



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

## **VIRUDHUNAGAR HINDU NADARS' SENTHIKUMARA NADAR COLLEGE**

VIRUDHUNAGAR HINDU NADARS SENTHIKUMARA NADAR COLLEGE,  
3/151-1, COLLEGE ROAD, VIRUDHUNAGAR, TAMIL NADU.

626001

[www.vhnsnc.edu.in](http://www.vhnsnc.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2018**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

With a humble beginning in the year 1947 with about 100 students and 11 teachers, Virudhunagar Hindu Nadars' Senthikumara Nadar College has now grown into a premier institution of higher education and research with 12 (B) and 2 (f) status in this educationally backward region of Tamilnadu. The traverse of the institution for the last seventy one years has been an eventful one crossing numerous barricades, smoothing its pathways and achieving enviable milestones. In its mission to empower the rural youth in their personal and academic growth, the college constantly reviews and replenishes its educational endeavour, keeping in mind the arid and deplorable areas to which vast majority of the students belong to. The visionary leadership of the Management which is well supported by a dedicated team of qualified and experienced teachers enables the institution to provide an excellent academic platform to meet the challenges of modern education. The learning environment of the campus is very congenial and the class rooms are student centric. The institution continues its journey of academic excellence in imparting holistic education by responding to both academic and administrative challenges. The institution has been conferred with the Autonomous status by the University Grants Commission in 2012. In the preparation for its 4th cycle of accreditation, the institution has prepared the Self Study Report, evaluating quality in terms of sustenance and enhancement. The continuous improvement of the college in the last five years is assessed, based on the seven criteria highlighting the key aspects under each criterion.

### **Vision**

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

### **Mission**

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

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

- A clear Vision and Mission statement.
- By catering to the educational requirements of the youth of this socially and economically backward region, the institution plays an integral role in the nation building process.
- Good infrastructural facilities for teaching, learning, research, extra and co-curricular activities.

- Committed and qualified faculty members.
- Good academic ambience with complete academic freedom.
- Good research facilities created with assistance from UGC, DST FIST, ICSSR and DRDO.
- Good collobartion for research work with renowned research institutes.
- Good record of publications in UGC approved journals.
- Five patents to the credit of faculty members.
- External Academic Audit for self evaluation.
- Excellent sporting facilities for students.
- Impeccable record of placement of students.
- Positive attitude of alumni, parents, students and other stakeholders.
- The visionary and magnanimous Management for the development of the institution without any monetary notions.

### **Institutional Weakness**

- Geographical disadvantages to attract foreign students.
- Majority of our students are first generation learners.
- Lack of proficiency in English among students.
- Very limited scope for academia-industry interaction.
- Limited scope for establishing Incubation Centre.
- Constraints to recruit teachers from other states.
- Limited institutional freeships for students.
- Lack of consultancy services.
- Limited facilities for e-content development
- Difficult to retain the students after regular working hours since they hail from remote villages.

### **Institutional Opportunity**

- Opportunities for research, consultancy and collaborations by qualified faculties.
- Opportunities for establishing a separate department for Bio Sciences.
- Opportunities for establishing School of Languages.
- Philanthropic organizations in Virudhunagar may be tapped for resource mobilization.
- Opportunities for complete change over to eco-friendly solar energy.
- Possibilities for shift system for optimal utilization of existing infrastructure.
- Possibilities for enhancing the skill components in the curriculum.
- Scope for serving the rural masses since the institution is surrounded by tiny villages.
- Scope for student exchange programme.
- Scope for assessing the learning outcome through 100% continuous assessment.

### **Institutional Challenge**

- Development of well trained good human resources to accept global challenges.
- Doing research is a challenge to the faculty members since research is not a part of the official work load.
- Improving the language skills of the students is a real challenge.
- Absence of level playing ground in terms of intelligence quotient among the students in the classroom is a challenge for the faculty members.
- Reducing the rate of drop-out of students is a challenge.
- The illiteracy among the parents is also a challenge faced by the institution especially for exchanging information about their wards.
- Enhancing the consultancy services is a challenge to the institution.
- Decline in students' progression to post-graduate and research programmes is a threat to higher education.
- To create awareness among the students on various competitive examinations.

- To enroll more number of students in add-on courses.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The structure of the curriculum is flexible to accommodate the views of academia, industry and society for quality sustenance. Any academic exercise must have social relevance and keeping this in view the curriculum is designed and constantly updated. The unconventional subjects are restructured to meet the local, regional and the national needs. The unique situation that prevails in the country is that more than seventy percent of the educated graduates are left unemployed because of lack of requisite skills. This could be addressed by introducing skill based curriculum to close the gap between unemployment and education. Keeping this in mind, the institute has already increased the percentage of skill component into the curriculum of both the undergraduate and postgraduate courses. Earnest efforts are being taken to include projects as one of the components for all UG and PG programmes and internship mandatory for all the final year students. The college integrates the Self-financed programmes with the aided programmes in all its academic processing. As a part of horizontal mobility, the students can choose any one subject as Non-Major Elective from other disciplines. The college initiates supplementary enriched programmes in the form of Add on Courses and Career Oriented Programmes. Monitoring the quality is the integral part of the system to maintain high standards of education. To address the contemporary cross cutting issues relevant to gender, environment, human values and professional ethics, the institution integrates many courses into the curriculum.

### Teaching-learning and Evaluation

The admission process is transparent and well administered, complying with the norms of Governments. The programmes are designed to cater to the needs of students from diverse backgrounds from this socially, economically and educationally backward area. Admission opportunity is given to all without any discrimination including gender disparity. The institution initiates innovative methods of teaching, learning and evaluation system to make learning a process of construction of knowledge. The institution envisages a shift from teacher centric to student centric learning. The institution organizes orientation programme for the freshers every year. The Department of English takes special efforts to facilitate the freshers a smooth transition from Tamil medium at the school level to English medium at the college level. Almost all disciplines are offering self learning subjects to advanced learners. Remedial coaching is arranged for slow learners. Students and staff members are also encouraged to take up online courses in NPTEL. ICT facility is extensively used for Teaching, Learning and Evaluation. The faculty members are constantly being recharged through training programmes both inside and outside the college. The library and laboratories are well equipped for enhanced Teaching and Learning. To ensure transparency in evaluation, the photocopies of answer scripts are given on demand. The College has taken initiatives to print mug shot photographs of students on multi-coloured mark sheets along with 13 other security features to prevent fraudulent activities. However, there is always a scope for improvement in teaching and learning as success is only a journey and not a destination.

### Research, Innovations and Extension

The institution has an impeccable track record of advanced research. The institution encourages interdisciplinary and intra departmental research. The college promotes research culture among the faculty members and students. Currently the Departments of Botany, Zoology Physics, Chemistry, Mathematics, English, Computer Science, Microbiology and Commerce are the recognized research centres. The college has an in-house research Journal 'COLLEGE SADHANA' with ISSN number: 0974-6838. During the period of past five years 7 Major Research projects and 15 Minor Research projects are being undertaken by the faculty members. Tamilnadu State Council for Science and Technology has sanctioned 5 Student Projects. The college renders peerless services to the society through NSS, NCC, YRC and RRC. Every year, the NSS volunteers and NCC cadets are recognized by Central Government and State Government for their outstanding achievements. To strengthen the support services with regard to placement of students, the Placement Cell is striving hard by arranging Career fair and strengthening Industry Academic interface. The college has an institutional membership with ICT Academy of Tamil Nadu which gives training to the faculty members. During the last five years, the college has signed 11 MoUs. A specialized Biomedical Research Lab is established on the campus for collaborative research. The institution has also established a centralised instrumentation facility for multi-disciplinary research. With the constant and continuous encouragement and support of the institution, two patents have been sanctioned and another three have been filed by the faculty members. The institution is conferred with DST – FIST sponsorship.

### **Infrastructure and Learning Resources**

The fabulous infrastructure available in the institution contributes to the effective ambience for curricular, co-curricular and extra-curricular activities. The whole campus is connected with LAN. The computing centre is extensively used for academic and administrative purposes with tailor-made software. The institution deploys adequate high-end technology for effective ICT enabled teaching and learning. The college has 651 computers with latest configuration to provide the students with hands on training in computers. The college is equipped with 37 mbps 24x7 high bandwidth internet facilities. To ensure uninterrupted power supply, five generators with 125KVA capacity are installed in the campus. Four air-conditioned Multimedia theaters, 2 smart class rooms and 29 LCD projectors are the salient features of the institution. Video conferencing facility is available for facilitating academic interaction. A well maintained Swimming Pool is available for conducting Swimming competitions. The Institution has separate hostel facilities for both boys and girls. The central library of our college is the knowledge hub and grows along with this institution. The library houses more than one lakh books and it also subscribes hundreds of e-journals. The library is automated using Integrated Library Management System (ILMS). There are two auditoriums that are used as multipurpose halls for the conduct of cultural programmes. The college has a centre for music, where students are given training. The college also has well furnished guest accommodation with air conditioned double bed-rooms. A separate Engineering section takes care of the maintenance of infrastructure. CCTV cameras are fixed at strategic locations.

### **Student Support and Progression**

The College creates a good platform for the active participation of the students in various academic and administrative bodies. The students play a significant role in Hostel administration too. This empowers the students in gaining leadership qualities and execution skills. The institution takes efforts to provide necessary support to the students to acquire meaningful experience for learning towards their holistic development and progression. The Dean of Student Services is in charge of all student support activities. There is a provision for academic mentoring in the college. The alumni form the major strength of the institution. The Alumni Associations conduct periodical meetings to take stock of the facilities to the learning stakeholders and their

employment opportunities. Equal Opportunity Centre uplifts the marginalized by providing workshops on Positive Discriminations. The college is disabled-friendly in terms of Curriculum, Infrastructure and Support Services. The departments encourage the students to participate in State and National level curricular and co-curricular programmes. The health centre of the College has a visiting doctor. Slow learners are supported well to avoid dropouts. The College takes adequate measures to prepare students for Competitive exams like Civil Services, Bank examinations, UGC NET / SET examinations etc. The Placement Cell maintains an impeccable record of high placements. Students Grievance Redressal mechanism is implemented at the College level. The College has a vibrant Women Empowerment Cell. The transformational change experienced by the students from their entry to exit level stands a proof of the excellent student support system offered by the College.

### **Governance, Leadership and Management**

The college is built and it stands on the core values of honesty and integrity. It serves the community with the careful sensitivity, with quest for excellence, respect for life, student centric approach and responsible autonomy. The good and effective governance provided by the management sustains a healthy academic ambience. The leadership steers the college with clear vision with wisdom of participatory management. The institution is conscious of the fact that the satisfaction level of stakeholders is a gauge of real quality. The institution has a very strong urge for quality and will continue to have the quest for excellence. The institution also develops, revives and updates the competency of teachers through continuous monitoring and evaluation. The College has well defined participatory Management system. The members of the Managing Board and the Office Bearers give enlightened leadership. The College enjoys collective leadership of dynamic administrative team under the guidance of the Principal. The organizational structure operates with top down and bottom up approach. The rapid growth of the institution demands a faster and authentic mechanism for data management and hence the College has introduced e-governance in the system. The Planning and Evaluation Committee in consultation with IQAC recommends for performance audit and academic audit. The college has an efficient waste management system. The perspective plan is drawn as short term and long term goals. To implement these plans in a meaningful manner, adequate efforts will be taken to mobilize resources. Participatory leadership and team-work culture are the core values of the institution.

### **Institutional Values and Best Practices**

The institution focuses on the innovative efforts helpful in achieving academic excellence. Our institution considers the gender equality as the key factor for nation building by bringing more women workforce in various sectors, which helps to improve the economic growth and reduce the inequalities. Hence, the institution takes various gender equity initiations on the various specified areas that include safety, social security, counselling and common room. The institution is well aware of the environmental concerns. Much emphasis is given on energy conservation to make the campus eco-friendly. The institution rigorously follows Reduce, Reuse and Recycle policy in all aspects of its day to day operations. Energy audit, energy conservation, and Carbon neutrality are some of the measures to develop the eco-consciousness among the stakeholders. Rainwater harvesting structures are installed in the campus to preserve the scarce commodity in this rain shadow region. Activity based teaching is encouraged to enhance student-centric learning. To promote research, the institution publishes an in-house research journal COLLEGE SADHANA. Inter-disciplinary research is highly appreciated. ***Skill Development for Nation Building*** is the Best Practice of the institution which aims at training the students in various skill sectors which will enable them to get employment at the global level. ***Accolade for Aces*** is another best practice that is followed in the campus to acknowledge and appreciate the staff members on their achievements. The institution is geared to promote the best practices in the campus

to build confidence, generate interest and cultivate positive attitude among the stakeholders.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | VIRUDHUNAGAR HINDU NADARS'<br>SENTHIKUMARA NADAR COLLEGE   |
| Address                         | Virudhunagar Hindu Nadars Senthikumara Nadar<br>College, 3/151-1, College Road, Virudhunagar,<br>Tamil Nadu. |
| City                            | Virudhunagar   |
| State                           | Tamil Nadu   |
| Pin                             | 626001   |
| Website                         | <a href="http://www.vhnsnc.edu.in">www.vhnsnc.edu.in</a>   |

| Contacts for Communication |                          |                            |            |                  |                                     |
|----------------------------|--------------------------|----------------------------|------------|------------------|-------------------------------------|
| Designation                | Name                     | Telephone with<br>STD Code | Mobile     | Fax              | Email                               |
| Principal                  | P. Sundara<br>Pandian    | 04562-281153               | 8508665557 | 04562-28133<br>8 | support@vhnsnc.e<br>du.in           |
| IQAC<br>Coordinator        | T. Kathirvala<br>vakumar | 04562-280154               | 9487132819 | 04562-28063<br>3 | kathirvalavakumar<br>@vhnsnc.edu.in |

