SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS)

KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS) THANJAVUR 613 007
613007
www.kngac.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The college is situated in Thanjavur, a historic city in Tamil Nadu, at a latitude of 10.77° North and a longitude of 79.13° East on a 17.5 acre campus. Thanjavur, renowned for its rich cultural heritage, served as the capital for the Later Cholas, Thanjai Nayaks, and Thanjai Marathas from the 9th to the 18th century. Founded by the Government of Tamil Nadu in 1966, the college was originally named 'Government Arts College for Women.' In 1984, during the 1000th Coronation Day celebrations of Emperor Raja Raja Chola, the college was renamed 'Kunthavai Naachiyaar Government Arts College for Women' to honor Kunthavai Naachiyaar, the elder sister of the Emperor.It is recognized by the University Grants Commission (UGC) under sections 2F and 12B, both of which were granted in June 1972. A notable milestone came in November 2004 when the college was granted 'Autonomous' status. Originally affiliated with Madras University in 1966, the college shifted its affiliation to Bharathidasan University in 1982 following the bifurcation of Madras University.

Vision

To provide a skill-based education that empowers women with leadership skills, creative and critical thinking, research aptitude, and ethical values.

Mission

* To establish a state-of-the-art infrastructure and cutting-edge laboratories.

* To encourage self-paced learning through virtual platforms.

* To initiate creative start-ups.

* To forge a strong partnership between the institution and the industry.

* To promote innovative research.

* To actively engage in Community Development Programmes.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths:

- Strong vision and mission focused on empowering women
- Regular updates to the curriculum with skill enhancement courses
- Programs tailored to support rural students

- Improved employability and entrepreneurship opportunities
- Comprehensive technical and soft skills training
- Implementation of ABC ID for students
- Skill Development Courses through the Naan Mudhalvan Scheme
- Experienced faculty members
- Value-based education offered
- Regular cultural programs
- Adoption of Outcome-Based Education with continuous evaluation
- Electoral literacy programs
- Nine Departments with Research Recognition
- Community service through various extension activities
- Green campus initiatives
- Use of biometric attendance for students
- Active student council involvement in academic and administrative functions
- Registered alumni association
- Decentralized academic activities
- Career advancement through periodic assessments
- Efficient fund utilization via the IFHRMS portal
- Increased sensitization programs for students
- Effective waste management practices
- Celebration of cultural and religious festivals
- Strong anti-ragging policy
- Promotion of constitutional values and responsibilities
- A supportive environment for differently-abled students

Institutional Weakness

- Need for an enhanced library management system
- Improvements required in e-waste management
- Insufficient transportation facilities for students from their localities
- Need to strengthen community service initiatives
- Limited industry collaborations
- Vacancies in teaching and non-teaching positions
- Dependence on government funding

Institutional Opportunity

- Adoption of sustainable practices and support services
- Expansion of online education through SWAYAM
- Introduction of Geospatial Technology knowledge via the ISRO-IIRS Distance Learning Programme
- Offering interdisciplinary and multidisciplinary courses
- Increased participation in internship programs
- Pursuit of research projects funded by UGC, DST-FIST, ICSSR, and TANSCHE

Institutional Challenge

- Development of well-equipped research laboratories
- Enhancement of community services through extension activities
- Need for integrated ICT facilities
- Recognition of additional departments as research departments
- Organization of national and international workshops, seminars, and conferences

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Kunthavai Naachiyaar Government Arts College for Women offers a diverse and dynamic curriculum designed to meet the evolving needs of society at local, regional, national, and global levels. The curriculum is periodically updated to stay relevant and effective, incorporating contemporary trends and industry demands. The college adopts the Choice Based Credit System (CBCS) and Outcome Based Education (OBE) frameworks, which emphasize clear learning outcomes through Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs). This approach ensures flexibility and a focus on both academic and practical skills.

Curricula Relevance and Development

The college offers a wide range of undergraduate and postgraduate programs, ensuring students have access to education in fields that are in demand. The inclusion of Skill Enhancement Courses (SECs) within the curriculum is aimed at improving employability and fostering holistic development. These courses are designed to equip students with the skills necessary to thrive in a competitive job market.

Employability and Entrepreneurship

To align with industry needs, the college emphasizes practical experience through internships, field visits, and research projects. Specialized courses in areas such as Artificial Intelligence, Digital Marketing, and Mushroom Cultivation are offered to enhance students' employability. The college also promotes entrepreneurship through its Entrepreneurial Development Cell, which provides students with the knowledge and skills to innovate and start their own businesses. This focus on entrepreneurship is further supported by specialized courses and initiatives designed to foster business acumen and innovation.

Skill Development

The curriculum is designed to provide a balanced mix of technical and soft skills training. Technical courses such as financial accounting and business statistics are complemented by workshops and seminars focused on developing leadership, negotiation, and time management skills. This comprehensive approach ensures that students are well-prepared to face the diverse challenges of the professional world.

Integration of Cross-Cutting Issues

The college integrates key contemporary issues into the curriculum, reflecting the Sustainable Development Goals (SDGs) and National Education Policy (NEP) 2020. Courses on Professional Ethics, Gender Studies, Human Values, and Environmental Sustainability are included to promote awareness and social responsibility

among students. The college also addresses gender sensitivity through dedicated courses and support services, ensuring an inclusive educational environment. Additionally, environmental courses emphasize the importance of sustainable practices and biodiversity conservation, encouraging students to contribute to a sustainable future.

Teaching-learning and Evaluation

Assessment and Special Programs: Kunthavai Naacchiyaar Government Arts College assesses students' learning levels through orientation programs, English bridge courses, online tests, and individual attention. Advanced learners engage in seminars and peer teaching, while slow learners receive remedial classes and personalized support. The college offers MOOC and ISRO-IIRS distance learning programs to supplement learning.

Student-Centric Methods: The institution uses experiential, participative, and problem-solving learning methods, integrating ICT tools like online resources, smart classrooms, and digital libraries to enhance teaching. Faculty members employ reflective teaching and adapt to online platforms effectively.

Mentor-Mentee Scheme: The Mentor-Mentee scheme supports students academically and psychologically, with mentors providing individual guidance, tracking performance, and addressing issues. This scheme improves student outcomes, including academic performance and discipline.

Academic Calendar and Teaching Plans: The institution prepares and adheres to an Academic Calendar and teaching plans, ensuring systematic coverage of syllabi. Regular monitoring and adjustments help maintain effective teaching and learning.

Examination Management System (EMS): The EMS integrates IT for efficient management, including automated mark entry, result publication, and hall allotments. The system enhances transparency and addresses student grievances promptly.

Learning Outcomes and OBE: The college has adopted Outcome Based Education (OBE) to define and measure learning outcomes for both UG and PG programs. Program and course outcomes are integrated into the curriculum, and their attainment is assessed through student performance, guided by the Choice Based Credit System (CBCS).

Research, Innovations and Extension

Code of Ethics and Research Committees: Kunthavai Naachiyaar Government Arts College emphasizes rigorous research ethics, including preventing academic misconduct and plagiarism. A Research Advisory Committee, including heads of departments and IQAC coordinators, oversees research activities and ensures adherence to ethical standards. The institution uses plagiarism detection tools and mandates coursework on research ethics for PhD candidates.

Research Facilities and Support: The college supports research through well-equipped laboratories and external partnerships with industries and research institutes. It promotes innovation through MOUs with various

institutions, encouraging collaborative research and practical experience. Funding opportunities and scholarships are available to research scholars, with financial assistance from state and central agencies.

Extension Activities: The college engages students in community service through various extension activities, including NSS, JRC, and Leo Club. These activities aim to foster social responsibility, holistic development, and community involvement. Students participate in programs related to sanitation, health, environmental conservation, and rural development, contributing to both local and broader social impacts.

Infrastructure and Learning Resources

The institution boasts extensive infrastructure and facilities to support teaching, learning, and student activities. The campus, located on a 17.5-acre site, includes 99 classrooms, 37 fully-equipped labs, and a variety of computing resources such as 222 high-end computers and 43 laser printers. ICT facilities are integrated into some classrooms, and there are two language labs dedicated to enhancing language skills.

Cultural, sports, and recreational needs are met with two seminar halls, one auditorium, and facilities for various sports and fitness activities, including a 400m track, multiple sports courts, and a fitness center. Hostels for UG and PG girls provide modern amenities, including recreational facilities and RO water systems.

The college's green initiatives include landscaped gardens and plastic bans, with water conservation managed through multiple borewells and overhead tanks. Generator facilities ensure uninterrupted power supply, and accessibility features such as ramps and napkin vending machines support students' needs.

The library, spanning 3000 square feet, is well-stocked with 57,000 books, 9,000 e-books, and access to digital resources like INFLIBNET and NDLI. It is partially automated with "Autolib" ILMS software, enhancing library management.

IT infrastructure includes high-speed Wi-Fi with 300 Mbps bandwidth, extensive CCTV coverage, and biometric attendance systems. Maintenance of facilities is managed through systematic procedures, with dedicated funds and personnel for upkeep and operations. The Public Works Department oversees building maintenance, ensuring a well-maintained learning environment.

Student Support and Progression

Career Guidance and Counseling: Kunthavai Naachiyaar Government Arts College's Career Guidance and Counselling Cell supports students through a structured approach that includes career development activities, interview skills training, and coaching for competitive exams. The Mentor-Mentee system and online programs enhance students' career prospects and technical skills, while the placement cell aids in securing employment.

Student Council and Representation: Students are actively involved in academic and administrative bodies, including class committees and cultural, sports, and hostel management committees. They also participate in organizing events and maintaining campus discipline. The Student Council acts as a liaison between students and faculty, addressing issues and facilitating student activities.

Alumni Engagement: The Old Students Association, with over 1,300 members, contributes significantly to the institution through various initiatives like renovating facilities and supporting student activities. The association

fosters lifelong connections and engages in projects to improve the college, such as repairing furniture and landscaping.

Governance, Leadership and Management

- **Vision & Mission:** The institution aims to empower women with skills, leadership, and ethical values through advanced infrastructure, self-paced learning, creative start-ups, industry partnerships, research, and community engagement.
- **Sustained Growth:** Achievements include awards, new facilities, a student-centric curriculum, and collaborations with educational and industrial partners.
- **Governance:** Managed by a Principal and various committees for decentralization. The college is autonomous and involves faculty and students in governance.
- **Short-Term Plans:** Infrastructure funding, syllabus updates, and community events.
- **Long-Term Plans:** Lecture theatres, MOOC development, research support, and achieving 'College with Potential for Excellence' status.

Institutional Values and Best Practices

Gender Equity & Sensitization: Kunthavai Naacchiyaar Government Arts College, a women's institution, promotes gender equity through gender studies in the curriculum, sports coaching (boxing, weight lifting, etc.), Women's Day celebrations, awareness programs on hygiene, personality development sessions, skill training, and safety measures. The college also offers cyber security and mobile phone usage for the Naan Mudhalvan Scheme.

Waste Management: The college manages waste effectively with solid waste composting for botanical gardens and glass disposal. Liquid waste is routed to city collection points, and e-waste is minimized through proper maintenance and adherence to guidelines.

Green Campus Initiatives: The college promotes a green campus with a ban on plastics, rainwater harvesting, use of LED lighting, tree planting, and minimal vehicle use. It features pedestrian-friendly pathways, bicycle use, and well-maintained landscapes.

Barrier-Free Environment: The campus includes ramps, accessible washrooms, and assistive technologies like smart vision glasses for differently-abled students. Human assistance and scholarships are provided, alongside online and offline classes and events for students with disabilities.

Inclusive Environment: The college fosters inclusivity by celebrating various cultural and regional festivals, ensuring equal opportunities for all students, and promoting national values through motivational lectures, cultural events, and sports activities. The environment is free from discrimination and ragging.

Constitutional Obligations: The institution engages in activities to promote constitutional values and citizen responsibilities, including staff participation in election duties, sensitization programs, flag-hoisting ceremonies, and various commemorative events by NSS units to enhance awareness and patriotism among students

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KUNTHAVAI NAACCHIYAAR GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS)
Address	Kunthavai Naacchiyaar Government Arts College for Women (Autonomous) Thanjavur 613 007
City	Thanjauvur
State	Tamil Nadu
Pin	613007
Website	www.kngac.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. A. John Peter, M.a.,M.a.,M.a.,M.pHil.,M.eD.,Ph.d.	04362-237157	9443864205	04362-237157	principal@kngac.ac.in
IQAC / CIQA coordinator	Dr.k.bAnukumar	04362-278106	9751214535	04362-278106	kbanukumar@kngac.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1966
Date of grant of 'Autonomy' to the College by UGC	09-11-2004

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

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-06-1972	View Document
12B of UGC	01-06-1972	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**
No contents				

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Kunthavai Naacchiyaar Government Arts College for Women (Autonomous) Thanjavur 613 007	Urban	17.5	41254.6

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,B A History English Medium And Tamil Medium Regular,	36	Plus Two	English,Tamil	120	120
UG	BSc,B Sc Chemistry Chemistry English Medium And Tamil Medium Regular,	36	Plus Two	English,Tamil	80	80
UG	BSc,B Sc Geography Tamil Medium And English Medium Regular,	36	Plus Two	English,Tamil	40	34
UG	BSc,B Sc Botany English Medium And Tamil Medium Regular,	36	Plus Two	English,Tamil	48	48
UG	BA,B A English English Medium Regular,	36	Plus Two	English	20	20
UG	BA,B A Economics English And Tamil Medium	36	Plus Two	English,Tamil	75	75

	Regular,					
UG	BSc,B Sc Physics English And Tamil Medium Regular,	36	Plus Two	English,Tamil	40	40
UG	BSc,B Sc Zoology English Medium And Tamil Medium Regular,	36	Plus Two	English,Tamil	80	80
UG	BSc,B Sc Mathematics English And Tamil Medium Regular,	36	Plus Two	English,Tamil	60	60
UG	BCom,B Com English Medium Regular,	36	Plus Two	English	60	60
UG	BA,Ba Tamil Literature Tamil Medium Additional,	36	Plus Two	Tamil	60	60
UG	BSc,Bsc Computer Science English Medium Regular,	36	Plus Two	English	35	35
UG	BBA,Bba Retail Management English Medium Regular,	36	Plus Two	English	60	60
UG	BA,B A Tamil	36	Plus Two	Tamil	60	54

