



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SRI KRISHNA ARTS AND SCIENCE COLLEGE

**SRI KRISHNA ARTS AND SCIENCE COLLEGE, SUGUNAPURAM,
KUNIAMUTHUR P.O. COIMBATORE, TAMIL NADU, INDIA - 641008.**

641008

www.skasc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Institution started in 1997 with 20 students and now progressed to 8000+ students with proportionate number of qualified faculty members in 2021. In 2004-05 with 623 students it has progressed to 8240 students with a continuous growth of 21% p.a. It offers 32 Under Graduate Programme, 12 Post Graduate programme, 1 five-years integrated programme and 8 research programme leading to M.Phil. and Ph.D.

Accreditation

During the first cycle of accreditation the college scored CGPA of 3.11, followed by 3.26 in the second cycle, achieving “A” grade in both cycles. The autonomous status of the college approved by UGC in the year 2011 and now in second stage.

Rankings

The Institution grabbed 22nd, 64th, 53rd and 29th Ranks in the NIRF ranking from 2017 to 2020 respectively. The Institution is also ranked by India Today magazine in 2018, with 58th in commerce, 39th in Science, 39th in Computer Applications, 20th in CSHM and 25th in Fashion Designing. In 2019 commerce ranked 9th, science 6th, computer application 45th, CSHM 30th and Fashion Designing 25th. In 2020, Science Ranked 62th, commerce 61st, Computer Applications 47th, Catering 32nd, Fashion 32nd and Social work 25th. These streams ranked in The Outlook magazine with 36th, 64th, 42nd, 21st, Social work 11th and Business 92nd respectively. The ranking in The Week reflected under 50s in commerce and science streams. BIo Sciences has acquired DBT star college scheme in 2019. The College has secured Band B in ARIIA Ranking and 5 stars in IIC Ranking 2020.

The institution’s journey in education excellence in the past decade are:

1. Introduced skills card marksheet to the students in **imparting the Outcome Based Education (OBE) in its curriculum.**
2. The institution collaborated **with the renowned international universities** in uplifting the quality of education such as Clayton State University, Concordia College, New York and Texas A&M University, Dallas.
3. Innovative method of teaching and learning introduced by adopting ICT tools using **MyKlassroom and Google Class room.**
4. **Socially responsible projects** in research and extension activities.
5. Conducive environment with spacious class room fully equipped with **smart boards and e-library system** for smooth learning practices

Vision

The institution drives with the objective of “fitness for purpose”. This is possible by preparing the students for placements both during and outside the coursework

- Strengthening the research activities in the departments
- Encouraging the consultancy and extension services involving students and faculty
- Creating a brand equity and brand image by carrying out activities with the motto “Knowledge, Love and Service”.

The institution emphasizes on research and development activities with wider perspective. After strengthening its teaching and learning the institution pays more attention in research activities which resulted in obtaining grants under DBT Star college Scheme. The publications and citations index proved the institutions stronger side in the research activities. Extension services evident with numerous activities with the concept of public awareness such as voting rights (voter’s responsibilities) and other prospective areas with the concept of social responsibility. The institution proved in the last 2 decades in its education excellence by standalone brand in the Textile City in which the institution claims the top spot of customers first choice of higher education. This is reflected in the growth of the student’s enrollment which was 624 students in the year 2004-05 to 8240 students in the year 2020-21. The Institution's vision focusses on imparting knowledge to the students with utmost Love in order to provide them a better service to the society.

The brand image created by Sri Krishna Arts and Science College attracts the stackholders, parents, industrialist, recruiters in joining hands to provide a sustainable education to the younger generation.

Mission

The mission of the institution focusses on the student’s community to become industry and societal ready graduates. The institution molds its students by providing skillful education in enhancing their talents to become an industry ready student with extreme flexibility in adopting the learned skills as required by the environment.

The quality policy of the institution focuses on the four different aspects which are considered as pillars of the Institution. The Institution primarily focuses on the quality environment with adequate infrastructure facilities, secondly on the career guidance and successfulness of the graduates, thirdly on industrial inclusion concept which makes the curriculum on par with industrial demands and needs and finally with the sustainability and improvement on the quality perspective.

The quality policy of the Institution are

- Upgradation of facilities
- Placement opportunities
- Industry institution interaction and
- Continual improvement.

Upgradation of facilities in laboratories, academic infrastructures, sports and cultural facilities, cafeteria and amenities provide an enriched life for the student in the campus. The ambience for acquire higher education becomes conducive for the students.

Placement has been the prime promise with the Institution makes to the parents right from the process of admission. Providing placement training in developing the aptitude and logical skills of the students to face the HRs and facilitating the arrival of core companies and MNCs for campus placements goes hand in hand by the Institution for the welfare of the students. This has resulted in the continual improvement of the placement

graph.

Education provided within the four walls should meet the expectation of the industries in society. Industry driven curriculum, teachers trained by industrialist exposing the students to industrial atmosphere are some of the measures taken to enhance Industry Institute interaction.

A holistic continual improvement is achieved when the skills acquired by the students are measured and when the weak areas are strengthened. This continual improvement was possible by assessing the skill set through their performance in the various assessment models right from internal examination to end semester examinations .

Thus the mission is in line with the attributes of knowledge, character, spirit of service and far-reaching imagination.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution successfully has its education journey in the third decade. During this journey of 24 years the institution witnessed remarkable achievements in creating the brand of education excellence which reflected in the increased trend in job placement. This is due to the quality inculcation in curriculum, teaching and learning practices, teachers and students. The college started from scratch with 623 students in 2004-05 reached a mile stone of 8000+ students in 2020-21. The brand equity is too strong in the society to choose the institution as first choice among the student community. The fame of the institution created by activities on social responsibilities reflected positively on the image of the institution among the stakeholders. A progressive growth in securing placements for the students in Top MNC's and other companies is the flagship of the institution. Many alumni are working in leading companies and making a mark in contributing to the upliftment of the society. Upgrading of the education excellence by inculcating the international curriculum and functional MoUs added another gem to the institution's crown. The institution widened its operational area by developing a beautiful infrastructure with greenery vision. The landscape of the institution and architecture of the building reflects the environmental aspects at all levels. The intellectual teaching team grabs various grants from Government organization in enriching their research skills and abilities. The institution has system to manage and recycle Solid and Liquid waste. This sustainable practice of the institution is reflected in grabbing top spot in various ranking bodies.

Integrated platform for teaching, learning and evaluation process using e platforms such as myclassroom and Google classroom helps the students to acquire education on par with world class institutions 24/7. This blended mode of teaching and learning methods made education more successful even in the pandemic period without any operational hiccups. Tie up with professional bodies helps the students to be molded as industry ready. The institution has its strong bond with notable international institutions which makes it towards quality perspective. Twinning programme, sharing of knowledge and resources made the institution successful in the past 5 years.

Institutional Weakness

The Research and development of the institution is gradually widening its wings with Government and non-

Government grants. The institution still needs to move wider aspect of the Research activities by having joint projects nationally and internationally to promote filing of IPR, Patents and copyrights. The teaching aspect of the institution has sidelined the research activities. However, in the last 3 years the institution manages to move forward in research activities together with the teaching aspects. The publication of the teachers needs to be in quality journal with high citation index. There are more room for the institution to embark into the research and development activities. Another weakness of the institution is the growing strength of the student's population which demands the quality education to be imparted to each and every student. Additionally, inviting the core companies in specific domain for recruitment is challenging as they engage in direct recruitment. Certain aspect of the operation is under the jurisdiction of the state university; hence the autonomy for the institution is limited in widening the quality aspects. The college need to strengthen its teaching team by increasing the number of Ph. D holders to bring the quality in teaching and research activities. In the last 3 years the institution witnessed with considerable number of Ph. Dholders' recruitment. However, the numbers need a drastic hike in moving forward with research activities. The Institution has produced well known national players in the field of volleyball and basketball. However, in the past decade the Institution has produced only meager number of sport players in national arena. the number of sport players produced at national level is low. The institution needs to strengthen its sport wings in creating a quality player to the nation.

Institutional Opportunity

Education excellence is the key word for the institution to reach its heights in this 24 years of journey. The college has initiated necessary steps in tie-up with internationally renowned universities. This tie-up brought many avenues such as summer programme, staff and student exchange programme, twinning programme and credit transfer facilities. Furthermore, the institution has wider opportunity to inculcate the international curriculum as much as possible as it obtained autonomous status to widen the quality aspect in the teaching and learning process. The institution can also research in the dual award programme by providing another platform to its primary clients. Furthermore, the institution can venture into the online programme as it made a great success in blended mode of teaching and learning. The future of education majorly depends on the online mode of education; therefore, it is high time for the institution to venture into developing online programme(s) and develop it own Learning Management System for the students. The institution can also move forward with the National Education Policy to obtain its University status as it is entering into the third cycle of the NAAC with good CGPA to its credit. Another aspect where the institution can venture is to participate in the international ranking bodies to widen its brand equity. As the institution has stamped its foot by acquiring prominent national level ranking by maintaining quality compliance, participating in international ranking procedures is a promising opportunity. The college is well known for job placement and achieved almost more than 80% in the past decade. It is high time for the institution to enter into global market in job placement to its graduates. This will ensure the quality of teaching and learning to reach global standard where the graduates will be able to meet to the global employer's demands. Increasing the number of collaborations with various other skill sector councils is another opportunity to expand skill based programmes for the future ready students.

Institutional Challenge

The growth of the education industry in India brought drastic changes in the last 20 years. With the introduction of NEP 2020, every institution needs to produce graduates with skill attributes. The institution is well known for producing quality graduates as its alumni are the key evidence. However, skill-based teaching

and learning is a challenging element for the college as it needs more training to equip the educators. The evaluation aspect of the skill-based teaching needs various methods of assessing students. Another challenge for the institution is to ensure the students achieve 100% job placement as the skill-based teaching/assessment may not meet the industry requirement. The institution faces challenge in migrating the students placed in firms located outside the state and country due to the reserved mindset of most of the parents in southern region. The next challenge of the institution is to drive the entrepreneurial interest among the students in fulfilling government's motto of self reliant India. Transforming from job seekers to job providers is a challenge for the institution in the coming decade. Being a self financing institution the challenge prevails in acquiring funds from government agencies for research projects. Tapping more number of potential industries for research collaborations with the departments of the academic institutions becomes a challenge.

Attainment of cent percent graduate attributes of students pose a challenge due to more number of students with diverse population. Grabbing the attention and focusing the Gen Z students towards academic activities and nurturing them as a responsible citizen in the digital era is a challenge. As certain aspect of the institution is still under the control of state university, it is therefore, a hurdle for the institution to bring any changes to its curriculum and teaching methods. The institution is confident and team is properly equipped to surmount the above said challenges with the inherent strength imbibed through the establishment of robust system.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution develops its curriculum by fixing the Programme Educational Objectives(PEO's), Programme Outcomes (PO's), Graduate attributes (Sills) and Course Outcomes. All the programme comprises with 7 programme outcomes and five to six course outcomes with the focus on instilling expected skills in the students. The Syllabi is mapped with capstone matrix tailor made by the institution for ability enhancement courses , skill enhancement courses, discipline specific courses and electives. A 100 percent syllabus revision is carried out in regular intervals for every programme to keep abreast with the trends in the market and demand from industry. The year on year revised curriculum is an evident for the good number of courses introduced with employability, entrepreneurship and skill development upto 96.4 percent. The *Academic flexibility* of the institution allowed introduction of 36 percent new courses across all programmes for the past five years..

The institution has adopted Choice Based Credit System (CBCS) and offered Elective courses with wider range of choices to provide an academic freedom for the students. 100 percent of the courses offered across all the programme are under CBCS. The institution never fails to impart the values in the *Curriculum* through professional ethics, gender quality, human values and sustainability. The Value added courses offered across all the programmes show a tremendous increase of 66% in 2019-20. This also positively correlated and reflected in the student's enrolment in the add-on courses with increase of 23 percent. The curriculum design of the institution focuses parallelly on the value added courses which enhances the additional skills set of the students. Online certification courses offered by NPTEL, Swayam, Coursera are also included as additional credits to motivate the students. The institution encourages field projects/internships/project work for all the programme(s). Every student gets an opportunity for an industry exposure during his/her course of study. The effective *Feedback system* allows to restructure, redesign and formulate the syllabi and curriculum through collection of inputs from students, parents, employers, alumni and subject experts. Such collected inputs are analyzed and published in the official website to showcase transparency in the curriculum design process done by Curriculum Development Cell.

Teaching-learning and Evaluation

The prime client of the institution are students and their **enrolment profile** exhibits an increase from 623 in 2004-05 to 8240 in 2020 with a continuous growth of 21% per annum. The Institution follows the guidelines for admissions given under self-financing college section prescribed by Bharathiar University. 83 percent of the reserved seats were filled under reserved category. The institution **caters to student's diversity** by providing appropriate guidance for the slow and medium learners. A variety of activity are designed to encourage the slow learners at the same time opportunities in Higher Order Thinking are provided for the fast learners. The **student-staff ratio** of the institution remains at 27:1 as the qualified teachers' recruitment is in increasing trend par with the student enrolment. An effective **mentoring system** is in place which helps to curb the student's issues.

The **teaching and learning** of the institution adopt various methods from traditional method of learning to digital learning. A hybrid blended learning system has been successfully implemented. The success of producing a quality graduates is in the hands of **qualified teaching team** where the institution's doctoral holders reported as 18% to its credit.

