



# **INSTITUTIONAL ASSESSMENT AND ACCREDITATION** **(Effective from July 2017)**

**Accreditation - (Cycle - 4)**

## **PEER TEAM REPORT ON** **INSTITUTIONAL ACCREDITATION OF** **VIRUDHUNAGAR HINDU NADARS' SENTHIKUMARA NADAR** **COLLEGE**

**Virudhunagar**  
**Tamil Nadu**  
**626001**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**  
**An Autonomous Institution of the University Grants Commission**  
**P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

## Section I: GENERAL INFORMATION

1.Name & Address of the institution:	VIRUDHUNAGAR HINDU NADARS' SENTHIKUMARA NADAR COLLEGE Virudhunagar Tamil Nadu 626001	
2.Year of Establishment	1947	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	13	
Departments/Centres:	13	
Programmes/Course offered:	55	
Permanent Faculty Members:	159	
Permanent Support Staff:	19	
Students:	3684	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to the needs of rural students of this educationally backward region of Tamilnadu. 2. College is supported by a philanthropic and committed management. 3. Well established learning environment.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 07-01-2019 To : 08-01-2019	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RAMACHANDRAM SIRANDAS	Vice Chancellor,Osmania University
Member Co-ordinator:	DR. JAGADISHKUMAR PATNAIK	Dean
Member:	DR. LILY NIRMAL DAVID	FormerPrincipal
NAAC Co - ordinator:	DR. PRATIBHA SINGH	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

### Qualitative analysis of Criterion 1

Virudhunagar Hindu Nadar's Senthikumara Nadar College (VHNSNC) undertakes periodic revision of the curriculum. Academic bodies plan the curriculum structure in line with the CBCS model and undertake revision and improvement. The curriculum is designed keeping in view the social relevance. Subjects which are not conventional are incorporated in the curriculum keeping in view the local, regional and national needs.

As Virudhunagar is a hub of small scale industry and trading in oils and fats, the college prepares the B.Sc (Chemistry) students for placement in the oil industry. Students are also offered Food Microbiology, Food Safety and Quality Management courses in the syllabus of Microbiology. This helps the students to be absorbed in trading sector in Virudhunagar which is engaged in exporting pulses, grains, chillies, coffee, cardamom and spices to various countries of the world. Courses like Tally are being offered to make the Commerce and IT students to be skill oriented. Subjects like Sericulture, Ornamental Fish Culture, Apiculture, Mushroom cultivation, and Medicinal Botany are also being offered to equip the students with adequate skills. The institution also offers a UGC sponsored B.Voc programme on Environmental Assessment and Remediation. Computer based courses are also offered to enable the students with information based education. The college also offers a Certificate course in Communicative and Functional English to the undergraduate students. In order to increase the percentage of skill component, some skill based courses have been included in the curriculum. However, project work and internships should be made mandatory both at UG and PG level.

VHNSN recognizes the significance of environment education, climate change, socio-economic and gender issues and incorporates in the course structure of various programmes. As it is an autonomous institution, it integrates cross cutting issues relevant to gender, environment and sustainability, human values and professional ethics into the curriculum. The students are sensitized and equipped with an understanding of self and society. The students are made conscious of the sense of civic and social responsibility through relevant courses as well.

The college has adopted the feedback system from students which is analysed after being collected from them.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Preparation and adherence to Academic Calendar and Teaching plans by the institution
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

The IQAC of the college conducts the entry level test to assess the learning levels of the students in the beginning of every academic year. The Department of English conducts a week long bridge course on Basic English Grammar to facilitate transition of the freshers who have studied in Tamil medium at school level to English medium at the college level and improve the English proficiency. The students are also provided study materials prepared by the English Department.

For slow learners remedial coaching is arranged outside the regular class hour; and the remedial coaching classes are also conducted for SC/ST students with the financial assistance from UGC, New Delhi. For the students of self financing courses, the college also offers remedial classes without charging any fee. To improve writing skills of weak students writing practice exercises are given. There is also a provision of mentor-teachers for slow learners for concept clarification and problem solving exercises.

