imbalance, the philanthropical management started this institution to serve the rural folks in around Sullur in the year 1986. In the past few decades, the institution is heralded as one of the temples of learning for all classes of people.

The institution concentrated in the following focus areas and those are entered as distinct characteristics features of the institution.

- Education to rural students and special focus first generation learners
- Programmes/Courses for Digital era especially in AI/ML/Data Science spanning all disciplines
- Subsidized cost of education
- Investments in teachers for their knowledge upgradation
- Training (Soft skills/Hard skills) and placement support to all students transforming his family which in turn uplifts the downtrodden neighboring the learners.

Making a student Industry 4.0, a distinct model is designed, followed, reviewed, and validated. Since the majority of the subject teachers are also from a rural background, the approach was to educate the selected members of staff in various advance learning areas viz., Machine Learning, AI, Data Analytics & Data Science. The management encouraged and provided 100% financial assistance to enroll those members of staff into World Top Universities including Harvard, Stafford, MIT, LSBE and many institutions in the UK & the US for learning advanced courses.

It was a hugely challenging and experimental phase for the management as well as the members of staff. Since the management was encouraging and due to the commitment of the members of staff, all the members were able to complete the courses successfully. The next challenge was immediate dissemination of the knowledge to the learners and the learners will be able to get placement in this upcoming job section. The faculty members who have completed the courses were titled "Subject Matter Experts" (SMEs).

The SMEs trained a small group of members of faculty comprising of 4-5 members and they were titled as respective "Specialist" in those areas. Hence the knowledge dissemination was done to students directly through SMEs and also by more specialists.

By having the collaboration with Silicon-Valley California based Do Whistle team which develops a variety of web and mobile applications in real-time for different business stockholders, we have set up the Academic Garage which is an unprecedented (novel) approach in our RVS campus for our MCA students to develop them as a Software Engineer using the project-based pedagogy by bringing together the industry Experts, Academic Faculty and Students in the same place. It really helped to train our students with the World's Top-Level Technologies such as Full Stack Development using MERN and React Native JS to develop the mobile and web applications by starting in the front-end development and going towards the back end and server-side development using JavaScript-based technology stack.

The Courses/Modules in training/placement were introduced into the curricula, aspiring its teaching-learning evaluation in an effective manner. Distinct pedagogies customized for our students have been

developed and adopted which was imparted as the placement number, especially in IT sectors.

Our Institution has framed an Annual Performance Review system to honor the outshining members of the teaching faculty. It is a 360° flexible evaluation system in which the key indicators are teaching skills, professional responsibilities, scholarly activities, and placement promotion. The performance cycle (annual) shall be from June to May. The feedback of stakeholders is another significant key for assessment. The system is fully computerized and the assessment mode is explained to the teachers at the beginning of every academic year. Transparency is assured throughout the process and the process is managed by the IQAC team of the institution. The award winners receive cash prizes and citations in a grand Faculty Excellence Award Ceremony.

The Institution is working and getting geared up to adopt National Educational Policy. The curricula are designed in such a way that the attributes and objectives of NEP can be achieved respectively. Effective adoption of OBE, Vertical Mobility in Curriculum, Incorporation of Multi Indian Languages (Tamil, Hindi, Malayalam) are some of the indicators which show that the preparation for adopt is almost completed which makes this institution compared to other HEIs in this region.

The institution assures e-governance through the ERP which is handcrafted in the institution, provides hands-on experience to the students and increases their employability and hence joins hands with the “Make in India” scheme.

In addition to the internship for students which has been organized in various MNCs, Institution and Organization in IT companies arrange internships for students in IT companies (i.e) sisters concern of the college. RVS InfoTech, Transform Tech – IT-related sister concerns of the college offer a handful of internships with a monthly stipend which will be a big support to our student intern of academics and also financially makes the institution very distinct from other institutions.

As mentioned, considering the socio-economic background of the studies, meticulous training in terms of soft skills, personality development and communication skills were found very important for them. Separate training of placement division was established which comprises of trainers (Training/Placement), Placement officers, Communication trainers & soft skill trainers.

A Distinct leader makes an institution highly distinct when it comes to Governance, Academia, Administration, and Decision- making. The leader of the institution, Dr.K. Senthil Ganesh, Managing Trustee, Rathnavel Subramaniam College of Arts Science is an edupreneur (Education Entrepreneur). His vision and the mission charted to achieve the mission along with this commitment to a rural community in and around the locale make him as well as the organization distinct. The philanthropic band participating leadership, approach created a positive vibrant which is reverberated in all areas of this temple of learning.

Free education (including tuition fees, food, and accommodation) is given to a handful of needy students. The Institution has transformed a lot of lives, uplifted their societal status, inculcated patriotism and hence contributes towards the future “developed India”.

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

NAAC

5. CONCLUSION

Additional Information :

RVS - "*Temple of Learning*"

Perched at the Trichy National Highways, Rathnavel Subramaniam College of Arts and Science is well-knit to the road, rail, and airways of the city. Nestled with flora and fauna, the clean green serene atmosphere drives us enthusiastically to delve and deploy into any kind of work given. The 18 km drive from Coimbatore to the college keeps it pretty away from the hustle and bustle of city life. Our college is flexible and adapted to a blend of cultures where staff members from various parts of the country work together. This Pan Indian Employability is one of the key factors of our institution. In short, it's a home away from home.

One of the unique traits is the faculty appraisal system (APR) of our college which proves to be a source of encouragement to better ourselves in our careers. A Faculty Excellence Award ceremony is held once in an academic year and acknowledges the best performer of the year. It encourages the employees with the online educational platforms namely London School of Economics, Harvard University, BITS Pilani, Stanford University, Udemy, Eudonix, Alison, Coursera, and the like which helps in their professional development.