Evaluation system of the institution adopts rigid policy to publish the results within 15-30 days. The average days for publishing results falls as 27.6 days in the last 5 years from the last date of the final examination. The students can raise their discrepancies pertaining to the evaluation by applying for revaluation. An average of only 6 percent of the students have registered for the revaluation. The institution adopts MyKlassroom software in the **Examination Management System** which is effectively implemented. Regarding online examination during the pandemic period, [the examinations were conducted in proctored mode . The **students' performance and learning outcomes** are measured and reflected in the skill card mark sheet of the students which is a unique feature of the result declaration by the institution. The **pass percentage** recorded at 98% which shows the quality of teaching learning together with the evaluation system. The institution adopts online **student's satisfaction survey** to evaluate the teaching and learning process through myclassroom.com.

Research, Innovations and Extension

The research culture of the Institution is improved from the previous cycle by the way of introducing research programmes (M.Phil & Ph.D) in 8 departments. The institution provides **seed grant** for the faculty to perform their research activity. A progressive increase in grant allotment by the Institution is witnessed, with the maximum amount of Rs. 2.325 lakhs during 2019-20. In 2019-20 the institution embarks with 2 of its educators moved with national **fellowship award** under research activities.

The **resource mobilization** for research registered high figure in 2019-20 as Rs. 46.56 lakhs from Government agencies out of Rs. 53 lakhs in the last 5 years. Teachers holding research projects in the last 5 years registered a figure of 10 in 2019-20 which reflects 300% increase that of previous years. The research programme(s) in various streams recorded 71 faculty as **research guides** recognized by the Bharathiar University, which is 23% of the total teaching population of the institution. This also reflected positively in 6 departments holding **funded research projects**.

The innovation culture of the institution is nurtured by **institution innovation council** established in 2018 which organized 60 seminars, workshops and various activities on innovation and entrepreneurship per year. SKASC IIC received 5 stars in 2019-20 with 98.3 credit points. The **publications** reflected a positive figure with average of 5 research papers per teacher per year during the last 5 years in UGC recognized journals and

books reflected at an average of 1 per teacher per year as faculty were encouraged to publish their research articles in peer reviewed and indexed journals. The institution generated revenue from **consultancy and corporate training** amounting 4.63 lakhs in the last 5 years. The **extension activities** embarked total of 77 awards bagged to the institution for 499 programs in the last 5 years with the 92% student's involvement in such activities. Collaborative activities recorded at 344 activities on an average per annum with 30 functional **MoUs** by the institution nationally and globally to its credit. The extension activities conducted by the college is recognized by MHRD. And the college was ranked first in Institutional Swachh Ranking 2019.

Infrastructure and Learning Resources

The campus covers 14.17 acres with a **built-up area** of 5,29,371 sq. fts including 161 class room with smart board facilities, 3 seminar halls equipped with LCD projectors and other **ICT tools**. A multipurpose Sri Krishna Hall with 4000 capacity, a convention center with 400 capacity, a council hall with ICT facility and meeting halls are available. 14 computer labs, labs for Bioscience students, Electronics and Communication Systems, Psychology labs, Costume Designing laboratories, Catering and Hotel Management are available to provide updated experiential learning for the students. The **indoor and outdoor sports area**, recreational area facilities of the institution provide adequate space to the students. The jim facility and indoor court are the area for workouts for the interested students. 98.8% of all classrooms and seminar halls available in the campus are ICT enabled. This facilitates the online mode of teaching practiced in the Institution. **Library** of the institution equipped with 44,656 books with a built-up area of 2790 sq. mts with total seating capacity of 350 numbers. The institution has access to e-journals and other data bases. On an average of 35.68 lakhs investment made in the library in the last 5 years. The library provides an access question bank in various subjects and discipline for students and faculty by the means of S-Touch. This is enabled in the College website, which helps the students and faculty to access anytime any where. The entire institution connected with **Wi-Fi facility** with 45 mps speed from BSNL, 40 mpbs speed from BSNL Special Scheme and 100 mpbs from JIO and cctv installed in various locations. The investment made on the wi-fi zones are Rs 6,03,000 from BSNL, Rs 1,01,937 from BSNL Special Scheme and Rs. 8,26,000 from JIO per annum. The **student-computer** ratio reflects 7:1 on an average. The institution's maintenance expenses in the **campus infrastructure** reflecting an amount of 165.07 lakhs on an average for the last 5 years. The institution maintains appropriate procedure and policy for maintaining and utilization of the physical and academic resources in the campus. The institution has an eviable campus architecture in the contour lanscape.

Student Support and Progression

The **student support** services in the institution has remarkable outcome which is reflected in the trust of parents and students showing an increase in enrollment every year. The Government and non- Government scholarships are channelized for the deprived students by the Institution. Various capacity development and skill enhancement activities such as soft skills, language and communication skills, life skills like yoga, physical education, health and hygiene are imparted to enrich their capabilities. Updates in recent trends in technology were also given through workshop and training programmes. Career counselling and **training for competitive examinations** offered in the institution benefited a wide range of students. Separate committee are constituted to address student's grievances including sexual harassment and ragging issues. The timely redressal of grievances expressed facilitates a comfort stay for the students in the campus. The institution recorded 82% of the eligible student population for job placement in the last five years and 10% of the students are pursuing higher studies. The placement record of the Institution shows a remarkable increase year by year. Core companies, MNCs, and other industries visit the Institution for the want of quality employees. Placements

is the flagship of SKASC.

The institution encourages and support students to progress at *state/national/international level examinations* and 15% of students qualified in such examinations held during last 5 years. Students' *extra-curricular activities* and participation in various sports/cultural activities recorded at 500 awards/medals won for the institution during the last 5 years. In 2019-20 the record shows 100% more awards won in compared to 2018-19. The institution involves the student's representation in academic council and academic & administrative bodies. Students are member of class committee meeting, academic council and feedback committee for syllabus revision.

The institution organizes on an average of 22 events per year which included sports and cultural related activities. The *Alumni* chapter of the institution is pre-dominant in providing the support services to the institution in giving talks, seminars, training and other relevant activities to the current students. This helps the students to achieve placement in various organization. A significant contribution by the Alumni over the years is mentionable.

Governance, Leadership and Management

The institution with a vision on providing quality education led by dynamic leadership consists of strategic division, managerial division and operational division. The institution *strategic plan* in the last five years includes real time learning through digital platform, CBCS, Smart class rooms and integration of google class room. As a part of industry tie-up MoUs with internationally renowned institutions and industries like TCS, BSE, Infosys, Oracle, JAVA, Tally etc. aided in upgrading the curriculum and in turn the teach learning mechanism. Implementation of Outcome Based Education from drafting the syllabus, design the outcomes, question paper setting and till evaluation is well reflected in the strategic plan of the Institution.

The *constitution* of the college functions with the board of trustee, managing trustee, secretary and CEO at the strategic level. Principal, Controller of examination and HODs at the MIS level and the bottom level focuses on the operational level which includes teaching and non-teaching team together with students. The institution provides *welfare* to its employees such as EPF, ESI, Gratuity and group accident insurance, subsidized price for hostel, transport, allowances for conference, academic trips, awards and recognition for excellence in service and remuneration for Ph.D supervision. Faculty pursuing research as part time are given fee concession. A total of 37% of staff members were benefited through the allowances to attend conferences and seminars within the state, nation and abroad. Sufficient training programme(s) were arranged for the staff members which reported at 47% in the last 5 years under *staff support*.

The institution reports 31% of staff members participated in FDP especially 327 staff members in 2019-20. The institution conducts internal and external *audits* for academic, administrative, financial and environmental audits. The funds for the institution is mobilized through fees collection, Government grants, Funds from Trust (infrastructure) and Examination fees. The *IQAC* contributed significantly to the growth of the institution by enhancing the assessment modules through Modular Assessing panel and Capstone model. The active participation of IQAC in planning, executing, auditing, implementing the constructive feedbacks has reflected in uplifting the institution's ranking in NIRF, Swachta by MHRD and other ranking bodies.

Institutional Values and Best Practices

The institutional values and social responsibilities reflects widely in the last 5 years. 21 students clubs were initiated for gender equity, *gender* sensitivity and other related measures. The institution establishes facilities for *alternate sources of energy* such as solar energy, Sensor-based energy conservation and use of LED bulbs/power efficient equipment. The institution practices *degradable and non-degradable* waste by adopting Solid waste, and liquid waste management. The campus is equipped with *water conservation facilities* such as rain water harvesting, borewell, construction of tanks and bunds, waste water recycling and maintenance of water bodies. As the institution adopted *green campus initiatives* such as Ban on use of plastic, restricted entry of automobiles and other constructive initiatives which led the campus to rank no.1 in Swachtha Ranking. The Institution marks one day per month as no engine day in which the entire human population will not use vehicles to commute. This initiative created an awareness on energy conservation and air pollution.

The institution practices continuous *quality audit* such as green audit, energy audit, environmental audit to ensure the compliance and procedures followed. The college has equipped with ramps, *disabled friendly washrooms*, lift facilities and other amenities. The institution initiates cultural events such as Pongal, Onam and Ramzan festivals to respect the values and cultural aspects of every community. Various camps organized in villages created awareness on socioeconomic issues. The students were given orientation programme on values, rights and duties of a responsible citizen on special occasions such as Independence Day, republic day etc. The students and teachers are provided with handbook with the details of code of conduct which is published in the website. The institution encourages students and staff to pay respect to national events and international commemorative days by celebrating together with harmony.

As a best practice, the Institution releases a daily news letter called SKASC BEATS which records the achievement of students and staff, activities on the day and awards of the Institution. It is communicated to all students and parents. Similarly M2D a daily newsletter on market today to showcase stock market details is published every day.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | SRI KRISHNA ARTS AND SCIENCE COLLEGE |
| Address | Sri Krishna Arts and Science College, Sugunapuram, Kuniamuthur P.O. Coimbatore, Tamil Nadu, INDIA - 641008. |
| City | Coimbatore |
| State | Tamil Nadu |
| Pin | 641008 |
| Website | www.skasc.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|-------------------------|------------|--------------|-----------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | P. Baby Shakila | 0422-2678400 | 9865943665 | 0422-2678052 | principal@skasc.ac.in |
| IQAC / CIQA coordinator | C. Julian Gnana Dhas | 0422-2678402 | 9443124774 | 0422-2678060 | julianc@skasc.ac.in |

| Status of the Institution | |
|---------------------------|----------------|
| Institution Status | Self Financing |

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

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

| Establishment Details | |
|--|------------|
| Date of Establishment, Prior to the Grant of | 06-11-1997 |

| | | | | |
|--|--|---------------------------------------|---------------------------|----------------|
| 'Autonomy' | | | | |
| Date of grant of 'Autonomy' to the College by UGC | | 20-07-2011 | | |
| University to which the college is affiliated | | | | |
| State | University name | Document | | |
| Tamil Nadu | Bharathiar University | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | 10-08-2007 | View Document | | |
| 12B of UGC | 17-04-2015 | View Document | | |
| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| No contents | | | | |

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

| | | | | |
|------------------------------------|---|------------------|-----------------------------|---------------------------------|
| Location and Area of Campus | | | | |
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Sri Krishna Arts and Science College, Sugunapuram, Kuniamuthur P.O. Coimbatore, Tamil Nadu, INDIA - 641008. | Urban | 14.17 | 49194 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 59 |
| UG | BCom,Commerce | 36 | Plus Two | English | 120 | 120 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 59 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 60 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 0 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 54 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 60 |
| UG | BCom,Commerce | 36 | Plus Two | English | 120 | 117 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 0 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 58 |
| UG | BCom,Commerce | 36 | Plus Two | English | 120 | 118 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 53 |
| UG | BCom,Commerce | 36 | Plus Two | English | 120 | 120 |
| UG | BCom,Commerce | 36 | Plus Two | English | 60 | 60 |
| UG | BCom,Commerce | 36 | Plus Two | English | 120 | 120 |

| | | | | | | |
|----|--------------------------------|----|----------|---------|-----|-----|
| UG | BCA,Computer Science | 36 | Plus Two | English | 120 | 116 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 60 | 60 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 60 | 55 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 60 | 58 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 60 | 60 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 60 | 58 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 60 | 60 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 60 | 33 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 60 | 55 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 120 | 119 |
| UG | BSc,Computer Science | 36 | Plus Two | English | 60 | 59 |
| UG | BSc,Maths | 36 | Plus Two | English | 60 | 33 |
| UG | BSc,Maths | 36 | Plus Two | English | 60 | 60 |
| UG | BA,Languages | 36 | Plus Two | English | 60 | 60 |
| UG | BSc,Biosciences | 36 | Plus Two | English | 60 | 58 |
| UG | BSc,Biosciences | 36 | Plus Two | English | 60 | 60 |
| UG | BSc,Catering Science | 36 | Plus Two | English | 60 | 38 |
| UG | BSc,Costume Design And Fashion | 36 | Plus Two | English | 60 | 54 |
| UG | BSc,Electron | 36 | Plus Two | English | 60 | 60 |

| | | | | | | |
|----|-------------------------|----|----------|---------|----|----|
| | ics And Communication | | | | | |
| UG | BBA,Management Sciences | 36 | Plus Two | English | 60 | 60 |
| UG | BSc,Management Sciences | 36 | Plus Two | English | 60 | 42 |
| UG | BBA,Management Sciences | 36 | Plus Two | English | 60 | 56 |
| UG | BBA,Management Sciences | 36 | Plus Two | English | 60 | 57 |
| UG | BBA,Management Sciences | 36 | Plus Two | English | 60 | 60 |
| UG | BSc,Psychology | 36 | Plus Two | English | 60 | 60 |
| UG | BSc,Psychology | 36 | Plus Two | English | 60 | 55 |
| UG | BA,Tourism | 36 | Plus Two | English | 60 | 0 |
| PG | MCom,Commerce | 24 | UG | English | 60 | 58 |
| PG | MCom,Commerce | 24 | UG | English | 60 | 60 |
| PG | MSc,Computer Science | 24 | UG | English | 60 | 51 |
| PG | MSc,Computer Science | 24 | UG | English | 60 | 20 |
| PG | MSc,Computer Science | 60 | UG | English | 60 | 52 |
| PG | MSc,Computer Science | 24 | UG | English | 60 | 34 |
| PG | MSc,Maths | 24 | UG | English | 50 | 35 |
| PG | MA,Languages | 24 | UG | English | 60 | 41 |