	Literature Tamil Medium Regular,					
UG	BA,B A English Literature English Medium Additional,	36	Plus Two	English	60	60
UG	BA,Ba Economics Tamil Medium Additonal,	36	Plus Two	Tamil	75	61
UG	BCom,Bcom English Medium Additional,	36	Plus Two	English	60	60
UG	BSc,B Sc Statistics English Medium Regular,	36	Plus Two	English	36	30
UG	BSc,B Sc Mathematics English Medium Additional,	36	Plus Two	English	50	50
UG	BCom,B Com English Medium S S S,	36	Plus Two	English	43	43
UG	BSc,B Sc Computer Science English Medium Sss,	36	Plus Two	English	40	40
UG	BSc,B Sc Mathematics English Medium Sss,	36	Plus Two	English	31	31

UG	BSc,B Sc Physics English And Tamil Medium S S S,	36	Plus Two	English,Tamil	80	80
PG	MA,M A English Literature English Medium,	24	Degree	English	35	15
PG	MA,M A Economics English Medium,	24	Degree	English	24	24
PG	MSc,M Sc Mathematics English Medium,	24	Degree	English	30	30
PG	MSc,M Sc Botany English Medium,	24	Degree	English	25	25
PG	MSc,M Sc Zoology English Medium,	24	Degree	English	25	18
PG	MSc,M Sc Geography English Medium,	24	Degree	English	25	9
PG	MSc,M Sc Computer Science English Medium,	24	Degree	English	30	30
PG	MCom,M Com English Medium,	24	Degree	English	30	30
PG	MA,M A Tamil Literature	24	Degree	Tamil	30	30

	Tamil Medium,					
PG	MSc,M Sc Chemistry English Medium,	24	Degree	English	25	24
PG	MSc,M Sc Physics English Medium,	24	Degree	English	25	25
PG	MSc,M Sc Statistics English Medium,	24	Degree	English	35	11
PG	MA,M A History English Medium,	24	Degree	English	35	21
Doctoral (Ph.D)	PhD or DPhil,Ph D Economics Full Time Part Time,	60	Post Graduation	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Ph D Mathematics Full Time Part Time,	60	Post Graduation	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Ph D Botany Full Time Part Time,	60	Post Graduation	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Ph D Physics Full Time Part Time,	60	Post Graduation	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Ph D History Full Time Part	60	Post Graduation	English	0	0

	Time,					
Doctoral (Ph.D)	PhD or DPhil,Ph D English Literature Full Time Part Time,	60	Post Graduation	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Ph D Zoology Full Time Part Time,	60	Post Graduation	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Ph D Tamil Literature Full Time Parttime,	60	Post Graduation	Tamil	0	0
Doctoral (Ph.D)	PhD or DPhil,Ph D Commerce Part Time,	60	Post Graduation	English	0	0
Pre Doctoral (M.Phil)	MPhil,M Phil Economics Full Time,	12	Post Graduation	English	0	0
Pre Doctoral (M.Phil)	MPhil,M Phil Commerce Full Time,	12	Post Graduation	English	0	0
Pre Doctoral (M.Phil)	MPhil,Ph D Botany Full Time Part Time,	12	Post Graduation	English	0	0
Pre Doctoral (M.Phil)	MPhil,M Phil Tamil Full Time,	12	Post Graduation	English	0	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				37				152			
Recruited	0	0	0	0	3	34	0	37	14	138	0	152
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	7	0	0	7
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				28
Recruited	5	3	0	8
Yet to Recruit				20
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	7	17	0	24
Yet to Recruit				0

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Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				14
Recruited	4	2	0	6
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	35	0	11	33	0	80
M.Phil.	0	0	0	0	0	0	1	3	0	4
PG	0	0	0	0	0	0	0	7	0	7
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	3	69	0	72
M.Phil.	0	0	0	0	0	0	0	19	0	19
PG	0	0	0	0	0	0	0	14	0	14
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1248	0	0	0	1248
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	300	0	0	0	300
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	278	238	296	276
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	16	25	21	22
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	761	749	786	768
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	498	490	529	515
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1553	1502	1632	1581

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
B A Economics English And Tamil Medium Regular	View Document
Ba Economics Tamil Medium Additonal	View Document
B A English English Medium Regular	View Document
B A English Literature English Medium Additional	View Document
B A History English Medium And Tamil Medium Regular	View Document
Ba Tamil Literature Tamil Medium Additional	View Document
B A Tamil Literature Tamil Medium Regular	View Document
Bba Retail Management English Medium Regular	View Document
Bcom English Medium Additional	View Document
B Com English Medium Regular	View Document
B Com English Medium S S S	View Document
B Sc Botany English Medium And Tamil Medium Regular	View Document
B Sc Chemistry Chemistry English Medium And Tamil Medium Regular	View Document
Bsc Computer Science English Medium Regular	View Document
B Sc Computer Science English Medium Sss	View Document
B Sc Geography Tamil Medium And English Medium Regular	View Document
B Sc Mathematics English And Tamil Medium Regular	View Document
B Sc Mathematics English Medium Additional	View Document
B Sc Mathematics English Medium Sss	View Document
B Sc Physics English And Tamil Medium Regular	View Document
B Sc Physics English And Tamil Medium S S S	View Document
B Sc Statistics English Medium Regular	View Document
B Sc Zoology English Medium And Tamil Medium Regular	View Document
M A Economics English Medium	View Document

M A English Literature English Medium	[View Document](#)
M A History English Medium	[View Document](#)
M A Tamil Literature Tamil Medium	[View Document](#)
M Com English Medium	[View Document](#)
M Phil Commerce Full Time	[View Document](#)
M Phil Economics Full Time	[View Document](#)
M Phil Tamil Full Time	[View Document](#)
M Sc Botany English Medium	[View Document](#)
M Sc Chemistry English Medium	[View Document](#)
M Sc Computer Science English Medium	[View Document](#)
M Sc Geography English Medium	[View Document](#)
M Sc Mathematics English Medium	[View Document](#)
M Sc Physics English Medium	[View Document](#)
M Sc Statistics English Medium	[View Document](#)
M Sc Zoology English Medium	[View Document](#)
Ph D Botany Full Time Part Time	[View Document](#)
Ph D Commerce Part Time	[View Document](#)
Ph D Economics Full Time Part Time	[View Document](#)
Ph D English Literature Full Time Part Time	[View Document](#)
Ph D History Full Time Part Time	[View Document](#)
Ph D Mathematics Full Time Part Time	[View Document](#)
Ph D Physics Full Time Part Time	[View Document](#)
Ph D Tamil Literature Full Time Parttime	[View Document](#)
Ph D Zoology Full Time Part Time	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	a) The institution aims to evolve into a holistic multidisciplinary institution by offering diverse undergraduate and postgraduate programs across Arts, Science, and Commerce domains. To promote interdisciplinary learning, Non-Major Elective

courses are provided to students, enabling them to explore and integrate knowledge from various fields. b) The institution adopts an integrative approach to blend humanities and science with Technology. Programs are designed to offer combinations such as: • B.Sc., in Maths with a course in Business Mathematics (Commerce) • B.Sc., in Geography with a course in Tourism and Pilgrimage (Arts) • B.Sc., in Statistics with a course in Population Studies (Humanities) • B.Sc., in Botany with a course in Bioinformatics (Data Science) • B.A., in English with an elective course in Marketing and Design Tools (Commerce) • B.A., in Economics with elective courses in Computer Applications and Mathematics for Economics (Science and Technology) • B.B.A., with a course on Operation Research (Mathematics) • M.A., in Tamil offers a course in Archaeology (Arts) • M.A., in History with a course on Cargo & Logistics (Commerce) • M.A., in Zoology with a course in Nano Technology (Technology) • M.A., offers a course on Geoinformatics (Geospatial Technology) c) Yes, the institution offers a Choice Based Credit System (CBCS) that allows students to select courses according to their interests. At the undergraduate level, students from all disciplines can enroll in credit-based courses and projects focusing on community engagement and service, environmental education, and value-based education, fostering a holistic and multidisciplinary education. d) The institution follows Outcome Based Education as advised by the Tamil Nadu State Council of Higher Education (TANSHE) from the Academic Year 2023-2024. However, our institution is committed to adopting a flexible curriculum that enables multiple entry and exit. e) The institution consistently encourages research scholars to engage in multidisciplinary research to address society's most pressing issues and challenges. The thrust areas of research at our institution include sustainable development f) Describe any good practice/s of the institution to promote a Multidisciplinary/interdisciplinary approach in view of NEP 2020. The institution promotes a multidisciplinary and interdisciplinary approach by offering add-on courses for UG and PG students across all disciplines. For instance, Geography students opt for courses like Medicinal Botany, Biofertilizer, and Edible Mushroom offered

	by the Botany department. Similarly, Botany students enroll in Remote Sensing courses offered by the Department of Geography. These interdisciplinary courses provide students with diversified knowledge, aligning with the vision of NEP 2020.
2. Academic bank of credits (ABC):	a) Describe the initiatives taken by the institution to fulfill the requirement of the Academic Bank of Credits as proposed in NEP 2020. The institution has facilitated students to register in the National Academic Depository (NAD) following instructions from Bharathidasan University starting from the academic year 2021-2022. From the academic year 2023-2024, students have been assigned Academic Bank of Credits Identification numbers to support the ABC system. A total of 2,461 students have created ABI ID. b) Whether the institution has registered under the ABC to permit its learners to avail the benefit of multiple entries and exit during the chosen programme. Provide details. The institution has registered under the ABC system to permit learners to avail the benefits of multiple entries and exits during their chosen programs. However, the practice of multiple entries and exits within the program is not yet implemented as proceedings are awaited from the Tamil Nadu Government. c) Describe the efforts of the institution for seamless collaboration, internationalization of education, joint degrees between Indian and foreign institutions, and to enable credit transfer. The institution is making efforts to offer courses through Edx and Coursera platforms for the internationalization of education. d) How faculties are encouraged to design their own curricular and pedagogical approaches within the approved framework, including textbooks, reading material selections, assignments, and assessments, etc. The institution is constantly encouraging faculty members to design their own curricular and pedagogical approaches through Faculty Development Programmes. e) Describe any good practice/s of the institution pertaining to the implementation of the Academic Bank of Credits (ABC) in the institution in view of NEP 2020. The institution has established a dedicated ABC wing responsible for the creation, maintenance, and updating of students' credit records. This wing ensures that the process of credit accumulation and transfer is seamless and transparent. Students who

	undertake SWAYAM NPTEL courses are encouraged to opt for credit transfer through the ABC system while registering for the courses. By implementing the ABC system, the institution actively promotes the concept of lifelong learning. Students are encouraged to continue their education at various stages of their lives, accumulating credits over time that contribute to their academic qualifications. This approach aligns with the goals of NEP 2020, fostering a flexible and student-centered higher education system.
3. Skill development:	3. Skill development: a) vocational education and soft skills The institution provides vocational education through the Naan Mudhalvan Scheme, an initiative by the Government of Tamil Nadu aimed at empowering youth with skills, education, and opportunities to enhance their employability and entrepreneurial capabilities. This initiative aligns with the National Skills Qualifications Framework, ensuring that students acquire relevant vocational and soft skills. b) programmes offered to promote vocational education The institution offers a variety of courses through the Naan Mudhalvan Scheme to promote vocational education and integrate it into mainstream education. • English Language Communication • MS Office Essentials • IBM Career Education • Employability Skills • GST and Income Tax • Oracle Cloud Architecture • Data Analytics using PowerBI • Banking and Audit Essentials • Fleet Vehicle Operation Management • Advanced Data Analytics using Python • EV Battery Management • Medical Coding • Agribusiness Management • Content Writing and Digital Marketing • Graphic Design A total of 3,461 students across all disciplines have participated in these courses, and the credits earned have been added to their mainstream courses. c) Value-based The institution offers a course on value education under Part V of all programs. This course inculcates humanistic, ethical, constitutional, and universal human values such as truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, and citizenship values. Additionally, various student-centric activities like yoga practice, sports, and flag-hoisting in Assembly programs are conducted to reinforce these values. d) Enlist the institution's efforts to: i. The institution

	ensures that all students take at least one vocational course before graduating by offering these courses in the II, IV, V, and VI semesters for all UG students through the Naan Mudhalvan Scheme. ii. Vocational skills are provided by industry veterans and organizations such as The Hindu Group, Oracle, Edunet (Microsoft), NSE Academy, Rare Minds, TNASD Logistics, AMD, etc. iii. The institution offers vocational education in a blended mode (online and offline). iv. The institution is providing courses through the Naan Mudhalvan scheme in association with The Tamil Nadu Skill Development Corporation (TNSDC) which is an initiative by the Government of Tamil Nadu aimed at enhancing the employability skills of the state's workforce. v. Skilling courses through online and/or distance mode. The institution is an authorized nodal center for conducting SWAYAM-NPTEL courses online since 2020. 122 courses have been conducted during the assessment period and 79 students have received SWAYAM-NPTEL certificates after successful completion of the courses. The institution has become a network institute in June 2021 for conducting the ISRO-IIRS Distance Learning Programme. 17 courses have so far been conducted 203 students have participated and 107 students have obtained certificates. e) good practice/s of the institution pertaining to the Skill development in view of NEP 2020. The institution provides skill development courses through the Tamil Nadu Government's flagship scheme 'Naan Mudhalvan' and offers online courses through SWAYAM-NPTEL and ISRO-IIRS Distance Learning Programmes. These initiatives ensure that students receive comprehensive training and certification in various skills, promoting lifelong learning and employability as envisaged by NEP 2020.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	a) Delineate the strategy and details regarding the integration of the Indian Knowledge system (teaching in Indian Language, and culture etc,) into the curriculum using both offline and online courses. The institution offers undergraduate and postgraduate programs in Tamil and History to promote the principles of the Indian Knowledge System. To enhance cultural awareness and appreciation, students engage in celebrations of various festivals, including Pongal, Durga Puja, Ramzan, and Christmas.