Srimathi Padmavathi Memorial Central Library is a storehouse of multifarious knowledge for the staff of various disciplines and also helps them and the research scholars to bank on it. The students have an added advantage of using sources from INFLIBNET, NDLI, and OPAC which is a priceless benefit for them at any time.

At its core, the college being a center of higher education caters to the needs of the researchers (staff and scholars) by offering seed money so that they could enhance and enrich their research prowess and skill. Attractive incentives are offered for the doctorates of various disciplines to upscale their research entity. The college has a well-organized research committee that provides guidance to the research scholars to delve deep into their research activities. This practice has to lead them to the level of getting funds for furthering on and getting funds from the UGC. The ongoing STAR DBT scheme stands as a testimony.

In a working atmosphere, stress and tension are unavoidable and is harmful. So to minimize these disturbances, the management provides stress busters like giving Yoga and meditation practice to have a tranquilizing and well-balanced mind. The RVSCAS Staff Club is functioning under the flagship of a staff club elected co-ordinator and his executive members appointed for this purpose. They organize meetings for entertainment and recreation and also arrange a staff trip once in a year.

Concluding Remarks :

CONCLUSION

In conclusion, the institution has been heralded as a temple of learning for students from any socioeconomic background. The students irrespective of these skills at entry-level, they will be transformed into industry-ready societal responsible citizens. Highly updated curricula, powerful and advanced teaching-learning, sensible

evaluation patterns, research blended learning, student support activities, facilitation of student progression, adequate learning resources, effective governance, environmental consciousness, and ethical/social values are the salient features where the institution is completely focused. By delivering all the aforesaid processes, the holistic development of a learner will happen.

The Institution is committed to providing quality education for the Digital era. The academic and administrative framework provides quality education for students from rural backgrounds.

The institution is driven strategically by internalizing the seven golden criteria of NAAC. Because any Higher Education institution, that follows the criteria scrupulously will organically evolve into an institution of excellence. The institution has progressed in terms of quality because of adopting the NAAC framework.

The curricular updation based on feedback, digitization of Teaching-Learning and Evaluation, research outputs, student-centric supportive activities, and adequate/ modern learning resources are some salient features where the institution has focused and is able to deliver in those areas. The governance policies and methodologies also enhanced and facilitated quality-bound activities throughout the years. The institution upholds a value-based education system right from the inception and societal responsible activities have been done in a regular manner.

In fostering a space for collaboration and cooperation, our college stands as an exemplary for the empowerment of women at all levels. The environment is so amicable that it has a good ambiance for women to work. Most of the college administrative portfolios are managed by women faculty. Starting from our Correspondent, Secretary, Directors, and Heads of various departments and going down the order to the non-teaching faculty who manifest their capabilities to the best of their capacity. Comparatively, the ratio between men and women working here, the latter stands ahead in number. Various welfare measures are taken care of by the management to support the cause of women in our college.

The institution is an educational hub where the real transformation of life is happening through knowledge and wisdom.

“RVS is a place to LEARN and a chance to GROW

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 54 Answer after DVV Verification: 35</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 54 Answer after DVV Verification: 35</p> <p>Remark : DVV has given the value as per 1.1</p>																				
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 54 Answer after DVV Verification: 35</p> <p>Remark : DVV has given the value as per 1.1</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1064</td> <td>1009</td> <td>1009</td> <td>1069</td> <td>1020</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>727</td> <td>683</td> <td>690</td> <td>732</td> <td>693</td> </tr> </tbody> </table> <p>Remark : DVV has given the value as per shared report by hEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1064	1009	1009	1069	1020	2020-21	2019-20	2018-19	2017-18	2016-17	727	683	690	732	693
2020-21	2019-20	2018-19	2017-18	2016-17																	
1064	1009	1009	1069	1020																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
727	683	690	732	693																	
3.2.3	<p>Percentage of teachers recognised as research guides</p> <p>3.2.3.1. Number of teachers recognized as research guides Answer before DVV Verification : 40</p>																				

Answer after DVV Verification: 38

Remark : DV has given the value as per shared report bY HEI.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	2	1	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	0	1	0	0

Remark : DVV has considered awards for extension activities only (NSS/NCC/Red Cross)

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6009	3017	1778	1669	1036

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4152	2151	985	1125	968

Remark : DVV has considered Multiple participation of the same students to be considered as only.

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

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

Answer before DVV Verification : 1271

Answer after DVV Verification: 254

Remark : DVV has made the changes as per average of teacher and students using library per day

	on (dates)																				
6.3.4	<p>Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).</p> <p>6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>378</td> <td>408</td> <td>388</td> <td>197</td> <td>207</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>215</td> <td>321</td> <td>201</td> <td>154</td> <td>154</td> </tr> </tbody> </table> <p>Remark : DVV has considered 5 days and above FDPs from the data template.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	378	408	388	197	207	2020-21	2019-20	2018-19	2017-18	2016-17	215	321	201	154	154
2020-21	2019-20	2018-19	2017-18	2016-17																	
378	408	388	197	207																	
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215	321	201	154	154																	
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above</p> <p>Remark : DVV has made the changes as HEI has not provided the audit certificate from the auditing agency as per SOP</p>																				

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>54</td> <td>52</td> <td>52</td> <td>51</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	54	52	52	51	48	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
54	52	52	51	48																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

35	34	34	36	35
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2.1 **Number of students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4535	4908	4949	4625	4409

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4535	4759	4833	4503	4348

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
202	202	199	199	198

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
178	178	199	199	198

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1064	1009	1009	1069	1020

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
744	707	708	748	714