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

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

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

| Establishment Details |  |
|-----------------------|--|
|-----------------------|--|

|   |            |
|---|------------|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 11-08-1947 |
| Date of grant of 'Autonomy' to the College by UGC       | 03-01-2012 |

|  |                           |                               |
|--|---------------------------|-------------------------------|
| <b>University to which the college is affiliated</b> |                           |                               |
| <b>State</b>   | <b>University name</b>    | <b>Document</b>               |
| Tamil Nadu   | Madurai Kamraj University | <a href="#">View Document</a> |

|                                   |             |                               |
|-----------------------------------|-------------|-------------------------------|
| <b>Details of UGC recognition</b> |             |                               |
| <b>Under Section</b>              | <b>Date</b> | <b>View Document</b>          |
| 2f of UGC                         | 05-07-1957  | <a href="#">View Document</a> |
| 12B of UGC                        | 05-07-1957  | <a href="#">View Document</a> |

|  |  |                                       |                           |                                       |
|--|--|---------------------------------------|---------------------------|---------------------------------------|
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |  |                                       |                           |                                       |
| <b>Statutory Regulatory Authority</b>  | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b>                        |
| AICTE  | <a href="#">View Document</a>  | 04-04-2018                            | 12                        | Extension of Approval on annual basis |

|   |   |
|---|---|
| <b>Recognitions</b>   |   |
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No  |
| Is the College recognized for its performance by any other governmental agency?   | Yes   |
| If yes, name of the agency  | MHRD New Delhi NIRF Ranking FIFTY FIRST RANK under college category |
| Date of recognition   | 03-04-2018  |

| <b>Location and Area of Campus</b> |  |                  |                             |                                 |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>   | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Virudhunagar Hindu Nadars Senthikumara Nadar College, 3/151-1, College Road, Virudhunagar, Tamil Nadu. | Rural            | 145.27                      | 51273.39                        |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BA,Tamil                        | 36                        | Higher Secondary           | Tamil                        | 60                         | 46                             |
| UG  | BA,English                      | 36                        | Higher Secondary           | English                      | 120                        | 92                             |
| UG  | BA,History                      | 36                        | Higher Secondary           | Tamil                        | 60                         | 50                             |
| UG  | BA,Economics                    | 36                        | Higher Secondary           | English                      | 60                         | 38                             |
| UG  | BSc,Mathematics                 | 36                        | Higher Secondary           | English                      | 135                        | 117                            |
| UG  | BSc,Physics                     | 36                        | Higher Secondary           | English                      | 40                         | 38                             |
| UG  | BSc,Chemistry                   | 36                        | Higher Secondary           | English                      | 40                         | 40                             |
| UG  | BSc,Botany                      | 36                        | Higher Secondary           | English                      | 40                         | 40                             |
| UG  | BSc,Zoology                     | 36                        | Higher Secondary           | English                      | 40                         | 40                             |
| UG  | BSc,Computer Science            | 36                        | Higher Secondary           | English                      | 48                         | 45                             |
| UG  | BCom,Commerce                   | 36                        | Higher Secondary           | English                      | 146                        | 144                            |
| UG  | BCom,Com                        | 36                        | Higher                     | English                      | 100                        | 100                            |

|    | merce                               |    | Secondary           |         |    |    |
|----|-------------------------------------|----|---------------------|---------|----|----|
| UG | BBA,Busines<br>s Administr<br>ation | 36 | Higher<br>Secondary | English | 60 | 60 |
| UG | BVoc,Enviro<br>nmental<br>Science   | 36 | Higher<br>Secondary | English | 60 | 14 |
| UG | BSc,Informa<br>tion<br>Technology   | 36 | Higher<br>Secondary | English | 48 | 46 |
| UG | BSc,Microbi<br>ology                | 36 | Higher<br>Secondary | English | 40 | 40 |
| UG | BCA,Compu<br>ter<br>Application     | 36 | Higher<br>Secondary | English | 96 | 83 |
| PG | MA,Tamil                            | 24 | Graduate            | Tamil   | 36 | 22 |
| PG | MA,English                          | 24 | Graduate            | English | 45 | 45 |
| PG | MA,History                          | 24 | Graduate            | English | 36 | 19 |
| PG | MSc,Mathe<br>matics                 | 24 | Graduate            | English | 45 | 45 |
| PG | MSc,Physics                         | 24 | Graduate            | English | 30 | 30 |
| PG | MSc,Chemis<br>try                   | 24 | Graduate            | English | 24 | 22 |
| PG | MSc,Botany                          | 24 | Graduate            | English | 25 | 17 |
| PG | MSc,Zoolog<br>y                     | 24 | Graduate            | English | 25 | 23 |
| PG | MSc,Comput<br>er Science            | 24 | Graduate            | English | 36 | 14 |
| PG | MCom,Com<br>merce                   | 24 | Graduate            | English | 36 | 23 |
| PG | MCom,Com<br>merce                   | 24 | Graduate            | English | 36 | 36 |
| PG | MSc,Informa<br>tion<br>Technology   | 24 | Graduate            | English | 36 | 0  |
| PG | MSc,Microbi                         | 24 | Graduate            | English | 25 | 19 |

|                       |                                      |    |               |         |    |    |
|-----------------------|--------------------------------------|----|---------------|---------|----|----|
|                       | ology                                |    |               |         |    |    |
| PG                    | MCA,Computer Application             | 24 | Graduate      | English | 60 | 36 |
| PG                    | MBA,Management Studies               | 24 | Graduate      | English | 60 | 37 |
| Doctoral (Ph.D)       | PhD or DPhil,English                 | 36 | Post Graduate | English | 48 | 12 |
| Doctoral (Ph.D)       | PhD or DPhil,Mathematics             | 36 | Post Graduate | English | 14 | 5  |
| Doctoral (Ph.D)       | PhD or DPhil,Physics                 | 36 | Post Graduate | English | 24 | 8  |
| Doctoral (Ph.D)       | PhD or DPhil,Chemistry               | 36 | Post Graduate | English | 26 | 20 |
| Doctoral (Ph.D)       | PhD or DPhil,Botany                  | 36 | Post Graduate | English | 32 | 7  |
| Doctoral (Ph.D)       | PhD or DPhil,Zoology                 | 36 | Post Graduate | English | 26 | 5  |
| Doctoral (Ph.D)       | PhD or DPhil,Computer Science        | 36 | Post Graduate | English | 12 | 12 |
| Doctoral (Ph.D)       | PhD or DPhil,Commerce                | 36 | Post Graduate | English | 30 | 20 |
| Doctoral (Ph.D)       | PhD or DPhil,Business Administration | 36 | Post Graduate | English | 20 | 17 |
| Doctoral (Ph.D)       | PhD or DPhil,Microbiology            | 36 | Post Graduate | English | 2  | 0  |
| Pre Doctoral (M.Phil) | MPhil,Tamil                          | 12 | Post Graduate | Tamil   | 6  | 4  |
| Pre Doctoral (M.Phil) | MPhil,English                        | 12 | Post Graduate | English | 4  | 4  |

|                       |                          |    |               |         |   |   |
|-----------------------|--------------------------|----|---------------|---------|---|---|
| Pre Doctoral (M.Phil) | MPhil,History            | 12 | Post Graduate | English | 6 | 5 |
| Pre Doctoral (M.Phil) | MPhil,Economics          | 12 | Post Graduate | English | 3 | 0 |
| Pre Doctoral (M.Phil) | MPhil,Mathematics        | 12 | Post Graduate | English | 3 | 3 |
| Pre Doctoral (M.Phil) | MPhil,Physics            | 12 | Post Graduate | English | 5 | 3 |
| Pre Doctoral (M.Phil) | MPhil,Chemistry          | 12 | Post Graduate | English | 8 | 1 |
| Pre Doctoral (M.Phil) | MPhil,Botany             | 12 | Post Graduate | English | 8 | 0 |
| Pre Doctoral (M.Phil) | MPhil,Zoology            | 12 | Post Graduate | English | 3 | 0 |
| Pre Doctoral (M.Phil) | MPhil,Computer Science   | 12 | Post Graduate | English | 4 | 4 |
| Pre Doctoral (M.Phil) | MPhil,Commerce           | 12 | Post Graduate | English | 8 | 4 |
| Pre Doctoral (M.Phil) | MPhil,Microbiology       | 12 | Post Graduate | English | 1 | 0 |
| Pre Doctoral (M.Phil) | MPhil,Management Studies | 12 | Post Graduate | English | 5 | 0 |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 45                         |        |        |       | 75                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 43                         | 2      | 0      | 45    | 40                         | 35     | 0      | 75    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 5                          |        |        |       | 74                         |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 5                          | 0      | 0      | 5     | 38                         | 36     | 0      | 74    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 58           |
| Recruited   | 48          | 10            | 0             | 58           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 19           |
| Recruited   | 12          | 7             | 0             | 19           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 1            |
| Recruited   | 1           | 0             | 0             | 1            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 11          | 1             | 0             | 12           |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt.                 | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 0                | 0             | 0             | 40                         | 1             | 0             | 36                         | 25            | 0             | 102          |
| M.Phil.                      | 0                | 0             | 0             | 7                          | 1             | 0             | 18                         | 23            | 0             | 49           |
| PG                           | 0                | 0             | 0             | 1                          | 0             | 0             | 3                          | 4             | 0             | 8            |



| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 7                          | 4      | 0      | 11           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 12                         | 14     | 0      | 26           |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 1      | 0      | 3            |

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

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

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

| Programme                |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|--------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| Doctoral (Ph.D)          | Male   | 44  | 0                             | 0            | 0                   | 44    |
|                          | Female | 63  | 0                             | 0            | 0                   | 63    |
|                          | Others | 0   | 0                             | 0            | 0                   | 0     |
| Pre Doctoral<br>(M.Phil) | Male   | 7   | 0                             | 0            | 0                   | 7     |
|                          | Female | 21  | 0                             | 0            | 0                   | 21    |
|                          | Others | 0   | 0                             | 0            | 0                   | 0     |
| UG                       | Male   | 603   | 0                             | 0            | 0                   | 603   |
|                          | Female | 430   | 0                             | 0            | 0                   | 430   |
|                          | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG                       | Male   | 603   | 0                             | 0            | 0                   | 603   |
|                          | Female | 430   | 0                             | 0            | 0                   | 430   |
|                          | Others | 0   | 0                             | 0            | 0                   | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 141           | 170           | 142           | 137           |
|  | Female | 102           | 109           | 124           | 105           |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 0             | 1             | 0             | 1             |
|  | Female | 0             | 0             | 0             | 1             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 485           | 456           | 423           | 490           |
|  | Female | 404           | 469           | 529           | 475           |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 110           | 154           | 184           | 201           |
|  | Female | 79            | 110           | 142           | 176           |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| Total  |        | 1321          | 1469          | 1544          | 1586          |

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| <b>Department Name</b>  | <b>Upload Report</b>          |
|-------------------------|-------------------------------|
| Botany                  | <a href="#">View Document</a> |
| Business Administration | <a href="#">View Document</a> |
| Chemistry               | <a href="#">View Document</a> |
| Commerce                | <a href="#">View Document</a> |
| Computer Application    | <a href="#">View Document</a> |
| Computer Science        | <a href="#">View Document</a> |
| Economics               | <a href="#">View Document</a> |
| English                 | <a href="#">View Document</a> |
| Environmental Science   | <a href="#">View Document</a> |
| History                 | <a href="#">View Document</a> |
| Information Technology  | <a href="#">View Document</a> |
| Management Studies      | <a href="#">View Document</a> |
| Mathematics             | <a href="#">View Document</a> |
| Microbiology            | <a href="#">View Document</a> |
| Physics                 | <a href="#">View Document</a> |
| Tamil                   | <a href="#">View Document</a> |
| Zoology                 | <a href="#">View Document</a> |

### 3. Extended Profile

#### 3.1 Program

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

| 2017-18                                 | 2016-17 | 2015-16 | 2014-15                       | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 55                                      | 55      | 55      | 54                            | 54      |
| File Description                        |         |         | Document                      |         |
| Institutional Data in Prescribed Format |         |         | <a href="#">View Document</a> |         |

#### 3.2 Students

##### Number of students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3684    | 3817    | 3554    | 3190    | 3041    |

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

| 2017-18                                 | 2016-17 | 2015-16 | 2014-15                       | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 1304                                    | 1397    | 1182    | 1039                          | 1229    |
| File Description                        |         |         | Document                      |         |
| Institutional Data in Prescribed Format |         |         | <a href="#">View Document</a> |         |

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

| 2017-18                                 | 2016-17 | 2015-16 | 2014-15                       | 2013-14 |
|---|---------|---------|-------------------------------|---------|
| 3739                                    | 3826    | 3636    | 3135                          | 2953    |
| File Description                        |         |         | Document                      |         |
| Institutional Data in Prescribed Format |         |         | <a href="#">View Document</a> |         |

##### Number of revaluation applications year-wise during the last 5 years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 191     | 261     | 190     | 274     | 233     |

### 3.3 Teachers

#### Number of courses in all programs year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1016    | 989     | 996     | 1012    | 1024    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 199     | 197     | 195     | 195     | 199     |

#### Number of sanctioned posts year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 199     | 197     | 195     | 195     | 199     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

### 3.4 Institution

#### Number of eligible applications received for admissions to all the programs year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 3292    | 3282    | 3032    | 2866    | 2646    |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional Data in Prescribed Format | <a href="#">View Document</a> |

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

| 2017-18                                 | 2016-17 | 2015-16                       | 2014-15 | 2013-14 |
|---|---------|-------------------------------|---------|---------|
| 1250                                    | 1331    | 1313                          | 1276    | 1226    |
| File Description                        |         | Document                      |         |         |
| Institutional Data in Prescribed Format |         | <a href="#">View Document</a> |         |         |

**Total number of classrooms and seminar halls****Response: 114****Total number of computers in the campus for academic purpose****Response: 651****Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 409.48  | 320.33  | 267.25  | 212.59  | 282.93  |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

**1.1.1 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**

**Response:**

Curriculum of any course has to offer new and improved manpower to fulfil the rising needs of a dynamic society. To achieve this, the curriculum has to be improved and updated frequently. Virudhunagar Hindu Nadars' Senthikumara Nadar College considers this as the guiding principle and the curricula of all courses are updated once in 3 years and made relevant to cater to the local, national and global needs and emerging trends. In the process of curriculum development, the Deans – Curriculum plan the basic structure of the course in accordance with CBCS, with the scope for further revision and improvement.

Any academic exercise must have social relevance and keeping this in view the curriculum is designed. The unconventional subjects are restructured to meet the local, regional and the national needs. Virudhunagar being a rain shadow area, people depend mostly on small scale industries and trading business for their livelihood. It produces all kinds of edible oil and markets them all over the country. To prepare our students to find jobs in the oil industry, *Oils and Fats* and *Oil Analysis* are included as allied subjects for B.Sc. Chemistry and the students are given hands on training in oil analysis in their practical classes. Further, traders of Virudhunagar export pulses, grains, chillies, coffee, cardamom and spices to various countries of the world. To cater to the requirements of these traders, *Food and Industrial Microbiology* and *Food Microbiology, Food Safety and Quality Management* are incorporated into the syllabus of Microbiology. *Tally* is offered as one of the Skill Based Subjects for the Commerce and Information Technology students and this helps them to seek jobs in business organisations. Since there is a conducive atmosphere for small scale industries and cottage industries in the region, subjects like *Sericulture, Ornamental Fish Culture, Apiculture, Mushroom Cultivation, and Medicinal Botany* are introduced to the students. Skill based subjects, Non-major elective courses and Computer based programmes offered by the institution equip the students with adequate skills. This is done in consonance with the new education policy of the Government of India which gives paramount importance in converting the hitherto information based education to skill based education. Subjects like *Non-conventional Energy Sources, Nanotechnology, and Biodiversity and Conservation* have relevance to the global developmental needs. In the era of globalization, communication skills in English are indispensable and they help the students in becoming employable lot even for international opportunities. Hence, the institute offers a *Certificate Course in Communicative and Functional English* to all undergraduate students. Android operating system is used extensively worldwide for creating new applications that are availed by a variety of mobile phone manufacturers. This new operating system is included in the syllabus for all computer based programmes.

The institute has also proposed to increase the percentage of skill component into the curriculum of both the undergraduate and postgraduate courses. Earnest efforts are being taken to include projects as one of the components for all UG and PG programmes and internship mandatory for all the final year students.



| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 1.1.2 Percentage of programs where syllabus revision was carried out during the last five years

**Response:** 67.27

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 37

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 55

| File Description                                     | Document                      |
|--|-------------------------------|
| Minutes of relevant Academic Council/BOS meeting     | <a href="#">View Document</a> |
| Details of program syllabus revision in last 5 years | <a href="#">View Document</a> |
| Any additional information                           | <a href="#">View Document</a> |

### 1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

**Response:** 18.1

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 215     | 198     | 182     | 158     | 162     |

| File Description   | Document                      |
|--|-------------------------------|
| Program/ Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses | <a href="#">View Document</a> |
| Average percentage of courses having focus on employability/ entrepreneurship                | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

| <b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b> |                               |
|---|-------------------------------|
| <b>Response:</b> 4.39   |                               |
| 1.2.1.1 How many new courses are introduced within the last five years  |                               |
| Response: 221   |                               |
| 1.2.1.2 Number of courses offered by the institution across all programs during the last five years                                     |                               |
| Response: 5037  |                               |
| File Description  | Document                      |
| Minutes of relevant Academic Council/BOS meetings   | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |

| <b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b> |                               |
|--|-------------------------------|
| <b>Response:</b> 81.82   |                               |
| 1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.  |                               |
| Response: 45   |                               |
| File Description   | Document                      |
| Minutes of relevant Academic Council/BOS meetings  | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 1.3 Curriculum Enrichment

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

##### Response:

Virudhunagar Hindu Nadars' Senthikumara Nadar College considers that the purpose of education is to make learners recognize their identity, understand the purpose in life through their connection and contribution to society, environment and to their fellow human beings. The art of holistic education lies in the institution's responsiveness to offer diverse curriculum for promoting students to imbibe intrinsic reverence for life and passionate love of learning. Under the structure of autonomy, the institution considers the significance of the world's pressing conditions and problems such as environment, climate change politics, socio- economic and gender issues. In addressing these issues VHNSN College sensitizes the students and equips them with an understanding of self and society and prepares them with a large view of life and inculcate a sense of social and civic responsibility through relevant courses under different categories and enrich their learning experiences.