| | | | | | | |
|-----------------------|-----------------------------------|----|--------------|---------|----|----|
| PG | MSc,Biosciences | 24 | UG | English | 30 | 30 |
| PG | MSc,Biosciences | 24 | UG | English | 30 | 22 |
| PG | MSc,Electronics And Communication | 24 | UG | English | 50 | 9 |
| PG | MSW,Social Work | 24 | UG | English | 60 | 49 |
| PG | MA,Public Administration | 24 | UG | English | 60 | 6 |
| Doctoral (Ph.D) | PhD or DPhil,Research | 48 | PG or M.Phil | English | 12 | 3 |
| Doctoral (Ph.D) | PhD or DPhil,Research | 48 | PG or M.Phil | Tamil | 24 | 2 |
| Doctoral (Ph.D) | PhD or DPhil,Research | 48 | PG or M.Phil | English | 40 | 24 |
| Doctoral (Ph.D) | PhD or DPhil,Research | 48 | PG or M.Phil | English | 8 | 3 |
| Doctoral (Ph.D) | PhD or DPhil,Research | 48 | PG or M.Phil | English | 40 | 40 |
| Doctoral (Ph.D) | PhD or DPhil,Research | 48 | PG or M.Phil | English | 8 | 8 |
| Doctoral (Ph.D) | PhD or DPhil,Research | 48 | PG or M.Phil | English | 4 | 0 |
| Doctoral (Ph.D) | PhD or DPhil,Research | 48 | PG or M.Phil | English | 8 | 6 |
| Pre Doctoral (M.Phil) | MPhil,Research | 24 | PG | Tamil | 15 | 0 |
| Pre Doctoral (M.Phil) | MPhil,Research | 24 | PG | English | 3 | 1 |
| Pre Doctoral (M.Phil) | MPhil,Research | 24 | PG | English | 20 | 2 |
| Pre Doctoral (M.Phil) | MPhil,Research | 24 | PG | English | 24 | 1 |
| | | | | | | |

| | | | | | | |
|-----------------------|----------------|----|----|---------|----|---|
| Pre Doctoral (M.Phil) | MPhil,Research | 24 | PG | English | 30 | 8 |
| Pre Doctoral (M.Phil) | MPhil,Research | 24 | PG | English | 30 | 4 |
| Pre Doctoral (M.Phil) | MPhil,Research | 24 | PG | English | 12 | 6 |
| Pre Doctoral (M.Phil) | MPhil,Research | 24 | PG | English | 5 | 0 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 45 | | | | 256 | | | |
| Recruited | 0 | 0 | 0 | 0 | 20 | 25 | 0 | 45 | 84 | 172 | 0 | 256 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 123 |
| Recruited | 50 | 73 | 0 | 123 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 21 |
| Recruited | 5 | 16 | 0 | 21 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 20 | 25 | 0 | 21 | 35 | 0 | 101 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 44 | 85 | 0 | 129 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 52 | 0 | 71 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | 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 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | 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 |

| Details of Visting/Guest Faculties | | | | |
|---|-------------|---------------|---------------|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 6 | 18 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG | Male | 1320 | 70 | 3 | 0 | 1393 |
| | Female | 1166 | 46 | 0 | 0 | 1212 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 229 | 12 | 7 | 0 | 248 |
| | Female | 188 | 33 | 2 | 0 | 223 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 7 | 2 | 0 | 0 | 9 |
| | Female | 31 | 16 | 0 | 0 | 47 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Pre Doctoral (M.Phil) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 19 | 7 | 0 | 0 | 26 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 48 | 30 | 43 | 37 |
| | Female | 36 | 49 | 39 | 57 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 1 | 1 | 0 |
| | Female | 3 | 1 | 2 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 1385 | 1131 | 1037 | 840 |
| | Female | 1166 | 1163 | 1102 | 1012 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 205 | 198 | 127 | 170 |
| | Female | 230 | 267 | 251 | 202 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 1 | 3 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 3076 | 2843 | 2602 | 2318 |

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name | Upload Report |
|-------------------------------|-------------------------------|
| Biosciences | View Document |
| Catering Science | View Document |
| Commerce | View Document |
| Computer Science | View Document |
| Costume Design And Fashion | View Document |
| Electronics And Communication | View Document |
| Languages | View Document |
| Management Sciences | View Document |
| Maths | View Document |
| Psychology | View Document |
| Public Administration | View Document |
| Research | View Document |
| Social Work | View Document |
| Tourism | View Document |

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 45 | 42 | 38 | 35 | 35 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

1.2

Number of departments offering academic programmes

Response: 13

2 Students

2.1

Number of students year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 8240 | 7554 | 6862 | 6075 | 5551 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 2626 | 2356 | 2114 | 1836 | 1744 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 8150 | 7501 | 6791 | 5990 | 5405 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 212 | 423 | 275 | 356 | 305 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1209 | 1126 | 1435 | 1077 | 1070 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 299 | 262 | 234 | 210 | 199 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

3.3

Number of sanctioned posts year-wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 302 | 265 | 236 | 212 | 201 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 10087 | 8876 | 7903 | 6743 | 5951 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---------|-------------------------------|---------|---------|
| 1760 | 1605 | 1455 | 1305 | 1240 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

4.3**Total number of classrooms and seminar halls****Response: 167****4.4****Total number of computers in the campus for academic purpose****Response: 1030**

4.5

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3094.87 | 2462.42 | 2183.82 | 1564.08 | 1085.83 |

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Sri Krishna Arts and Science College has implemented **Outcome-based education (OBE)** which is a student-centric instruction model that focuses on measuring student performance through outcomes. Its focus remains on the evaluation of outcomes of the program by stating the knowledge, skill and behaviour of a graduate which is expected to attain upon completion of the program. In the OBE model, the required knowledge and skillsets for a particular programme is predetermined and the students are evaluated for all the required parameters (Outcomes) during the program.

Role of the faculty adapts into instructor, trainer, facilitator, and/or mentor based on the outcomes targeted. This system also facilitates inter-disciplinary research among the faculty and the students to create better research facilities. The students are also motivated by an ethical learning methodology to acquire entrepreneurial skills.

The curriculum is designed and redesigned every year to cater for the needs of the stakeholders. The department ensures that the current trends are reflected and employers' expectations have been complied. Each programme is well defined with **Programme Outcomes (POs)**. Each course is designed with specific **Course Outcomes (COs)** to measure the student's skill set in connection with the needs of the employers and other stakeholders. OBE is specifically designed and developed by the Curriculum Development Cell of the College and Outcomes are measured by using ICT tools developed for this purpose.

The institution has major **Tie-ups/MoU** with many of the industries. MoUs have provided industrial linkages and it makes the industrial experts participate in curriculum design and development. Some of the major tie-up programs are Commerce with Business Process System with TCS, Mumbai, Capital Market with Bombay Stock Exchange, Mumbai for initial six years, Banking and Insurance with Institute of Banking and Finance, Professional Accounting with Institute of Chartered Accountant of India, Accounting and Finance with Association of Chartered Certified Accountant of England and Wales, BCom programs in tie-up with Texas A&M University, Dallas for IPR Courses, BBA Logistics with Logistic Skill Sector Council, BBA Computer Application with Clayton University, USA, Cognitive System with TCS, Mumbai, Computer Science programs with Spoken Tutorial of MHRD, IIT Mumbai, Communicative Skills courses (Campus to Corporate) with Infosys, and Costume Design and Fashion with Aditya Birla. Similarly, other programmes are tied up with local and national level professional bodies and other regulatory bodies. Regular feedback is collected from all stakeholders through the annual review meeting on the curriculum to keep the syllabus updated.

Mapping of six different skill sets as per the skill development of India in the OBE format are presented in a graphical form along with the students' mark sheet for better understanding. This is a unique

practice of the college well appreciated by students and parents.

Industrial representatives and alumni members are also inducted into the Board of Studies. Several Curriculum based activities are organized throughout the year for further development. Curriculum review and Course outcomes revisions were updated every year.

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

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

Response: 100

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

Response: 9

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

Response: 9

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

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

Response: 43

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 476 | 436 | 518 | 541 | 541 |

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

1.2 Academic Flexibility

| <p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 35.65</p> | |
|--|-------------------------------|
| <p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 512</p> | |
| <p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 1436</p> | |
| File Description | Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |
| <p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p> | |
| <p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> | |

| Response: 45 | |
|---|-------------------------------|
| File Description | Document |
| Minutes of relevant Academic Council/BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

1.3 Curriculum Enrichment

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

Response:

Holistic learning is a prodigious way of facilitating young minds to become future leaders and global citizens and develop more self-awareness, mindfulness, compassion and emotional intelligence required to tackle the challenges of this millennium. The basic ideologies of fixing a curriculum that shall teach the students to embrace adaptability with humility, endeavour for diplomatic and green living.

The programs offered under the institution instilled various values related to professional ethics, human values, gender sensitivity, environmental and sustainability into the curriculum. Students are offered courses in line with ethics and professionalism, human values and other related programs.

Every curriculum comprises of Skill Enhancement Course (SEC), Generic Elective (GE), Industrial Exposure Training (IET), Optional papers and Ability Enhancement Course (AEC). These courses enhance the students with cross-discipline knowledge and skills. Commerce students are offered basic computer papers to enrich their skills in IT, similarly, Computer Science students are offered computerized accounting courses and so on. This encompasses the students to learn cross-discipline courses which focus more on professionalism and sustainability.

Every course has been embedded with the ethical aspect of the program which in turn makes the student practice ethics in their profession. Courses related to Introduction to Cyber Security and Consumer Protection for all UG students, Ethical Hacking for Computer Science stream students, Business Ethics for Commerce stream students, etc., are offered.

The institution is well established with various clubs and societies which benefit the students academically. LA Wings club focuses on empowering women entrepreneurs and women based values for the upliftment of woman in society. Courses like Women's Rights and Women Studies stressing Gender sensitivity are offered.

Human value-based education concentrate on producing socially aware, culturally sensitive and intellectually cosmopolitan students. Human values-centred courses, curricula, seminars, readership and scholarship are the future of education in plural societies that are marked by differences which politically, economically, socially and culturally demand coexistence and hence inclusion. Courses like Human Rights, Yoga for Human Excellence and Indian Culture and Heritage are offered to the students during their first year. Human Rights Conference was conducted for the students in tie-up with NHRC.

The institution celebrates special days like National Labour Day, Martyrs Day, Woman's Day, etc. which

highlights the institution's value towards every aspect of humanity. This educates them to become a responsible citizen of the country.

The bioscience department maintains a plant site on the campus focusing on waste management which encompasses the environment and sustainability. Solar energy projects, re-cycling of water are notable projects of the campus that focus on its sustainable development. Waste Management is a two-credit course offered in tie-up with MGNCRE, MHRD.

The table shows the count of courses offered related to professional ethics, gender sensitivity, human values and environment and sustainability.

| Category | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-20 |
|---------------------------------------|-----------|-----------|-----------|-----------|---------|
| Professional Ethics | 6 | 9 | 11 | 12 | 9 |
| Gender Sensitivity | 1 | 1 | 1 | 1 | 2 |
| Human Values | 2 | 4 | 4 | 4 | 4 |
| Environment and Sustainability | 2 | 2 | 2 | 1 | 2 |

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

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

Response: 27

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3 | 5 | 10 | 6 | 3 |

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

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 5.81

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 189 | 214 | 664 | 184 | 623 |

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

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 28.88

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 2380

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

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | View Document |
| URL for stakeholder feedback report | View Document |
| Link for Additional Information | View Document |

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

| File Description | Document |
|-------------------------------------|-------------------------------|
| Any additional information | View Document |
| URL for stakeholder feedback report | View Document |
| Link for Additional Information | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 87.16

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3076 | 2843 | 2602 | 2318 | 2024 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3520 | 3210 | 2910 | 2610 | 2480 |

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

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

Response: 52.74

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 922 | 841 | 776 | 714 | 631 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

2.2 Catering to Student Diversity

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

Response:

The institution has framed a policy framework in diagnosing and improving the teaching and learning process. An effective outcome-based learning method has been designed to fulfil the needs of every individual student.

The following is the **Standard Operating Procedure** for assessing the learning level of a student at the entry- level.

1. Scrutiny of marks of 10th and 12th Standard
2. **One-week orientation program at the entry-level**

During the One-week orientation program, the conceptual knowledge of core papers is taught for 30 hours. At the end of 30 hrs, a test is conducted to test their existing skillset and knowledge. The results of the test are evaluated by using a statistical tool.

For example, if the mean value is 65, students securing 75 and above will be categorized as fast learners and below 55 categorized as slow learners. After identifying slow, average, and fast learners and the rest is average learners, suitable learning activities are carried out to improve the learning levels of slow learners and to match the demands of fast learners.

Teaching methodologies for slow learners: The teaching methodologies are in line with the focus of learning outcomes. Diversified teaching-learning activities are carried out through edutainment, role play, etc., This may help the slow learners to enhance their interest in learning and stimulate their critical thinking levels. The tutors will plan for accessing the learning requirements of each student and improve them to a higher standard.