	Additionally, field trips to heritage sites are organized to deepen their connection to India's rich cultural heritage. b) What are the institution's plans to train its faculties to provide classroom delivery in bilingual mode (English and vernacular)? Provide the details. Bilingual teaching is implemented at the undergraduate level to promote language proficiency. Postgraduate instruction is conducted in English. To enhance faculty's language skills and subject knowledge, the institution encourages participation in refresher courses, orientation programs, short-term courses, and faculty development programs. c) Provide the details of the degree courses taught in Indian languages and bilingually in the institution. The institution offers a B.A. and M.A. in Tamil Literature to foster a deeper understanding and appreciation of Tamil culture and literary traditions. These programs are designed to explore the richness of Tamil heritage, providing students with comprehensive knowledge and critical insights into both classical and contemporary Tamil literature. The institution offers bilingual programs in B.A. Economics, B.Sc. Botany, B.Sc. Zoology, B.Sc. Geography, B.Sc. Mathematics, and B.Sc. Statistics. On the other hand, the B.B.A., B.Com., and B.Sc. Computer Science programs are available exclusively in English. d) Describe the efforts of the institution to preserve and promote the following: i. Indian languages (Sanskrit, Pali, Prakrit and classical, tribal and endangered etc.) ii. Indian ancient traditional knowledge iii. Indian Arts iv. Indian Culture and traditions. The institution fosters Indian traditional knowledge, fine arts, and culture through various initiatives. These include organizing field trips to heritage sites like Pragadeeswara Temple and Keeladi Archaeological Sites and celebrating traditional festivals such as Community Pongal and Durga Puja. e) Describe any good practice/s of the institution pertaining to the appropriate integration of the Indian Knowledge system (teaching in Indian Language, and culture, using online courses) in view of NEP 2020. The institution is committed to promoting Indian languages by offering undergraduate programs in the mother tongue and preserving ancient cultural heritage through the study of world heritage sites.
5. Focus on Outcome based education (OBE):	a) Describe the institutional initiatives to transform its curriculum towards Outcome-based Education

	(OBE)? The institution adopted Outcome-Based Education (OBE) in the academic year 2022-2023, aligning its curriculum with the guidelines provided by Bharathidasan University. This transformative approach was extended to both undergraduate and postgraduate programs. To further enhance its curriculum, the institution adopted the syllabus recommended by the Tamil Nadu State Council for Higher Education (TANSHE) from the academic year 2023-2024. b) Explain the efforts made by the institution to capture Outcome-based education in teaching and learning practices. The institution has restructured its course syllabi to ensure alignment with program outcomes. The evaluation process has been revamped to employ direct assessment methods, including internal and external examinations. Furthermore, Bloom's taxonomy is utilized to assess students' learning at various cognitive levels. c) Describe any good practice/s of the institution pertaining to Outcome-based education (OBE) in view of NEP 2020. The institution adopted Outcome-Based Education (OBE) in 2022-23, adhering to Bharathidasan University guidelines. OBE syllabi, designed for both UG and PG programs, comprise five units for external exams and one for internal assessment. These units detail topics, hours, course outcomes (COs), prescribed texts, reference books, and CO-PO mapping. COs and program outcomes (POs) are assessed at various stages. COs are evaluated per course, while POs are measured at program completion.
6. Distance education/online education:	a) Delineate the possibilities of offering vocational courses through ODL mode in the institution. The institution is offering online vocational courses for all I-year and II-year students through the Naan Mudhalvan Scheme. b) Describe the development and use of technological tools for teaching learning activities. Provide the details about the institutional efforts towards blended learning. The institution encourages faculty members to use ICT tools for teaching purposes. As a result, ICT classes are included in the class timetable and all the departments are maintaining log books for such classes. c) Describe any good practice/s of the institution pertaining to Distance education/online education in view of NEP 2020. The institution has been an authorized nodal center for conducting

| | SWAYAM-NPTEL courses online since 2020. 122 courses have been conducted during the assessment period and 79 students have received SWAYAM-NPTEL certificates after successful completion of the courses. The institution has become a network institute in June 2021 for conducting the ISRO-IIRS Distance Learning Programme. 17 courses have so far been conducted 203 students have participated and 107 students have obtained certificates. |

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	1. Yes. The institution has an active Electoral Literacy Club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The election nodal officer in the college acts as a coordinator for the smooth execution of election-related activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	A series of initiatives have been undertaken to actively involve students in the electoral process and enhance voter awareness. The Voter ID Correction Camp was held on March 20, 2021, and assisted 120 students in correcting their voter ID details. This was followed by an awareness programme on Election Arrangements and Election Duty Nodal Officer preparations held under the auspices of the District Collector. These events engaged a total of 420 students. The Voter ID and Aadhar Link program was held on August 7, 2022, benefitting 500 students. The Name Addition Program for 18-Year-Old Students to the Voter's List was conducted on August 7, 2023. Nearly 300 students registered their names in the voter list. The Election Awareness Puppet Show was held on March 23, 2024, organized by the District Administration, emphasized the importance of voting, and saw 500 students actively participating. These events collectively reflect a robust commitment to educating and engaging students in the electoral process, promoting a comprehensive approach to increasing voter participation and awareness.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research	Every year National Voters Day is observed on January 25. About 500 students participated in the

projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	event held in the year 2023, highlighting the significance of voting and civic participation.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The institution periodically conducts special camps for the enrolment of students on the voters' list. Recently the camp was conducted on August 7, 2023. Nearly 300 students registered their names in the voter list.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4036	4017	4036	4104	4184

File Description	Document
Institutional data in the prescribed format (data	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1355	1381	1412	1477	1388

File Description	Document
Institutional data in the prescribed format (data	[View Document](#)

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
189	181	182	185	188

File Description	Document
Institutional data in the prescribed format	[View Document](#)

2.2

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

Response: 230

File Description	Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
8.66	7.71	5.91	8.51	6.98

Other Upload Files	
1	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Kunthavai Naacchiyaar Government Arts College offers 14 undergraduate, 13 postgraduate and 9 Ph.D. programs across various disciplines, including Tamil, English, Botany, Business Administration, Chemistry, Computer Science, Commerce, Economics, Geography, History, Mathematics, Physics, Statistics, and Zoology. The Autonomous status enabled the college to frame and revise the curriculum periodically to suit the requirements of the changing times. In addition to aiming at the holistic development of the downtrodden students, the curriculum is consciously designed to cater to the local, regional, national, and global needs.

The curriculum of all UG and PG programmes have Skill Enhancement Courses specially designed to provide hands-on training, competencies and employability skills like adaptability, teamwork, communication, time management, and leadership essential for students along with their domain knowledge. For example, the Department of Botany offers 'Fermentation technology, Botany for advanced research'. In a similar manner all the departments offer courses to empower the skill sets of the students in their chosen discipline. They provide ample space for vocational training, entrepreneurship culture and skill development. The college follows the Choice Based Credit System (CBCS) recommended by UGC and approved by Academic council. The college implemented the Outcome Based Education (OBE) framework from the academic year 2018-19 onwards and the curriculum was revised to incorporate Programme Outcomes (POs), Programme-Specific Outcomes (PSOs) and Course Outcomes (COs).

The college offers value-added courses in personality development, life skills, employability skills, ethics, human rights, and social analysis. Students also benefit from field and industrial visits and the Lab to Land programs, which facilitate practical knowledge application. Additionally, volunteer-based extension activities are provided by various service organizations, including NSS, Red Ribbon Club, Youth Red Cross, EXNORA, Fine Arts, the Entrepreneurial Development Cell, Social Service League (SSL), Citizen Consumer Forum, Science Club, Rotract Club, National Integration Samithi (NIS), Career Guidance & Placement Cell, Women Cell, Environment Education Club, Yoga, Clean Thanjavur, Kunthavai Cyber Security, and the Anti-Drug Club. These activities are a mandatory part of the curriculum under Part-V.

A keen analysis of the curriculum structure indicates that it helps the students enhance vertical and horizontal mobility, promote effective problem-solving ability, think creatively, and inculcate skills that are productive and value-based. With training and awareness-creating programmes, the curriculum can

be viewed as a triangle connected by three sides' viz. Teaching-learning, Research, and Extension activities. Learning objectives are directly and purposefully derived from the intellectual, occupational, environmental, social, and spiritual needs of the current generation of students. Every department is seriously working towards attaining course outcomes and program-specific outcome through qualified faculty members, learner-centered teaching and good infrastructure with state-of-the-art facilities including ICT-enabled classrooms and excellent academic ambiance. The curriculum makes learning an interesting and meaningful exercise through guided instruction, monitored learning, ICT-based teaching by faculty members, and supplemented by mandatory assignments, seminar presentations, group discussions, debates, quizzes, and viva voce. Thus the curriculum equips the rural-based, economically weaker students to compete with the privileged section.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.1.2

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

Response:

The programs offered by our institutions are carefully crafted to prioritize employability, entrepreneurship, and skill development, ensuring that students are well–equipped to succeed in today's fast-paced and ever-changing job market. To achieve this, the courses are regularly revised to incorporate contemporary requirements, making them highly relevant and industry-specific.

Employability: The curricula for all programs include practicals, research projects, field and industrial visits, and internships. These components provide students with real-world exposure and help them apply theoretical knowledge practically, enhancing their readiness for employment. For example, students in Statistics and Applied Mathematics gain essential skills for careers as freelance statisticians and data analysts. The Computer Science Department offers courses in Artificial Intelligence and Big Data Analysis, while the Commerce Department provides training in Digital Marketing. Additionally, the Botany and Zoology Departments offer courses in Mushroom Cultivation and Sericulture. The Mathematics and Geography Departments use open-source software to meet specific needs. The Tamil Department's language lab enhances students' communication skills and vocabulary, further improving their employability. Tamil Nadu Government also offers highly employable courses like Digital Skills for Employability through the Naan Mudhalvan scheme. The college maintains strong industry connections and is proactive in signing Memoranda of Understanding (MoUs) with industries to provide students with opportunities for skill development, startup ventures, and enhanced employability.

Entrepreneurship:

Kunthavai Naachiyaar Government Arts and Science College emphasizes fostering an entrepreneurial mindset among students. Understanding the critical role of innovation, creativity, and risk-taking in the modern business landscape, the college offers various programs and initiatives to nurture entrepreneurship. Both undergraduate (UG) and postgraduate (PG) courses cover entrepreneurial development, including subjects like Mushroom Cultivation, Biofertilizer Production, Aquaculture, and Women Entrepreneurship. These courses equip students with the knowledge and skills necessary to identify opportunities, develop business plans, and manage entrepreneurial ventures. Additionally, the Commerce and BBA departments provide training at the grassroots level, helping students establish startups and gain practical experience in entrepreneurship.

Skill Development:

To address the evolving demands of the business world, Kunthavai Naacchiyaar Government Arts and Science College prioritizes skill development. The curriculum is designed to enhance both technical and soft skills essential for professional success. Technical courses, such as financial accounting, business statistics, and computer applications in business, equip students with crucial technical competencies. In addition, courses in soft skills development, personality growth, and value education focus on improving communication skills, critical thinking, problem-solving abilities, and ethical decision-making. The college also offers workshops, seminars, and training programs that target specific skills like leadership, negotiation, and time management. These opportunities help students learn to make informed decisions and understand their potential consequences, preparing them to handle future challenges effectively.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 24.13

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

Response: 272

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

Response: 1127

File Description	Document
Institutional data in the prescribed format (data template)	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our institution is now integrating crucial cross-cutting issues into the curriculum, aligning with the Sustainable Development Goals (SDGs) and the National Education Policy (NEP) 2020. This approach ensures that our educational programs address key global challenges and promote sustainable development.

- **Professional Ethics:**

The curriculum across most programs of our institution incorporates aspects of professional ethics. First-year undergraduate students take courses in Environmental Studies and Value Education, while third-year students are required to complete a course in Gender Studies. Second-year undergraduates benefit from a course in Soft Skill Development, aimed at enhancing their professional abilities. Both undergraduate and postgraduate programs include elective papers, and value-added courses such as English for Professional Skills, English for Communication, Public Speaking Skills, and Skill Development courses like Computer Skills for Web Designing, Video Editing, Physics for Everyday Life, and the Role of Chemistry in Daily Life. Other offerings include Mushroom Cultivation, Medical Lab Technology, Food Processing and Preservation, Entrepreneurship Development, Social Ethics and Responsibilities, and Managerial Skill Development. These courses help to strengthen students' skills in various areas. Additionally, the curriculum and co-curricular activities feature diverse programs like the NAAN MUDALVAN add-on program, Foreign Language teaching under RUSA, and the CLP (Computer Literacy Program).

- **Gender Sensitivity:**
  Gender Studies is incorporated into all undergraduate programs as Part-IV to promote gender equality. Courses such as Women's Writing, Women's Studies, and Women in Indian Society are offered by the Tamil and English departments to enhance understanding among students. The college regularly organizes conferences, seminars, and workshops to further raise awareness about gender issues and possible solutions. To support gender equity and address related concerns, the college has established a Women Grievance Cell and a Grievance Redressal Cell. These cells provide counseling, promote gender equity, and address issues related to the safety and security of female students, staff, and faculty. The campus is equipped with CCTV and a

biometric system to ensure a high level of security for students.

- **Human Values:**

At our institution, character building is a core value. To support this, all first-year undergraduate students take a course in Value Education. The college emphasizes human values through courses, like Philosophy of Yoga, Social Ethics and Responsibilities, Geography of Health, Human Rights in India, and Social and Cultural Geography. These subjects, integrated into core, allied, elective, and non-major elective courses, aim to foster awareness of social justice, responsibility, empathy, and community care.