To address the contemporary cross cutting issues relevant to gender, environment, human values and professional ethics, our institution integrates the following courses into the curriculum:

| S.No | Course                                  | Course Code       | Issues Addressed         | Target Group               |     |
|------|---|-------------------|--------------------------|----------------------------|-----|
| 1    | Value Education                         | U1VE11            | Professional Ethics      | Mandatory for all students | all |
| 2    | Environmental Studies                   | U1ES21            | Environmental Protection | Mandatory for all students | all |
| 3    | Neethi Ilakkiam (Moral Literature)      | U2TAC21           | Moral Values and Ethics  | B.A.Tamil                  |     |
| 4    | Human Rights                            | U1CSL41           | Human Values             | Open to all II year UG     |     |
| 5    | Women's Writing in English              | U2ENC62 & P2ENC33 | Gender Issues            | B.A. & M.A. English        |     |
| 6    | Penniyal ( Gender Studies)              | U2HSE62 / U1HSC54 | Gender Issues            | B.A. History               |     |
| 7    | Renewable Energy Sources                | U1PHSL51          | Sustainable Energy       | B.Sc. Physics              |     |
| 8    | Biodiversity & Conservation             | U2BYS61           | Environmental Protection | B.Sc. Botany               |     |
| 9    | Ecology                                 | U2ZYC61           | Environmental Protection | B.Sc. Zoology              |     |
| 10   | Environmental Agricultural Microbiology | U2MBC52 & P2MBC31 | Environmental Protection | B.Sc. & M.Sc Microbiology  |     |
| 11   | Applied Ecology                         | U2MBA61           | Environmental Protection | B.Sc. Microbiology         |     |
| 12   | Ara Ilakkiam (Virtuous Literature)      | P2TAC23           | Moral Values and Ethics  | M.A. Tamil                 |     |
| 13   | Non-conventional Energy Sources         | P2PHN2            | Sustainable Energy       | Open to all I year PG      |     |
| 14   | Environmental Biology                   | P1BYC23           | Environmental Protection | M.Sc. Botany               |     |
| 15   | Bio-diversity and Conservation          | P1BYE3            | Environmental Protection | M.Sc. Botany               |     |

|    |          |          |                          |               |
|----|----------|----------|--------------------------|---------------|
| 16 | Forestry | P1BYSL31 | Environmental Protection | M.Sc. Botany  |
| 17 | Ecology  | P2ZYC22  | Environmental Protection | M.Sc. Zoology |

The institution also offers a UGC sponsored B.Voc. programme on Environmental Assessment and Remediation. This unique programme is first of its kind at the national level. The programme aims at improving the understanding of the students about different pollution control strategies and the application of remediation techniques to combat pollution in three environmental compartments i.e. water, air and soil. The programme also deals with the sources of pollution in water, air, soil, solid-waste, thermal and noise and the impacts of these sources on the environment and health.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years

**Response:** 6

1.3.2.1 How many new value-added courses are added within the last 5 years

Response: 6

| File Description   | Document                      |
|--|-------------------------------|
| List of value added courses                                    | <a href="#">View Document</a> |
| Brochure or any other document relating to value added courses | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

### 1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

**Response:** 4.34

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 30      | 191     | 191     | 175     | 153     |

### 1.3.4 Percentage of students undertaking field projects / internships

**Response:** 3.53

1.3.4.1 Number of students undertaking field projects or internships

Response: 130

| File Description   | Document                      |
|--|-------------------------------|
| List of programs and number of students undertaking field projects / internships | <a href="#">View Document</a> |

## 1.4 Feedback System

**1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise**

**A. Any 4 of above**

**B. Any 3 of above**

**C. Any 2 of above**

**D. Any 1 of above**

**Response:** D. Any 1 of above

| File Description                    | Document                      |
|-------------------------------------|-------------------------------|
| URL for stakeholder feedback report | <a href="#">View Document</a> |

**1.4.2 Feedback processes of the institution may be classified as follows:**

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

**B. Feedback collected, analysed and action has been taken**

**C. Feedback collected and analysed**

**D. Feedback collected**

**Response:** C. Feedback collected and analysed

| File Description        | Document                      |
|-------------------------|-------------------------------|
| URL for feedback report | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.11

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 2       | 3       | 3       | 10      |

| File Description                              | Document                      |
|---|-------------------------------|
| List of students (other states and countries) | <a href="#">View Document</a> |
| Institutional data in prescribed format       | <a href="#">View Document</a> |

#### 2.1.2 Demand Ratio(Average of last five years)

**Response:** 1.63

##### 2.1.2.1 Number of seats available year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1812    | 1930    | 1903    | 1850    | 1777    |

| File Description                          | Document                      |
|---|-------------------------------|
| Demand Ratio (Average of Last five years) | <a href="#">View Document</a> |

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

**Response:** 91.95

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1120    | 1209    | 1218    | 1205    | 1132    |

| File Description  | Document                      |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | <a href="#">View Document</a> |
| Any additional information                                | <a href="#">View Document</a> |

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

#### Response:

At the beginning of every academic year an Entry level test is conducted for the freshers by IQAC of the college to assess the learning levels of the students.

A Bridge Intensive Course in Basic English Grammar is also conducted for all the new entrants at UG level for a week. The Department of English takes special efforts to facilitate the freshers who have studied hitherto in Tamil medium at school level, a smooth transition to English medium at the college level. The Bridge Course is conducted at free of cost to improve the English proficiency of the students. Lucid study materials prepared by the Department of English are given to the students.

Remedial coaching is arranged for slow learners. The institution also conducted the Remedial Coaching Classes for the SC/ST students with the financial assistance from UGC, New Delhi. The remedial programmes are conducted outside the regular class hours. The College also offers remedial classes for the students in the self-financed stream without charging any fee. Peer teaching and learning is also encouraged and practised as a remedial measure. Writing practices are given to weak students to improve their writing skills. Concept clarifications and problem solving exercises are conducted for the slow learners by their mentor-teachers.

The fast learners identified on the basis of their performance in the Entry Level Test and their academic performances are given provision to earn extra credits through self learning subjects. Almost all disciplines are offering self learning subjects to advanced learners. A common self learning subject *Human Rights* is intended for the fast learners of undergraduate courses in the fourth semester. Fast learners are encouraged to take up online courses in NPTEL. The fast learners are also given training in employability skills under Redington programme. The Placement Cell of the college imparts training to the advanced learners in Quantitative Aptitude, Numerical Ability, English Language and Interview Techniques to enhance their employability. Fast learners in science are motivated to do student projects with the financial assistance of UGC and other funding agencies. They are also encouraged to prepare and present research papers in seminars and symposiums. NET/SET coaching classes are also conducted for the final year PG students who are academically sound to make them competent to pass these competitive examinations.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| link for additional information | <a href="#">View Document</a> |

| File Description                               | Document                      |
|--|-------------------------------|
| <b>2.2.2 Student - Full time teacher ratio</b> |                               |
| <b>Response:</b> 18.51                         |                               |
| Any additional information                     | <a href="#">View Document</a> |

| File Description  | Document                      |
|---|-------------------------------|
| <b>2.2.3 Percentage of differently abled students (Divyangjan) on rolls</b> |                               |
| <b>Response:</b> 0.22   |                               |
| 2.2.3.1 Number of differently abled students on rolls                       |                               |
| Response: 8   |                               |
| List of students(differently abled)   | <a href="#">View Document</a> |
| Institutional data in prescribed format                                     | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

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

#### Response:

A plethora of student centric methods are followed for the Teaching learning process. The conventional teacher centric learning is gradually moving towards student centric in the campus. Field visits are regularly undertaken by the students to various places of relevance and in-house projects are also given to students. Importance is given to hands on training to fulfil the vocational needs of the students. Seminars, Conferences and Workshops are organized by all the departments. Assignments are regularly given to the students and evaluated. Group Discussions and Brain storming sessions are regularly conducted in all the departments to bring out the creativity and communicative skills of the students. Field visits are undertaken by the students for firsthand observation.

Teaching aids like Smart Boards, OHPs, and LCD projectors are effectively used in the classrooms to supplement the classroom teaching. Language labs are equipped with relevant software like CLARIS.NET. Through interactive teaching, students are also made an important component in learning process. The innovative self-learning courses introduced in the curriculum design pave the way to the learning process



more student- centric. Free internet facilities, large number of group discussions and seminars, quiz programs, and easy access to libraries help the students for independent learning. Peer learning encourages the students to acquire knowledge independently.

All the departments are given full freedom to invite academic experts from outside to share their expertise for the benefits of the academia. The Management provides liberal funding for organizing such activities. Utilizing the autonomy grant, guest lectures are arranged by all Departments. Many Departments generate fund for themselves to invite eminent academicians to interact with students. All the academic activities organized by the departments are fully managed by the students themselves. This practice is followed in our campus to develop the organizational ability among the students and also it enhances their problem solving skill. Thus, not alone the class room activities but also the co-curricular activities are student-centric.

All the departments are facilitated with ICT enabled teaching and they are provided with Wi-Fi enabled internet connectivity. Interactive smart boards are also used as a device of modern teaching. The college has direct access to DELNET and INFLIBNET and several other e-learning resources for the benefit of the teachers and the taught. High-end software packages are used in teaching and research. College has video conferencing facility with the seed money provided by the Management to interact with international academia. Document cameras are available in the Departments of Mathematics and Botany for effective teaching.

Majority of our rural based students are sensitized to e-learning process. Students are given free access to computers with internet connection. They are encouraged to adopt more towards self-learning as a process of construction of knowledge. The college also provides ample avenues for the students to get extra credits through the successful completion of the self learning subjects. To make the class room learning a real-life experience, students are taken to the field. The effectiveness of innovative teaching is assessed through students as well as peer evaluation.

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 66.83

#### 2.3.2.1 Number of teachers using ICT

Response: 133

| File Description                          | Document                      |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | <a href="#">View Document</a> |
| Any additional information                | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 27.49

## 2.3.3.1 Number of mentors

Response: 134

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 2.3.4 Preparation and adherence to Academic Calendar and Teaching plans by the institution

**Response:**

The Academic calendar is prepared every semester by the Principal of the college and is strictly adhered to and implemented by the Staff members.

The academic calendar highlights the plan of academic events during the year. The academic calendar consists of the details regarding the schedule of internal and summative examinations, seminars, submission of assignments, payment of fees and other important events of the college including Founders Day, College Annual Day and Sports Day. The dates for various events presented in the calendar are rarely changed. Any change in the Academic Calendar is duly informed to the staff and students by the Principal. The college academic calendar is published in the college website for easy access to the students. Teaching hours are fixed for every unit in the syllabus and the teachers are strictly instructed to adhere to it. In the self-financing departments, lesson plans are prepared and they are followed in a systematic manner so that the teachers assure themselves that they complete the task within the time frame. Besides, each department conducts department meetings in the beginning of every academic year and prepares an academic calendar of its own, scheduling the department level activities like conducting seminars, competitions, alumni meeting and parent-teachers meeting.

Academic Calendar link: <http://www.vhnsnc.edu.in/naac2018/documents/II/2.3.4.pdf>

## 2.4 Teacher Profile and Quality

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

Response: 100

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI  | <a href="#">View Document</a> |
| Any additional information                                    | <a href="#">View Document</a> |

## 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 53.29**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 113     | 105     | 105     | 100     | 102     |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**2.4.3 Teaching experience per full time teacher in number of years****Response:** 10.62**2.4.3.1 Total experience of full-time teachers**

Response: 2113

**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 17.77**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15      | 7       | 6       | 4       | 3       |

| <b>File Description</b>                          | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in prescribed format          | <a href="#">View Document</a> |
| e-copies of award letters (scanned or soft copy) | <a href="#">View Document</a> |

**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**

**Response: 0**

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

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

**Response: 17.8**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 16      | 18      | 15      | 18      | 22      |

| File Description   | Document                      |
|--|-------------------------------|
| List of programs and date of last semester and date of declaration of result | <a href="#">View Document</a> |

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

**Response: 0.03**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 2       | 1       | 1       | 0       |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

**Response:** 37.38

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 52      | 100     | 53      | 122     | 114     |

### 2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

**Response:**

The desired outcome of any learning process is assessed by an efficient evaluation system. The credibility of academic autonomy heavily depends on the authentic and a flawless evaluation system.

The institution follows a full-fledged evaluation system to achieve the ultimate goal of academic autonomy. The college Calendar and Handbook gives a detailed account of evaluation system prevailing in the institution. The schedule for formative examination is planned while preparing the academic calendar and the same is informed to the students well in advance. A detailed time table for the end semester examinations is sent to all classes as class circular and is also displayed in the college website.

From the very first year of autonomy, the institution has taken all initiatives to innovate the evaluation system. Off-campus question setting is adopted for all the summative examinations. Questions are set to test the skills and intrinsic assimilation of knowledge of students. These reforms have a positive impact in the minds of the students.

The Controller of Examinations (COE) office is installed with professionally developed software for processing summative examinations results. The institution has taken initiative for e-Assessment for M.Phil. Examination. The introduction of e-assessment in the M.Phil. course enables the students to approach NET / SET examinations with more competence.

The features of evaluation include Letter Grades and Grade points to classify the performance of students. Single external valuation system is followed with revaluation option. Complete transparency is maintained in the entire process of evaluation. To ensure transparency, the photocopies of the answer scripts are given on demand. The students have the right to appeal for the omission and the totalling mistakes during the valuation. The results of the semester exams are published on the mobile app VHNSNC and on college website. Continuous assessment system is adhered to for all the practical examinations in the science

programmes . For the benefit of the final year students, supplementary examinations are conducted and the results are published in time.

To ensure safety and security, the whole Controller of Examinations Office is brought under surveillance cameras.

The College has taken initiatives to print mug shot photographs of students on multi-coloured mark sheets along with 13 other security features to prevent fraudulent activities.

The Hall tickets issued to the candidates appearing for the Summative Examinations have all the required details of the candidates. It contains the image of the candidate, his register number, the subjects for which the candidate is appearing along with the date and time of examinations. This detailed hall ticket is not only student friendly but also deters impersonation.

During examinations, the students are provided with the answer booklet containing 20 pages and if the students require additional sheets to complete their answers, they are supplied with additional sheets containing four pages to the maximum of three. The cover page of the answer booklet is pinned with an OMR sheet that contains the complete details of the candidate. The pre-printed OMR sheet enables the evaluation process fast and error free.