Activities through which slow learners were benefitted during last five years:

| Role Play | Edutainment | Workshops | Guest Lecture/Seminar | Exhibitions |
|-----------|-------------|-----------|-----------------------|-------------|
| 155 | 124 | 372 | 626 | 60 |

Fast and Average Learners: Independent, innovative, and creative thinking is encouraged through

interactive classroom activities and online activities. Fast learners are given opportunities to earn more credits with additional credit courses. They are also motivated to participate, present and publish papers in refereed journals both nationally and internationally. They are motivated to appear for competitive, outside certificate examination including online termed as drive through courses. These courses are optional and earn additional credits

Activities - Fast learners :

| Paper Presentations | Paper Publications |
|---------------------|--------------------|
| 614 | 1776 |

| No of students earned additional credits |
|--|
| 4836 |

The fast learners are further motivated to appear for competitive exams like Union Public Service Exams. Aspiring Commerce students clear different levels in Chartered Accountancy and National Institute of Securities Markets Examinations.

| CA/ICWA/ACS | IRS | NISM |
|-------------|-----|------|
| 42 | 1 | 36 |

Tutor ward mentoring: A tutor is assigned for every 30 students. The tutors will act as Mentors for their wards and inculcate the learning attitudes in bridging the academic skills. Bi-weekly monitoring by the class tutors helps the new students to adjust the academic and social demands of the campus. Diversified teaching learning activities through discussion, reporting, role play and experiential learning help the slow learners to enhance their interest in learning to stimulate their critical thinking levels, reinforce their creativity and innovation in teaching and learning.

Special Initiatives to cater Active Learners:

| Economic Talent Test | Accounting Talent Test | Tally | Java | Oracle |
|----------------------|------------------------|-------|------|--------|
| 4034 | 251 | 3102 | 3360 | 6273 |

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

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

Response: 27.56

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

2.3 Teaching- Learning Process

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

Response:

SKASC is committed to a holistic student's centric approach to enhance the learning management system. Each department adapts various strategies based on specialization to enrich the learning experiences.

Experiential learning: Students undergo internship as *Industrial Exposure Training (IET)* in their core academic program for eight weeks in the fifth semester. Along with this summer internships, drive-through courses and project works were the mandatory components.

| Year | No of Student's attended IET | Summer Internships |
|-----------|------------------------------|--------------------|
| 2015-2016 | 578 | 220 |
| 2016-2017 | 723 | 222 |
| 2017-2018 | 804 | 225 |
| 2018-2019 | 815 | 234 |
| 2019-2020 | 1043 | 240 |

Project work: All the UG/PG students complete a Mini Project/Major project as a part of their curriculum.

Participation and presentation of papers in conferences, seminars, and symposia

Industrial visits are designed in line with the curriculum requirements which exposes the students to the real-time work culture.

Field Work/Rural Camps/Observation Visit: Social Work students visit NGO's and Social welfare organizations to understand the societal problems.

| Observation Visit | Field Visit | Rural Camp |
|-------------------|-------------|------------|
| 95 | 273 | 5 |

Guest Lecture: Eminent academicians and industrial experts across different fields from national & international levels were invited.

Participatory Learning provides an opportunity for students by converting the conventional classroom into a deliberative participatory forum.

Additional Credit Courses - Students can choose courses apart from their discipline and for which extra credits are provided for them.

Snap talk - Each student is given an opportunity in a colloquium to talk about Technical or Current Affairs of their own for five minutes.

Hands-on training sessions are conducted to provide real-time exposure

Capstone Model – Institution practices specific capstone model for Continuous Internal Assessments

Edutainment - The most challenging topics in the subjects are dealt in a fun and creative method of Teaching.

Exhibitions –Subject-specific live models are developed and exhibited

Roleplay - enacting technical concepts by a team of students

Literary Activities - Quizzes, Debates and Poetry competitions

| Poetry | Drama | Literary | Debate | Book Review |
|--------|-------|----------|--------|-------------|
| 29 | 9 | 87 | 28 | 42 |

Youth Parliament strengthens the roots of democracy that enables the student community to understand the working of our Parliamentary institutions

Business Plan Contest helps to explore the entrepreneurial skills

Product Launch inculcates innovative thinking

Ad Round kindles the creativity

Problem-solving methodologies: Departments inculcate online compiler, code challenges, simulation exercises, and case studies to improve the competency level of students. This initiative of our institution consequently resulted in student selection in Smart India Hackathon (SIH), MHRD initiative, and other Hackathons.

| Year | Number of Teams selected for SIH finals |
|-----------|---|
| 2018-2019 | 1 |
| 2019-2020 | 4 |

Google Developers Club exclusively created to motivate the students in areas of Problem solving given by Industries, Ministries; private organization etc. is a promising initiative in developing the youngsters in the path of giving solutions to the National problem. One of the ideas in solving the environmental problem was selected by the team of judges in MHRD and it was presented to the Honorable Prime Minister directly

Ideathon : Around 20 ideas presented by the students was scrutinized by IIC, MIC, MoE, GoI.

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

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

Response:

The Institution has been imparting a blended learning process. The usage of ICT tools includes Wi-Fi enabled smartboards, teaching software Active Inspira which helps the students to fully explore the ICT resources for effective learning. The following are the ICT resources used in the college :

- Smartboards with Wi-Fi enabled classrooms
- Google Classroom (Teaching)
- Myclassroom (24/7 Teaching /Learning portal)
- INFLIBNET –N List
- NDL
- S-Touch (SKASC Question Bank)
- Online Compilers and Software's
- Spoken Tutorial
- e-resources from social networking

Smartboards with Wi-Fi enabled classrooms:

The classrooms, Laboratories, and Seminar Halls of the Institution are equipped with 179 Smartboards and LCD projectors to support teaching and learning outcomes.

| Classrooms | Laboratories | Seminar Halls |
|------------|--------------|---------------|
| 161 | 10 | 8 |

Google Classroom (Teaching)

Google classroom is used to manage the teaching effectively and efficiently sharing the subject content in advance. It can also be used to assess the progress of students through formative and summative assessments as well as enhancing the teaching through appropriate feedback to the students. Faculties can upload the updated information even after teaching hours. 24/7 facility has been provided to the Students for learning the subjects. There are around 1239 Google classroom classrooms that are currently functioning for teaching and learning.

Myclassroom (24/7 Teaching /Learning portal)

Myclassroom.com is a repository of subject content learning by exploiting social networking and free e-content available in the respective area. This platform has been introduced in the year 2014 which is a blend of Social Networking and E-Learning provided to our students. It is a highly interactive platform wherein all teachers and students are members and 24/7 learning activity is performed. Myclassroom -

- Actively engages students
- Exposes students to the latest trends in their field of study
- Provides content based on performance and skills

Students are getting global knowledge through this portal as it is connected to social media networks like YouTube, Facebook, and Twitter, etc... Students can upgrade the knowledge by participating in the discussion forum. Faculty members will post the link related to the current updates of their respective subjects which in turn automatically bring in more related links. The online test and assessment are conducted in this portal. The college encourages the students and faculty having maximum usage points.

| Assignments | Online Tests/DIA |
|-------------|------------------|
| 3101 | 2558 |

INFLIBNET –N List

INFLIBNET is to create an effective network of people and assets. INFLIBNET provides seamless, consistent, and everywhere access to scholarly, peer-reviewed electronic resources.

NDL (National Digital library)

Public Digital Library of India (NDLI) is a virtual store of learning assets that is not only an archive with search/peruse offices yet gives a large group of administrations to the student network

S-Touch (SKASC Question Bank)

It is an online portal by which a Question bank is created based on the previous year's question paper and is kept in the library and students have free access to the question bank.

Online Compilers and Software's

Online compilers are used to train the students while teaching programming languages and conducting practicals through the internet during the pandemic

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

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

Response: 31:1

2.3.3.1 Number of mentors

Response: 264

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

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

The college has established a rigorous system in place for academic planning, execution, monitoring, and controlling. The planning committee meets once in 6 months to prepare the academic calendar. The Inputs are gathered from the Controller of Examination, Heads of the Departments, and Faculty members while preparing the calendar. The academic calendar contains information like starting date of the semester, orientation schedule for faculty and students, day order, no. of working days, working days, and holidays. For effective planning of academic activities, dates of the Continuous Internal Assessment (CIA) test, submission of academic documents are also embedded in the academic calendar. Further, flagship events of the college and significant cultural and extracurricular activities are scheduled in the calendar. The Principal through HoD's meeting ensures the activities of the college are adhered to as per the academic calendar.

In line with the academic calendar, a detailed teaching plan is formulated as a bottom-up approach. Every faculty member prepares a lesson plan/laboratory plan for the courses taught by them in the semester. Generally, a lesson plan indicates the course topics to be covered and the number of hours allotted for each chapter. The HoD's and the Principal approve the lesson plan.

For each semester, the course plan is prepared by the class advisor based on the inputs received from the concerned faculty members. This includes a list of faculty members offering courses, portions for each internal test, question paper pattern, assignment/seminar topics with submission dates, class timetable, laboratory regulations, and any other departmental components as decided by the course coordinator based on the lesson plan. The course plan is approved by the HOD and issued to individual students one week before the commencement of the semester. The HoD reviews the lesson plan and course plan progress once in 15 working days. Every week the Principal conducts HoD's meeting to review and monitor the academic activities of the department. Moreover, the IQAC facilitates the academic activities of the department by obtaining periodic reports and scheduled internal audits. Based on the internal audit reports, IQAC shares feedback to the departments to correct and align with the academic plan if necessary. The IQAC regularly updated the Principal about the progress of the Academic Plan.

Effective deployment of technology and e-governance (G suite & Myclassroom) has enabled the faculty and students to synchronize their activities with the academic plan. This helps the students and faculty to be more productive.

Thus, with the successful implementation of a reliable system for planning, execution, monitoring, and control through the help of technology, the college confirms the academic activities have adhered to the

academic plan.

| File Description | Document |
|--|-------------------------------|
| Upload Academic Calendar and Teaching plans for five years | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

2.4 Teacher Profile and Quality

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

Response: 99.02

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

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 17.97

2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 99 | 56 | 28 | 27 | 21 |

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 3.42

2.4.3.1 Total experience of full-time teachers

Response: 1024

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

2.5 Evaluation Process and Reforms

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

Response: 27.6

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 28 | 36 | 30 | 26 |

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

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

Response: 4.78

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 212 | 423 | 275 | 356 | 305 |

| File Description | Document |
|--|-------------------------------|
| Number of complaints and total number of students appeared year wise | View Document |
| Any additional information | View Document |

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

Response:

Sri Krishna Arts and Science is an ICT enabled college and everything related to the examination system is run through ICT. The IT integration in COE has reduced the time and increased the accuracy. The Controller monitors the entire process through high tech CCTV camera.

The operation of the controller section is completely computerized which includes Batch/Subject Link, Subject Information, Student's Bio-Data, Nomination Roll Creation, Nominal Roll for Examination, Mark Entry, Result, Marks & Grade, Mark Statement Register, Exam Applications, Online Hall Ticket, Moderation Marl List, Course Vs Result Analysis, Subject Vs Result Analysis, Consolidated Result List, Subject Vs Mark.

Centralized Student's Database

The details of all the students admitted to the college are entered into the Myclassroom.com an ICT platform. It is used as a centralized database for the entire examination process.

Students Subject Subscription

CBCS (Choice Based Credit System) is also implemented through this ICT platform. Students are given the provision to choose the courses and faculty of their interest. Here the students can opt their course coordinators according to their needs and flexibility.

Continuous Internal Assessments

A Capstone matrix has been followed for testing the various skill sets required for learning each course and continuous evaluation is done based on the same. Writing Skills, Group Discussion/ Mini Projects, Simulation Exercises and seminar are a few of the components used.

A series of three CIA tests are conducted.

| | | | |
|--------------|-----------|---------|----------------------------------|
| I CIA Test | 1.5 Units | 2 Hours | Written Examination |
| II CIA Test | 3 Units | 1 Hour | Digital Internal Assessment(DIA) |
| III CIA Test | 5 Units | 3 Hours | Model Examination |

Digital Internal Assessment (DIA) An innovative Assessment module has been introduced by the college as a part of the CIA pattern. This term not only reduces the working time and makes it smarter but also downsizes the usage of papers to protect the environment and initiates a paper-free campus as much as possible by considering global warming. As a part of it Digital Internal Assessment (DIA) is conducted online (Myclassroom portal) and the students can attend the digital test from anywhere in the planned time. The module was also aimed at exposing the students to the test modules employed in various competitive exams. The evaluation will be made digitally at the end of the test and the students can get their results with a statistical chart.

Based on the marks obtained the weaker students are identified and remedial classes are conducted for their improvement in Online Mode. The committee of eight students from each class is formed based on their performance in CIA test and the Class Committee Review Meeting is conducted once every semester to find out the academic difficulties faced by the students

Student's examination application form

Students' End Semester Application form is hosted in Myclassroom one month before the commencement of the Examination.

Additional credit examination application form

The additional credit system is followed through which the student can choose courses apart from their discipline in Myclassroom and on passing the examination for which extra credits are provided for them.

Pre Examination Process

An Exclusive COE in-house Software is designed for the automation of the Examination process. The Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc. The software used in the examination section prepares the student's list, attendance, and invigilation schedule. Students can download their online hall ticket from the myclassroom or from the college website which is provided with seat number and hall number. Online registration forms for examinations are sent through Google apps. End semester exam Time table will be displayed on the website 15 days before examinations and will be sent to the individual student through Google apps. Chief Examiners are appointed for theory and practical exams apart from invigilators.