- **Environmental Sustainability:**

The college offers a course on Environmental Studies for all the UG programs, to address environmental issues and promote sustainable development. This course highlights the importance of biodiversity conservation and responsible resource use. Additionally, specialized courses such as Environmental Botany, Environmental Biotechnology, Environmental Microbiology, Biodiversity and Conservation Management, Bioinformatics, Biofertilizer Technology, Biofuel Technology, Plant and Animal Biotechnology, Bio-nanotechnology, and Environmental Biology are available to both UG and PG students. The Geography syllabus includes topics on climatic changes and sustainable development to enhance understanding of environmental dynamics. The aim is to make students aware of the ecosystem's importance to human life. The college also organizes workshops and seminars on Environment and Ecology to educate students on the efficient use of natural resources and environmental protection.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 24

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

1.3.3

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

Response: 77.78

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

Response: 28

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

Response: 36

File Description	Document
Institutional data in the prescribed format (data template)	<u>View Document</u>

1.4 Feedback System

1.4.1

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

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

File Description	Document	
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<u>View Document</u>	

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 95.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
1526	1642	1511	1563	1580

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

2022-23	2021-22	2020-21	2019-20	2018-19
1689	1717	1567	1627	1629

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)

2.1.2

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

Response: 95.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
1166	1103	1012	1055	1092

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

2022-23	2021-22	2020-21	2019-20	2018-19
1166	1188	1017	1125	1197

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

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

Response:

The institution evaluates and assesses the learning levels of every student from the beginning of the academic session after admission. Each year, the institution organizes an orientation program for newly admitted students. This program is conducted by various cells, including the Soft Skills Development Cell, Placement Cell, and Extra Disciplinary Cells. It covers topics such as class information, timetables, faculty contacts, student responsibilities, anti-ragging norms, and the code of conduct. Additionally, the program provides information about extracurricular activities and the importance of Part-V courses like NSS, RRC, YRC, Fine Arts, Science Club, Leo Club, and Sports.

The Department of English conducts a bridge course to assess students' proficiency in English. Individual attention is given to each student to identify and address academic obstacles and weaknesses, boosting their confidence to face daily challenges. Online tests help identify slow and advanced learners.

Advanced Learners:

- Engage in active learning through group discussions, Q&A sessions, seminars, and assignments to enhance knowledge.
- Encouraged to participate and present papers at seminars, conferences, workshops, and inter-collegiate competitions.

- Participate in co-curricular activities like quizzes, debates, and science exhibitions.
- Receive career guidance through the career guidance cell.
- Encouraged to communicate in English.
- Involved in peer teaching to help slow learners, with regular monitoring to ensure progress.

Slow Learners:

- Identified based on Continuous Internal Assessment (CIA), assignments, tutorials, and exam performance.
- Receive remedial classes aimed at improving academic performance.
- Given individual attention to identify and address academic weaknesses, with mentors monitoring their progress.

NPTEL/SWAYAM Local Chapter:

- Students complete various MOOC courses offered by the MHRD, gaining knowledge and certifications from premier institutions like IITs. Faculty members serving as mentors for these courses have been recognized as "Top Performing Mentors."

ISRO-IIRS Distance Learning Programs:

- As a nodal center, the college has conducted 17 courses during the assessment period, with 203 students participating and 107 obtaining certificates.

The institution implements a systematic approach to help learners build foundational skills, excel academically, and achieve overall development.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 21.35

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student-centric teaching methodologies are incorporated to enhance learning efficiency and ensure the effective dissemination of knowledge among students. Our faculty members have adopted blended learning methodologies during this academic year. Many are also engaged in reflective teaching, a metacognitive strategy that helps them critically evaluate their experiences, actions, and decisions in teaching. This process of self-observation and self-evaluation enables teachers to help students acquire knowledge and understand the scope of their field of study.

Faculty members who address classroom challenges are mindful of the assumptions they bring to their teaching. They are aware of the institutional and cultural contexts of their instruction, actively participating in curriculum development and seeking professional development opportunities. During the pandemic, faculty members were thrust into fully online teaching without preparation or training, but they quickly adapted, learning and identifying best practices for online teaching. They emphasized course planning and maintained a strong presence in the course, beyond just video lectures.

Experiential learning, which involves learning through experience, reflection, and adaptation, is encouraged. Faculty members promote the practice of various skills through student seminars, development programs, workshops, internships, and industrial visits. These activities are planned, conducted, and monitored regularly by mentors to ensure students are practicing necessary skills, reflecting on their experiences, and improving.

Participatory learning is also prioritized alongside traditional teaching methodologies. This approach fosters a sense of responsibility in learners and makes learning a continuous process of knowledge development. Participatory methods include pair work, group work, peer instruction, and group discussions.

In the digital era, acquiring the latest technologies is crucial for students to secure placements. Our faculty efficiently combines traditional teaching methods with modern technology to engage students effectively. The institution utilizes Information and Communication Technology (ICT) to strengthen,

support, and upgrade the teaching-learning process. Many departments are equipped with LCD projectors, smart classrooms, desktops, printers, scanners, and smart boards. Faculty members conduct online classes via Zoom, Google Meet, Microsoft Teams, and Google Classroom, using PowerPoint presentations with LCD projectors. They also use e-resources (Library Genesis, e-Library, JSTOR) and digital libraries (British Council Online Library) to facilitate teaching and learning.

File Description	Document
Upload any additional information	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.2

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

Response:

2.3.2. The institution adopts effective Mentor –Mentee schemes to address academics and student –psychological issues:

The Mentor-Mentee scheme adopted by the college aims to provide comprehensive support and guidance to students, enhancing their academic, psychological, and professional development to contribute effectively to nation-building. This system effectively bridges the gap between mentees and mentors, addressing the challenges students face during their studies and motivating them to excel academically and professionally.

Aims and Objectives:

1. Bridge the gap between mentors and mentees.
2. Motivate quality academic performance.
3. Enhance mutual support and create a pleasant learning environment.
4. Discuss psychological and stress-related issues.
5. Assess the outcomes of students' learning levels.

- **Implementation:** Mentees are assigned to mentors from the first year of the program. Each mentor typically oversees 40 to 50 students and remains with them throughout their college tenure. Regular meetings are held where mentors discuss students' problems, strengths, and weaknesses. High-performing students in curricular and co-curricular activities are acknowledged by their mentors. Mentors also identify students with low performance or attendance, investigating the root causes of these issues. When necessary, mentors involve parents and department heads to address and resolve student problems.
- Mentors track mentees' academic performance, including Continuous Internal Assessments (CIA) and semester examinations, providing counseling or arranging remedial classes as needed. They focus on mentees' physical well-being, behavior, discipline, achievements, and stress-related

issues. Additionally, some faculty members serve as mentors for MOOC courses and have been recognized as "Top Performing Mentors." These mentors encourage mentees to join MOOC courses.

- **Benefits:** Mentoring is essential for students to achieve emotional stability and promote clarity in thinking and decision-making. The success of this scheme is reflected in improved semester examination results, regular attendance, active participation in co-curricular activities, better discipline on campus, and respectful relationships between teachers and students.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

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

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

Response:

At the end of every academic year, the preparation of the Academic Calendar is allocated to one department on a rotational basis by the Principal, in the presence of Council Members comprising the Heads of Departments. The Academic Calendar records all important dates for students, including the commencement and end of odd/even semesters, Mid Term Examinations like Continuous Internal Assessment I (CIA-I) and Continuous Internal Assessment II (CIA-II), deadlines for exam fee payments (with and without penalties), total number of working days per semester, day orders, and holidays. To ensure adherence to the Academic Calendar, timetables are prepared for each program, both UG and PG. Faculty members prepare teaching plans based on course paper allotments, ensuring that teaching is conducted according to these plans. The Academic Calendar helps students stay informed about events throughout the academic year.

The college encourages faculty to maintain a daily record of the syllabi they cover. Theory and practical classes are systematically recorded. After the Academic Calendar is prepared, each department holds meetings with faculty members, guided by the head of the department. Syllabi are allotted, and faculty members are instructed to prepare teaching plans with specified time durations for completion. Adjustments are made as necessary. This approach allows teachers to plan course segments at a pace conducive to effective learning. During the monitoring process, the completion of syllabi, adherence to teaching plans, and student performance and attendance in assessments are reviewed. Remedial actions are taken and communicated to the department and faculty as needed, ensuring qualitative improvement in the teaching-learning process. Revisions or remedial sessions are conducted by faculty as required.

The Academic Calendar provides students with full visibility of events during the academic year. Its

advance release ensures that activities and events occur as planned, eliminating the need for additional circulars or communications. This process is followed for UG and PG programs across all disciplines, including both Arts and Science streams.

File Description	Document
Provide Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 99

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	181	182	185	188

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

2.4.2

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

Response: 66.09

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

Response: 152

File Description	Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	[View Document](#)
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	[View Document](#)

2.4.3

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

Response: 12.01

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

Response: 2269

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.4

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

Response: 96.28

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

Response: 181

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 19

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	14	14	17

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)

2.5.2

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

Response: 0.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	80	0	0	35

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

2022-23	2021-22	2020-21	2019-20	2018-19
4015	4029	4020	4223	4184

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)

2.5.3

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

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

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

Response:

The college continuously enhances its examination system, remaining open to modifications to address student grievances and ensure robustness. Institutional reforms align with UGC guidelines for autonomous colleges, incorporating Outcome Based Education (OBE) to assess different levels of learner knowledge based on Bloom's Taxonomy. This framework facilitates necessary adjustments in teaching and learning processes and evaluates learner outcomes effectively.

Information Technology (IT) plays a crucial role in the examination processes. The office of the Controller of Examinations (COE) has integrated IT into the Examination Management System (EMS), equipped with high-end printing and reprographic facilities. Since 2020, centralized internal examinations and valuations have been implemented, along with an automated mark entry system for internal examinations. Automation extends to internal and external mark entry, grade calculation, percentage and Cumulative Grade Point Average (CGPA) preparation, and result analysis. Seating arrangements and hall allotments for examinations are also automated. Hall tickets are uploaded to the college website two days before exams, accessible via the COE portal.

In November 2018, the implementation of the automated mark entry system for both internal and external exams enabled the COE office to publish results on the same day as the evaluation process concluded, significantly reducing the time gap between evaluation and result publication. After results are published, eligible candidates can apply for transparency, re-totalling, and revaluation. The Instant Examination or Supplementary Examination is an ethical practice allowing outgoing students to clear a maximum of two courses to complete their program within the stipulated time. Student grievances are

addressed promptly. Semester mark sheets and cumulative mark sheets are printed on parchment paper with security features like gold foil, micro lines, student photos, and invisible ink printing.

- **Result Publication Process:** The Passing Board, comprising the Principal, COE, ACOE, and all Heads of Departments, permits moderation marks (if necessary) and approves the results before publication. Since the 2015-2016 batch, the passing minimum marks for PG students are 50%, and for UG students, the passing minimum marks are 40% for both Continuous Internal Assessment and External Examinations.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Kunthavai Naacchiyaar Government Arts College for Women introduced Outcome Based Education (OBE) in the academic year 2022-2023, following the guidelines of Bharathidasan University, Trichy. OBE was implemented for both UG and PG programs. Faculty members were instructed to prepare syllabi incorporating the characteristics of OBE, focusing on enhancing students' cognitive and critical thinking skills.

Learning outcomes were prepared by the departments, delineating the level of attainment expected upon completion of the program. Course outcomes were developed based on Benjamin Bloom's six levels of learning assessment: Create, Evaluate, Analyze, Apply, Understand, and Remember. These outcomes benefit both students and teachers. Students use the outcomes to assess and guide their learning, identifying resources to enhance their scholarship. Teachers use the outcomes to plan instruction, classify and break down the syllabus, and select teaching materials to meet the expectations outlined in the course outcomes.

Program Outcomes (PO) were formulated to reflect the college's vision, mission, strategies, and UGC guidelines on Graduate Attributes. Course Outcomes (CO) were developed by departments in consultation with course teachers, considering expected cognitive skills, including visual, auditory, and kinesthetic skills.

The OBE module syllabi consist of five units (for external exams) and one unit (for internal assessment) covering topics, hours, course outcomes, prescribed texts, reference books, and mapping of COs with

POs. Attainment of COs and POs is measured at different stages of the program. Course outcomes are evaluated at the completion of each course, and program outcomes are evaluated at the time of program completion. According to the Board of Studies 2022-2023, attainment of program and course outcomes is measured by students' pass percentages in internal and external examinations conducted by the Controller of Examinations.

The college follows the Choice-Based Credit System (CBCS) to enhance teaching and learning levels, providing students with the flexibility to choose courses. The CBCS curricula have been strengthened with the introduction of OBE, enriching the courses offered in each program, equipping teachers with knowledge and skills, and empowering learners with attainable outcomes. This approach fosters an optimistic attitude in learners towards vertical progression in their future endeavors.

File Description	Document
Provide links as Additional Information	[View Document](#)

2.6.2

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

Response: 92.25

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

Response: 1250

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.55

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Very rigorous, scientific, and responsible efforts in the quest for truth and for creating or presenting new and authentic scientific information contribute to social and economic benefits for the global community.

- **Good Academic Research Practices:**

Responsible conduct of research and safeguarding ethics and academic integrity in scientific research is extremely crucial. Compromised publication ethics and deteriorating academic integrity and contaminating all domains of research. It is important to prevent academic misconduct including plagiarism, in academic writing among students, faculty, researchers, and staff.

Research cell, The Research co-ordinating committee shall be formed by the principal for the academic year 2021- 2022 The faculty members are encouraged to apply research projects to funding agencies, and circulars received from various funding agencies are circulated to faculty members. The Research Coordinating Committee monitors, coordinates, and directs the research activities.

For the PhD registration the department research committee (DRC) members such as the concerned head of the department as chairperson and the research supervisors as committee members, the team faculty members are expected to undertake research leading to quality publication (UGC–CARE/SCOPUS/Web of sciences) and other means dissemination of research outcomes.

The Research scholars are encouraged to take part in national and international conferences/ Seminars etc.

To enhance the quality of research output student mentorship or internship is facilitated or arranged.

To encourage postgraduate students to pursue research activities student mini proposals were submitted to funding agencies such as TANSCHE , TNSCST, etc.

- **Research Ethics:**

Each member involved in research viz faculty, postgraduate and PhD researcher is expected to adhere to the highest Ethical standards of conduct.

Adhering to plagiarism policy is entrusted to the concerned supervisor before submitting the thesis/research papers for processing.

Based on UGC guidelines coursework on research and publication ethics (RPE) for pre-PhD registration

is mandatory.

State and Central Scholarships/Fellowship for Research Scholars:

The Research scholars of various disciplines receive financial assistance from the state Government. Totally 11 Research scholars belonging to the reserved category benefited from state government research scholarship. The Tamil Nadu State Council for Higher Education (TANSCHE) PhD stipend of Rs 60000/annum was received by 8 Research Scholars. The Indian Council for Social Science Research (ICSSR) Fellowship was availed by a research scholar.