### **2.5.5 Status of automation of Examination division along with approved Examination Manual** **A. 100% automation of entire division & implementation of Examination Management System (EMS)**

**B. Only student registration, Hall ticket issue & Result Processing**

**C. Only student registration and result processing**

**D. Only result processing**

**Response:** B. Only student registration, Hall ticket issue & Result Processing

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Current manual of examination automation system and Annual reports of examination including the present status of automation | <a href="#">View Document</a> |
| Current Manual of examination automation system  | <a href="#">View Document</a> |
| Annual reports of examination including the present status of automation   | <a href="#">View Document</a> |

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1 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**

**Response:**

Course outcome clearly reflects what knowledge and skill the students will acquire by learning that course. It defines the cognitive processes a course provides. The institution clearly defines the learning outcomes for all academic programmes and courses. While defining the learning outcomes, much care is taken that they describe the knowledge, skills and competencies that students are expected to acquire as a result of completing their programme of study. While formulating the course outcomes, due attention is given to accommodate the ideas of not only the subject experts but also the experts from corporate sector. The course outcomes thus formulated are presented in the Board of Studies for serious discussions and deliberations before finalising them.

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

The programme outcomes and programme specific outcomes are assessed by receiving the prescribed feedback forms from the students during convocation to ascertain how far the students have attained the programme outcomes and programme specific outcomes.

The outcome of various programmes and their courses offered by our institution are stated and displayed on the college official website. This is communicated to the teachers and students through the college Calendar and Handbook. Further, the students are also informed about the programme outcomes during the orientation programme usually conducted in the first week of induction. The Programme Outcomes are displayed at many strategic points of our institution. Also, the Programme specific outcomes are displayed in each department.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

**2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution**

**Response:**

The college has a systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning. The assessment of student learning outcomes is done by using direct or indirect measurement tools like conducting seminars, tests, group discussion and by giving assignments or by conducting viva-voce. The course outcome is assessed by conducting continuous internal assessment tests having weightage from 25%- 40% depending upon course objectives, learning outcomes and pedagogy. Summative Examinations are conducted at the end of every semester and the weightage varies from 60% - 75%. It includes written, oral, and lab examinations.

A pre-structured questionnaire is prepared in a three point scale on ten important components of

each courses and the outgoing students are mandated to assess the course content. Through Likertic scaling techniques the collected data are analyzed and detailed report is prepared on validation of the students about the quality of the course content. The report thus prepared will be placed in the relevant forum for all necessary actions. The Placement Cell collects detailed reports from our recruiters about the level of performance of our students. The perception of the recruiters is highly valued by the institution as a direct assessment of the course content. All the suggestions given by the recruiters are strictly adhered to and incorporated in the relevant courses for their quality enhancement.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 2.6.3 Average pass percentage of Students

**Response:** 84.33

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

Response: 1098

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1302

| File Description  | Document                      |
|---|-------------------------------|
| List of programs and number of students passed and appeared in the final year examination | <a href="#">View Document</a> |
| Link for annual report  | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:** 3.67



## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

**3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website**

**Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption | <a href="#">View Document</a> |
| URL of Policy document on promotion of research uploaded on website   | <a href="#">View Document</a> |

**3.1.2 The institution provides seed money to its teachers for research (average per year)**

**Response:** 0.48

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 1.44    | 0.96    | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of teachers receiving grant and details of grant received  | <a href="#">View Document</a> |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | <a href="#">View Document</a> |

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

**Response:** 5

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 0       | 1       | 2       | 1       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| List of teachers and their international fellowship details | <a href="#">View Document</a> |
| e-copies of the award letters of the teachers.              | <a href="#">View Document</a> |

### 3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

**Response:** B. Three of the facilities exist

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

## 3.2 Resource Mobilization for Research

**3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 135.88

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 35.45   | 0.30    | 0       | 0       | 100.13  |

| File Description  | Document                      |
|---|-------------------------------|
| List of project and grant details   | <a href="#">View Document</a> |
| e-copies of the grant award letters for research projects sponsored by non-government | <a href="#">View Document</a> |

### 3.2.2 Number of research centres recognised by University and National/ International Bodies

**Response:** 9

#### 3.2.2.1 Number of research centres recognised by University and National/ International Bodies

Response: 9

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Names of research centres  | <a href="#">View Document</a> |
| Any additional information | <a href="#">View Document</a> |

### 3.2.3 Percentage of teachers recognised as research guides

**Response:** 30.15

#### 3.2.3.1 Number of teachers recognised as research guides

Response: 60

#### 3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 199

| File Description                                 | Document                      |
|--|-------------------------------|
| Details of teachers recognized as research guide | <a href="#">View Document</a> |
| Any additional information                       | <a href="#">View Document</a> |

### 3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

**Response:** 0.68

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

Response: 27

| File Description                        | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |
| link to funding agency website          | <a href="#">View Document</a> |

### 3.3 Innovation Ecosystem

#### 3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

##### Response:

The institution adopts many proactive mechanisms to create an eco-system for research and innovations. The college fosters inter-disciplinary research. The Departments of Botany, Chemistry, Zoology, Computer Science and Physics are engaged in active inter-disciplinary research which are funded by DRDO, DBT, DST - SERB, MoEN and UGC. The institution also permits collaborative research by allowing the faculty members to carry out research with other premier global research institutes. Our institution collaborates with the University of Guelph, Canada and Iowa State University, U.S.A. Through these collaborative researches the transfer of knowledge takes place in the fields of Bio-sensor and Nano Composite Materials. The transfer of knowledge also takes place in the campus through student exchange programmes. Under the scheme our student J. Vinothkumar, Research scholar in the Department of Chemistry visited National Taipei University, Taiwan for a period of three months. Research scholar from the University of La Frontera, Chile visited our campus and undertook research activities in the years 2017 and 2018 and collaborated with the researchers in the Physics Department.

The Department of Botany, in collaboration with Sardar Patel Renewable Energy Research Institute, Anand, Gujarat undertakes an advanced research in the field of bio-fuels.

A vibrant eco-system prevails in our campus for innovation and our researchers always explore new horizons for extending their research activities. Research related to Alternative Energy is a focal point of research in the Department of Physics. They have already entered in to an MoU with Integrated Rural Technology Centre, Government of Kerala and tied up with Equatorial Geomagnetic Research Laboratory, Tirunelveli for carrying out advanced research in the field of renewable energy. We feel proud to place on record that the Department of Physics applied for an Incubation Centre in Alternative Energy to Tamilnadu Entrepreneurship Development and Innovation Institute, Government of Tamilnadu and the proposal has been accepted for making a personal presentation. We sincerely hope that the institution shall establish a pucca Incubation Centre in Alternative Energy in a short span of time.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

**Response: 4**

3.3.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 0       | 1       | 2       |

| File Description                                   | Document                      |
|--|-------------------------------|
| Report of the event                                | <a href="#">View Document</a> |
| List of workshops/seminars during the last 5 years | <a href="#">View Document</a> |

### 3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

**Response: 2**

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 1       | 0       | 0       |

| File Description                     | Document                      |
|--------------------------------------|-------------------------------|
| List of innovation and award details | <a href="#">View Document</a> |
| e- copies of award letters           | <a href="#">View Document</a> |

### 3.3.4 Number of start-ups incubated on campus during the last five years

**Response: 0**

## 3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of startups details like name of startup, nature, year of commencement etc | <a href="#">View Document</a> |

## 3.4 Research Publications and Awards

## 3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

| File Description                   | Document                      |
|------------------------------------|-------------------------------|
| e- copies of the letters of awards | <a href="#">View Document</a> |
| Any additional information         | <a href="#">View Document</a> |

## 3.4.3 Number of Patents published/awarded during the last five years

Response: 5

## 3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 1       | 2       | 1       |

| File Description                        | Document                      |
|---|-------------------------------|
| List of patents and year it was awarded | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

### 3.4.4 Number of Ph.D.s awarded per teacher during the last five years

**Response:** 1.7

3.4.4.1 How many Ph.Ds are awarded within last 5 years

Response: 102

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 60

| File Description   | Document                      |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| URL to the research page on HEI web site   | <a href="#">View Document</a> |

### 3.4.5 Number of research papers per teacher in the Journals notified on UGC website during the last five years

**Response:** 0.97

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 54      | 37      | 34      | 35      | 31      |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |

### 3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years

**Response:** 3.74

3.4.6.1 Total number of books and chapters in edited volumes / books published, and papers in

national/international conference-proceedings year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 235     | 204     | 119     | 103     | 76      |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters in edited volumes / books published | <a href="#">View Document</a> |

### 3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Response: 6.16

| File Description   | Document                      |
|--|-------------------------------|
| BiblioMetrics of the publications during the last five years | <a href="#">View Document</a> |

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

Response: 18

| File Description   | Document                      |
|--|-------------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <a href="#">View Document</a> |

## 3.5 Consultancy

### 3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

| File Description                       | Document                      |
|--|-------------------------------|
| Soft copy of the Consultancy Policy    | <a href="#">View Document</a> |
| URL of the consultancy policy document | <a href="#">View Document</a> |

### 3.5.2 Revenue generated from consultancy during the last five years



**Response: 2.75**

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0.419   | 0.812   | 0.591   | 0.309   | 0.616   |

| File Description  | Document                      |
|---|-------------------------------|
| List of consultants and revenue generated by them                                   | <a href="#">View Document</a> |
| Audited statements of accounts indicating the revenue generated through consultancy | <a href="#">View Document</a> |

**3.5.3 Revenue generated from corporate training by the institution during the last five years****Response: 0**

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of teacher consultants and revenue generated by them | <a href="#">View Document</a> |

### 3.6 Extension Activities

**3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years****Response:**

Various students' organizations like NSS, NCC, YRC and RRC are available on the campus to inculcate good qualities in the minds of the students and help them to become responsible citizens. The students are encouraged to take any one of them as their Part V subject. The activities of these students organizations help them to develop friendship and brotherhood and learn to do service to the society.

Umpteen number of mass blood donation camps have been conducted at regular intervals in our college in

collaboration with V. Dhanasamy - Parimala Devi Medical Trust Blood Bank, Virudhunagar. Apart from participating in mass blood donation camps, our students donate life saving blood at hospitals in and around Virudhunagar responding to emergency calls. For this noble gesture, our college has been honoured with Jamnagar O.T.A.V. Nagarathina Nadar Ever Rolling Shield for more than a decade.

The college regularly conducts Science Talent Examinations for the benefit of the higher secondary school students of Virudhunagar District. The examinations are conducted at various centres for nearly 3000 students on core subjects like Physics, Chemistry, Biology and Maths. It enables the students to face the Public Examination with absolute confidence and ease. The best performing students are honoured with prizes in a special function organized in the college.

Under the scheme *Unakkum Undu Vidiyal* (You too have a Dawn) the staff members and students of all the departments visit the Rehabilitation Centre for the HIV positives at Kallikudi on rotation basis on the third Saturday of every month. They supply nutritional supplements to the patients and offer them counselling with regard to their health. The visit of the college team is a morale booster to the patients and enlightens the students on the physical and mental care to be shown to the AIDS patients.

The NSS units of our college have adopted Peria Vallikulam and Ramasamipuram hamlets adjacent to the college. With the total commitment of the student volunteers, various welfare measures have been undertaken in the villages. This includes the construction and maintenance of roads, creating awareness among the villagers on the environmental protection, avoidance of the use of plastics, harnessing the renewable energy sources and adapting new and safe farming technologies.

Under the Swachh Bharat Mission, the students of our institution often organize cleaning camps both inside and outside the college premises. Awareness rallies are also conducted to sensitise the public on the need for keeping their environment clean and tidy. Five training programmes were organized under ASTRA for various Women Self-Help Groups in and around Virudhunagar.

The institution frequently organises free medical camps for the benefit of the deprived section of the society by joining hands with the locally available voluntary organisations and non-governmental agencies. The partakers of the camps are given free medical counselling and free medicines. In recognition of the services rendered to the society, the institution as well as the staff members has received many honours and awards from various service organisations and institutions.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 24

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 8       | 5       | 2       | 4       | 5       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | <a href="#">View Document</a> |
| e-copy of the award letters                               | <a href="#">View Document</a> |

### 3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response:** 52

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 10      | 12      | 12      | 10      | 8       |

| File Description  | Document                      |
|---|-------------------------------|
| Reports of the event organized  | <a href="#">View Document</a> |
| Number of extension and outreach programs conducted with industry,community etc for the last five years | <a href="#">View Document</a> |

### 3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 43.52

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 1707    | 3175    | 1067    | 917     | 891     |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Government or NGO etc | <a href="#">View Document</a> |

### 3.7 Collaboration

#### 3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

**Response:** 12

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 13      | 6       | 11      | 13      | 17      |

| File Description   | Document                      |
|--|-------------------------------|
| Number of Collaborative activities for research, faculty etc | <a href="#">View Document</a> |
| Copies of collaboration                                      | <a href="#">View Document</a> |

#### 3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

**Response:** 334

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 84      | 69      | 86      | 55      | 40      |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of linkage related Document                            | <a href="#">View Document</a> |
| Details of linkages with institutions/industries for internship | <a href="#">View Document</a> |

**3.7.3 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 11

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2       | 5       | 2       | 1       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house  | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

##### Response:

The institution encompasses a well maintained campus spread over 145 acres of land. It provides a good infrastructure with modern amenities and state of the art equipments to facilitate effective teaching and learning. The college has adequate number of spacious class rooms and laboratories. There are two smart classrooms with smart boards and electronic learning gadgets for effective teaching and learning. The teachers are also given adequate training to handle smart board. The college has established 10 computer centers with 651 terminals with latest configuration to provide the students with hands on training in computers. Sufficient number of system softwares and application softwares have been installed to train the students in accordance with industrial requirements. Twenty nine LCD projectors are fitted at various conference halls, laboratories, meeting halls and class rooms for conducting ICT enabled teaching, subject-oriented meetings, seminars, conferences and guest lectures.

All the Science departments maintain separate laboratory facilities for both UG and PG programmes. The laboratories are well equipped with the latest and sophisticated instruments. Apart from this the departments of Chemistry, Physics, Botany, Zoology and Microbiology maintain laboratories, exclusively for advanced research. The centralized instrumentation facility is also available in our campus to promote scientific research. Researchers from other higher educational institutions also utilize the services of this facility. Separate research cabins are provided to the research guides.

After regular college working hours, the class rooms, departmental libraries and laboratories are kept open for the extended use of students. The college Central library houses more than one lakh books and it also subscribes hundreds of e-journals. All the buildings have ramps exclusively for the convenience of the differently abled students. PG students and Research scholars (M.Phil. and Ph.D.) are allowed to utilize the 24x7 high bandwidth internet facilities available in the campus. To ensure uninterrupted power supply, five generators with 125KVA capacity are installed in the campus.

An outstanding museum with a large collection of specimens is the hallmark of Zoology Department. This museum is a centre of attraction for the students even from outside the campus. The department also maintains a mulberry garden for sericulture. Facilities for ornamental fish culture and apiculture are also available. The department of Botany maintains a separate botanical garden and a green house for nurturing plants. Redington Laboratory and English Language Laboratory are used for the soft skill development of the students. Three College buses which ply from various parts of the district meet the transport requirements of the girl students and staff and are also utilized by the students for study tour, industrial visit and field trip.

The college makes optimal utilization of two large auditorium, three conference halls and four air-conditioned multi-media halls. The college also maintains a Renewable Energy Park with solar energy gadgets. Well furnished hostels, separately for boys and girls with 24hrs internet facility are also available for outstation students. The management provides RO purified water supply throughout the day for the benefit of all the students including hostelmates.

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

**Response:**

A spacious area is earmarked for sports related activities in the campus. A well qualified and dynamic Physical Director trains the students in both indoor and outdoor games. Professional coaches are also engaged for the indoor and outdoor games.