Post Examination Process

The Examination Software is used for capturing the attendance. OMR-based exam result, autoprocessing, generic result processing, and certification. The examination results are published on the virtual classroom and College website. In the virtual classroom, a comparative analysis of student performance with class average will be provided. End semester examination mark sheet will be issued added with the CIA marks and the obtained marks are graded.

Transparency and Revaluation

A Student can apply through an online transparency application form for which a faculty guide is allotted. In three days he has to apply for revaluation and the valuation will be 100% external. The revaluation results will be announced Online. Change of marks will be displayed online only if it is 10% higher than the original marks

Outcome-Based Education

As a pioneer college to implement OBE among Arts and Science Colleges and with increased strength, the college has adopted new ICT evaluation reforms in OBE to automate the skill set of each student and individual report of the skills is generated in Myclassroom. The Question papers with Bloom's taxonomy Verbs and Course Outcome mapped in the syllabi are got through online in a secured way. OMR scorecards used in the evaluation and scanned through software and the performance is analyzed and produces an OBE Assessment card.

Apart from the regular mark sheet, the students are provided with an OBE Assessment card that pictorially presents the student's proficiency in specified knowledge levels and skillsets. The skills that are mapped are Competitive, Conceptual, Communication, Managerial, and Technical skills. The skill sets of the students are mapped based on their scores in exams and presented on the Assessment sheet. OBE Assessment skill card to the students is our unique practice.

Online BoS Meetings and Academic Council Meetings

Online meetings of the Board of Studies of different disciplines are conducted before the examinations to select the panel of paper setters, moderators, and Chief Coordinators of each examination.

Examination in Proctored Mode

During the pandemic, the proctored mode examination was conducted. Features used are:

- AI-based Face Authentication
- Real-time proctoring alerts with AI Invigilator
- Test-taking in Offline Mode
- Automatic and Configurable Test Resume restrictions
- Choice-based question attempt restrictions
- Optional Manual Proctoring with a live feed of images and AI assister

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

2.6 Student Performance and Learning Outcomes

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

Response:

The Institution follows a systematic framework in planning, implementing, and evaluating the Outcome-Based Education (OBE) in line with the graduate attributes in all departments. The Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are framed by the concerned program offering department after laborious discussion with all faculty and the stakeholders.

After framing the PO's, PSO's, and CO's the same is proliferated and publicized through various modes like display and communicated through the following means.

- Website
- Curriculum Design / Regulations Manual
- Classrooms
- Department Notice Boards
- Laboratories
- Student Induction Programs
- Student Council Meetings
- Parent meet
- Faculty meetings
- Alumni meetings
- Professional Body meetings
- Library

A Course Coordinator is appointed for every course. This coordinator will design the course assigned to them, with the inputs from subject experts of renowned institutions, alumni, industrial experts, recruiters, and stakeholders. A Program Assessment committee is framed in which outside subject experts will assess the entire Programme. There will be a department advisory committee that will implement the suggestions given by outside experts and get approval from the Board of Studies and posted on the website.

The POs, PSOs, and Cos are introduced and explained to the students by the respective HOD's, faculty members, tutors, course coordinators, program/ISO coordinators to create awareness and to instruct the ways and means to achieve them.

Program Specific Outcomes (PSO's) are the skills required to be achieved by the students at the end of the program. The PSOs are prepared by Programme coordinators and the course coordinators after a discussion with the head of the department and subject experts.

Program Outcomes (PO's) are the skills that a student has to attain by the time they complete the program that satisfies the objectives of the program. PO's include wide areas of knowledge, skills, and personality qualities that a student has to accomplish throughout their program till graduation,

Course outcomes are the statements related to a specific course of a program. It incorporates essential discipline knowledge. They state the ability of in-depth learning that is expected upon the completion of a course by the students. Course Outcomes are prepared by the course coordinator. Course-wise CO's are discussed in the BOS meeting and approved

The entire process of framing POs, PEOs, and COs are executed through curriculum development cell after getting the inputs from stakeholders, students, recruiters, subject experts, and faculty. A series of meeting with the HoDs, Principal and IQAC coordinators are conducted to finalize the updated outcome expected for the student who studies in SKASC. This is communicated through HoD meeting, faculty meeting and in the department domain meetings. The detailed POs, PEOs, and COs are displayed in the website departmentwise. This gives easy access for the students to get informed. Apart from this, the course coordinators describes the outcome of the respective courses in the first day of the class. The transparent methodology of communicating the outcomes with the students and faculty helps in marching towards the collective common goal.

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

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

Response:

The major components of Outcome-Based Education (OBE) are Course Outcome(CO), Program

Outcome(PO), and Program Educational Objective (PEO) based on the three components. The OBE attainment is measured.

A Course Outcome can be developed through appropriate Bloom's Taxonomy which allows the courses to have appropriate assessment method for respective Course outcomes. The use of blooms and method of assessment determines the skill set to be achieved by the student.

Mapping CO with PO

Program Outcomes (PO) are the knowledge, skills, and abilities students should possess upon graduation; they are the central organising feature of student learning. Program Outcomes (PO) can only be achieved and demonstrated through the integration of Course Outcomes (CO).

CO/PO matrix

CO vs PO matrix is designed in the Course Syllabus to ensure that all POs are delivered in the entire programme.

Defining CO weightage for a PO in CO/PO matrix, the weightage scale 1-3 is used.

Calculating Course Outcome (CO)

As per OBE, a method followed in the institution is as follows:

Step 1: The question papers are prepared based on CO's weightage and mapped. This helps us to calculate the performance of a student for a specific CO.

Step 2: Individual Students Question-wise marks are entered in Myclassroom.

Step 3: Every Course will have 4 to 5 CO's. The Marks of the Specific CO's are calculated.

The calculation involves CIA marks, internal assessment metrics using CAPSTONE Model, and End Semester Examinations.

Step 4: A Rubrics is designed and followed with a threshold value for calculating CO level.

Step 5: The marks obtained by the students for each CO in an exam (CIA & ESE) is taken up based on the weightage allocated (max mark CO wise) for the COs in the exam. The level of CO attainment is based on the percentage of students above the threshold.

Step 6: Final CO attainment for the Course is calculated.

| INTERNAL EXAMS AND ASSESSMENTS | | | | | | |
|--------------------------------|-------|-------|--------|----------|-----------------|-----|
| | CIA 1 | CIA 2 | MODELS | INTERNAL | SUM OF INTERNAL | ESE |
| CO1 | 2 | - | 3 | 3 | 2.6 | 3 |
| CO2 | 3 | - | 3 | 3 | 3 | 3 |
| CO3 | - | 3 | 3 | 3 | 3 | 3 |

| | | | | | | |
|--|---|---|---|---|------|------|
| CO4 | - | 3 | 3 | 3 | 3 | 3 |
| CO5 | - | 3 | 3 | 3 | 3 | 3 |
| Internal/End semester examination attainments | | | | | 2.92 | 3.00 |
| Weightage | | | | | 25% | 75% |
| CO attainment for the course | | | | | 0.65 | 2.25 |
| Final CO attainment for the course | | | | | 2.9 | |

PO attainment

The PO attainment is calculated by using the predefined CO/PO matrix and the value of Final CO attainment for the course

The PO attainment is calculated by using the formula

PO attainment = Avg, of COs of a PO X Final CO attainment for the course / 3

For example, if you want to calculate the PO attainment value for PO1 in the below table

$$\text{Average of CO's Of PO1} = 3+3+3+3+3 / 5 = 3$$

$$\text{PO attainment for PO1} = 3 / 3 \times 2.97$$

$$\text{PO attainment for PO1} = \mathbf{2.97}$$

The PO attainment will be measured through the achievement of the course outcome which reflected in the skill card mark sheet of the student.

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

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

Response: 97.49

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

Response: 2560

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

Response: 2626

| File Description | Document |
|---|-------------------------------|
| Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template) | View Document |
| Link for the annual report | View Document |

2.7 Student Satisfaction Survey

| 2.7.1 Online student satisfaction survey regarding teaching learning process | |
|---|-------------------------------|
| Response: 3.43 | |
| File Description | Document |
| Upload database of all currently enrolled students | View Document |
| Upload any additional information | View Document |
| Link for any additional information | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The research policies of the college are governed by the Bharathiar university regulations. Though it is an Autonomous college, the research programs are not coming under autonomous schemes, but under the affiliating scheme of the University. The college takes the input from the BU for framing policies of research programs and also framed its policies and guidelines for other research activities of the students, researchers, and faculties. The other activities include publications, project, paper presentation in national, international conferences, consultancy, etc. At the beginning of every academic year the research advisory committee lists out the planned research activity of that year and prepare a detailed budget, the budget is approved by the chairman and the activities are carried out. The research activities are reviewed by the research advisory committee.

The committee consists of the following members,

- The Principal as chairman
- Advisor
- Four senior faculty members,
- IQAC coordinator

The college has been recognized by **DBT** under **the DBT STAR college scheme** with a grant of **44 lakhs**. The science departments are equipped with modern equipments such as a walk-in cold room, PCR, gel documentation system, etc. which helps the students to undergo quality research. The advisory committee meets to evaluate the proposal submitted for seed money and recommends to the management for the grant of the same. Faculty publications, project proposals, and sanctioned grants are appreciated by the management by providing a token of rewards. The college facilitates flexible laboratory timing for part-time researchers

The **Digital library** provides the services of **INFLIBNET, NList, NDL**, etc for accessing the e-journals, e-books, and periodicals of various disciplines. Shodhganga is a repository of projects and an Inter-Library loan facility through **the Learning center** which can access the EBSCO Database, DELNET, Elsevier, and Scopus.

In the promotion of **Start-up and entrepreneurial culture** among the students, the B. Sc Catering Science and Hotel Management program uses their expertise to innovate the food production and food and beverage service unit and become active entrepreneurs, opening a food and beverage outlet on the campus. The Costume designing and fashion department with their expertise in pattern making and garment construction lab generate innovative designs and train students to start their Boutique. The institution inculcates the entrepreneurial culture in the campus by establishing “**3i Entrepreneur Cell**”, “**IPR Cell**”, “**Tycoon Apex- An Incubator**” and **Rural Entrepreneur Development Cell (REDC)** in association with the Mahatma Gandhi National Council of Rural Education (**MGNCRE**), **Hyderabad** and **Institution's Innovation Council, MIC, MoE, GoI.**

The IIC-SKASC was recognized with a **5 STAR rating (98.3 Credit points)** during 2019-20, for the Hands-on training, demonstrations, ideathons, and IPR related activities conducted for students

Smart India Hackathon (SIH) -The initiative by GoI to encourage students in the field of innovations and idea generation which helps in solving the National problems is conducted across the nation. The students participated in the SIH 2019 selected for finals at the National Institute of Technology, Warangal, and one team **interacted with the Prime Minister of India.**

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

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

Response: 0.88

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).

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2.32 | 0.48 | 0.40 | 0.70 | 0.50 |

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

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

Response: 0.17

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 0 | 0 |

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

3.2 Resource Mobilization for Research

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

Response: 53.03

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 46.56 | 1.60 | 1.47 | 0 | 3.40 |

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

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

Response: 1.25

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 9 | 3 | 1 | 0 | 2 |

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

3.2.3 Percentage of teachers recognised as research guides

Response: 6.69

3.2.3.1 Number of teachers recognized as research guides

Response: 20

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

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

Response: 11.69**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 1 | 1 | 0 | 1 |

3.2.4.2 Number of departments offering academic programmes

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 10 | 10 | 10 |

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

3.3 Innovation Ecosystem

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

Response:

Sri Krishna Arts and Science College promotes the Entrepreneur and Start-up Culture for the students, incubatees and rural people by providing a well-established Innovation ecosystem through, Institution's Innovation Council (IIC), 3i Entrepreneur club, Rural Entrepreneur Development Council, Incubation centre and the Centre of Excellence.

The **Institution's Innovation Council (IIC)** was established in our institutions in the year 2018 with the support of **the Ministry of Innovation Council, MoE, Govt. of India**. To inculcate the innovation and entrepreneurial culture, the IIC-SKASC has organized more than 250 activities annual which includes workshops, Hands-on training, Live demonstration, Success Stories of entrepreneurs, Panel Discussion, Field Visits, Ideathon, Hackathons. etc., The continuous efforts of IIC SKASC have made our students come up with the products like Organic Kajal, Lip-Balm, Bee wax soap, Muskara, Face serum, IoT-based agricultural app, Radio wave sensing remote robotic vehicle which is under the developmental stage of pre-incubation. The IIC-SKASC was recognized with a **5 STAR rating (98.3 Credit points)** during 2019-20.

Through the **3i entrepreneur club**, eminent entrepreneurs in and around Tamil Nadu were invited to share their business knowledge. The **Rural Entrepreneur Development Cell (REDC)** has brought 61 rural business ideas in association with the Mahatma Gandhi National Council of Rural Education (MGNCRE), Hyderabad.

Through the **Incubation centre (Tycoon Apex)** we are providing mentoring support for start up's like Sherpa Biotech, Vilfresh Agro, Indriya, Noliya creatives. The students and Incubatee were allowed access to the well-equipped laboratories in **specified innovative domains of electronics, biotechnology, Computer science, apparel design, and catering science**. Several mobile applications were developed through **“The Centre of Excellence Laboratory- RED HAT”**. Through the government tie-up – ATDC, the rural women entrepreneurs were trained in apparel designing in the Costume designing Laboratory. The Ministry of Education (MoE) recognized SKASC - Innovation Cell in **Band B, Atal Ranking of Institutions on Innovation Achievements (ARIIA) 2019**.

The institution also supports Training and filing copyrights and Patents through a dedicated **IPR Cell** with well-trained faculty. To impart the knowledge of Intellectual Property Rights to young minds, a course will be **offered on IPR and Bioethics in the curriculum**.