- **LABORATORY EQUIPMENT**

  Institutional Lab Facility

The Research laboratories were well equipped with an oil-free vacuum pump, Rotary shaker, Systronic colorimeter, Flame photometer, Hot air oven Autoclave, thermal cycler, Deep freezer, Laminar airflow chamber, Microcontroller UV Spectrophotometer. BOD Incubator, Totalstation, GNSS facility survey instructions, Geospatial data and software facility are available to facilitate and promote research

External Lab Supports

The Research Scholars/students take over the project work /part of the research work to various industries such as the Arignar Anna sugar mills, Kothari sugar mills and chemicals, Ariyalur cement factory, Central Electro Chemical Research Institute(CECRI), Central Leather Research Institute(CLRI) National soil testing laboratories and R and D labs.

- **Memorandum Of Understanding (MoU)**

The MoU was signed between Departments of Sculpture, Epigraphy, Archeology, Maritime History, Marine Archeology, Scientific Tamil, Tamil Development Manuscriptology, Folklore Tamilstudy and Foreign, Bharathidasan University, Sara Fish Farm, Saveetha Medical College and Hospital and Harman Institute of Science and Research as extended research support.

- **Plagiarism**

Plagiarism detection should be followed by all Research Scholars as part of our affiliating university (Bharathidasan) Regulations and provided by them during thesis submission.

File Description	Document
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.1.3

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

Response: 0

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.2 Resource Mobilization for Research

3.2.1

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

Response: 3.9

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)

3.2.2

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

Response: 0.04

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

Response: 10

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)

3.2.3

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

Response: 32.8

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

Response: 62

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

For the new Ph.D., registration the department Research Committee (DRC) members such as the concerned head of the department as chairperson and research supervisors as committee members the team members are expected to undertake research leading of quality publication (UGC-CARE/ Scopus/Web of Sciences) Presentation invited talks/socially useful outcome or other activities. The Research scholars are encouraged to participate/present papers in national and international conferences/seminars etc. and publish the papers in UGC-CARE/SCOPUS/WOS Journals.

Totally 39 Research Supervisors are guiding the PhD Programme encompasses the thrust areas such as Dram Literature, Scientific Journals, Scientific Tamil, Bakthi Illakkiyam Sanga illakkiyam Grammer, Folk literature Post Modern Literature, Comparative Literature, Linguistic Discourse analysis, Post Colonial Literature, Feminist Literature, Indian Writing in English African American Literature, Diasporic Literature, Ancient period, Modern period, Marketing, Financial Management, Mathematical modeling, Aquaculture, Disease control, Entomology, Vector control, Environmental Biology, Respiratory ailments, Pharmacognosy, Phytochemistry, Microbiology and Mycology.

File Description	Document
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4.2

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

Response: 0.97

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

Response: 60

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)

3.4.3

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

Response: 1.21

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

Response: 278

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	[View Document](#)

3.4.4

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

Response: 0.2

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

Response: 46

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 10.69

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: 13

File Description	Document
Bibiliometrics 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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document

3.6 Extension Activities

3.6.1

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

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

Response:

The young students who enter college are energetic, and curious in contributing something to society proper guidance and support by the institutions at this juncture can reinforce their ethical and social responsibilities. Through extension and outreach programmes, the institution sensitizes the students to develop social values, widespread their responsibilities by making their real involvement with the community. The extension activities also provide opportunities to take part in inter-collegiate / inter-

university/ inter-state campus and exchange ideas with students from other / university/states.

Involvement in extension activities nurtures holistic development and moulds integrated personalities the extension activities facilitate community development, social sensitization and holistic development.

The students are encouraged to be in the co-curricular and extracurricular activities they happened to be in any one of the extension which is existing in the college. The college consists of NSS, (I, II and III units), JRC RRC, Leo club, student EXNORA, Clean Thanjavur, Fine Arts, Entrepreneur development cell, Placement, Social Service League, Consumer Forum, Science club, Rotaract club, National Integration Samithi, Women cell, Environmental Education Club, KCS etc. Club all these organizations are very active and the students to participate in their activities. The organizations involve students in the Swatch Bharath (Clean India) programme in the important areas of Thanjavur. (Eg. Big temple, Bus stand etc.,). The students went to the villages for a week or two and carried out watershed management work etc., they were also actively involved in offering training on vermicompost production solid waste management, and seed processing with the help of the trainers from the agriculture and horticulture departments.

They conduct awareness programmes on sanitation, health and hygiene tree planting, plastic eradication etc. All these activities are being carried out with the participation of local people. The volunteers used to visit the rural schools and motivated the children with cultural activities, quiz contests, and health awareness for women and children. The volunteers also participate in the blood donation and eye donation campus. A special medical camp for village people was organized. The volunteers also create awareness on alcoholism, dements of smoking etc. Also, give training for rural women on vermicompost and direct them to approach various schemes and funds.

File Description	Document
Upload any additional information	[View Document](#)

3.6.2

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

Response: 82

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	16	10	18

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<u>View Document</u>
Institutional data in the prescribed format (data template)	<u>View Document</u>
Provide Links for any other relevant document to support the claim (if any)	<u>View Document</u>

3.7 Collaboration

3.7.1

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

Response: 28

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	<u>View Document</u>
List of year wise activities and exchange should be provided	<u>View Document</u>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<u>View Document</u>
Institutional data in the prescribed format (data template)	<u>View Document</u>

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

The College was housed in the Thanjavur Palace premises itself in the beginning and in 1970 it was shifted to its own two-storeyed building in a sprawling campus of 17.5 acres. The college is equipped with :

*Classrooms:

- A total of **99 classrooms, 16 staff rooms**, **1 smart classroom, and 6 smart** boards which are adequate as per the norms of the regulatory body, are spacious, well-furnished, and equipped with comfortable seating with good ventilation and adequate lighting.
- The college has **187 rooms** in total. ICT facilities are available in a few classrooms equipped with computers, and LCD projectors.

· Labs/Demonstration Rooms:

- There are **37 Labs** fully equipped for the students to conduct experimental work.

· Computing Equipment's:

- All the departments are provided with computers and internet facilities.
- A total of **215 high-end computers** and 8 **laptops** are in the college.
- There are **43 laser printers** and **17 photocopying machines** available in the campus.
- The institution is equipped with a common **computer lab for a computer literacy program**. Under the Computer Literacy programme we train the first-year students with computer skills. The government regularly allocates funds for the CLP lab.

- Visually challenged Students are provided with **smart vision and customized laptops**.

Seminar Halls:

There are **4 seminar halls** and **one auditorium**, which are spacious and well-furnished, and two seminar halls airconditioned, with good ventilation and adequate lighting. ICT facilities are available in each seminar hall such as computers, audio, and video facilities, and **LCD projectors with network connectivity.**

- **Outdoor facilities:** College has adequate facilities to support the physical and recreational requirements of students and staff. It has facilities for sports and indoor and outdoor games. Our institution has a **fitness centre with an area of 717.5282 Sq.ft**.
- Institution is also equipped with an auditorium, yoga center etc., and Sports facilities like Athletic (400m track), Football, Hockey, Volleyball, Throw ball, Handball, Kabaddi, Kho-Kho, Ball Badminton, Tennis & Basketball courts are provided to students. The Physical Education department is headed by the Physical Director. The institution has a **playground spread over 6.53 acres** available for students.
- **Hostels:**
  - The hostel infrastructure comprises **2 separate blocks for UG and PG** girl students with **55 rooms**, providing accommodation for 380 (300 UG and 80 PG) students. To enhance the living experience, the hostels are equipped with an RO system, CCTV cameras, security, and recreational amenities such as Table Tennis, Badminton, Carom, Chess, Television, Multigym, yoga, and a fitness center of college can be used by hostellers with prior permissions.
- **Green initiatives** are evident throughout the campus, with landscaped gardens, lawns, and medicinal gardens. Plastic is banned in our campus. And the institution reduced the usage of papers for communication. Institutions have planted more trees **under Miyawaki method of forestation.**
- **Water facilities**:
  - The college has **4 borewells and 6 RO water points** to provide enough water supply to the students, faculty and employees.
  - We have **8 number of overhead tanks**. With one overhead tank with a capacity of **80000 litres,7 overhead tanks of 5000 litres** to ensure that, and one tank with 2000 litres for the students to get enough water for drinking and other purposes.
- **Generator facilities: The** Institution also has generator facilities for uninterrupted power supply. The institution has four generators**. One 40KVA Generator, 15KVA – 3 phase generator and 3 5KV Generators.**
- **Lavatories:** College has nearly 95 lavatories for the students. Ramp and Wheelchair facilities are provided for physically challenged students. (**Divyangjan)**
- **Napkin vending machines and Napkin incinerators** are available for the students.

File Description	Document
Upload any additional information	[View Document](#)

4.1.2

Percentage of expenditure excluding salary, for infrastructure development and augmentation

year wise during the last five years

Response: 38.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.25	3.00	2.24	3.70	3.49

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college library expands to **3000 square feet**, which provides the best of learning resources and opportunities to students and teachers with the latest knowledge through their library resources. The college library is open to students from 9.00 am to 4.00 pm. The library caters to both physical and virtual access of the resources to the users through digital platforms.

The library has a good collection of books, as to **57,000 books** are available.

The library is also equipped with e-books (9000) in addition to subscribing to several journals The library **has INFLIBNET and DELNET** facilities.

Through the **National Digital Library of India (NDLI)** students can access nearly 6,00,000 books.

All the departments have their **departmental library** with an adequate number of books. The library is fully utilized by both faculty and students.

The librarian maintains **registers for the footfall of faculty and students**.

The Government of Tamil Nadu allocates **regular funds** to colleges to purchase the books every year. The college also has a digital library with internet facilities along with audio-video aids that are utilized for online training programs, web-based learning programs, web-based workshops and webinars. The library is automated using "Autolib" ILMS software.

The library is automated using an Integrated Library Management System (ILMS)

The institution has automated using Auto lib -21.0 version, Integrated Library Management System (ILMS), from 2019-2020 onwards. It helps to manage library functions including acquiring, processing, cataloging, locating, linking, and distributing information and collections. The government has provided this to enhance library operations.

• Name of the ILMS software : Autolib and Koha 24.05 Open source software

 Nature of automation (fully or partially) : Partially

• Version : 21.0

• Year of automation : 2019-20

File Description	Document
Upload any additional information	[View Document](#)

4.2.2

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

Response: 22.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.05	2.3	0.4	2.10	1.79

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution embraces state-of-the-art IT facilities for its students so that they can utilize these resources to reach greater heights. To enable this, the college frequently updates its IT facilities across the campus including classrooms, laboratories, seminar hall, and auditorium.

The institution used Rail wire with 200 Mbps for the past few years. Now, the institution has **4 AIRTEL Wi-Fi,** 15 access points in the campus with 300 Mbps speed, and all the students and faculty are allowed to use internet facilities. The campus is facilitated with Wi-Fi accessibility (bandwidth of 300mbps), which spreads across the campus.

There are **76 CCTV cameras** to monitor the campus activities and for the provision of security to students.

- **Biometric attendance** is practiced along with the regular attendance procedures for the students.

File Description	Document
Upload any additional information	[View Document](#)

4.3.2

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

Response: 16.89

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

Response: 239

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)

4.3.3

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

Response:

Synchronous methods of course participation involve the points in time where the students are interacting in real time with either their instructor or other students. These can consist of text or video chat, lectures being delivered via video conference software, and role plays being completed by students together using technology embedded into the Learning Management System (LMS).

Faculty of our institution were using OBS studio is an open-source software for screen recording available in Windows/Mac/Linux platforms, besides using Creating a Narrated Video in PowerPoint available with Office 365 module

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 3.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.25	0.22	0.15	0.27	0.26

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

4.4.2

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

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

Response:

The institution adopts a systematic procedure for maintaining and utilizing physical, academic and support facilities like laboratory, library, sports complex, computers, classrooms etc. Lab maintenance fund is allocated every year by the Government. The lab equipment's and other equipment's are maintained properly and recorded in bill register and stock register.The institution has hiredmenials to clean the campus, sanitize the classrooms, staffroom, seminar hall, laboratory and veranda on regular basis. Dustbins are kept in-front of the class rooms. We regularly clean the campus last hour of every Wednesday   Water purifier is maintained time-to-time. Generators, Projectors, Computers, CCTVs, Wi-Fi and anti-virus etc. are maintained by a responsible officer from teaching staff. PWD ((Public works department) maintains the college building.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 92.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
3464	3783	3766	3919	3920

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

5.1.2

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

Response:

The Career Guidance and Placement Cell at Kunthavai Naacchiyaar Government Arts College plays a pivotal role in helping students navigate their career paths and secure appropriate placements. The college not only imparts essential skills but also fosters technical and leadership abilities among students. A key feature of the approach is the "Mentor-Mentee" system, where experienced teachers are assigned to guide up to 25 students per class, focusing on both academic and overall development. This personalized interaction strengthens relationships between students, teachers, and the institution.

The college emphasizes structured career development through a sequence of activities designed to cultivate competencies such as goal setting and career planning. The Career Guidance and Placement Cell is instrumental in promoting accountability, leadership, and program improvement among students.

The cell has organized a range of professional development activities, including training on interview

skills, understanding recent career trends, and enhancing soft skills. During and after the COVID-19 pandemic, various departments conducted numerous online programs to support students' career growth. The placement, training, and consultancy cell also provided coaching for civil service and other competitive exams, resulting in significant employment success across key sectors.

File Description	Document
Provide the link for additional information	[View Document](#)

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee monitoring the activities and number of grievances	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 30.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
767	605	283	367	117

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

5.2.2

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

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

Response: 0.2

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

07-11-2024 06:45:21

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	4	0

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	5	3	2	6

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

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies

within a maximum of 500 words

Response:

Students at Kunthavai Naacchiyaar Government Arts College actively participate in academic and administrative bodies and committees. Each academic program features class committees consisting of student representatives from both high-achieving and struggling students, alongside faculty members nominated by the Head of the Department (excluding the course teacher). These committees provide valuable feedback on program and course aspects and meet regularly, at least twice per semester.