The following sports facilities are made available to the students:

- 400 mts standard track with eight lanes
- One Football field
- Two fields for our national game Hockey
- Two Basketball courts out of which one is concrete
- One Cricket pitch
- One practicing net for Cricket
- Two Ball Badminton courts
- Two Shuttle Badminton courts
- Four Tennicoit courts
- One Kabadi court
- Five Volleyball courts

The state of the art Indoor stadium is constructed at a cost of Rs. 1.24 crore in an area of 9600 sq.ft. It has international standard wooden floor courts with a gallery of 500 seating capacity. It houses four badminton courts, one basketball court and one volley ball court. Besides, facilities are also available to play indoor games like table tennis, carrom and chess. The stadium is illuminated fully with LED lights to make it energy friendly.

Multi Gymnasium constructed at a cost of Rs.10 lakhs has sophisticated equipments with rubber sheet floorings. Facilities are available to practice weight lifting, power lifting, body building, general fitness and body weight management. Treadmill, Recumbent Bike and Elliptical Trainer are the star equipments.

With the UGC grant and the fund provided by the college management, a swimming pool has been

constructed in the campus. Every year state level and national level swimming competitions are conducted both for school and college students. Girls are given separate timings. Coaches and lifebuoys have been appointed by the management to take care of the swimmers.

To improve the mental health of the students and to sharpen their concentration, a Yoga Centre was established in the campus and is being extensively used by the students. The rigorous practice given to the students enable them to win awards and medals not only at the national level but also at international levels and bring laurels to the institution.

Fine Arts Club is functioning in the college to hone the histrionic talents of the students. Fine Arts Club functions in a separate room. The college has an auditorium with all the necessary infrastructural facilities for organizing student cultural meets and other functions of the college. Inter Departmental cultural competitions like *OBA Fantasy*, *Talentia* are conducted to groom the inherent talents of the students. A full fledged orchestra is functioning in the campus. It is provided with all advanced musical instruments and public address system.

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

**Response:** 25.44

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 29

| File Description   | Document                      |
|--|-------------------------------|
| Number of classrooms and seminar halls with ICT enabled facilities | <a href="#">View Document</a> |
| Link for additional information which is optional                  | <a href="#">View Document</a> |

#### 4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

**Response:** 16.14

##### 4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 47.25   | 60.03   | 67.45   | 25.45   | 37.40   |



| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Audited utilization statements | <a href="#">View Document</a> |
| Any additional information     | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

#### Response:

|                           |   |           |
|---------------------------|---|-----------|
| Name of the ILMS Software | : | ROVAN LMS |
| Nature of Automation      | : | Fully     |
| Version                   | : | 5         |
| Year of Automation        | : | 2012      |

ROVAN Integrated Library Management System was established in January 2012. The version 5 of this ROVAN LMS module co-ordinates the Library administration. It covers the acquisition, posting of entries in the journals, cataloguing and documentation. Library services like Online Public Access Catalogue (OPAC), book lending, locating the book, e-gate and library stock verification are done through this Library Automation Software. The ROVAN LMS provides extended service for accessing e-books through intranet.

### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

#### Response:

V.H.N.S.N. College, Virudhunagar was established even before independence and has a chequered history of more than 71 years. The central library of our college is the knowledge hub and grows along with this institution. Over the last 71 years, the central library mobilized more than one lakh learning resources that includes not only regular books but also a very rare collections. The following table enlists some of the rare books that are available in our central library:

| S.No. | Title                                | Author    | Publisher     | Year Publication |
|-------|--------------------------------------|-----------|---------------|------------------|
| 1.    | The Scenery of Scotland              | Geikie    | Macmillan     | 1865             |
| 2.    | Life of Thomas Carlyle               | Garnett   | Walter Scott  | 1887             |
| 3     | The Professor at the Breakfast Table | Holmes    | David Dougias | 1890             |
| 4     | Ernest Renanwton                     | Duff      | Macmillan     | 1893             |
| 5     | Irish Essays and Others              | Arnold    | Smith Elden   | 1891             |
| 6     | History of English Poetry            | Courthope | Macmillan     | 1895             |

|    |                               |                       |                          |      |  |
|----|-------------------------------|-----------------------|--------------------------|------|--|
| 7  | A Poet at the Breakfast Table | Holmes                | David Dougias            | 1896 |  |
| 8  | England and India             | Dutt                  | Chatto and Windus        | 1897 |  |
| 9  | The Tragical Reign of Selimus | Greene                | J.M.Dent & Co.           | 1898 |  |
| 10 | Nalayira Thivya Prabantham    | Mayarvara Mathi Nalam | Mayilai Mathava<br>Dasan | 1900 |  |

For the benefit of the visually challenged students, the library maintains a separate nook for Braille books. As many as 32 Braille books on various subjects are procured and maintained in the library. These books are widely used by the visually impaired students.

#### 4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 4 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 4.9

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 5.55    | 5.28    | 4.72    | 2.99    | 5.97    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** Yes

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 1.75

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

Response: 68

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The college offers world class computing facility. The computational needs of the students, researchers and staff members are met through well-equipped lab facility. The resources in computer labs are continually updated with the changing industrial trends. This is because college management feels the necessity of computer knowledge in this emerging scenario of Information Technology. There are 651 computers available in our college campus for academic purposes only. Advanced computing facility is provided with the latest Intel processors. Centralized computing facilities are also provided to meet the needs beyond those met by individual PCs. There are four Hi-tech labs consisting of Intel core i5 based workstation to meet the requirements of regular laboratory session that are part of the academic curriculum. A special server room with high-end IBM servers is assigned for centralised data access facility in each computer

lab. There is a unique lab consisting 40 high end systems operating only under Ubuntu, an open source LINUX operating system. The computer lab is kept open from 8 am to 6 pm with 30 Mbps leased line high speed internet connectivity. Cyberoam firewall is used for internet bandwidth management, anti-virus, anti-spyware, browser application visibility and application filtering. The college campus network is connected together through latest ubiquiti high speed wireless technology. The campus is fully Wi-Fi enabled.

#### Updation of Wi-Fi Facilities:

| Annual year. | Bandwidth connection         | internetISP | Total Bandwidth |
|--------------|------------------------------|-------------|-----------------|
| 2013-2014    | Reliance 10 MBPS leased line | Reliance    | 17 MBPS         |
|              | BSNL 7 MBPS                  | BSNL        |                 |
| 2014-2015    | Reliance 10 MBPS             | Reliance    | 17 MBPS         |
|              | BSNL 7 MBPS                  | BSNL        |                 |
| 2015-2016    | Reliance 10 MBPS             | Reliance    | 17 MBPS         |
|              | BSNL 7 MBPS                  | BSNL        |                 |
| 2016-2017    | Aircel 15 MBPS               | Aircel      | 22 MBPS         |
|              | BSNL 7 MBPS                  | BSNL        |                 |
| 2017-2018    | Reliance 30 MBPS             | Reliance    | 37 MBPS         |
|              | BSNL 7 MBPS                  | BSNL        |                 |

The whole campus is inter-connected with LAN facility. Wireless ethernet networking with 802.11ac access point technology with a speed of 100 MBPS has been used for ICT and local area networking LAN, with a realistic throughput of 1GBPS. It is fast enough for most network application tolerable for file transfers.

#### Details of Licensed Softwares

##### System software

- Windows Server 2008
- Windows Server 2003 R2
- Windows NT Server 4.0 (with SP 6a)
- Windows 2000 Server

- Windows 2000 Professional (with SP4)
- Windows XP Professional (with SP2)
- Caldera Unix 8.0
- Novell Netware 6.0
- Windows 7 Professional
- Windows 10

**Application software**

- Oracle Developer 2000
- Oracle 10g
- Microsoft Visual Studio 2005
- MS Office 2003 Professional
- Coreldraw Graphic Suite 2017
- Java
- Adobe Photoshop CS2
- Macromedia Flash Professional 8.0

**4.3.2 Student - Computer ratio**

**Response:** 5.66

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**4.3.3 Available bandwidth of internet connection in the Institution (Lease line )**

**?50 MBPS**

**35 MBPS - 50 MBPS**

**20 MBPS - 35 MBPS**

**5 MBPS - 20 MBPS****Response:** 35 MBPS - 50 MBPS

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No

| File Description  | Document                      |
|---|-------------------------------|
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 35.14

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 155.60  | 186.58  | 58.27   | 50.83   | 95.40   |

| File Description   | Document                      |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |
| Audited statements of accounts.  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

Our institution is known for its outstanding infrastructure. Over a period of time, the institution has developed an established system for upkeeping the physical, academic and other support facilities.

### ***Laboratories***

The laboratories in the college are fully furnished according to the academic needs and the statutory rules.

### **Procedures for installation and utilization of equipments**

- Inquiries are made based on the requirements.
- Purchases are made through sealed quotations.
- Fire safety equipment is maintained in all laboratories as a precautionary measure.
- Before the commencement of the academic year, a *lab audit* is conducted and a report on the requirement of new equipments and replacement of obsolete equipments is prepared.
- Regular maintenance is done through AMC.

### ***Central Library***

All the books, journals, online data base or any other learning resource are added only after a rigorous scrutiny processes by the subject experts.

Reliable vendors are chosen based on their response to queries, availability of books and adherence to terms and conditions. Bill files are maintained by the Librarian.

Each student is provided with two library cards. Additional cards are given to PG students and Research Scholars. Reference books will not be issued to carry outside the library. The books are scientifically protected from rain, dust, insects etc.

The Library Advisory Committee support the effective functioning of the library.

### ***Sports Facilities***

A Sports Committee is constituted to handle the matters related to sports like budget preparation, organizing, planning and executing the conduct of competitions. Purchase orders are placed to competent suppliers for the supply of required sports articles.

Students are permitted to play only during the sports hours and to practice for competitions. A First Aid Box with all necessary medicines and kits is always available for the use of students in case of any emergency. Sign boards of nearby hospitals and phone numbers of ambulances are also displayed to encounter any difficulty effectively.

### ***Classrooms***

The environment of students plays a pivotal role in their academic performance. The college takes necessary steps to make this possible. Most of the maintenance work is completed during summer break. There is a separate building section with two qualified engineers to take care of the maintenance of the buildings, class rooms and laboratories. The benches and classrooms are cleaned and mopped every day. In case of any damage to the classrooms or any equipments therein, it is brought to the notice of the Head of the Department by the class mentor for necessary follow up action.

### ***Computing Facilities***

There are ten well established computer centers accommodating 651 high-end computers installed with eighteen system software. To maintain all these computer centres, eight qualified computer technicians are appointed. The hardware related problems and power backups in computer centers are maintained by service engineers on call through the AMC. To maintain the electricity related problems, three electricians are appointed.



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 58.55

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1966    | 2131    | 2104    | 1987    | 1888    |

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0.61

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 14      | 8       | 23      | 37      | 20      |

#### File Description

#### Document

Any additional information

[View Document](#)

#### 5.1.3 Number of capability enhancement and development schemes –

1. Guidance for competitive examinations
2. Career Counselling

- 3. Soft skill development
- 4. Remedial coaching
- 5. Language lab
- 6. Bridge courses
- 7. Yoga and Meditation
- 8. Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

**Response:** 7 or more of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Link to Institutional website                             | <a href="#">View Document</a> |

#### 5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 16.14

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 60      | 79      | 1244    | 949     | 373     |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response: 0.4****5.1.5.1 Number of students attending VET year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 33      | 20      | 20      | 0       | 0       |

**File Description****Document**

Details of of students benefited by Vocational Education and Training (VET)

[View Document](#)

Any additional information

[View Document](#)**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response: Yes****File Description****Document**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response: 28****5.2.1.1 Number of outgoing students placed year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 467     | 353     | 340     | 329     | 227     |

| File Description  | Document                      |
|---|-------------------------------|
| Self attested list of students placed                   | <a href="#">View Document</a> |
| Details of student placement during the last five years | <a href="#">View Document</a> |

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 12.27

#### 5.2.2.1 Number of outgoing students progressing to higher education

Response: 160

| File Description                                   | Document                      |
|--|-------------------------------|
| Upload supporting data for student/alumni          | <a href="#">View Document</a> |
| Details of student progression to higher education | <a href="#">View Document</a> |

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 27.5

#### 5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 3       | 2       | 0       | 0       | 0       |

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 8       | 2       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Upload supporting data for the same   | <a href="#">View Document</a> |
| Number of students qualifying in state/ national/ international level examinations during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

| <p><b>5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years</b></p> <p><b>Response: 4</b></p> |                               |         |         |         |
|--|-------------------------------|---------|---------|---------|
| <p>5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years</p>                      |                               |         |         |         |
| 2017-18  | 2016-17                       | 2015-16 | 2014-15 | 2013-14 |
| 4  | 0                             | 0       | 0       | 0       |
| File Description   | Document                      |         |         |         |
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years   | <a href="#">View Document</a> |         |         |         |
| e-copies of award letters and certificates   | <a href="#">View Document</a> |         |         |         |

|  |
|--|
| <p><b>5.3.2 Presence of an active Student Council &amp; representation of students on academic &amp; administrative bodies/committees of the institution</b></p> <p><b>Response:</b></p> <p>V.H.N.S.N.College creates a good platform for the active participation of the students in various academic and administrative bodies. This empowers the students in gaining leadership qualities and execution skills.</p> <p>The college has a provision for Departmental Association and Societies. Each student shall be a member of the Association named after his major subject in undergraduate course or Society named after his P.G.course. The Chairman, Secretary and Joint-Secretary of the concerned Association shall be elected by the Students themselves. The Associations/ Societies function with an objective of promoting the</p> |
|--|

academic interest and extra-curricular activities by conducting seminars, guest lectures and competitions. Any genuine grievances of the students are brought to the notice of the Principal only through the office bearers of these Associations/Societies.

The students play a significant role in Hostel administration too. A Student Representative Council is constituted every month by elected students from each hostel. The Student Representative Council is empowered to maintain discipline in the hostel premises, to improve the amenities to prepare the budget and also decide the menu for the month.

Various academic and administrative bodies also have student representatives. The student representatives serve in almost all academic and administrative bodies of the college such as IQAC. Student member of IQAC helps to propagate quality policies adopted by the institution among the student fraternity and also help in projecting the student view point while taking any quality policy decision.

Due representation for students is given in the functional bodies under autonomous stream like Examination Committee, Grievance Redressal Committee, Internal Complaint Cell, Committee for SC/ST, OBC Cell, Minority Cell, Library Committee, Students Welfare Committee, Extra Curricular Activities Committee, Planning Board, Women Empowerment Cell, Fine Arts Club, and Anti Ragging Committee.

All these practices show the active engagement of our students in all the activities that can lead them to develop their overall personality and enhance their communicative and leadership skills.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

### 5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

**Response:** 22.2

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 24      | 21      | 24      | 23      | 19      |

| File Description   | Document                      |
|--|-------------------------------|
| Report of the event  | <a href="#">View Document</a> |
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Response:

The alumni form the major strength of the institution. The alumni association was formed in the year 1953 under the name VHNSN College Old Boys Association. The institution is really proud of its brilliant alumni who are currently positioned all over the globe and have distinguished themselves in all spheres of knowledge and technology. The contributions of alumni to their alma-mater is very much praise worthy. Even after leaving the campus they continue to contribute their might for the overall development of the institution.

The Old Boys Association conducts periodical meetings to take stock of the facilities to the learning stakeholders and their employment opportunities. The alumni visit the institution to deliver Guest Lectures and Seminars for the students in their areas of expertise and motivate the young minds. They assist the students in their placements in public and private sectors and the regular alumni meetings pave the way for the successful placements of the students. Successful entrepreneurs from the alumni are invited to give a talk on their success stories at various occasions in the institute to ignite the young students to take up self-employment. They also assist the students in their projects and internships in their companies or to assist them get it through reference.