The fast learners who are identified on the basis of the performance in the Entry Level Test can avail the provision to have extra credits through self learning courses that are being offered in almost all disciplines. The course on Human Rights is a common self learning course intended for the fast learners of fourth semester undergraduate programme. Students are also encouraged to take up online courses in National Programme on Technology Enhanced Learning. The students are also given training in employability skills under the Redington programme. The advanced learners are also provided with training in Quantitative Aptitude, Numerical Ability, English Language and Interview Techniques to prepare them for employment. The college conducts coaching classes for the final PG students for NET/SET examinations.

The college has been moving towards student centric learning. Field visits, hands on training to fulfil the vocational needs, in-house projects, seminars, conferences and workshops are organized by all the departments.

Some classrooms are equipped with LCD projectors. The language labs have been equipped with software like CLARIS. NET. The college has free internet facility and the class rooms are ICT enabled. Access to DELNET and INFLIBNET and other e-learning resources are also available in the college. The college management provides funding for inviting experts from outside.

The academic calendar of the college provides the detailed schedule of all the academic activities including Continuous Internal evaluation (CIE). Each department also prepares its own calendar scheduling the departmental activities.

VHNSNC publishes results on college website. There is transparency in the evaluation system as the students can get photocopies of the answer scripts on demand.

The course outcomes are assessed by conducting continuous internal assessment tests. The course outcomes are formulated and presented in the Board of Studies for finalisation.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

### Qualitative analysis of Criterion 3

The college has a policy for promotion of research. Five teachers have been awarded with international fellowship for advanced studies/ research in the last five years. The college has received Rs.135. 88 lakhs from different sources in the last five years. The VHNSNC has nine research centres recognised by the University. There are 60 teachers who are recognised as research guides. However, the number of research projects per teacher funded during the last five years has been 0.68. There are only 27 research projects in the last five years.

The college has a sound eco-system for research, as some science departments have collaborated with a couple of foreign universities in the field of Bio-sensor and Nano Composite Materials. These departments conduct inter-disciplinary research with funds granted by DRDO, DBT, DST-SERB, MoEN and UGC. The researchers of Physics Department have collaborated with the University of La Frontera, Chile. The Department of Botany has collaboration with Sardar Patel Energy Research Institute, Anand, Gujrat for research in the field of bio-fuels. The Department of Physics has also entered into an MOU with Integrated Rural Technology Centre, Govt. Of Kerala and tied up with Equatorial Geomagnetic Research Laboratory, Tirunelveli for conducting research in renewable energy. Two teachers have won awards for innovation. The college has produced 102 Ph.Ds, five patents and good number of research papers and books/book chapters. The college has initiated consultancy activities.

VHNSNC has NSS, NCC, YRC and RRC on the campus and the students are encouraged to take any of them as their Part V subject. The college organizes mass blood camps at regular intervals. The NSS has adopted two hamlets adjacent to the college and undertake various welfare measures. The students organise Swacch Bharat Mission inside and outside the campus. The college has won 24 awards from different Government and recognised bodies. In the last five years the college has conducted 52 extension and outreach programmes.

The college has overall sufficient number of collaborations for research, faculty and student exchange programmes. There are adequate linkages with institutions/industries for internship, on the job training, project work etc, during the last five years. The college has a number of functional MOUs with various institutions.



Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

#### Qualitative analysis of Criterion 4

The college has a campus spread over 145 acres with adequate number of class rooms and laboratories. There are two smart classrooms with smart boards. There are 10 computer centres with 651 terminals and 29 LCD projectors fitted at various conference halls, laboratories and class rooms for ICT enabled teaching. The science departments have facility for advance research exclusively. The Central Library which is fully automated has more than one lakh books and subscribes to hundred e-journals. The Library has also some rare book collection. For the visually impaired students there are 32 Braille books.

To ensure uninterrupted power supply the college has five generators with 125 KVA capacities. The buildings have ramp for the differently abled students. The Zoology department has a museum with a large collection of specimens and a mulberry garden for sericulture. There is also the facility for ornamental fish culture and apiculture. The Botany department maintains a separate botanical garden and green house for nurturing plants. The college has two large auditoriums, three conference halls and four air conditioned multi-media halls. There is a Renewable energy park with solar energy gadgets. The college has hostel facility separately for boys and girls. The college has also buses to facilitate easy transportation of the students, teachers and staff.