Students are also prominently involved in cultural, sports, and games committees, assisting in the organization and management of events. They play a crucial role in hostel administration, with each hostel having a Captain, Vice-Captain, Mess Committee, Cultural Committee, Sports Committee, and Cleanliness Committee. Students manage the cooperative mess and organize extra-curricular events throughout the year.

Class representatives and student representatives are appointed for various bodies, including Cultural, Sports, NSS, the Women's Cell, and the College Union. These representatives form the Student Council, disseminating information from the College administration and other committees, and assisting in planning, organizing, and executing student-oriented activities. They act as intermediaries between students and teachers, addressing and resolving issues while having direct access to the Principal.

Students are actively involved in cultural activities, promoting traditions, and organizing events such as Pongal celebrations and Women's Day. They also take responsibility for organizing and managing events like Traditional Day, Teacher's Day, and Farewell functions, and maintaining discipline on campus.

The NSS unit is particularly active, enhancing students' social and interpersonal skills through year-long activities and fieldwork. Students support innovative and best practices related to gender consciousness and equity, engage in value-added courses, and contribute to environmental awareness through projects and activities. The college magazine committee, part of the Student Council, offers a platform for students to express themselves through

5.3.3

The institution conducts / organizes following activities:

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

Response: D. Any one of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 25.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.5	2.47	0.11	2.08	2.97

File Description	Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

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

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

Response:

The Old Students Association has been active since 1972 and was officially registered in 2022 as the 'Kunthavai Naachiyaar Government Arts College Old Students Association'. It currently has 93 active members and 1,365 sustaining members, helping them stay connected with their alma mater.

The reunion event was held for the following batches;

UG:

- Batch 2018-2021 on March 9, 2024;
- Batch 2019-2022 on March 10, 2024;
- Batch 2020-2023 on March 11, 2024.

PG:

- Batch 2019-2021 on March 9, 2024;
- Batch 2020-2022 on March 10, 2024;
- Batch 2021-2023 on March 11, 2024.

A total of 189 students participated in the reunion events.

Notable Members:

- Dr. Umarani, Retd. Director of Higher Education and former Principal of KNGAC(A), Thanjavur
- Dr. S. Lakshmi, Retd. Principal, KNGAC(A), Thanjavur
- Dr. G. Nirmala, Dr. Thaiyalnayaki, Retd. Principal, KNGAC(A), Thanjavur
- Dr. PunithaGanesan, Founder, Bharath Group of Institutions
- Ms. Vietnam, Translator, Indian Parliament
- Ms.Inisai, Public Prosecutor
- Dr. Mary Shanthi, Principal, Blossom Group of Institutions
- Ms.Vijayabanu, Professor, SASTRA University
- Mrs. T. Kavitha, Ward Member, Kalpakkam
- Mrs.IndraMutharasu, HGA, LIC, Thanjavur
- Mrs. M. MeeraJayakanth, Ex-Councillor, Thanjavur
- M. Umamaheswari, Senior Revenue Inspector, Thanjavur
- R. Thamarai, Armed Reserve Police, Police Training School, Trichy
- T. Senthamizh, Press Reporter, MalaiMurasu TV
- A. Chandrakala, MBA, BL, Tamil Nadu's First Woman Commando, Chennai

Vision and Mission:

- **Vision:** To serve as a platform connecting students, alumni, and the institute for enhanced interaction and academic achievement.
- **Mission:**
  1. To build lifelong friendships and provide a forum for information sharing.
  2. To upskill Kunthavais and involve alumni in mentoring.
  3. To facilitate communication between students and alumni for career growth and advice.
  4. To foster pride in being a Kunthavai.

Objectives and Goals:

1. To cultivate alumni alliances and expand the global influence of the college alumni community.
2. To enhance interaction by assessing the needs, attitudes, and expectations of various alumni

groups and categorizing them accordingly.

3. To identify and leverage engagement opportunities that benefit the university and its alumni.

4. To build a supportive community that promotes involvement, giving, and engagement, advancing the institution's goals and future.

Key Initiatives and Projects:

- Repair and painting of old wooden furniture: Rs. 1,10,000
- Renovation of YazhKalaiarangam: Rs. 1,05,000
- Operation of the Old Students SHG canteen for students.
- Landscaping the lawn in front of Anicham Building: Rs. 1,25,000
- Purchase of a five-foot KuthuVizhaku: Rs. 40,000
- Celebration of Brotherhood Day: Rs. 35,000
- Grand Reunion of Old Students: Rs. 58,000

Future Plans and Directions:

- Modernizing the entrance "Roundabout Garden."
- Furnishing and expanding Yazh Kalaiarangam.
- Organizing seminars, workshops, and conferences.
- Planning student awareness programs.

Best Practices:

- Waste to Wealth
- Creating Alumni-Centric Content
- Consistent Alumni Communication: Informing, Inspiring, and Inviting
- Acting as a Bridge Between Alumni and Alma Mater

07-11-2024 06:45:21

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institutional governance and leadership align seamlessly with the institution's vision and mission.

Top of Form

Vision

To provide a skill-based education that empowers women with leadership skills, creative and critical thinking, research aptitude and ethical values.

Mission

- To establish state-of-the-art infrastructure and cutting-edge laboratories.
- To encourage self-paced learning through a virtual platform.
- To initiate creative start-ups.
- To forge a strong partnership between the institution and the industry.
- To promote innovative research.
- To actively engage in Community Development Programmes.

Sustained Institutional Growth

The following milestones have been reached during the assessment period in order to successfully meet out our vision and mission in a sustained way.

- By our vision, our college received the best institution award in Tamil Nadu for implementing the Naan Mudhalvan Scheme in the college.
- New classrooms and laboratories have been established and modern equipment like Thermal Cycler-PCR and Total Station have been procured.
- Implemented student student-centric curriculum by adopting the TANSCHE syllabus.
- Acting as a nodal centre for offering SWAYAM-NPTEL courses and the ISRO-IIRS Distance Learning Programme.
- MoUs have been signed with other educational institutions and industries.

Decentralization and Participation in Institutional Governance

The Directorate of Collegiate Education (DCE) oversees the administration of all the Government

Colleges of Tamil Nadu. The College administration is headed by the Principal. The college comprises of various councils/committees like the Governing Body, Academic Council, and Finance Committee for decentralizing the administrative responsibility. Being an Autonomous College there is an independent body for the conduct of Examinations. The office administration is taken care of by the Bursar, Superintendent, Assistants and Junior Assistants. The departmental activities are overseen by the Heads of the Departments. The faculty members and students participate in the smooth functioning of the institution in all aspects.

Short-Term Perspective Plans

The following are the short-term perspective plans to achieve the vision of the College.

- To seek constituency development funds from the representatives (M.L.A/M.P.) for infrastructure development.
- To update the syllabus periodically to align with evolving educational needs.
- To create an exclusive Management Information System for the college.
- To establish an Automated Weather Station in the campus.
- To celebrate cultural festivals with the local community to understand cultural diversity.

Long-Term Perspective Plans

The institution has the following long-term perspective plans to achieve the vision of the College.

- To construct well-equipped Lecture Theatres.
- To motivate faculty members to launch their own Massive Open Online Courses.
- To support the Research Departments in publishing a Research Journal.
- To upgrade the institution to the status of 'College with Potential for Excellence'

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The following strategic plans have been formulated to bring out a conducive academic environment.

Deployment of Perspective Plans

The institution has set forth short-term and long-term perspective plans in consultation with the Governing Body, Academic Council and IQAC to enhance the overall academic environment. The

organizational structure of the college has a well-defined hierarchy that ensures the efficient deployment of the perspective plans. At the apex of this structure is the **Principal**, who holds the responsibility of overseeing the entire institution, making critical decisions, and providing overall direction. Beneath the Principal, the Administration division plays a pivotal role in managing administrative functions. This division is comprised of the **Bursar, Superintendent**, and Administrative Staff, collectively working to ensure the smooth day-to-day operations of the college.

The Examinations department takes charge of all examination-related activities. This comprises of the **Controller of Examinations** (COE), Assistant Controller of Examinations (ACOE), and Office Staff, who ensure the integrity and efficiency of the examination process. The Governing Body, Academic Council, and Finance Committee work collaboratively for the welfare of both students and the institution. **Academics**, another integral part of the institution, are responsible for educational activities. It encompasses various Departments, each headed by a **Head of Department** (HOD) and facilitated by faculties.

Quality assurance in education is maintained by the **Internal Quality Assurance Cell** (IQAC), led by a Chairperson (Principal) and a Coordinator, along with other members. In addition to these core committees, there are various other committees established for specific purposes. This hierarchical structure fosters effective governance, academic excellence, and overall institutional growth, ensuring that the college continues to provide a conducive environment for learning and development.

Appointment and Service Rules

Being the Government College, the teaching appointments are made through Teacher's Recruitment Board, Chennai and ministerial staff members are appointed by Tamil Nadu Public Service Commission. The basic servants like Lab Assistants, Sweepers, and Security are appointed by the Principal. The teaching and non-teaching staff members are governed by Tamil Nadu Government Servants' Conduct Rules, 1973.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

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

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

* Performance Appraisal System

Kunthavai Naacchiyaar Government Arts College for Women has a robust mechanism is in place to assess the performance of both teaching and non-teaching staff through the Career Advancement Scheme (CAS) for teachers as stipulated by UGC and the Directorate of Collegiate Education. Under the CAS, teachers are evaluated based on a range of criteria including their contributions to curricular and co-curricular activities, involvement in administrative tasks, dedication to student progress evaluation, and mentoring efforts. Each teaching staff member submits a detailed proposal, which is then reviewed by an expert committee consisting of the Principal, Head of the Department, and two external experts from the same discipline. A confidential report is subsequently forwarded to the Directorate of Collegiate Education, Chennai. Similarly, non-teaching staff members are eligible for promotion to the next grade upon completion of specified statutory requirements such as training and passing out account tests.

Based on the system, the entry-level Assistant Professors (Level 10) are elevated to Assistant Professors (Level 11) after four/five/six years based on their entry-level qualifications. Assistant Professors (Level 11) are promoted to Assistant Professors (Level 12) after 5 years of service. After three years, Assistant Professors (Level 12) are promoted as Associate Professors (Level 13A). During the assessment period (2019-2024), about 30 Assistant Professors were promoted as Associate Professors.

* Welfare Measures

A monthly deduction from the salary of staff towards the **General Provident Fund (GPF**), **Contributory Pension Scheme (CPS), Special Provident Fund (SPF),** and **New Health Insurance Scheme** is made for the welfare of the teaching and non-teaching staff. The government announces **Festival Advance/ex-gratia payment** to all the staff members for their respective festivals, viz., Deepavali, Ramzan and Christmas for hassle-free celebration.

Being the Government Servant, other benefits like Casual Leave, Maternity Leave, Leave on Private Affairs, and Restricted Holidays, are available for teaching and non-teaching staff.

On-Duty Leave is provided for attending Workshops/Conferences/Refresher Courses/Orientation Courses/Faculty Development programmes.

* Avenues for Career Development

Staff members regularly undergo Refresher Courses offered by UGC-HRDC and Faculty Development Programmes through SWAYAM-MOOC, for their career advancement. The ministerial staff members are promoted on a seniority basis after the fulfillment of required qualifications stipulated the State Government.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.3.2

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

Response: 0

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

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

6.3.3

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

Response: 13.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	20	15	12	2

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

Being a Government institution, all financial activities are online mode.

Mobilisation of Funds

The institution receives the funds from UGC and the Tamil Nadu State Government for effective functioning.

PD-1 (Personal Deposit Account-I): The expenses incurred under this account include College day celebration, social services, fine arts, library, audio-visual classes, YRC, Red Ribbon club and Convocation expenses.

PD-II (Personal Deposit Account-II): This account maintains the amount to be given to the University which includes University Registration and University Recognition fees, Fine Arts fees, and Youth Development fees.

Non-Plan: The non-plan amount is allotted to the college from the Directorate of Collegiate Education every year. The amount is utilized under two categories; a) Consumables and b) Non-consumables. The fund is allocated to all the 14 departments of the college. It also includes Periodical Maintenance, Machinery and Equipment

Autonomous Grant: The institution is receiving an autonomous grant from the Government of Tamil Nadu every year. The amount is utilized for infrastructural development and renovation.

PM USHA: The institution has submitted a proposal for getting funds from the PM USHA scheme.

NSS Fund: The NSS fund is received from the Bharathidasan University. The amount is used for conducting NSS camps and other regular activities.

PWD Fund: The Tamil Nadu Government allocates regular funds to PWD for carrying out Civil (Maintenance & Repair) and Electrical works (Purchase & Maintenance) in the institution.

OSA Fund: The institution collects this amount from outgoing students and uses it for various purposes, including organizing Alumni Association meetings, repairing old furniture, and enhancing the green landscaping of the college campus.

PTA Fund: The Parent Teacher Association amount is collected from the students. The amount is utilized for giving to temporary non-teaching staff salaries and other minor expenses.

CLP Fund: A Computer Literacy Programme was initiated by the Government of Tamil Nadu in all Government Colleges to enrich all Undergraduate Non-Computer Science students from the year 2000-2001.. A common state-wide examination is conducted every year by the Directorate of Collegiate Education. Qualifying students are given a certificate,

TANSHE fund: Tamil Nadu State Council for Higher Education is offering funds for students and faculty members for research projects.

UGC Mini/Major Project: The faculty members are provided with research funds for undertaking mini and major projects.

Optimal Resource Utilization:

- The infrastructure of the institution is utilized for both shift I and shift II students. The shift system enables the institution to admit more number of students to use various equipment and research facilities available to the optimum level.
- The College Library functions between 9.00 am to 4.00 pm in order to benefit Shift I & II Students.
- Faculty members and students make use of the Wi-Fi facility provided in the college for academic and research activities.
- The college premise is used for conducting State Government Examinations like **TNPSC** and **TRB.** The coaching classes for competitive examinations are also conducted by the **District Employment and Career Guidance Centres.**
- Acts as a valuation centre of Bharathidasan University, Tiruchirappalli
- The classrooms serve as strong room for keeping **Electronic Voting Machines** (EVM) during Assembly and Lok Sabha elections and the institution also functions as a counting centre.