The Boards of Studies of the college has a provision to have one alumnus in the respective Board. The views and the suggestions of alumni are incorporated in the curriculum to make it more relevant and promote employability.

The OBA also takes all initiatives for the holistic growth of the current students. On the OBA Day which is celebrated usually in the fag end of the academic year honours the staff members and students who outshine in the curricular and co-curricular activities. To hone and expose the hidden talents of the students in cultural activities, a mega inter-departmental cultural event called OBA Fantasy is conducted every year. The OBA also collaborates with NSS and YRC in organizing blood donation camps in the college.

The Old Girls Association which was established in the year 2003 conducts many programmes for empowering the girl students. It organizes Anemia Detection Camps for the girl students every year in collaboration with the Department of Microbiology and offers free medical counseling to the victims of Anemia through medical professionals. World Women's Day is celebrated on the campus with all pomp and festivity by inviting eminent women personalities. Various competitions are conducted for the girl students on the eve to bring out their talents into limelight.

Apart from this common alumni forum, all departments have their own alumni association. One staff member of the department is nominated as the Co-ordinator for the alumni association of the respective department. The departmental alumni associations contribute their best for the growth of their departments and take care of the overall personality growth of the students.

**5.4.2 Alumni contribution during the last five years(INR in Lakhs)**

? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

**Response:** 5 Lakhs - 10 Lakhs

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Any additional information            | <a href="#">View Document</a> |
| Alumni association audited statements | <a href="#">View Document</a> |

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response:** 35**5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 7       | 8       | 7       | 7       | 6       |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Number of Alumni Association / Chapters meetings conducted during the last five years | <a href="#">View Document</a> |



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The institution is located in educationally and socially backward area in the southern part of Tamil Nadu. The quality education at an affordable cost was a distant dream for many of the students in this downtrodden area. The emergence of this temple of learning makes their dream come true. Virudhunagar Hindu Nadars' Senthikumara Nadar College provides quality and holistic education to these rural youths from different socio-economic background and transforms them into responsible nation builders of the future.

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

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

The institution has an effective leadership with good virtues and values. The institution gets along with all the stakeholders together in her journey towards achieving the vision and mission. The institution makes formal and informal arrangements to co-ordinate the academic and administrative planning and implementation in achieving its vision.

Students are admitted to this institution without any bias whatsoever. Students come from semi-urban and rural backgrounds predominantly from schools with Tamil as the medium of instruction. At present, almost fifty percent of the students of this institution are first generation learners. The college is built and it stands on the core values of honesty and integrity. It serves the community with the careful sensitivity, with the quest for excellence, respect for life, student centric approach and responsible autonomy.

The nature of governance of V.H.N.S.N.College is accountable, transparent, efficient, effective, responsive and visionary. The College Management sets the vision and goals, and achieves the objectives in consonance with quality policy through periodic College Board Meetings, College Committee Meetings, Governing Body Meetings, Internal Quality Assurance Cell Meetings and the Academic Council Meetings. Furthermore, the institute recruits competent faculty members as per norms of the Government of Tamilnadu and the University Grants Commission and provide competitive atmosphere with world class infrastructure to grow.

The Principal of the institute shares the vision and the decisions taken by the management in regular meetings with the Deans and Heads of the Departments. He sets up rules and regulations of the institution for effective governance. The Principal ensures academic planning, like faculty requirement, allotment of judicious workload for teachers, preparation of time table, analysis and utilization of classes, feedback of academic system and result analysis, and motivate and promote research activities through Deans Curriculum, Dean Research and the Controller of Examinations. Dean Internal conducts the internal

assessment tests and the Dean Students Services monitors the overall well being of the students.

Head of the Department along with Faculty members prepares time table and allocate the work load. Close supervision of content delivery, effective teaching and learning processes, are the major responsibilities of Head of the Department.

### **6.1.2 The institution practices decentralization and participative management**

#### **Response:**

The institution functions with the method of decentralized governance system. All 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 Principal co-ordinates with the departments and the management in carrying out academic and administrative activities. Participative management provides extensive scope for having collaboration among the departments and ensures the quality of planning and implementation of all the activities in the institution uniformly and as a team.

The institution was conferred with the autonomous status by UGC for five years in 2012-2013. As the autonomous status ended by 2017, the institution decided to send proposal for the extension of autonomy.

The Principal convened a staff meeting to sensitize them to the process of preparation of the proposal for the extension of autonomy. A Steering Committee was constituted involving senior staff members of various faculties to prepare the proposal and a Sub-committee was formed to assist the Steering Committee in the collection of data required for it. Brainstorming on identifying the effective process of gathering the document was also done. The data collected by the Sub-committee were compiled by the IQAC and were sent to each department for final verification.

As the report compilation was completed, the Steering Committee evaluated it and gave its input. The revised report was finally placed before the College Managing Board for its approval. The final report was sent to UGC after getting the concurrence of the Management.

After the submission of the proposal for the extension of autonomy, the college was geared up for the visit of the UGC Peer Team. The Heads of the Departments were instructed to ready all the documents relevant to their department and to make a power point presentation on the profile of the department and on the key achievements of the department in the past five years. Various committees were formed for beautifying the campus, receiving the guests, arranging the student interaction meeting, providing refreshments to the invitees and for arranging conveyance to the parents and the alumni to attend the interaction meeting. The Principal was very keen that a teacher should be a member of one committee or the other. Periodical meetings were conducted by these committees and the progress of the work was discussed in it. The students were also involved in all the works associated with the Peer Team visit. The non-teaching staff members were asked to keep all the documents ready for the perusal of the Peer Team.

The Peer Team visited the campus on 19th and 20th June, 2017 and the Team was pleased to extend the autonomous status to the college for a period of another five years from 2017-2018 to 2021-2022 and also highly appreciated the untiring efforts of all the stakeholders in general and the faculty

members in particular. The extension of autonomous status stands a testimony to the success of the participatory management in the institution.

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The college has a clear cut vision and strategy in the long-term perception for the overall development of the institution. The teacher centric learning is gradually shifted to student centric learning. The interactive teaching and learning process and the curriculum that enfolds social, humanitarian and environmental dimension leading to holistic development are the salient features of our teaching and learning process.

It is mandatory that higher education institutions should focus on research and development and develop an environment conducive for not only traditional teaching learning processes but also for advanced and interdisciplinary research.

The major obstacle encountered by the faculty members of affiliated colleges is that the research work is not included in their regular work load. Teachers struggle to concentrate on intense research apart from their regular class room teaching. Even in these conditions the contribution on research by our teachers is praiseworthy that really needs an accolade.

In the light of the above circumstances, the management devises a strategic plan to support the teachers involving in research. The institution gives full liberty to the teachers with all sophisticated infrastructure required for research. The institution is open to research for 24 hours so that the researchers can access to the infrastructure at the time of their choice.

Realizing the need for integrating several disciplines by crossing boundaries, the institution promotes multidisciplinary approach in research. The institution is proud enough to pronounce that the library and laboratories are modernized and fully equipped to make them fit enough to pursue advanced level research. The general library has also got a strong e-support for researchers. The institution also gives training to the faculty members to prepare full-fledged research proposals to acquire funding from various agencies. The college has also nominated a senior faculty member as Dean-Research for promoting research. The institution also brings out a reputed bi-annual research journal with ISSN number, for the researchers to publish their findings. Organizing national level seminars and workshops are integral part of the academic activity of all departments. The institution also encourages the teachers to present their research papers in the seminars, conferences and workshops organized by various institutions in India and abroad. Financial support is extended to the teachers for presenting research papers in overseas. The management is magnanimous enough to forego the over-head charges earmarked for the institution to encourage research.

Through the strategic plan, the institute has attained a remarkable height in the field of research. Over the period of years the institution maintains a steady growth in all spheres of research. The number of teachers with Ph.D. degree has increased from 82 in the year 2012-13 to 113 in the year 2017-18. During the last five years our teachers have successfully guided 102 Ph.D. scholars in various disciplines.

The strategy has helped the institution to find a significant place in the research map of the nation and in the NIRF 2018 the institution has secured the 7th position at the national level in the college category for Research.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### **6.2.2 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**

#### **Response:**

The college has well defined participatory management system. The Managing Board is the apex body. The Board as the highest level gives enlightened leadership to the College Committee and the office bearers. The day-to-day administration is governed by five elected representatives of the College Managing Board namely, President, two Vice-Presidents, a Secretary and Correspondent and a Treasurer. The Management meets at least four times a year to take stock of the activities of the institution. The College Committee which is a statutory body supervises the academic affairs and internal administration of the institution. Besides the Managing Board members, the College Committee comprises the Principal, Representatives from the University and the two senior most faculty members of the institution.

The college enjoys the collective leadership of dynamic administrative team under the leadership of the Principal, who is the head of the institution. A council of staff members which includes all heads of departments gives suggestion to the Principal on all academic matters including the maintenance of discipline. The office Superintendent of the college is in-charge of maintaining the accounts and records of the college. All the academic activities under the autonomy stream are fully governed by the Governing Body. The Academic Council is solely responsible for all academic matters. The Academic Council consists of the Principal, all heads of the departments, four senior teachers nominated by the Principal, four experts from outside representing law, education, medicine, engineering and three university nominees. The Principal nominates one faculty member as Member Secretary.

There are five separate Deans to take care of Curriculum – Arts, Curriculum – Science, Research, Internal Examinations and Student Services. The Controller of Examinations is in charge of the evaluation process. Curricular and Co-curricular programmes are effectively designed by Boards of Studies. All the faculty members are the members of Board of Studies besides the representatives from alumni, corporate sector and subject experts.

The Finance Committee estimates the budget relating to grants and other income and also approves the expenditure. The Principal is the Chairman of the Finance Committee, which consists of one person nominated by the Governing Body, one teacher nominated by the Principal and a University nominee.

The college has a vibrant IQAC and it takes care of the quality sustenance and enhancement in all its parameters. The curricular and co-curricular programmes of the institution are effectively carried out by a team of dedicated faculty members constituted for the specific purpose. Every year, the Principal

constitutes different committees by including the faculty members in accordance to their interest and expertise. Every permanent faculty member is a member of one committee or the other for participatory governance.

Various functional bodies under autonomous stream like Admission Committee, Awards Committee, Planning and Evaluation Committee, Examination Committee, Grievance Redressal Committee and Academic Audit Committee ensure the effective implementation of autonomy.

| File Description                              | Document                      |
|---|-------------------------------|
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |
| Link for Additional Information               | <a href="#">View Document</a> |

### 6.2.3 Implementation of e-governance in areas of operation

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

All 5 of the above

Any 4 of the above

Any 3 of the above

Any 2 of the above

**Response:** Any 4 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc | <a href="#">View Document</a> |

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

**Implementation of self learning practice in the institution as a result of resolutions passed in various**

**statutory bodies**

Self learning which involves studying without direct supervision of the teachers or attending class room teaching, is a valuable way to learn and is quietly growing in popularity among fast learners. By complementing formal education with self learning, students can see a drastic improvement in understanding and in gaining confidence. Self learning can also be used to master a new skill or learn an entirely new concept.

Realising the significance of self learning and providing a platform for the fast learners to acquire additional skill and credit, the idea of introducing self learning subjects both in undergraduate and postgraduate courses was conceived by the office of the Dean Curriculum. The Internal Quality Assurance Cell of the college examined the pros and cons of the idea and eventually found it to be viable and valuable. It was also decided to grant an extra credit of five to the students who complete the subjects successfully in the Summative Examinations. Subsequently, it was discussed extensively in the Staff Council Meeting. With the approval of the members of the Council, a resolution was passed to the effect in the meeting held on 09.02.2015.

The subject of introducing the self learning course was placed as one of the agendas in the Academic Council Meeting held on 18.03.2016 and the members gracefully endorsed the move.

The initiative taken by the institute to individual learning was much appreciated by Dr.Xavier Alphonse, the UGC Nominee in the Governing Body Meeting of the college held on 24.11.2016.

Encouraged by the overwhelming response of the students to self learning subjects, the institution has introduced a common self-learning subject *Human Rights* in the fifth semester of Undergraduate courses. The college also plans to introduce more number of common self learning subjects like *Gender Studies*, *Constitution of India* and *Consumer Rights* in future to enrich the learning experience of the students.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**6.3 Faculty Empowerment Strategies****6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

The contented work force is the biggest asset of any institution and it can make the institute a productive place. Realizing this universal truth, the institution has put several incentive measures in place for the staff, besides their salary package. The institution takes appropriate measures to give its employees a sense of belonging to the institution and help them in achieving their professional, personal and organisational goal.

The institute provides opportunities to all employees to associate with state, national and international

professional bodies. It encourages teaching and non-teaching staff to participate in seminars, conferences and faculty development programmes for their continuous development. The college also provides FDPs and various training programmes for the faculties to upgrade their knowledge, teaching skills, methodology and personality. Teachers are motivated to pursue research activities and are given various incentives.

Some other welfare measures provided by the institution to the teaching and non-teaching staff are listed below:

- The college provides residential facilities to the staff members at minimum rent.
- The institution also provides transport facilities to the staff members.
- The support staffs are given two sets of uniform every year.
- The management contributes provident fund to all the permanent staff of self financed courses.
- The management gives cash bonus to all faculty members and support staff working under the self funded stream during Deewali.
- Periodical general medical check-up camps are organized by the institution for the benefit of staff members.
- The teachers and the support staff under the self-financed courses are covered under the Group Insurance Scheme.
- Support staffs are given interest - free loans for family functions.
- Maternity Leave is granted to the female staff members working in the self-financing stream on par with regular staff.
- As a social security measure, the management provides Health Insurance to all the teachers and non-teaching staff working in self-financed stream.
- Staff Recreation Club is established in the institution for the recreational activities of the staff members.
- The staff members are given free access to the well equipped and maintained indoor stadium for their sporting activities
- The Multi-gym established in our campus is open to the staff members as a free fitness centre.
- The staff members are given advance amount for participating in family tours.

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

**Response: 5.29**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 16      | 03      | 20      | 09      | 04      |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc during the last five years | <a href="#">View Document</a> |

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

**Response: 2.8**

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5       | 3       | 3       | 2       | 1       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years**

**Response: 14.91**

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 38      | 35      | 30      | 18      | 26      |

| File Description   | Document                      |
|--|-------------------------------|
| IQAC report summary  | <a href="#">View Document</a> |
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

#### Response:

The institute has a Performance Appraisal system for teaching and non-teaching staff. It is carried out annually. The institution respects and acknowledges the contribution of all the staff members. The employees of the institution are evaluated in two broad categories. These two categories are functional and behavioural. Under the first category, the staff members are scrutinized based on their teaching skills. They are given ratings based on their effectiveness in delivering the task. The second category consists of the employee's behaviour. Under this category, an employee's demeanour is evaluated. His punctuality, grooming, language, obedience and dedication are among many other parameters under which he is evaluated. There are two stages in the evaluation process. The first one is self-rating done by the teacher himself. In the second stage, the students give their own rating about the academic performance of the teachers. These two ratings put together as a single component are used for institutional rating.

At the end of every academic year, report of the contributions of the teaching and non-teaching staff members to college activities and their performance is reported by the Head of the Department.

The performance of the teaching and the non-teaching staff is also collected through a well-structured self-appraisal form. The Self performance appraisal form of teaching staff has various parameters related to contribution in academics, Co-curricular and Extracurricular activities and in administration, etc. It has details like Results of subjects taught, Research Papers, Patents, Department Contribution and Qualification upgradation and attendance of the teachers.