VHNSNC has adequate sports infrastructure. The college has a qualified Director of physical education and professional coaches to train the students in both indoor and outdoor games. Besides the outdoor game facilities for Hockey, Cricket, Basket ball, Badminton, Tennis and Volley ball, the college has an indoor stadium with a gallery of 500 seating capacity and one Multi Gymnasium as well as a swimming pool and Yoga Centre.

The college has Fine Arts Club in a separate room. There is also a student orchestra with adequate number of musical instruments provided by the college.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Qualitative analysis of Criterion 5

VHNSN College has the provision for Departmental Student Association and Societies. The Chairman, Secretary and Joint Secretary of the Associations are elected by the students of respective departments. Student grievances are brought to the notice of the Principal by the office bearers for redressal. More than half of the students in the college receive scholarship provided by the Government. The capability enhancement and development programmes are available for the students of the college. Many students have benefited from the guidance for competitive examinations and career counselling offered by the institution. There are few students who have benefited from the Vocational Education and Training undertaken in the college. The student placement and progression need to improve keeping in view the level of infrastructure of the college. The number of students selected in NET/SLET examination is very low.

The students do participate in the various administrative and academic bodies like Hostels, IQAC, Examination Committee, Internal Complaint Cell, Women Empowerment Cell, Anti-Ragging Committee etc. The performance of the students in sports and cultural activities at national and international level is satisfactory. Some students also have received awards at the national and international level.

The Alumni Association is one of the oldest bodies established in the year 1953 under the name VHNSN College Old Boys Association; and the Old Girls Association was established in 2003. The Alumni Association has been actively engaged in the holistic development of the college. Every year the Alumni Association honours the staff members and students who perform outstandingly in the curricular and co-curricular activities. The Alumni Association engages in organising programme for the empowerment of women. These Associations have conducted meetings at regular intervals in the last five years.



Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years ( <i>in case of first cycle</i> )  Post accreditation quality initiatives ( <i>second and subsequent cycles</i> )

#### Qualitative analysis of Criterion 6

The VHNSN college has a well defined vision of providing higher education and research to benefit the educationally and socially backward area in the southern part of Tamil Nadu. The mission is to provide higher education at affordable cost in gender conducive ambiance for shaping the students of the socially and economic backward area.

The college Management sets the vision and goals and achieves the objectives which are shared by the Principal in the regular meetings with Deans and Heads of Departments. The academic planning like time table and allocating workload is prepared by the Heads of the Departments along with the faculty.

The academic activities are decentralised and decisions are taken based on the discussions and deliberations in the Staff Council, Student Council and Department meetings. The college practices participative management in implementing the objectives.

The college has a Dean of Research who is a senior faculty. There is a bi-annual research journal with ISSN number for the researchers to publish their findings. The college also organizes national level seminars and workshops and also encourages teachers to present their research papers in the seminars and conferences organised by other institutions. Financial support is provided for presenting research papers abroad.

The organisational structure of the college is in tune with participatory management. There are Academic Council, Finance Committee, IQAC and other functional bodies like Admission Committee, Grievance Redressal Committee and Academic Audit Committee. Every permanent faculty member is a member of one committee or other for participatory governance.

The institute has a sound welfare system for its teaching and non-teaching staff. The teaching community is provided with the right kind of ambiance to empower them. The support staff enjoys a good measure of benefits as part of the welfare policy of the college.

The college has a performance appraisal system for teaching and non teaching staff, which is collected through a well structured self appraisal form. The college also conducts online feedback from the students on the performance of the teaching staff. Necessary initiatives are taken by the Principal and the Management for the quality improvement of the faculty members.

The college has internal audit system while the external audit is conducted by the Public fund Auditors of Directorate of Collegiate Education, Government of Tamil Nadu.

The college has received funds from non-government bodies, individuals and philanthropists. The college also depends on government agencies for fund mobilisation besides its own mechanism for internal mobilisations.

The IQAC of the college monitors the quality assurance strategies and processes. The performance appraisal of the teachers and course feedback are conducted by the IQAC. Periodic academic audit to assess the academic activities is also conducted by external academic auditors.

Suggestion made by the previous Peer Team's report to create professionals with technical skill for industries has been initiated. B. Voc course on Environmental Assessment and Remediation was started with financial assistance from UGC. The institution has addressed many of the recommendation made by the previous NAAC peer team.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

#### Qualitative analysis of Criterion 7

The college is engaged in promoting gender sensitivity in the campus. The college has about 45% of girl students on its rolls. The institute offers separate transportation services, canteen facility, two-wheeler parking and spacious rest room with sanitation facilities. The Women Empowerment Cell takes care of the well being of the girl students. There are three NSS units and one NCC unit functioning for girl students. The college has a common room for girls equipped with all requirements.