6.4.2

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

Response: 60

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	60	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

A mechanism has been established to ensure that funds and resources are spent for their intended purposes. External audits provide a comprehensive assessment of financial accuracy and disclosure, aiding the institution in optimizing performance and productivity related to allocation.

As a State Government Institution, all financial transactions undergo a structured three-tier audit:

1. **External Audit** by the Directorate of Collegiate Education (DCE), Government of Tamil Nadu: A team from DCE, Chennai conducts audits annually. They inspect departmental stock registers and college accounts. Any objections raised during financial audits are meticulously analyzed, and a report with satisfactory explanations is submitted to DCE, Chennai.
2. **External Audit** by the Office of the Accountant General (AG) of Tamil Nadu: The AG office

verifies the utilization of funds received from Central and State Government agencies, such as UGC (Autonomy Grant), RUSA, etc., ensuring compliance with auditing standards issued by the Comptroller and Auditor General (CAG) of India.

3. **Audit by Chartered Accountants**: Examination funds are audited annually by Chartered Accountants to maintain transparency and accountability. Additionally, resources collected by the Old Students Association, a registered body, are monitored by professional Chartered Accountants.

At the close of each financial year, internal checks and **physical verifications of stocks** are conducted for all departments. A team of staff members from various departments, nominated by the Principal on a rotational basis, performs the verification tasks. Physical verifications of laboratory equipment, computers, library books, and other related items are conducted to ensure conformity with stock registers. Purchases made with allocated funds are cross-examined with stock registers, and any discrepancies are noted in the report.

The inspection team may recommend the condemnation of articles if necessary. Additionally, any comments regarding register maintenance are included in the detailed report submitted to the Principal.

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The Internal Quality Assurance Cell (IQAC) has played a significant role in institutionalizing quality assurance strategies, leading to incremental improvements over the past five years. It has been instrumental in maintaining and sustaining quality and in post-accreditation quality efforts. Since its inception, the IQAC has had a profound impact on enhancing the quality of academic and research services, with its primary objective being the promotion of continuous improvement in these areas. To achieve this, the IQAC organizes various events and conducts regular audits of academic, administrative,

and research activities.

The IQAC ensures quality sustainability and improvement by preparing guidelines and implementing necessary measures. Some successful initiatives include:

Workshops and Training Programs: Organized to enhance the skills and knowledge of faculty and staff members in teaching, research, administration, and quality assurance.

Quality Enhancement Initiatives: Proactive measures aimed at improving teaching, research, and administrative practices, including policy development and strategy implementation.

Feedback and Grievance Mechanisms: Establishment of mechanisms to gather and address feedback and grievances from stakeholders, ensuring effective communication and continuous improvement. Curriculum design is tailored to meet the requirements of employability and entrepreneurship across various programs.

Enhancing alumni and parent-teacher interactions to determine needs and improving facilities such as buildings, examination systems, library automation, and digital resources have been prioritized.

Student Satisfaction Survey (SSS): In addition to the student feedback system, the Student Satisfaction Survey (SSS) serves as a valuable tool for enhancing higher education quality. Conducted in accordance with UGC guidelines, the IQAC team collects survey responses from students and analyzes them carefully to pinpoint areas for improvement. Questionnaires are distributed using user-friendly platforms like Google Forms, facilitated by respective tutor-in-charges. Actions are taken based on findings to address concerns and improve overall educational quality.

Management Information System: IQAC utilizes a Management Information System (MIS) KNGAC MIS, of the institution. This system facilitates efficient data collection regarding student details, staff profiles, and report submissions from various forums. KNGAC MIS aids in effective report generation and data interpretation. The collected data is also used by the Internal Quality Assurance Cell (IQAC) for generating the Annual Quality Assurance Report (AQAR) submissions.

6.5.2

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

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

Response:

The IQAC consistently attempts to review the Teaching-Learning and Assessment Processes, as well as the pedagogy and technology utilized to facilitate them.

Outcome-Based Education: A one-day Faculty Development Programme on *Outcome-Based Education and CO-PO Mapping* was conducted by IQAC to give awareness to the faculty members on 20.07.2021..

ICT-enabled Teaching/Learning: It is essential for the teachers to prepare the students' future-ready. he academic year 2020-2021 witnessed a paradigm shift in the teaching-learning process across the country due to the COVID-19 pandemic.

Understanding the inevitability of the usage of ICT tools, IQAC conducted a one-day Faculty Development Programme titled *'ICT Tools for Teaching & Learning and Hands-on Demo of Google Classroom'* for the entire teaching faculty on 08.07.2021. As a result, Teachers started using Google Meet for teaching the students. The lectures were recorded and made available for the students for future reference. Online quizzes were prepared for students after the completion of each unit with the help of Google Forms. Assignments were submitted by the students online. They also presented their seminar and project report through online. The legacy we followed during the pandemic still continues in our college.

E-content Preparation: The IQAC also took all-out efforts to upload e-contents prepared by respective subject teachers, during the pandemic, for all the UG and PG courses in the college portal *www.kngac.ac.in*. The study materials are made available digitally for the benefit of the students. IQAC is also keen on promoting a digital communication culture among faculty members and students. In this regard, Staff and students are given domain e-mail ID for the effective transfer of study materials, assignment submission and feedback submission.

Our college examination system is completely an IT-integrated one. The software-enabled examination system has ensured the smooth functioning of the examination department during the COVID-19 pandemic period. Apart from End Semester Examinations (ESE), students are evaluated through two centralized Continuous Internal Assessment examinations (CIA) and one model examination.

During the Covid-impacted academic year 2020-2021, the examinations were conducted online following UGC and University guidelines. Our college has evolved a foolproof system of conducting online examinations so as to protect the interests of the students as well as the teachers. Firstly, unique Google forms were generated for each class and links were shared with the students to send the answer script online. Secondly, WhatsApp groups were created for HODs and Tutors. During examinations, question papers in PDF were sent to the students from the Controller of Examinations (COE) through HOD and Tutors. Each question paper was endorsed by the COE. Elaborate examination guidelines were issued to the students in order to enable them write the examinations with confidence. After the examination, the students were asked to send their answer scripts using the Google form link shared with them. The evaluation of the answer scripts was also done online. The digital scripts were sent to the Examiners through E-mail and received the corrected copies in the same way.

6.5.3

Institution has adopted the following for Quality assurance*:*

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

Response: A. Any 5 or more of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Kunthavai Naacchiyaar Government Arts College is a Women's College, steps has been taken to improve the standard of rural women who are first generation learners. The following measures have been adopted

- Gender studies paper has been included in the curriculum
- Coaching for Sports like boxing, weight lifting, taekwondo and silambam were provided to the students
- Celebration of women's day
- Awareness programs on women's hygiene
- Sessions on personality development
- Skill training programs by the clubs
- Safety and security measures for students
- Three NSS units for students
- Cyber security measures
- Usage of mobile phones by students for courses under the Naan Mudhalvan Scheme

File Description	Document
Upload any additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The college takes careful measures to reduce hazardous effects on human health and the environment through

- Solid waste management – Solid waste is collected from the campus and dumped in the pit in front of PG Hostel. After decomposition, the vermicompost is used in botanical gardens in the college, and also sold to farmers in the district. Glass waste from labs is segregated and disposed of properly.
- Liquid waste management – Steps have been taken to connect wastewater to the city corporation collection point
- E-waste management – E-Waste production is minimized by proper maintenance of cables and inverters and reduce the power fluctuations by regulated use of power distribution in the campus
- Being a Government college proper guidelines from the DCE office should be maintained in order to dispose of e-waste.

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)

7.1.5

Green campus initiatives include

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

Response:

1. Miyawaki forest was created and maintained behind the Vengai building
2. Maximize the use of paperless technology i.e. sharing of data /Lecture notes on WhatsApp
3. Rain-water harvesting is implemented in the campus
4. The institution follows a regular practice of selling scrap newspapers to recyclers for reuse.
5. A large number of faculty and students of the institution use public transport
6. Limited members of the faculty use vehicle pooling to reduce vehicular usage and pollution.
7. Vehicles are parked away from the academic buildings to reduce sound and air pollution
8. A small section of students use bicycles for mobility
9. The campus possesses well-laid roads that are friendly to the inmates of the campus
10. The landscaping is made brilliantly to bring an aesthetic sense and ambiance to the campus.
11. LED bulbs were used for newly constructed buildings and some of the incandescent and fluorescent tube lights were replaced with LED bulbs.
12. A thermometer is used to measure the temperature in the campus and it is duly recorded.
13. The institution has adopted the policy of banning on use of plastic in campus
14. More trees have been planted by various clubs in the college

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)

7.1.7

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

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

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

Response:

- Institution has built ramps for easy access to classrooms for differently-abled students
- Divyangian-friendly washrooms are available for students
- Human assistance as a scribe is provided for differently-abled students to write their exams
- MoU was signed with Help the Blind Foundation and various online and offline activities for the students with disability in vision were organized. 10 laptops and smart vision glasses were provided to the students.
- The scholarship was provided to visually impaired students from 2018 onwards
- Online and offline classes were conducted for the visually impaired students.
- Games were conducted for Differently-abled students.
- No exam fees are collected from Differently-abled students

File Description	Document
Upload any additional information	[View Document](#)

7.1.8

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

Response:

The institution serves all its stakeholders without any discrimination, irrespective of gender, class, religion, or ethnic background. Though the students and staff members hail from different socio-economic, cultural, regional, and linguistic backgrounds, all of them were given equal opportunities for their personal and professional development.

To build a nation of youth who are noble in their attitude and morally responsible, the college has organized and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff.

To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different castes, religions, and regions are studying without any discrimination. Though the institution has diverse socio-cultural backgrounds and different linguistics, we do not have any intolerance towards cultural, regional, linguistic, communal socio-economic, and other diversities.

The students and staff jointly celebrate cultural and regional festivals, like, teacher's day, orientation and farewell program, Induction program, oath, plantation, Women's day, Yoga day, and also festivals like Ayudh Pooja celebration. The students and staff members are encouraged to take part actively in organizing and celebrating national festivals, and important national and international days; various competitions are conducted to show their skills and also to inculcate moral values and unity among the students. The students are permitted to celebrate festivals like Pongal which provides them a platform to mingle freely.

Motivational lectures of eminent persons of the field are arranged for the all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, the college has built many strong infrastructures for a variety of sports activities for the physical development of the students. In this way, the college provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities. The college environment is free from ragging.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)

7.1.9

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

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

Response:

- Both teaching and non-teaching staff were engaged in election duty.

- Various clubs of the college organize sensitization programs for the students
- Republic Day and Independence Day Flag Hoisting ceremonies on the campus are marked with cultural events and March Past. Our national flag was hoisted by the Heads of the Department and Staff during the Assembly every Monday
- The National Voters Day commemoration emphasizes the importance of voting which imparts the spirit of patriotism
- The puppet show was conducted to create awareness about the importance of elections.
- The programs like Antidrug oath antidrug-taking ceremony help to build positive attributes such as compassion, respect, kindness, and humility among the students
- Competitions were conducted by NSS to create awareness on World Population Day.
- Awareness programs for cancer, drug, and nutrition were conducted by NSS
- Youth day, International Literacy Day, national blood donation day, National Constitution Day, world aids day, and Human Rights Day were commemorated by NSS units.
- Videos were created on World Environment Day and telecasted in the "latchiya virutcham' Yutube channel.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

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

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

Response: A. All of the above

File Description	Document
Policy document on code of ethics.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best Practice I Students Support System

Objectives of the Practice:-

- Enhance education for visually impaired students to aid their employment in the modern economy.
- Provide skills training, examination coaching, and personal development through the EMET program.
- Foster geospatial awareness in Science and Arts via the ISRO-IIRS Distance Learning Programme, focusing on Remote Sensing, GIS, and GNSS technologies.
- Organize industry-relevant workshops, field visits, and guest lectures.
- Offer academic support with Bridge Courses, Remedial Classes, and soft skill training.
- Host placement drives and coaching for competitive exams.
- Promote entrepreneurship and identify interested students.
- Nurture sports talent and maintain top-notch sports infrastructure.

The Context:-

Student support programs help students and their families transition into the academic, cultural, and social life of an institution. These programs provide resources and guidance to ease the adjustment process, ensuring that students adapt smoothly and engage fully with available opportunities. They play a crucial role in helping students develop the skills and confidence needed for academic success and personal growth.

The Practice:-

Throughout the academic year, the institution implements Holistic Development Programs to promote both personal and professional growth for students. This is achieved through various initiatives, including Mentorship Programs, the Parent Teacher Association, Bridge Courses, Remedial Classes, the Career Guidance and Counseling Cell, the Entrepreneurial Development Cell, and Physical Education, among others.

Help the Blind Foundation: This Foundation supports this integration through the EMET (Education, Mobility, and Employability Training) program, which equips visually-impaired individuals with the skills needed to thrive in the workforce.

ISRO-IIRS Distance Learning Programme: Students are encouraged to enroll in courses from the annual ISRO-IIRS Distance Learning Programme based on their interests and course availability. This program provides valuable knowledge in Remote Sensing, GIS, and GNSS technologies.

Entrepreneurship: The Entrepreneurial Development courses offer basic knowledge in idea generation, business planning, funding sources, and government support schemes. Through workshops and seminars, students learn business skills and are encouraged to sell products they create. This hands-on experience teaches them practical pricing strategies and entrepreneurial skills.

Bridge Course: Bridge Course is a three to four-week program aimed at preparing students for academic success. Feedback from past students indicates the program's effectiveness in improving their quality of education.

Sports: The institution supports sports talent through a dedicated sports quota and ongoing training throughout the academic year. A continuous monitoring system is in place to enhance students' performance and achieve excellence in their chosen sports.

Certification Programmes: Students have the opportunity to gain additional skills through various certification programs offered by the institution.

Participative Governance: The Student Council, an elected body, manages student affairs and contributes to their welfare. Student representatives are also involved in various college committees, fostering leadership and citizenship skills.

Independent Learning: Students can opt for NPTEL-MOOCs instead of regular courses in designated semesters. They are also encouraged to engage in independent learning through discussion forums and entrepreneurship opportunities supported by the incubation center.