The outcome of innovation has transferred to the community by providing sensitization programs. A food adulteration kit was developed through SKASC was well accepted by the housewives residing at the ACC colony. The startups and entrepreneurs were given a chance to showcase their products to the public in Waste Management Conclave jointly organized by SKASC – MGNCRE.

Students presented their ideas in social entrepreneurship organized by REDC (Rural Entrepreneurship Development Cell) and SES-REC (Social Entrepreneurship, Swachhata & Rural Engagement Cell of MGNCRE, MHRD as a communal initiative and participative learning in brining out the ideas to prototype commercial model for the rural people in the adopted villages. As a part of participation in innovation and problem solving competetion, the students of the institution actively enrolled in Smart India Hackathon conducted by Government of India. it is mentionalbe that two teams in 2019 and four teams in 2020 were among the finalists.

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

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

Response: 302

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 185 | 20 | 32 | 26 | 39 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |
| Any additional information | View Document |

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: C. 2 of the above

| File Description | Document |
|---------------------------------|-------------------------------|
| Link for additional information | View Document |

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

Response: 3.46

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

Response: 45

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

Response: 13

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

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

Response: 0.04**3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 1 | 1 | 2 | 1 |

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

3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years**Response: 0.2****3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 20 | 8 | 7 | 5 | 7 |

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

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response: 0.95**

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

3.4.6 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution**Response:** 4.5

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

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 0**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response:** 0**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

3.6 Extension Activities

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

Response:

Extension activities in the neighbourhood community are being undertaken with the association of which are a mandatory requirement of higher education. The College provides an opportunity to participate in NSS, YRC and NCC activities which encourage direct involvement of students in Community and National Development activities and develop the leadership of high calibre and integrity. Every student should participate for a period not less than two years (4 semesters) in any one of the following options which empower the students to serve the society and to contribute the national development. NSS, NCC, Sports, YRC, RAAC, subject associations, other extra-curricular activities, and co-curricular activities are recognized by the Board of Studies of SKASC. The student's performance is examined by the staff in charge of extension activities along with the head and a senior faculty member of the respective department. Various activities are conducted outside the regular working hours of the College. The mark sheet will carry the gradation relevant to the marks awarded to the candidates.

During the last five years, a greater number of programmes have been conducted covering more than neighbourhood villages.

The College has adopted six villages geographically located within the Coimbatore district named

Adopted Villages in NSS

- Nathegoundanputhur
- Mukasimangalam
- Vadivellampalayam
- Komaandamparai
- Palathurai
- Booluvampatti

Adopted villages under UBA

- Mukasimangalam
- Vadivellampalayam
- Komaandamparai
- Palathurai
- Ikkaraibooluvampatti
- Narasipuram
- Semmedu
- Alandurai

Extension activities conducted by the institution always imbibe academic learning experience, values and skills in students and faculty. Students are involved in all the extension activities of the College. The nature of the programme includes health camps, eye and dental camps, Blood Donation Camp, Dengu Fever awareness Fitness awareness, Prime Ministry Clean India Programmes, Road Safety Awareness Rally, flood relief camps, Visits to homes, Social awareness Programmes, Tree plantation etc., were organized. The institution has developed good relationships with other institutes in the nearby locality in working on various outreach and extension activities. College regularly donates saplings to the nearby villages to provide a clean environment in and around the campus. College NSS unit regularly organizes Blood donation camp and responding to emergency calls from various hospitals like Sri Ramakrishna Hospital, Kuppusamy Naidu Hospital, and Government Hospital the volunteers enthusiastically come forward to donate blood.

The outcome of the participation in various relevant activities makes the students socially awakened citizens. Participation in Community programmes helps them to understand the problems and difficulties faced by the common people in the society. students of CDF department prepare cloth jablas for new born babies and give to the parents in Government Hospital every year. The extension unit organizes several outreach activities, which relates to the academic, social, cultural, community service in building a healthy society.

Extension activities in community are undertaken by the clubs

- **N. S. S.**
- **N. C. C.**
- **Unnat Bharat Abhiyan**
- **Youth Red Cross Society**
- **Fit India Youth Club**
- **Swachhta Action Plan with MGNCRE**
- **Social Entrepreneurship, Swachhta, Rural Engagement Cell**
- **Rotaract Club**
- **Entrepreneurs Club**
- **Greenvuz Club**
- **Yoga Club**
- **Yuva Club**
- **Uyir Club**
- **Health Club**
- **LA Wings Women's Cell**
- **Career Guidance Club**

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

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

Response: 1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 18

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 7 | 1 | 1 |

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

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

Response: 4.06

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 400 | 200 | 350 | 250 | 200 |

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

3.7 Collaboration

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Response: 16

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 7 | 5 | 1 | 2 | 1 |

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

PHYSICAL FACILITIES

- Sri Krishna Arts and Science College has a land area of 14.17 acres with a built-up area of 5,29,371 sq. ft.
- All the 161 classrooms are provided with ICT facilities.
- 6 seminar halls are equipped with LCD Projectors, personal computers, interactive boards, and audio systems to conduct meetings, seminars, workshops, and conferences.
- 40 laboratories with state-of-the-art facilities.
- 14 Computer laboratories (20700 sq. ft.) each equipped with 66 computers.
- Bioscience Department has 4 laboratories 7200 sq. ft.
- UG & PG Biotech lab, Instrumentation lab, and Microbiology lab with latest facilities of UV-Vis Spectrophotometer, PCR Machine, Walk-in Cold Room, microtome, etc.
- Department of Electronics and Communication Systems has 5 laboratories (6300 sq. ft.) namely DSP lab, Circuit lab, Microprocessor lab, Communication lab, and R & D lab which facilitates the core area of DSP, Embedded systems, IOTs, Raspberry pi 4, ISE tool for VLSI, Communication Systems, Digital Electronics, Electronic Circuits & Devices, etc.,
- Catering Science & Hotel Management Department occupies the building area of 10,950 Sq.Ft. equipped with 10 modern labs. The labs are the Front office lobby lab, Basic kitchen lab, Advanced kitchen lab, Quantity lab, Training restaurant lab, Housekeeping lab, bakery lab, Suite room, etc.,
- The Department of CDF has 6 laboratories (6550 sq. ft.) with well-equipped facilities. They are Pattern making lab, Sewing lab, Draping lab, Testing lab, a Processing lab, and Sketching lab.
- The Department of Psychology (1400 Sq.Ft.) has equipped with 29 different experimental modules for conducting psychological-based research.
- SKASC Library is situated in an area of 30,000 Sq.Ft. with a total seating capacity of 350 students.
- The layout of the Library has individual reading carrels, a lounge area for browsing and relaxed reading, a research scholar's guidance cell, a carrier guidance cell, and a separate zone for disabled persons.
- Digital library (2000 sq. ft.) equipped with 80 computers for accessing 6000 E-Journals and 90,000 e-books.
- Separate rooms are available for NCC, NSS, IQAC, Sick room, Incubation cell, Counselling center, Center for International Affairs, Internal Exam cell and Placement Cell
- Men's hostel (71,852 sq. ft.) and Women's hostel (26,860 Sq.Ft.) can accommodate up to 680 and 550 students respectively.
- The college has a tie-up with M/s. Abirami hospital Sundrapuram, and has an ambulance for emergency service.

COMMON FACILITIES

- The Trust also runs an Engineering College adjacent to SKASC housed in an area of 70 acres out of

which 14.17 acres exclusively for SKASC.

- There are some common areas where built infrastructure is shared by both the Colleges. They are 4000 capacity multipurpose Sri Krishna Hall and 500 capacity Convention Hall.
- 2-food courts and students' amenity centres which include a boutique shop, book shop, bakery, and Kiosk.
- 2 ATMs installed by SBI and AXIS bank.
- 3 Reprography shops.
- A software company of a sister unit with a capacity of 250 employees is housed inside the college. It provides part-time employment for our students, under earn while learn scheme.
- A high-tech AV conference room with the latest facilities.

All buildings are user-friendly for physically challenged people.

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

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

Response:

SPORTS AND GAMES (Indoor & Outdoor)

- Sri Krishna Arts and Science College is committed to provide a variety of sports facilities with a playground area of 3.25 acres.
- Department of Physical Education is focused to promote indoor and outdoor games to enable the students to practice and participate in all the games and sports events.
- Sri Krishna hall is a multipurpose auditorium (1,16,795 sq.ft.) used for College cultural events and indoor sports facility centre (Badminton, Kabaddi, Chess, Yoga, Power Lifting, Aerobics, etc.,).
- This indoor sports auditorium is equipped with 4 table tennis courts and 3 shuttle courts along with a Kabaddi field.
- The spacious ground of the College has a Basketball court, 2 Cricket practice net, Football court, Volleyball court, and badminton court.
- The Athletic field has 4x100 meters with 8 lane tracks with international standards, 190 meter, and 110-meter tracks are also available.
- 2 Physical Directors & Directress train the students in various sports events and motivate them to compete in intercollegiate and University level tournaments.

- In hostel premises, there are separate playground and gym facilities available for the students.

GYMNASIUM AND YOGA CENTRE

- A well-equipped (4400 sq.ft.) Multi Staged GYM facilities are available at the centre of the College which is open from morning 6 am to 9 am and evening 4 pm to 8 pm for physical training. It is used by both athletes and students.
- The gym housed with the latest equipment which has 4 Treadmills, 2 Elliptical trainers, chest press, Rotary Torso, 5 Upright bikes, 4 barbells, Rear Delt/Pec Fly, Rubberized Dumbbells, 14 Pilates, Stretch trainer, Lat Pulldown, FTS Glide 5 Benches, etc.,
- There is a separate hall available for conducting yoga classes, located on the premises of Krishna hall. Yoga matress are available for a better and comfortable yoga practice.

CULTURAL ACTIVITIES

- Sri Krishna hall is a multipurpose auditorium with a seating capacity of 4000 students, equipped with ICT facilities, with proper lighting and sounding system to conduct intercollege events, conferences, literary events, convocation, college clubs, and cultural events. The hall has a centralized air condition facility and 3 HVLS fans. The air circulation and ventilation in the hall keep the audience to sit for hours together without being tired.
- Open Air Theater (OAT) (14,390 sq.ft.) used for inter-college cultural activities and departmental events with a seating capacity of 600 students. The Drama performed by students staged in the open air theatre with light effects usually has a great appreciation. The fashion parade event, Designer show (Le talento invincible) which is a flagship programme of Costume Design and Fashion department is conducted annually in the Open air theatre. The tribal performance in the Save western ghat conference and International peace harmony by Shanthi Ashram were comfortably housed in the open air theatre.

Students actively participate in various cultural events and sports related activities which is supported by above said facilities. The Volley ball students of this institution have represented the state in the national team.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Geotagged pictures | View Document |

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 167

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Institutional data in prescribed format | View Document |

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

Response: 60.36

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2094 | 1695 | 1232 | 1009 | 482 |

| File Description | Document |
|---|-------------------------------|
| Upload Details of Expenditure , excluding salary during the last five years | View Document |
| Upload any additional information | View Document |

4.2 Library as a Learning Resource

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

Response:

Sri Krishna Arts and Science college library supports the mission of the college by creating a wide variety of information resources relevant to curriculum support and enrichment.

- The aim is to provide a modern efficient and welcoming library service to enable the college to fulfil its statutory and strategic aims.
- The College Library has housed 44,656 books (Books:37551+Book Bank Books 7105), 210 Periodicals, 4167 CD/DVDs, 8861 Project Reports, 3707 Project CDs, and 1638 Back Volumes.
- Library is located in a separate three-storeyed building.
 - The total area of the Library (in sq. meters): 2790 sq. meters
 - Total Seating Capacity: 350 Nos.
- Library functions between 8.30 am to 7.00 pm. The hostel students are given special permission to refer the books and journals in the library during the extended college hours. After the college timing (04:10 pm) the student access the library till 7 pm
- The layout of the Library (Individual reading carrels, lounge area for browsing and relaxed reading,

IT zone for accessing E-resources, Research scholar guidance cell, Carrier Guidance Cell, Center for Ethics & Culture and Separate zone for disabled persons)

- The Library is computerized using Autolib Software Ltd., Chennai. The software has all the necessary modules needed for running library services efficiently. (Cataloguing, Circulation, Acquisition, Serial Control, OPAC, Gate Entry and User Management)
- A separate digital library with 80 Computers and 85 Mbps internet connectivity gives uninterrupted access to e-resources more than 6000 e-Journals and 90,000 e-books.
- The Digital Library facilitates value-added services by providing access to N-List, NDL (National Digital Library of India) Shodhganga of INFLIBNET, NPTEL, E-Learning free download courses of IITs and IISc Open Access Journals, etc.,
- The Library has developed a website for providing information regarding the library and through Online Public Access Catalogue (OPAC). Students and staff members can locate and access the availability of books journals and e-journals in the library any where in the campus.
- The link of the website is: <http://172.16.10.1/opac/index.asp> or [http:// www.skasc.ac.in/library](http://www.skasc.ac.in/library)

S-Touch

The library has a developed a repository which contains the question banks of all the subjects organized semester wise and year wise from the year 2011. The students who are appearing for the end semester examination and faculty members shall refer to the previous year question paper anytime any where. This S-Touch facility is embedded in the college website, which is accessible to the students through mobile,/laptop/tablets/computer

The Details of the Software given below:

Name of the ILMS software: AutoLib - Integrated Library Automation Management Software

Nature of automation (fully or partially): Fully

Version: MSSQL Version.1

Year of automation: 2007

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

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

Response: A. Any 4 or more of the above

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

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

Response: 35.68

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 35.67 | 29.85 | 46.40 | 30.88 | 35.59 |