The college has taken initiatives for sustainable environment by having solid waste, liquid waste and E-waste management system. The campus is declared as plastic free zone. Facility for Vermi-composting is also available in the college. The buildings of the college have provision for drainage system to flush waste water into soak pits. There are separate dump rooms for collecting e-waste from all the departments. The college also has water harvesting structures for the utilization of rain water.

The institute has undertaken green practices by encouraging the teachers and students to use bicycles by

celebrating Bicycle Day. The college maintains lush green campus, despite the fact that it is located in the drought prone area. The institute has developed a culture to plant trees to commemorate important events or visits of eminent personalities. With the financial support of the Government of India, the college has developed a neem farm by converting the waste barren land.

The institution organizes various national festivals like Independence Day, Republic Day, Teachers Day, Women's Day etc. The college also celebrates the birthday of important persons like that of the father of the nation and K.Kamraj.

The college maintains financial transparency, academic transparency and administrative transparency for the smooth management of the organisation. Among the best practices, the college has incorporated skill component in the curriculum. To strengthen soft skills of the students a separate training centre is established in association with Redington Training Centre. The college honours every year the achievers under "Accolade for Aces" to boost the morale of the teachers. The college has an active placement cell which has been able to procure placements to its students.

**Section III:OVERALL ANALYSIS**based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

**Strength**

<b>Strength</b>	<ol style="list-style-type: none"> <li>1. The college has sprawling campus with ample green coverage and adequate land.</li> <li>2. It provides good education to poor and unprivileged students.</li> <li>3. It also provides adequate facilities to Divyang students.</li> <li>4. Philanthropic and committed management aiding the development of the institution.</li> <li>5. Good research facilities are in place.</li> </ol>	
<b>Weakness</b>	<ol style="list-style-type: none"> <li>1. Inadequate use of ICT enabled teaching and learning resources.</li> <li>2. Lack of annual appraisal mechanisms for quality up gradation.</li> <li>3. Lack of proper structured feedback system from the stakeholders.</li> <li>4. Absence of incubation activities</li> <li>5. Limited facilities for e-content resources development.</li> </ol>	
<b>Opportunities</b>	<ol style="list-style-type: none"> <li>1. Opportunities for introduction of more industry oriented technical programmes/</li> <li>2. Opportunities for research and infrastructural developmental schemes.</li> <li>3. Ample possibilities to undertake innovative and incubation activities for entrepreneurial developmental programmes.</li> <li>4. Opportunity for complete change over to eco-friendly solar energy</li> <li>5. The Alumni can be more pro-active in mobilising resources and contributing to the growth of the institution.</li> </ol>	
<b>Challenges</b>	<ol style="list-style-type: none"> <li>1. The students have poor socio-economic background.</li> <li>2. Improving English language skills of the students</li> <li>3. Illiteracy among the parents is an obstacle for exchanging information about the institution.</li> <li>4. Enhancing consultancy services.</li> </ol>	

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- The college may prepare itself for upgrading to unitary university status.
- Introduce women centric skill based UG and short term courses.
- Feedback should be received from stakeholders such as teachers, employers, Alumni and Parents. Feedback should be analysed and corrective action should be initiated.
- Automation/ E-Governance should be undertaken for all the activities of the institution.
- Seed money should be provided to the young faculty to encourage research in thrust areas.
- Incentivise the performance of faculty both in academics and research.
- Green audit to be implemented
- Funds provided as scholarships, free studentships, etc. by the Institution to the students should be enhanced.
- Financial support to faculty to attend conferences /workshops should be enhanced.
- Clear cut Vision and Strategic Plan encompassing major areas of the college to be formulated for the overall development of the institution.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**



Sl.No	Name		Signature with date
1	DR. RAMACHANDRAM SIRANDAS	Chairperson	
2	DR. JAGADISHKUMAR PATNAIK	Member Co-ordinator	
3	DR. LILY NIRMAL DAVID	Member	
4	DR. PRATIBHA SINGH	NAAC Co - ordinator	

Place

Date

NAAC