The institution also receives feedback through online from the students on the performance of the teaching staff. The data given by the students are analyzed by the IQAC and this analysis provides an insight to the management about the perception of different students regarding the teaching learning process adopted in the campus. On the basis of the feedback, necessary initiatives are taken by the Principal and the Management for the quality enhancement of the faculty members.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The college maintains transparent and honest financial management and there is absolute financial prudence in the system. The institution has established a fool proof mechanism for conducting internal, external and statutory financial audit every year to ensure Financial Compliance.

Internal and External Audits are conducted regularly in our institution.

Internal Audit for day - to - day transactions and accounts are done by a qualified auditor. It is carried out on continual basis to prevent any malpractices in the day to day transactions. This also enables to streamline the financial transactions in our system.

The external audit which is done on annual basis by a chartered accountant to verify and certify that all the financial transactions that took place in the college are in accordance with the norms and are fully supported by valid documents. The external and internal auditors are accountable to the College Managing Board.

The Statutory audit is conducted by the Directorate of Collegiate Education, Government of Tamil Nadu. The focus of the statutory audit is to vouch all the government funds received by the institution over a period of time. The qualified Public Fund Auditors carry out this statutory audit and report it to the Management and to the Principal regarding the accuracy of the accounts maintained by the college. The statutory audit mainly focuses on validating the way the governments funds are utilized and it also certifies that the funds received from the government are used only for the purpose for which it was granted.

Audit and Accounts General, Chennai usually carries out statutory audit once in five years to further ensure the proper utilization of the funds received from various funding agencies.

So far no major audit objection is raised.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

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

Response: 37.31

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

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 1.2     | 5.1     | 8.45    | 15.51   | 7.05    |

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from non-government bodies during the last five years | <a href="#">View Document</a> |
| Annual statements of accounts  | <a href="#">View Document</a> |

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

#### Response:

Resources are necessary to fulfill the vision and mission of the college. Therefore, the institution devises various ways and means to mobilizing the resources. The institution not only depends on the various governmental agencies for fund mobilization but also has its own mechanism for internal mobilization of funds. The philanthropists among the business community in Virudhunagar donate huge sum of money in the form of cash deposits and immovable properties for the cause of education and for the development of this institution. The perennial income from such assets donated by the generous philanthropists of Virudhunagar is a permanent source of income for the college. Whenever there is a need for a huge sum of money to fulfill a particular project, the business community from Virudhunagar voluntarily come forward to donate liberal funding to carry out and complete the project. At any point of time the Management of V.H.N.S.N. College never experiences any financial constraints for the infrastructural and academic progression of this great institution. The contributions from the alumni by means of donations and endowments provide financial assistance to the institution. Apart from this, other funding agencies like UGC, DST, ICSSR, ICHR also provide funds through various research grants and merged schemes.

As finance is the life blood of every organization, a proper planning of finance is inevitable to meet the expenses of the institution. The resource must be mobilized in an efficient way and on time to ensure hurdle free transaction.

In every financial year, a comprehensive budget is prepared with the approval of the Managing Board. The Management discusses in detail about the various components of the cost involved in the project and after complete deliberations only they accord the permission to carry out the project. This has been in practice for the last 70 years that enables the management to optimally utilize the mobilized funds for the creation of assets.

Payments are made by cheques or Demand Drafts only. Very rarely cash payments are made, that too, for petty sum only. Payments are made to the suppliers of laboratory equipments only after receiving the goods and testifying the stipulated quality norms by the respective Departments. Every bill is checked by the Office Manager, the Accounts Officer and the clerk before passing the bill. The college has also

instituted internal and external auditing for financial prudence.

### ***Procurement process***

The following procedures are followed in the office before placing an order: Sealed quotations are obtained from the suppliers to find out the competitive prices. The lowest bidder is given the order without compromising the quality. For construction of buildings and other structures, the permission is sought from the Managing Board. A detailed, planned proposal is prepared by the Engineering and Maintenance Department of our institution. These proposals are approved by the PWD engineer before the commencement of the work. The Building Committee monitors the construction work.

## **6.5 Internal Quality Assurance System**

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

#### **Response:**

The institution imposes self-regulated responsibilities aiming at continuous improvement of quality and achieving academic excellence. The institution establishes many strategies in all the academic and administrative aspects. The well established Internal Quality Assurance Cell is the nodal centre for quality sustenance and enhancement.

The IQAC monitors all the quality parameters. It also acts as a documentation centre for all the activities of the college. The IQAC of our college organizes a large number of workshops and seminars on quality related themes as staff enrichment programmes. To assess the academic calibre of the new entrants, the IQAC conducts entry level test every year. To improve the computer proficiency of the students especially for those who come under non computer stream, the IQAC periodically conducts computer training programmes.

The IQAC has institutionalized number of quality measures in the academic and administrative areas. The IQAC brings out Annual News Bulletin to disseminate the information regarding the developmental activities that take place in the campus.

Every year the IQAC conducts the performance appraisal of the teachers. Besides, course feedback and campus feedback are also collected from the students. The involvement of IQAC in the All India Survey on Higher Education and the preparation for the National Institutional Ranking Framework is praiseworthy.

The following are the two practices that are institutionalized as a result of IQAC initiatives:

#### ***Application of ICT***

The IQAC of our college strongly believes that for effective teaching and learning process, the use of ICT is inevitable and inexorable. It has become a member of ICT Academy for exposing the teachers to the latest developments in the field of information technology. Every year the institution deputed a large

number of teachers to equip themselves with the latest technology in ICT with the help of ICT Academy. The IQAC maintains a dynamic and functional college website. The IQAC has made this website as an active portal covering the entire information about the institution and its activities. All the teachers and the taught are provided with the institutional e-mail id for easy and speedy dissemination of information.

### ***Examination Reforms***

The IQAC and the Controller of Examinations Office work hand in hand for establishing an efficient evaluation process which is the bottom line for the success of any academic autonomy. The IQAC of our college has brought the following reforms in the evaluation system:

- The Controller of Examinations (COE) office is installed with professionally developed software for conducting formative and summative examinations.
- To ensure transparency, the photocopies of the answer scripts are given on demand.
- The IQAC has taken initiative for e-Assessment.
- The IQAC institutionalizes bar coding mechanism in the answer scripts to make the evaluation more confidential and fool proof.
- The Summative Examinations Results are published through the college official website and Android App VHNSNC
- The IQAC took initiatives to conduct supplementary examinations for the outgoing students so as to enable them either to go for higher education or for employment without any time break.

### **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**

#### **Response:**

#### ***Academic Audit***

The Internal Quality Assurance Cell arranges the periodic academic audit to assess the academic activities and identify the limitations and suggest remedial measures. The academic audit also highlights the best practices and suggests areas of improvements.

The IQAC has a very clear vision on how an academic audit should be carried out by external academic auditors. The IQAC has designed a well thought out pre-structured questionnaire for collecting the data for validating the academic audit. The IQAC plans to conduct the academic audit once in every three years.

Recently an Academic audit was conducted by IQAC on 6th January 2016 for assessing the academic activities for the preceding 3 years. The audit team comprises of five external academic auditors namely Prof. R. Raja Govindasamy, Former Principal, Thiyagarajar College (Autonomous), Madurai,

Dr.J.Zafrullakhan, Former Principal, S.R.N.M. College (Autonomous), Sattur, Dr.G.Sethuraman, IQAC Co-ordinator and Head, Department of Chemistry, Gandhigram Rural University, Gandhigram, Dr.S.Sudhakar, Head, Department of Biotechnology, Manonmaniam Sundaranar University, Tirunelveli, Dr.G.C.Abraham, Vice-Principal, The American College, Madurai. The auditors visited all the departments, IQAC office, Library, Controller of Examinations's Office and play ground and interacted with all the faculty members. The audit panel assessed the strength and weaknesses of each department and prepared a report on it and the same was handed over to the Principal on that day evening. Principal presented the report in the College Council Meeting and the same was discussed with the faculty members for necessary actions.

### ***ICT Initiatives in Academia***

With the initiatives of IQAC the following facilities have been provided for ICT enabled teaching:

- Internet connections have been provided to all the departments.
- Net based inter departmental communication facility is also available for easy interaction among the departments.
- The IQAC established a separate nook for technology enhanced learning for the students titled H-TEL (Hub for Technology Enhanced Learning).
- With the efforts of the IQAC, the institution has been recognised as the local chapter by National Programme on Technology Enhanced Learning (NPTEL).
- IQAC encourages more number of students and teachers to enroll on and successfully complete programmes under NPTEL.

### **6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year**

**Response:** 3.2

#### **6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years**

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 5       | 4       | 4       | 2       | 1       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |
| IQAC link  | <a href="#">View Document</a> |

**6.5.4 Quality assurance initiatives of the institution include**

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

**Response:** Any 3 of the above

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Any additional information                                  | <a href="#">View Document</a> |
| Annual reports of Institution                               | <a href="#">View Document</a> |

**6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

With a modest beginning, over a period of time the institution has attained an eminent status with 17 UG, 15 PG, 13 M.Phil. and 10 Ph.D. programmes. The institution is growing from strength to strength towards its journey of attaining academic excellence.

The institution has rigorously taken initiatives to follow the suggestions of the previous Peer Team's report towards the quality enhancement initiatives both in the academic and administrative domains successfully.

With an objective to create professionals with technical skill and knowledge required for industries, B.Voc. course on *Environmental Assessment and Remediation* was started in the year 2015-2016 with the financial assistance of Rs.1.1 crore from UGC.



An Academic audit was carried out on 6th January 2016 to assess the strength and weaknesses of each department.

To add a feather to the cap of the institution, the Department of Business Administration was upgraded as the 10th research department.

In the period of five years from 2013-2014 to 2017-2018, 12 international seminars, 30 national seminars and 66 state level seminars were conducted by the institution with the financial support of various funding agencies to enrich the students and staff with the knowledge on the latest trends and developments in their respective field.

To encourage the teachers to participate in the international conferences abroad, the teachers are given financial support. As a result, 10 faculty members presented their research papers in international seminars/conferences held in various countries.

There is a phenomenal growth in the areas of research and extension during the last five years. As many as 240 articles are published in reputed national and international journals and edited books.

One U.S. patent has been granted to and another two US patents have been filed by Dr. S.Vivekanandan, Department of Physics in the year 2017-2018. Dr.C.Karunakaran, Department of Chemistry filed two patents during this period.

Taking into account the enormous contributions made by various science faculties towards multi-disciplinary and inter-disciplinary research, the Department of Science and Technology, New Delhi honoured our college as a FIST Sponsored Institution in the year 2015.

Pre-structured questionnaire is used to collect feedback on teachers from students for improvement in quality of teaching.

To strengthen the quality of the faculty members in the self-financing stream, financial incentives are given for completing Ph.D/NET/SET. As a result, 34 teachers working under the self-funded stream have successfully either completed Ph.D. programmes or cleared NET/SET Examinations in the last two academic years alone.

To prepare a long term plan with phased action strategies, Planning and Evaluation Committee comprising Principal as the Chairman and another senior faculty as Co-ordinator with six other faculties as members has been set up.

Eleven MoUs were signed with various academic institutions, industries and voluntary organisations for the exchange of knowledge and utilisation of expertise.

As a result of these post accreditation initiatives made by the institution, the Ministry of Human Resource Development, New Delhi honoured our institution by granting 39th and 51st Rank in College category respectively in its NIRF Ranking 2017 and 2018.



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

**Response:** 55

##### 7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 15      | 13      | 13      | 9       | 5       |

#### File Description

#### Document

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

#### 7.1.2 Institution shows gender sensitivity in providing facilities such as

a) Safety and Security

b) Counselling

c) Common Room

**Response:**

Our institution considers the gender equality as the key factor for nation building by bringing more women workforce in various sectors, which helps to improve the economic growth and reduce the inequalities. Hence, we made various gender equity initiations on the various specified areas that include safety, social security, counselling and common room.

Gender equity is strictly adhered to at the time of admission. The ultimate aim is to increase the strength of girl students in our institution every year. In our institution the admission is made purely on merit basis following the Government of Tamilnadu norms and without any gender discrimination. As a result, the enrolment of students witnesses a desirable increase in the intake of girl students. Currently, we have enrolled 1655 girl students in our campus, which is almost 45 % out of our total strength of 3669 students.

In safety perspective, ragging, teasing and harassment of the girl students are strictly prohibited in our campus and it is closely monitored by the *Anti Ragging Committee* which consists of one female faculty member as the Co-ordinator, six teachers and one student as its members. Students have been educated through various orientation programmes that include campus campaigns, special lectures, tutorials and discussions on their safety in and out of the campus. Our institute offers separate transportation services, canteen facility, sophisticated hostels, two-wheeler parking and spacious rest room with sanitation facilities

exclusively for the use of the girl students. The mentor teachers frequently interact with the parents of the girl students to report about their performance in the campus. The institution provides the girl students with safety and friendly ambience in the campus.

Our Women Empowerment Cell takes care of the academic (learning strategies/ difficulties, higher education and employment), personal (well being, welfare and personality development) and psychological (mental health, depression and psychological issues) problems of the girl students. The ultimate aim is to develop their personality, self-esteem and problem solving skills. The Cell also counsels the girl students on their rights and privileges. The girl students are given special focus on their personal hygiene. A trained women faculty member has been nominated the Co-ordinator of the Women Empowerment Cell and she is assisted by two women faculty members and two girl student members. The Women Empowerment Cell periodically organizes meetings, seminars, interactive sessions, awareness drives and various activities for empowering the female fraternity in the campus.

There are three NSS units and one NCC unit functioning in the college exclusively for girl students. There is a separate alumni association for the girl students.

Our institute has a common room for girl students constructed in 20,000 sq ft equipped with dining lounge, RO purified drinking water facility, rest rooms, two wheeler parking, television and Wi-Fi facility. A few of our women faculty members are deputed on rotational basis not only to monitor the students but also to mentor them during their stay in common room.

### 7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 3.73

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

Response: 18420

7.1.3.2 Total annual power requirement (in KWH)

Response: 493368

| File Description  | Document                      |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 7.67

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 7.86

## 7.1.4.2 Annual lighting power requirement (in KWH)

Response: 102.5

| File Description   | Document                      |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

**7.1.5 Waste Management steps including:**

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

**Solid Waste Management:** Our smart initiatives like "Go Green Campus" is greatly helping in effective waste management to achieve higher level of sustainable environmental performance in our institution. Our dedicated team of faculty members works with the student community to enhance our all kinds of green efforts. The institution rigorously follows Reduce, Reuse and Recycle policy in all aspects of its day to day operations. More than 80% of our solid wastes (paper and plastic) are recycled and the remaining 20% of the recyclable organic wastes are converted into manure with the help of our in-house composting facility. In addition to that, we have a separate pit in the campus for the disposal of biodegradable waste. Our institute also maintains a well functioning vermi-composting facility, not only for managing the waste but also for educating the students. Incinerator facility is available in the girls hostel for the effective disposal of post consumed personal hygiene products.

Our campus is declared as plastic free zone. Our management takes concerted efforts to avoid the use of plastics in any part of the campus. Students also play a vital role in dispensing with the use of plastics and make the campus a complete plastic free zone. The college has participated in a Guinness Record Event on the Largest Recycling Lesson organized by Toastmasters Club, Virudhunagar. Many number of dust bins are strategically placed in the campus for the collection of waste. This is done to avoid littering of waste by the students.