Career Guidance: The Career Guidance and Counseling Cell helps students identify suitable career paths and develop the skills needed to excel.

Field/Industrial Visits: Students gain practical knowledge through visits to locations such as Tiruvananthapuram, Kolli Hills, , Rajiv Gandhi Coastal Acquarium Centre, Kadaladi, Thondi Port, Karaikudi CECRI, and Nilgiri Tea Estate. These experiences inspire students to pursue research and

further studies in specific areas.

Evidence of Success:-

- Scholarships have been provided to visually impaired students since 2018.
- Laptops and smart vision glasses have been supplied free of cost to visually impaired students.
- ISRO-IIRS awards certificates to students upon fulfilling course requirements.
- The Career Guidance and Counseling Cell has significantly increased student placements.
- Many students have expressed interest in entrepreneurship and identified business opportunities.
- Students excel in exams, gaining confidence to succeed in both curricular and co-curricular activities.
- Opportunities are available for students to participate in University, State, or National teams.

Problems Encountered:-

- Inaccessible websites, applications, and documents affect visually impaired students.
- Limited funds discourage students from pursuing entrepreneurship.
- Lack of seriousness among students during the bridge course impacts its effectiveness.
- There is a need for access to high-quality sports equipment for effective training.

Best Practice II   Community Services through Extension Activities

Objectives of the Practice:-

- To foster principles of good governance and responsible citizenship.
- To actively engage in the civic, cultural, social, and moral well-being of the community.
- To conduct health screenings and provide nourishment to those in need.
- To enhance student development through voluntary community service.
- To offer students opportunities to contribute to the creation of lasting community assets in rural areas.

The Context:-

Leo Clubs allow youth to serve their communities, develop leadership skills, and grow personally with the motto "Leadership, Experience, Opportunity." Members gain valuable insights from experienced leaders. The National Service Scheme (NSS), under the Ministry of Youth Affairs and Sports, India, engages students in community service, promoting social responsibility and civic engagement

The Practice:

Leo Club: Leos hold leadership roles through annual elections and engage in various activities, including home tuition, awareness programs, community services, and environmental initiatives. They promote cloth bags, assist visually impaired students, dispose of e-waste, and plant trees.

NSS: The National Service Scheme (NSS) combines education with community service through various activities. Volunteers teach yoga, clean public areas, assist in elections, and distribute health supplies.

They also plant trees, promote water conservation, and organize environmental and awareness programs, including rallies and medical camps.

Youth Red Cross: Volunteers fed elderly residents at Hosana Old Age Home and participated in an eye donation rally.

Exnora: Conducted awareness programs on tuberculosis, water conservation, and watershed management at Swathi Old Age Home, local schools, and in the neighborhood. They also organized a Swachh Bharat campaign involving cleaning activities at the Big Temple, bus stands, and schools.

Red Ribbon Club: Club volunteers participated in an AIDS awareness marathon from Sathya Stadium to Thenaga Panpattu Maiyam and won several prizes.

Evidence of Success:-

- Many students enthusiastically joined the club.
- Students were excited and eager to engage in community service.
- Strong connections were established between the needy and rural communities.
- Volunteers from various clubs identified community needs, problems, and resources.

Problems Encountered:-

· Capital inadequacy prevented Leos from reaching everyone they intended to serve.

· Although NSS significantly contributes to societal welfare, it encounters challenges such as limited resources, logistical issues, and the need for increased community participation.

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

Kunthavai Naacchiyaar Government Arts College for Women, situated in the vibrant heart of Thanjavur, stands out for its commitment to providing value-based education to women, particularly those from rural backgrounds. Our institution, a beacon of higher education, is distinguished by its inclusive approach and innovative educational initiatives, reflecting a deep dedication to empowering first-generation learners and nurturing holistic development.

Core Distinctive Features

1. Empowering Rural Students

- Our college's strategic location in Thanjavur's Cauvery Delta Region allows us to serve students from rural areas effectively. We prioritize delivering quality education at an affordable cost, aiming to uplift first-generation learners and those from economically backward communities. The institution's commitment to making education accessible and impactful is central to its mission.

- Even though there are many colleges located in other districts, students from more than 15 districts seek admission every year to the institution is a testament to the quality of education provided in the college. The presence of a college hostel and welfare hostel inside the campus ensures safety for the girl students. Nearly 800 students stay in hostels on campus.

2. Innovative Educational Programs

- **ISRO-IIRS Distance Learning Programme**: Since June 2021, we have been a pivotal hub for the ISRO-IIRS Distance Learning Programme. This initiative aims to enhance geospatial awareness among students across disciplines. We have empowered students with advanced technological skills by offering comprehensive courses in Remote Sensing, Geographical Information Systems (GIS), and Global Navigation Satellite Systems (GNSS). Since its inception, the ISRO-IIRS Distance Learning Programme has seen enthusiastic participation from students across diverse departments, such as Geography, History, Botany, Zoology, Chemistry, Physics, and Computer Science. Over the past three academic years, we have conducted a total of 18 courses, with significant participation and certificate attainment:

  Academic Year 2021-2022: 7 courses, 50 participants, 35 certificates awarded

  Academic Year 2022-2023: 6 courses, 79 participants, 43 certificates awarded

  Academic Year 2023-2024: 5 courses, 65 participants, 30 certificates awarded

- **SWAYAM-NPTEL Online Courses**: As a nodal center for SWAYAM-NPTEL since 2021, our college has offered 121 online courses to 572 students, with 79 completing their courses successfully. This initiative provides access to high-quality education through digital platforms, bridging gaps for rural students and enhancing their learning experiences. The breakdown of participation and certificates awarded across the three academic years is as follows:

  Academic Year 2021-2022: 25 courses, 113 participants, 20 certificates awarded

  Academic Year 2022-2023: 72 courses, 357 participants, 39 certificates awarded

  Academic Year 2023-2024: 24 courses, 102 participants, 20 certificates awarded

3. Commitment to Student Welfare and Safety

The college ensures the safety and well-being of its students through various measures:

- **Hostel Facilities**: Our on-campus College Hostels and Welfare Hostels accommodate nearly 800

students, ensuring a secure and supportive environment.

- **Safety Measures**: Regular police patrols, awareness programs on cybercrime, and the installation of the Kavalan App contribute to a safe campus atmosphere.

4. Career Development and Employability Enhancement

- **Career Counseling and Training**: The institution provides comprehensive career counseling, including skill training in soft skills, competitive exams, resume building, and interview preparation. External experts are frequently invited to enhance employability.
- **Entrepreneurial Development Cell**: This cell fosters innovation and entrepreneurial skills, encouraging students to develop and present their creative ideas.
- The District Employment and Career Guidance Centre in Thanjavur conducts classes for the students to attend competitive examinations. Study materials and references are provided to the students.

5. Academic Excellence and Industry Linkages

1. **Qualified Faculty and ICT Integration**: Our faculty, with extensive experience and qualifications, utilize ICT tools to enhance the learning experience and foster higher-order thinking skills.
2. **Industry Collaborations**: We maintain robust college-industry linkages through a Memorandum of Understanding (MoU). This collaboration includes hands-on training, industrial visits, and internships, aligning education with industry needs.

6. Community Engagement and Social Responsibility

- The social skills are nurtured through the extension activities at the college. The students are exposed to the diverse social structure and their issues, particularly in the neighboring areas. The students undertake activities to spread social awareness about various burning topics such as cancer awareness, drug awareness, women's health, Swatch Bharat, tree plantation, etc. While doing so, they also become aware of the issues of society and think of probable measures to solve them.
- **Extension Activities**: Through various clubs and programs such as NSS, Leo Club, Rotaract Club, and Exnora, students engage in community service activities. These initiatives focus on spreading awareness on critical social issues like cancer, drug abuse, women's health, and environmental sustainability.

- **Our alumni** have distinguished themselves as educators, professionals, politicians, civil servants, and entrepreneurs, making significant contributions to society and the nation. Many of them continue to serve within our institution, taking on dual roles as both teachers and technocrats, thereby playing a crucial part in the institution's development and success.

7. Support for Sports and Cultural Development

- Another important aspect of institutional distinctiveness is its support for sports and cultural activities. The college recognizes that students need platforms to develop their physical, social, and cultural skills, along with their academic abilities. It provides a range of sports facilities and opportunities for students to participate in various cultural activities. Our students actively

participate in district, state, and national-level competitions, achieving notable success and bringing pride to the institution.

- Kunthavai Naacchiyaar Government Arts College for Women distinguishes itself through its unwavering commitment to inclusive education, innovative programs, and comprehensive student support. Our focus on academic excellence, career readiness, community service, and overall student development underscores our role as a leading institution dedicated to nurturing well-rounded, empowered women who are ready to make a significant impact in their communities and beyond.

File Description	Document
Any other relevant information	[View Document]()

5. CONCLUSION

Additional Information :

Kunthavai Naacchiyaar Government Arts College for Women, an autonomous institution, has proudly served the educational needs of rural-based girls for 58 years. The college has continuously evolved, strengthening its stakeholder engagement, infrastructure, fund mobilization, administration, curriculum, placements, and alumni network. Operating under a secured campus ambiance, the institution offers an outcome-based curriculum tailored to prepare students for the modern world.

The college has actively participated in national assessments and rankings, including AISHE, NIRF, ARIIA, and NAAC**. It is notably the first government college in Tamil Nadu to undergo its 5th cycle of NAAC assessment, highlighting its commitment to maintaining high educational standards**. However, the COVID-19 lockdown period between 2019 and 2021 significantly impacted the institution's performance and progress, especially in relation to the NAAC assessment. This assessment period includes one backlog year (2018-2019), four assessment years (2019-2020 to 2022-2023), and the most recently completed academic year (2023-2024).

Concluding Remarks :

Kunthavai Naachiyaar Government Arts College for Women, offers a diverse range of undergraduate and postgraduate programs designed to address local, regional, national, and global needs. The curriculum is periodically updated to reflect changing times and includes Skill Enhancement Courses (SECs) to bolster employability and holistic development. The college follows the Choice Based Credit System (CBCS) and Outcome Based Education (OBE) framework, integrating Programme Outcomes (POs), Programme-Specific Outcomes (PSOs), and Course Outcomes (COs). Programs emphasize practical experience through internships, field visits, and research projects, aligning with contemporary industry needs. Courses in areas such as Artificial Intelligence, Digital Marketing, and Mushroom Cultivation enhance employability, while entrepreneurship is fostered through specialized courses and initiatives like the Entrepreneurial Development Cell, supporting innovation and business skills. The curriculum includes both technical and soft skills training, with courses on financial accounting, business statistics, and communication complemented by workshops and seminars focused on leadership, negotiation, and time management. The college also integrates key issues into the curriculum, reflecting the Sustainable Development Goals and National Education Policy – 2020. Courses on Professional Ethics, Gender Studies, Human Values, and Environmental Sustainability are included to promote awareness and responsibility, with gender sensitivity addressed through dedicated courses and support services, and environmental courses emphasizing sustainable practices and biodiversity conservation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years** 1.2.1.1. **Number of new courses introduced during the last five years:** Answer before DVV Verification : 668 Answer after DVV Verification: 272 1.2.1.2. **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :** Answer before DVV Verification : 1738 Answer after DVV Verification: 1127 Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
1.3.2	**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.** Answer before DVV Verification : Answer After DVV Verification :24 Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
1.3.3	**Percentage of programmes that have components of field projects / research projects / internships during the last five years.** 1.3.3.1. **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years** Answer before DVV Verification : 34 Answer after DVV Verification: 28 1.3.3.2. **Total Number of programmes offered (without repeat count) during the last five years** Answer before DVV Verification : 36 Answer after DVV Verification: 36 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
2.4.1	**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years** 2.4.1.1. **Number of sanctioned posts year wise during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
190	181	181	187	188

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
190	181	182	185	188

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

2.4.3	**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)** 2.4.3.1. **Total teaching experience of full-time teachers as of latest completed academic year** Answer before DVV Verification : 2716 Answer after DVV Verification: 2269 Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
2.4.4	**Percentage of full time teachers working in the institution throughout during the last five years** 2.4.4.1. **Number of full time teachers worked in the institution throughout during the last five years:** Answer before DVV Verification : 185 Answer after DVV Verification: 181 Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
3.2.1	**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)** Answer before DVV Verification : Answer After DVV Verification :3.9 Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
3.4.3	**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years** 3.4.3.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years** Answer before DVV Verification : 348

	Answer after DVV Verification: 278
	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.4.4	**Number of books and chapters in edited volumes published per teacher during the last five years**
	3.4.4.1. **Total Number of books and chapters in edited volumes published during the last five years**
	Answer before DVV Verification : 72
	Answer after DVV Verification: 46
	Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
3.6.2	**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years**
	3.6.2.1. **Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**
	Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	32	61	29	109

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	16	10	18

	Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
3.7.1	**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**
	Answer before DVV Verification :
	Answer After DVV Verification :28
	Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
4.1.2	**Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2.25	3.27	3.38	4.53	3.55

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.25	3.00	2.24	3.70	3.49

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4.5	2.15	2.13	1.88	1.63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.25	0.22	0.15	0.27	0.26

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1076	766	369	541	443

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

767	605	283	367	117

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

5.2.2	**Percentage of students qualifying in state/ national/ international level examinations out of the graduated students during the last five years** **(eg: NET/SLET/ Civil Services/State government examinations etc.)** 5.2.2.1. **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
5	3	4	3	5 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	4	0 | Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
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5.3.1	**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years** 5.3.1.1. **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
42	21	6	4	130 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
7	5	3	2	6 | Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.
5.3.3	**The institution conducts / organizes following activities:**

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

Answer before DVV Verification : A. All four of the above

Answer After DVV Verification: D. Any one of the above

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	91	67	35	65

Answer After DVV Verification :

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

Remark : Without supporting documents and financial support the claim could not be considered.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
121	41	35	28	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
75	20	15	12	2

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

7.1.6	**Quality audits on environment and energy are regularly undertaken by the institution** **The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environmental audit** 2. **Energy audit** 3. **Clean and green campus recognitions/awards** 4. **Beyond the campus environmental promotion and sustainability activities** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>188</td><td>181</td><td>181</td><td>187</td><td>188</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>189</td><td>181</td><td>182</td><td>185</td><td>188</td></tr></table>

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