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

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

Response: 7.89

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

Response: 674

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

4.3 IT Infrastructure

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

Response:**Response**

- The College has made all efforts to enhance the IT-related infrastructure. The faculty and students have teaching, learning opportunities in a digital environment.
- All academic works and administrative processes are fully automated and are online.
- The entire College campus is Wi-Fi enabled for various academic and administrative purposes with good network connectivity (speed of 85 MBPS).
- Smart digital classrooms with smart boards and projectors for teaching-learning practice. 161 Number of ICT-enabled Classrooms are available to experience real-time digital learning.
- All the classrooms, seminar halls, open and indoor auditoriums, canteen are enabled with IT provisions. The entire campus is ICT-enabled.
- Enabled provisions for live Streaming of programs conducted on the campus.
- Myclassroom and Google Classroom web portal for online learning.
- CCTV installed to ensure campus security. A biometric face scanner-based attendance capturing system is used on the campus. The library is automated with Barcode Reader technology.
- The college follows standard IT policies such as Computer Hardware Purchase and Support, Campus Wireless/Wired Network, Network Security, Password Management, and Asset Management.
- The Institution has an approved e-waste management and disposal facility.
- A team of staff members is involved to take care of the IT-related needs of the campus such as hardware and networking, software support, computer laboratory maintenance, website designing and hosting, e-mail solutions and SMS solutions, etc.
- Regular backups using RAID 1 technology have been used in case of any risk of information.
- For network security, a standard firewall and antivirus are in place.
- The College has an adequate number of computers with high-speed internet connections and the software is distributed in different locations like office, Exam cell, laboratories, library, and departments.
- 389 computers were added during the last five years.
- The college has 1133 computers, 5 servers, and all the departments have equipped with printers, scanners, and updated software packages as per the need of the curriculum. The facility includes 4 Laptop laboratories with 264 laptops.
- Computers are maintained by internal staff. Each laboratory has an assistant, who ensures the proper use of the computers and associated pieces of equipment.
- Fibers are installed in different locations using Star topology in the College so the entire campus can have full connectivity.
- The entire campus computers are connected by the LAN with 85 Mbps speed capacity broadband provided by 45 Mbps BSNL Leased Line & 40 Mbps BSNL NME Line.
- Jio Wi-Fi connection is available for students and staff with 1GB per user per day.
- 35 controlled Wi-Fi access points are available on the college campus.
- The digital library has internet connectivity and has access to numerous e-journals and magazines. The library has the same connectivity where the faculty and students can access e-materials.
- MOU with Microsoft, Tally, Infosys BPO Limited, Redhat India Private Limited, etc.

Network firewall license renewal

On 17th November 2017 Network firewall NF-750 model was renewed for worth 1 lakh 50 thousand.

On 17th November 2020 Network firewall NF-750 model was renewed for worth 1 lakh 50 thousand.

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |

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

Response: 8

| File Description | Document |
|-----------------------------------|-------------------------------|
| Upload any additional information | View Document |
| Student - computer ratio | View Document |

4.3.3 Bandwidth of internet connection in the Institution.

Response: 250 MBPS

| File Description | Document |
|--|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | View Document |

4.3.4 Institution has the following Facilities for e-content development

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

Response: E. None of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |

4.4 Maintenance of Campus Infrastructure

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

Response: 10.32

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)

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 368 | 243 | 239 | 94.95 | 139 |

| File Description | Document |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | View Document |
| Audited statements of accounts | View Document |

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

Response:

The College takes direct initiative in the maintenance and upkeep of infrastructure and support facilities. Predefined measures exist and implemented within the college for the maintenance and utilization of its Physical, Academic and Support facilities. The high standard of maintenance ensures quality education and an inclusive teaching-learning experience for faculties and students.

TRADITIONAL SYSTEMS AND PROCEDURES

- The detailed budget is prepared for Infrastructure and Physical facilities by the maintenance engineer along with the principal.
- An annual audit & stock-taking of the physical, academic and support facilities are undertaken for assessment and evaluation and the detailed report is submitted by the Head of the department and internal Auditors to the Principal.

MAINTENANCE OF PHYSICAL FACILITIES

- The Maintenance Engineer, Electrician and Plumber are responsible for maintenance related to Electrical and plumbing works of the entire campus and major service works are carried out during the end semester vacation in May/June.
- Cleaning and maintenance of Class Rooms, Seminar Halls, Laboratories, Staff Rooms, Library, and Corridors are cleaned by sweepers on daily basis. The washrooms are regularly cleaned by scavengers.

- Annual Maintenance Contract (AMC) for Lifts, air-conditioners, generators, sewage water plants, fire extinguishers and other equipment is calibrated and maintained regularly.
- Furniture in classrooms and smart boards are serviced or replaced as the case may be, before the commencement of every semester.
- To ensure protection for Staff & Students, CCTV cameras have been installed at main Gate I, II and side gate. The Security Personnel ensures the safety and security of the college premises throughout the day.

MAINTENANCE OF ACADEMIC FACILITIES

LABORATORY

- The equipment's for laboratories are purchased with the approval of the Management, and Principal.
- Stock-taking of all the equipment, instruments, glassware, specimens, computing devices etc. is done in all the departments annually and details are given to the principal for further action. The lab in charges takes complete responsibility for the maintenance of all the laboratories.
- For any kind of maintenance or repair the laboratory staff in charge reports to the Head of the Department, and he/she forwards it to the Principal and the service work is carried out by the concerned service person.
- In case of any service required the instruments and equipment are serviced by the suppliers based on the requisition by the Head of the department through the principal from whom it is purchased.
- The maintenance register of the same is kept in the laboratory.
- The sensitive and high-cost laboratory equipment's are kept in an air-conditioned central instrument room.

LIBRARY

- Library functions between 9 AM and 6 PM on all working days.
- The unique code of the identity card validates the entry and exit of the library users.
- All books in the library are arranged according to their classification and they have stacked into the allotted racks.
- The supporting staff of the Library helping for maintaining the books and the other infrastructure in the library.
- Damaged books are bound, scanned and digitalized in the central library.
- The annual stock-taking and maintenance of the library books are carried out before the summer vacation through an internal audit.
- On request from each department, a list of required books list is prepared and procured for the next academic year.
- A nominal penalty is charged for delay in returning the library books or lost by buyers.

COMPUTERS

- A programmer and faculty members are in charge of every computer lab.
- Minor technical problems occurring in computers are handled by the concerned lab programmers and system administrator.
- The Main server and accessories are installed in AC Rooms with power backup.
- The use of information and communication technology facilities for teaching and learning is

recorded in the entry logbook.

SPORTS

- All Sports amenities are under the in-charge of the Director of Physical Education. A sports room houses sports utilities. The maintenance of the Courts is done regularly.
- Sri Krishna Hall is an indoor multi-purpose sports facility Centre and Multi- Gym station with 4000 square feet with routine and proper maintenance.
- Our college has a gym with 4000 square feet with all imported equipment's. Time is allotted to students for using Gymnasium.

VEHICLE TRANSPORT

- Drivers duty itinerary and transport scheduling are carried out by the Transport in-charge as per the transport policy of the college.
- 26 college buses are plying in and around the city limit
- Transport fitness certification, maintenance and augmentation of vehicles are done on yearly basis.

AUDITORIUM & OAT

- The spacious Krishna Hall auditorium with an adequate seating capacity of more than 2500 peoples.
- A well-equipped and maintained three seminar hall and Open Air Theatre (OAT) with modern sound equipment's has been utilized for college events.
- The stock register is maintained for these fine arts properties by the Maintenance engineer and damaged ones are services and the properties beyond service are discarded and new properties are purchased.

OVERALL CAMPUS MAINTENANCE

- Gardeners are being outsourced for regular up keeping of plants and Lawn maintenance inside the college premises. Also, the college promotes planting more tree saplings in the college campus to have a green campus.
- From 2019 onwards a monthly once No Engine day has constituted by the institution to make the pollution free-campus.
- The Mineral water is outsourced and it has been kept nearby the classrooms for drinking.
- The College maintains an effective sewage treatment plant where the wastewater is segregated and is discharged for the use of greenery maintenance of the garden.
- 2 bore wells and a 45 Rainwater Harvesting percolation pit were installed inside the campus to increase the groundwater level. Periodical checks are done to maintain a proper draining system.
- One ATM Centre (SBI) and Axis Bank Extension counter are available inside the college campus.
- A Medical Clinic with an ambulance facility is available inside the campus in case of emergency of students and faculty members.
- Adequate parking facilities for bicycles, motorized two-wheelers, and four-wheelers are available at various points on campus.
- A large modern Cafeteria is available on the campus and a variety of food and beverage stalls are available in different areas inside the campus for refreshments.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0.91

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 40 | 55 | 62 | 73 | 67 |

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

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freships besides government schemes in last 5 years | View Document |
| Institutional data in prescribed format | View Document |

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

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

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

Response: 45.68

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5557 | 3541 | 3175 | 2514 | 1468 |

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

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 42.04

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 992 | 1301 | 905 | 598 | 729 |

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

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

Response: 9.56

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 251

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

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

Response: 15.77

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 1 | 6 | 1 |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 50 | 40 | 25 | 30 | 30 |

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

5.3 Student Participation and Activities

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

Response: 1

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

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

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

Response:**Representation of Students in Administrative and Academic Bodies of the Institution**

The students are the key clients of any institution. The institution creates a platform for the students to participate actively in both the academic and administrative bodies of the institution. This empowers students to acquire leadership qualities, comply with rules and regulations that lead them to showcase their skills. The ideas and the suggestions of the students in academic and administrative aspects have been implemented in the up-gradation of curriculum and teaching-learning process.

1. Administrative Body

a. Student Council

2. Academic Bodies – Participation in Curriculum Revision

a. Class Committee

b. Board of Studies

1 a. Student Council

The Student Council is a part of the administrative body in which two student representatives (one male and one female) from each class are elected by fellow students to represent their respective classes. The Principal along with few senior faculty members addresses the student representatives in person. The student council operates in many forms which are held twice a semester. The discipline and decorum of the College are supported by the Student Council. More than 100 student representatives are a part of the Student Council.

The Student Council makes the students aware of the upcoming events, the functioning of the college, discipline issues, rules and regulations of the college, hostel facilities, placement drives, and new initiatives taken by the college. The representatives of the classes pass on requests, suggestions, ideas of the students and voice out their problems and complaints if any, in the Student Council.

2. Academic Bodies – Participation in Curriculum Revision

The college promotes student participation in curriculum revision from both the current students and the alumni. Class Committee Meeting and the Board of Studies serve as a platform for the students to give their suggestions on the teaching-learning process and in curriculum revision.

- 1. Class Committee Meeting:** The Class Committee Meeting convened once every semester enables us to take steps relating to courses and grievances of the students. A class committee of at least 8 students comprising of 2 fast learners, 2 moderate learners, 2 slow learners, and 2 class representatives (generally based on their willingness) is formed. Additional students are included based on their interests as decided by the class advisor. The students are given a platform to discuss the curriculum (revision), the standard of the syllabus, covering of syllabus by the faculty, and also the feedbacks of the faculty. The meeting will be chaired by the respective head of the department and members of teachers and student's representative will be attending the meeting to discuss the possible improvement can be made during the semester.
- 2. Board of Studies:** The Board of Studies is conducted once or twice a year in which various stakeholders are invited to provide their suggestions and opinions on the curriculum and for its revision. Alumni are one of the stakeholders and their suggestions are also taken into account for the improvements.

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

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

Response: 11.4

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13 | 11 | 9 | 10 | 14 |

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

5.4 Alumni Engagement

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

Response:

Alumni Association

The Alumni chapter of SKASC created in such a way it is been driven by the Alumni of various departments. The President and office bearers of the Alumni Association are successfully organizing alumni forums on the campus at regular intervals. The major focus in these alumni forum is:

- Preparing the current graduating students to be industry-ready graduand.
- Briefing the current final year students on where are the demand of the employers and what sort of skills are required by employers in the job market
- Detailed discussion on the various activities performing by the alumni of SKASC.
- Personality development program and building attitude for the workplace were discussed.
- Focus on entrepreneurship development and how the market is expecting to be a successful

entrepreneur.

- The expectation of the Government job market and the selection criteria

The alumni association meeting is scheduled on the first Saturday of April every year. Along with the association meeting annual alumni meet is also organized at the institute level every year. The chief objective of the association is to bridge the gap between the institution and alumni. Alumni contribution supports in various non-financial forms such as alumni interaction week and alumni challenge competition. There are many entrepreneurs and start-up began by our alumni who create more opportunities for their aspiring peers from the institution. During the interaction, alumni highlight the prominence of tricks to clear the civil service exams, current trends in the market and guide their peers about career opportunities in numerous fields. They bestow their professional experience, the information regarding placements, and the current expectations of the corporate sectors as part of motivation and creating awareness among other students. Alumni who are entrepreneurs provide inputs on how to start a new venture and turning them into job providers. This endeavour resulted in two out of four students stepping forward in the progress of their revenue streams. At regular intervals, alumni visit campus to assist the existing batch of students in scheduling and organizing events, extend support and guidance for the functioning of various student clubs. Some of the alumni are actively participating in social service combining with creative activities for rural area kids. These activities are quite motivational and create enthusiasm among the students resulting in awareness related to the prominence of education among poor children. They extend their support for campus placements and internships in relevant fields from time to time. Their continuous communication bestows insights into various specializations and industry to the existing batch students and insisting the students be in regular contact with them. They even show interest to sponsor the materials needed for the development of the infrastructure of the institution and also donate types of equipment to upgrade the labs. Alumni feedback is given priority for curriculum design and career guidance.