**Liquid Waste Management:** Systematic approaches have been effectively adopted for the proper handling, treatment and disposal of liquid waste in our campus. We implement, disposal by dilution, septic tank and cesspool strategy for the effective disposal of liquid waste. Our institute ensures that there is no exposure of liquid waste in our campus, which leads to effective environmental safety. Part of the waste water is utilized for watering the plant in our campus. All the buildings in the campus have scientifically designed drainage system to flush the waste water into the well designed soak pits.

**E- Waste Management:** Our institute has well understood that the generation of electronic waste (e-waste) within the campus poses a great environmental hazard. Hence, we have adopted effective E- Waste management strategies in our campus by collecting the consumed batteries, tonners and cartridges for the recycling purpose. We maintain separate dump rooms for collecting the e-waste from all the departments,

laboratories and office. The condemned computer systems are sold as scrap for the eco friendly recycling process on regular basis. We recycle 100% of our e- waste products and nothing is left to garbage or trash.

Apart from the waste management facilities, the institution realizes that education and behaviour change are also important to achieve our environmental goals. Hence, NSS and NCC organise various campaigns, events, awareness camps, workshops and seminar programmes on regular basis.

### **7.1.6 Rain water harvesting structures and utilization in the campus**

#### **Response:**

Rainwater harvesting structures are installed in the campus to preserve the scarce commodity in this rain shadow region. The runoff rain water from the terrace of each building in the campus is channelized into one or two recharge wells located nearby the building, each measuring 1m (b) x 1m (w) x 2m (d). All the newly constructed buildings are equipped with rainwater harvesting components. Porous paver blocks are being used in the academic campus to augment rainwater recharging. A twenty thousand litres rain water harvest system is built in the campus for producing distilled water for lab use. The runoff from the unpaved area in the campus is connected to the identified water channels, which are eventually draining into a large man-made open pond and facilitates effective groundwater percolation. Further, there are many check dam facilities to prevent the runaway of rainwater through strategic blockages and is allowed to seep into the ground. Because of this effective rain water harvesting system, the institution never experiences shortage of water even during the peak summer. Renovation of ponds has been taken up in three places in the campus for storing surface runoff water.

### **7.1.7 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**

#### **Response:**

#### ***Student and Staff Practices:***

We celebrate Bicycle Day in our campus to encourage our students and staff members to use bicycle, which creates awareness among them about the use of the emission free and eco-friendly transportation as well as its health benefits. Our institution runs public transportation service for girl students and also encourages the utilization of public transportation in all occasions. Even our industrial visits are executed by utilizing public transport systems that enable our students to understand the "Green Practices" in day to day activities.

Automobile riding is strictly prohibited inside the campus. The Department of Environmental Science organizes periodical Emission Test camps to assess the level of emission of carbon monoxide from the vehicles that are used by the students and the staff members. The high emission vehicles are identified in the camp and referred for correction. This is done with a view to maintain our campus free from air pollution.

***Plastic Free Campus:***

Our institution has identified the plastic pollution as a key concern on our campus, and is taking action to confront the problem. Hence, plastic free campus program is incepted in our institution that aims to measurably reduce the plastic pollution on the campus with a special focus on the reduction and the elimination of plastic bottles, plastic straws, utensils, and plastic food packaging.

***Paperless Office:***

The first step we made toward Paperless Office is the reduction of paper usage, which is possible by educating everyone on campus on the seriousness of the paperless drive. Special training on computer is given to the support staff in the office to re-architect the day to day operations towards the paper free and "Go Green" strategy. Initiatives are taken to make the office paperless through office automation and e-communications. To avoid the usage of paper, it is made mandatory that the students should maintain only e-records in computer laboratories. The Dean- Internal Examinations maintains all records in e-format and the Departments also maintain their internal marks in electronic media.

***Green Landscaping with Trees and Plants:***

Though located in a drought hit backward area, our institution maintains a lush green sprawling campus. A large number of majestic, decades-old trees predominantly neem give fresh air, comforting shadows and micro climatic conditions in the campus to provide the students with conducive ambience for learning. The NSS and NCC students of our college are constantly involved in stabilising social forest in our campus by planting and maintaining a large number of trees and plants. The institution has well established neem farm by converting the waste barren land under the financial support of the Government of India. To commemorate all important events or visits of eminent personalities, the institution has a culture to plant trees. The college owns a small but beautiful botanical garden and a green house.

**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years**

**Response:** 1.05

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 2.20    | 0       | 0       | 4       | 7.99    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

| File Description                                       | Document                      |
|--|-------------------------------|
| Resources available in the institution for Divyangjan  | <a href="#">View Document</a> |
| Any additional information                             | <a href="#">View Document</a> |
| link to photos and videos of facilities for Divyangjan | <a href="#">View Document</a> |

### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 71

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 16      | 13      | 18      | 12      | 12      |

| File Description  | Document                      |
|---|-------------------------------|
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response:** 71

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| 16      | 13      | 18      | 12      | 12      |

| File Description    | Document                      |
|---------------------|-------------------------------|
| Report of the event | <a href="#">View Document</a> |

### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

| File Description   | Document                      |
|--|-------------------------------|
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | <a href="#">View Document</a> |

### 7.1.13 Display of core values in the institution and on its website

**Response:** Yes

| File Description                                 | Document                      |
|--|-------------------------------|
| Provide URL of website that displays core values | <a href="#">View Document</a> |



**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations****Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |

**7.1.15 The institution offers a course on Human Values and professional ethics****Response:** Yes

| File Description   | Document                      |
|--|-------------------------------|
| Provide link to Courses on Human Values and professional ethics on Institutional website | <a href="#">View Document</a> |

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions****Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years****Response:** 85

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

| 2017-18 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---------|---------|---------|---------|---------|
| 18      | 14      | 19      | 16      | 18      |



| File Description   | Document                      |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |

### **7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

#### **Response:**

***Celebration of National and International Days:*** The institution celebrates various national and international days, including Independence Day, Republic Day, Women's Day, Teachers Day, Environment Day, National Integration Day and National Voter's day in our campus. National Science Day is celebrated on February 28th every year. Various science competitions are conducted for the students and science exhibition is arranged for the school children. In all the above mentioned celebrations, students and faculty members participate actively. The institution is really proud to pronounce that absolute religious harmony prevails in the campus. Religious festivals like Christmas, Deepavali, Thai Pongal, and Bakrid are celebrated with all festivity by all the students and the staff irrespective of their religion.

***Anniversaries of National Leader's Birth/ Death Days:*** Our institution celebrates the birthday of the father of our Nation in a big way on October 2 to sensitize the students on the great contribution of Mahatma Gandhiji to the freedom of our nation. January 30th is observed as Martyr's Day as a mark of respect to the demise of the father of our nation. Students take oath against violence and untouchability. The birth anniversary of the King Maker Shri K.Kamaraj, who is also the proud son of our soil is also celebrated as the Education Development Day on July 15th every year. The students organize various competitions on the occasions and many students from the length and breadth of the state participate in such competitions. In addition to that we celebrate Thiruvalluvar Day on every 15th of January towards the remembrance of the great Tamil divine poet Tiruvalluvar. Various competitions are conducted for the students at inter-collegiate level and prizes are distributed to the winners of the competitions. Further, we also celebrate National Youth Day on 12th January every year on the eve of the birthday of Swami Vivekananda. The celebration is effectively integrated with various events including, rally, speech, drawing competitions, special lectures, seminars and debates.

### **7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions**

#### **Response:**

#### ***Transparency in financial, academic, administrative and auxiliary functions***

The institution maintains absolute transparency in all its financial, academic, and administrative functions.

#### ***Financial Transparency***

- Every year financial budget is prepared by the Management and is circulated among all the departments ensuring the amount earmarked for the purchase of books, journals and other equipments. On the basis of the strength of the students, the amount will be shared by various departments.
- Regarding the regular programmes, the institution collects only the fees prescribed by the Government of Tamilnadu. No additional amount, whatsoever in any form, is collected by the Management. As far as the programmes under the self-funded stream, the fee structure is uploaded in the college website for the public notice.
- The salary for the staff members is paid only through banks ensuring 100% transparency and clarity in disbursement of salary.
- All equipments, systems and consumables are purchased through sealed quotations and the best bidder is given the purchase order without compromising quality.
- All monetary transactions are made only through banks.

#### ***Academic Transparency***

- Internal and external evaluation system is fool proof and transparent. Internal marks are finalised only after getting the approval of the students. The photocopies of the answer scripts are given to the students on demand for verification. The schemes for evaluation are also open to the faculty members for validation.
- Students are involved in many decision making academic bodies to make use of their input.
- Attendance of the students are made a public document and available in the college website for any rectification.
- The parents are also duly notified about their children's academic performance and attendance through SMS alerts.

#### ***Administrative Transparency***

- The institution is able to communicate freely and openly with all its stakeholders.
- The Head of the Institution never takes any unilateral decisions but instead a consensus is always arrived at through discussions and deliberations.
- In the hostel administration the role of the students is a paramount importance in all its decision making processes.

#### ***Transparency in Auxiliary Functions***

- To ensure complete transparency in admission, students' merit list is prepared and admissions are made purely on merit basis.
- No donation or capitation fee is collected for admission.
- For appointment of faculty members, merit is the only criterion.
- All eligible students are assured of timely disbursement of various scholarships through banks.
- Effective internal audit system prevails in the campus.

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### 1. Title of the Practice: *Skill Initiatives for Nation Building*

#### Objectives of the Practice:

- To produce industry-fit skilled work force.
- To impart life-skills for man making and nation building.
- To align with the required skill components in all programmes.
- To encourage the students to take up self-employment.

#### Context:

The focus of higher education gradually shifts from the traditional information based to value based education imparting life skills which can contribute to man making and nation building. Realizing this transformation our institution has also started taking earnest efforts to inculcate more skilled components in the curriculum of all programmes. We strongly believe any learning must ultimately lead to employability.

#### Practice:

To impart practical knowledge on environmental protection, a separate B.Voc. programme on Environmental Assessment and Remediation has been started to produce the required workforce in this important segment. We give skill on air and water pollution management along with solid waste management. The programme has many industrial partners to absorb the qualified students.

To impart basic life skills to the students coming from this economically backward area, the Prime Minister's Kaushal Kendra is established. This helps them to acquire life skills for self-employment.

As an initiative to impart soft skills to our students, a separate training centre is established in association with Redington Training Academy, Chennai.

With a view to give more weightage to the skill component of every programme, the institution focuses on the periodical curriculum revision.

**Evidence of Success:**

All these efforts lead to better placement of students.

**Problems Encountered and Resources Required:**

All these skill components are given to the students in addition to their regular academic work causing little hardships.

Since the trainers are from outside, the timing of the training is also a problem.

**2. Title of the Practice: *Accolade for Aces***

**Objectives of the Practice:**

- To develop a close bond between the Staff and Management.
- To create a sense of belonging among the staff members to the institution
- To inspire the staff members to take up further challenges

**Context:**

It is a noble gesture on the part of any management to acknowledge, appreciate and honour its staffs on their accomplishment in their respective field of operation. As a part of it, the management of our institution has adopted a unique practice titled *Accolade for Aces* every year and honours the achievers. This is indeed a moral boosting exercise to bring out the best from the staff for enhancing the quality.

**Practice:**

The *Accolade for Aces* is a mega event in which all the Managing Board Members along with the entire staff join together in congratulating and honoring the achievers. The teachers who have made outstanding contributions in curricular and extra-curricular activities are honoured with mementos and cash prizes in the function.

**Evidence of Success:**

Through this mission *Accolade for Aces* all the stakeholders together take this institution to the

dizzy height.

### **Problems Encountered and Resources Required:**

Since more number of teachers make themselves eligible for such appreciation, it creates additional financial burden on the management.

| <b>File Description</b>    | <b>Document</b>               |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## **7.3 Institutional Distinctiveness**

### **7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust**

#### **Response:**

#### ***Placement Cell***

The institution strongly believes that the ultimate aim of higher education is to provide a platform for employment. The college accomplishes this task by establishing an exclusive Placement Office with a full time Placement Officer. The emoluments for the Placement Officer are fully met by the Management. The Placement Officer is assisted by an Office Assistant. The Placement Office is fully furnished with systems with internet connectivity, photocopying machines, fax and telephones. All these sophisticated communication system enables the Placement Officer to communicate with all the possible recruiters to invite them to the campus.

The Placement Cell is taking all out efforts to groom the students for employment through various rigorous training programmes. The students are given adequate training in developing their soft skills through language lab and personal counselling. They are given brainstorming exercises for participating in group discussion. Mock-interviews are conducted for the benefit of the students. The students are also exposed to online examinations so as to enable them to attend competitive examinations.

The Placement Cell gives special training to the students in the preparation of curriculum-vitae. The complete bio-data of all the students are collected by the Placement Cell to create a database which will be used for placement activities.

The institution enjoys the confidence of many recruiters who visit the campus every year for their human resource requirements. The students are encouraged to attend the interviews without fail. The students are also given facility for attending off campus interviews which also yield good results in the number of placements. The placement opportunities are given not only to the final year students but also to the passed out students in the previous years by using the database.

Multiple placement options are also given to the students to choose in between various offers they receive. As a result of the sustained effort initiated by the Placement Cell, we feel proud to place on record that

there is a steep increase in the number of placement offers the students receive during the last five years.

With a modest number of 378 placement offer letters in the year 2013-2014, the number has steadily increased to reach as many as 1355 in the year 2017-2018. This increase in the number of placement offers illustrates the strenuous efforts taken by the Placement Office.

The visionary Management of this great Temple of Learning does these placement initiatives as a noble gesture for the cause of poor students hailing from underprivileged section of the society. Though they spend a huge sum of money for placement activities, the Management is very determined not to collect any money from the students.

| <b>File Description</b>    | <b>Document</b>               |
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## 5. CONCLUSION

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### **Additional Information :**

A cautious effort has been taken to involve a broader heterogeneous group of teachers including the younger generations in the preparation of Self Study Report. This document is prepared with utmost sincerity and honesty to the best of our belief and knowledge. The whole of this self appraisal is meticulously done with accurate data supported by valid documents. The strenuous efforts of the committed and dedicated faculty members and administrative staff who are the forte of this institution is highly appreciated. The Internal Quality Assurance Cell which is the nucleus of our institution is the back bone to the preparation of this Self Study Report.

### **Concluding Remarks :**

Virudhunagar Hindu Nadars' Senthikumara Nadar College has its distinctive and conducive ambience, especially engendered to cater to the higher educational needs of rural youth of this backward area. It has been a colossal task to recreate and ignite the minds of the youth who hail from such backgrounds by motivating them into acquiring greater self-esteem and self-reliance. Our college is always rebuilding and reshaping the dreams of these youth, taking them to higher realms in the pursuit of knowledge, instilling in them the importance of high thinking and virtuous living. On introspection, we feel proud of our valuable strengths. However, we are also aware of our own limitations and challenges. The institution is developing strategies and plans of action to address these weaknesses and challenges by effectively leveraging the strength. We wish to benchmark ourselves with institutions of high repute at the national level. We took efforts to implement the suggestions of the NAAC Peer Team in their previous accreditation report. The growth parameters with an ascending graph in student strength and progression, study streams and learning resources, extension and expansion of infrastructure are the living witnesses to the positive mark the college has made during the last five years since the accreditation by NAAC in the year 2013. It is with immense joy and sense of fulfillment that we herewith present ourselves to National Assessment and Accreditation Council for validation and accreditation.

## 6.ANNEXURE

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|                                 |
|---------------------------------|
| <b>Metrics Level Deviations</b> |
| No Deviations                   |

### 2.Extended Profile Deviations

|                                    |
|------------------------------------|
| <b>Extended Profile Deviations</b> |
| No Deviations                      |

NAAC