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

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

Response: A. ? 15 Lakhs

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision of the College is “**FITNESS FOR PURPOSE**” by

- Preparing students for placements in Multi-national Companies.
- Strengthening the research activities in various Departments
- Encouraging the consultancy and extension activities.
- Creating brand equity and brand image by carrying out activities with the motto “Knowledge, Love and Service”.

Based on the vision, the college has the following **mission**.

The mission of the College is to prepare both Boys and Girls for the pressing demands of tomorrow keeping in mind the need to shape and mould a generation of young men and women with Knowledge, Character, Truth, and a Genuinely cultivated spirit of service and far-reaching imagination.

The above mission reflects the vision of the management to focus the administration towards its motto “Knowledge, Love, and Service” which is also embedded in the college logo. To achieve the mission, the management has drafted the following **quality policy**.

Quality Policy

We at SKASC are committed to the satisfaction of our customers through academic excellence with

- Up-gradation of facilities
- Placement opportunities
- Industry institution interaction and
- Continual improvement

The vision, Mission, and Quality policy focuses on the future directions, the college will shape which includes

- Providing long term career opportunities for the students
- Embedding career guidance within and outside the course work
- Imparting skill development for the achievements, preparing the students to develop entrepreneurial skills, employment skills, and technical skills.
- Encouraging research and consultancy activities from the under graduation level.
- Counselling the students to bring about behavioural change to groom socially relevant and responsible citizens for the betterment of society.
- Up-gradation of infrastructure facilities

- Revamping laboratories with the latest equipment
- Facilitates learning resources
- Wi-Fi facility for the entire campus
- Computer facilities to facilitate ICT enabled blended learning
- Recreational facilities

The following are the statistical data on Continual Improvement Commitment of Management in tune with the Vision and Mission of the Institution.

| | 2015 - 16 | 2016-17 | 2017-18 |
|---|-------------|--------------|------------|
| Career Opportunities (No of Placements) | 1494 | 1640 | 1692 |
| Career Guidance within and outside the course work (No of events) | 25 | 30 | 21 |
| Skill Development courses | 12 | 40 | 38 |
| Research Publications | 77 | 116 | 123 |
| Extension and Consultancy activities | 53 | 63 | 117 |
| Infrastructure Facilities (Amount Spent) | 4,82,17,217 | 10,09,71,066 | 12,32,90,2 |

The college management focuses the attention on NEP 2020 to merge the college with the national Education policy at the earliest opportunities in tune with NEP. The management has taken many initiatives in the current year so that the college can achieve the goals of NEP. The initiatives are.

- Revamping the whole OBE in the curriculum design and Implementation
- Upgrading the use of ICT in Teaching and Learning
- Introducing the blended mode of examination through electronic Proctoring.
- Restructuring administrative setup by appointing Deans for academics and research
- By Introducing fool proof teaching-learning methodology by adopting real-time learning
- Imparting ethical and value-based education in each program
- Expanding the scope of the Choice based credit system
- Introducing more optional courses which are truly interdisciplinary in all programs

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

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

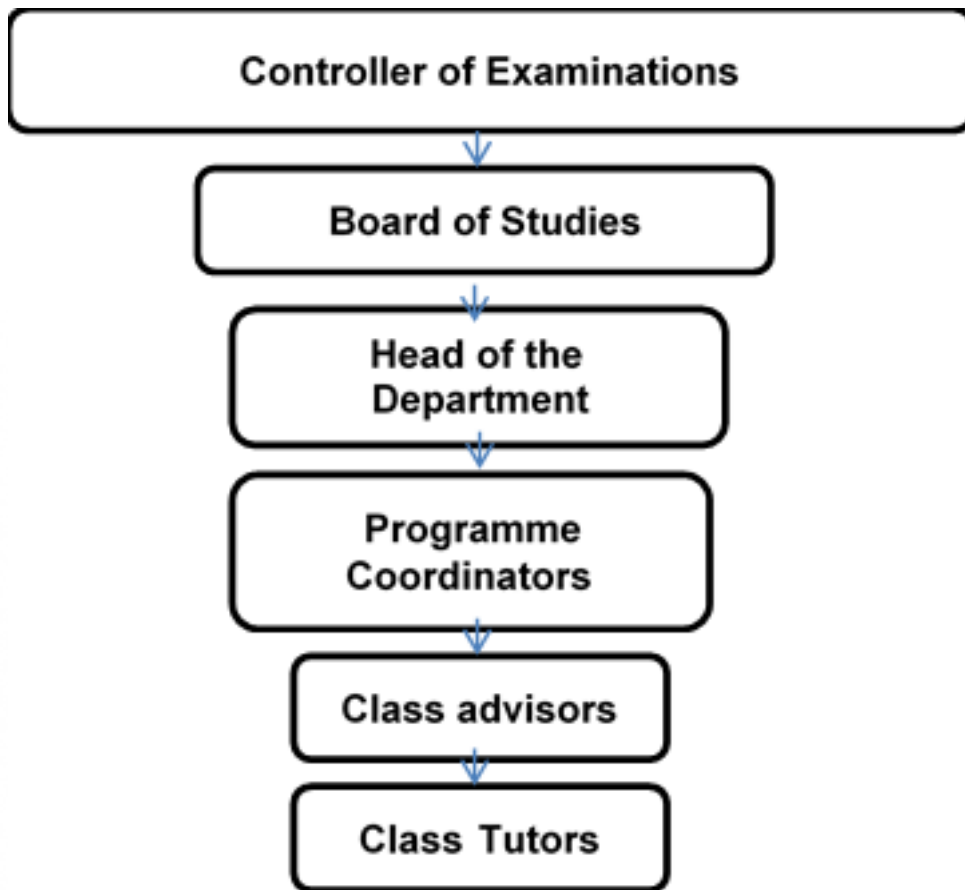
Response:

Decentralization and Participative Management

A planned leadership will be evident in participative management. SKASC strongly believes in collective idea and participative management. The institution initiates the strategic plan which is approved by the senior management and the same been executed by the Principal, the Controller of Examinations and the head of the department. The Head of the department will lead the entire team of Faculty. The HOD further plans on the teaching and learning practices such as scheduling of classes communication with the students, course-related documents, subject delivery matters and other assessments together with the teaching team. A periodical review is undertaken on the teaching team to guide them in terms of effective teaching and learning process.

Decentralization in Departmental operations

The HOD supervises the academic operational activities and maintains the academic requirements in the department. The approval of time table, course plan, lesson plan and teaching materials will be reviewed and approved by the HOD. Teaching materials will be reviewed by the HOD once a week to provide constructive feedback to the lecturer in improving teaching and learning activities. Curriculum revision and add-on courses are with the discretion of the department where the curriculum review committee established to amend the changes and propose to the Board of studies. The department also has its autonomy to develop an academic association in which the students were the board members and the lecturer can be an advisor in carrying all academic activities which can reflect in their curriculum. These associations are exclusively for the academic activities with the external experts such as seminars, conferences, debates, industrial talks, youth parliament and other related activities which is another form of teaching and learning through collective efforts.



The institution's strategic development committee comprises of the Principal as a Lead with the team members are various HODs from departments and a representation from the senior management (CEO). The strategic development focuses on the teaching and learning quality aspects and uplifting the institution to a higher level in terms of ranking to be more visible. Extend the wings of the institution in various sustainable development goals and activities.

Administration

The CEO is the in-charge of all administrative function of the college. He plans and directs all the administrative activity including development, purchases, human resources administration and maintenance. The Principal is the administrative head who is in charge of executing the successful implementation of policies. The principal is assisted by the office superintendent, Maintenance Manager, Engineer and PRO in charge

There is a well-defined system of SOP for every administrative activity in the college. There is a seamless integration of college with trust by totally digitalizing fee payment and using the ERP software Myclassroom.com

This bottom-up approach facilitates the management to capture the perspectives of students and faculty through different levels of interactions. Further, the feedbacks are diligently deliberated and adopted in policy decisions by the management. The policy decisions are percolated to the students and faculty through meetings organized at Management, College and Department levels.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Strategic Plan – Curriculum enhancement & Delivery

2015-16

The institution adopted real-time learning for the students in delivering the lesson in the year 2015-16. The real-time learning focuses on individual students and helps them to choose their course of study as per their aspiration, this methodology is student-centric in the sense that the students will subscribe to the course of study based on pre-defined rules.

2016-17

- In 2016-17 the institution moved with the UG framework pattern of syllabus and introduced the Choice-Based Credit System. This helps the students to choose their core credit according to their choice. It will also be in a multi-disciplinary field which enhances the cross-learning culture. The success rate was predominantly evident

2017-18

- The teaching-learning process was further enhanced by adopting blended learning with the aid of ICT tools in 2017-18. Every classroom was equipped with smart boards with active inspire software and through the Google classroom platform students able to be more interactive with the teaching faculty. MyKlassroom platform enables interactive sessions with points are accumulated.

2018-19

- The college widened its wings by signing MoU with renowned international universities and professional institutions in enhancing the curriculum and teaching and learning process. In 2018-19, the College signed MoU with Clayton State University, Concordia College, and manages to organize an international conference. Staff and student exchange were also part of the tie-up. Summer courses on the campus for 8 weeks were offered by the overseas partners.

2019-20

- In 2019-20 the institution entered into a new method in the curriculum to cater to the global needs and demand. Outcome-based education was initiated and a framework set up established with POs and COs focused on skill-based learning.

Progressive Curriculum Enhancement

| 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|-----------------------------------|---|--|--|
| Real-time learning through a digital platform | Choice Based Credit System (CBCS) | Smart Classrooms & Integration of Google Classroom – Blended Learning | MoU's with Clayton State University & Concordia College – international conference and summer course | Outcome-Based Education with –of skill-based OBE |

Strategic Plan – Industry Driven Programme(s)**2015-16**

- The college established an industry-driven curriculum to strengthen its teaching-learning process. The Commerce stream program had a tie-up with Tata Consultancy Services (TCS) and Bombay Stock Exchange in which the syllabus is provided by the relevant industry panel.

2019-20

- Computer Stream program had a tie-up with Tata Consultancy Services (TCS) for the program B.Sc. (Cognitive Science) in which the syllabus designed by TCS
- Management Stream had a tie-up with the Logistics Sector Skill Council, Ministry of Skill Development & Entrepreneurship.

The tie-ups led the institution to develop and drive an industrial curriculum which is another key area where students can excel in the job placement interviews. Industrial players are one of the key stakeholders and the institution adopted a curriculum designed and structured by industries which in turn allows the faculty to move forward towards an industrial-based curriculum in all program (s).

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

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

Response:

Organogram

At SKASC, the organizational structure is defined in such a way that decision making, task allocation, coordination, and supervision are effectively directed towards the achievement of vision and mission. The systems are decentralized to facilitate decision-making and effective implementation. The management deploys top-down and bottom-up approaches as warranted to percolate the policy decisions as well as to get feedback and suggestions from the employees.

The top management constitutes the Trust Board member, Chairperson and Managing Trustee, Secretary, and CEO, who lay down the foundation plan for the institution and involves in overlooking the implementation of the plans of the College.

Roles and Responsibilities

Principal

The Principal has the responsibilities of instituting statutory bodies and various other committees. The approval and authorization of all official circulars related to students, faculties, fee structures, curriculum, course panning, examination, placements, etc., are under the purview of the Principal. The principal conducts a review of the department, faculties, office and its requirements, students' feedback, academic performance, and placement.

Head of the Departments

The HOD's are responsible for maintaining faculties' details with specialization, the current list of the syllabus, and other course-related documents in the department. They are in charge of the allotment of courses for faculties, guides for the project, and approval of all the course works. The HOD reviews the lesson plan, attendance, faculty, and student academic performance, and its follow-ups.

Controller of Examinations

The COE is vested with the responsibility of conducting examinations and approving and circulating all related communications through the principal. The controller receives and maintains the course structures,

syllabus, students' database, batch-wise students' details, and all the examination-related requirements' from the department. The COE has the responsibility of appointing a chief superintendent, examiners, question paper setters, evaluators. Making arrangements for the issue of mark statement, Provisional certificates, and organizing graduation day for issuing degree certificates.

Placement officer

Placement officers, with the approval of the principal, arranges for the pre-placement training, maintain databases of eligible students' of all programs, intimates and organizes recruitments, and communicates the selection list.

Estate Manager

Responsibilities of Estate Manager Includes repairs, maintenance, service of buildings, landscape, and infrastructure facilities. In addition to that, the Estate manager ensures classroom allotment, arrangements of furniture, maintenance of seminar halls and booking notebook, booking requisition form, maintaining purchase register and stock registers.

Office Superintendent

Office Superintendent maintains the current regulations received from Bharathiar University/UGC/Govt. of Tamil Nadu, qualification requirements, and certificates of the faculty. In addition to that, assigning and monitoring clerical and secretarial functions and maintaining all related official documents and communications are carried out by the Office Superintendent.

Faculty

Faculties, as a subject handling faculty, prepares lesson as well as laboratory plan, maintains attendance, evaluates notes, observation, answer scripts are the responsibilities. The tutor of the class has to maintain tutorial records, monitor master attendance, and reviewing and counselling the students' academic performance. As an advisor of the class, the faculty plans and prepares the course work of the class.

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

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

Welfare Measures

The pillars of the institution are the human resources which include teaching and non-teaching staff members. The college has the following welfare measures adopted for the teaching and non-teaching staff members

Statutory welfare

- Every staff member is provided with Employers provident fund (**EPF**) which the employers and the employee contribute equally.
- Employee State Insurance (**ESI**) is provided to all staff members irrespective of their role.
- Gratuity welfare is also provided to the employees.
- Group accident insurance for faculties and students.

Non-Statutory welfare

- Staff members were provided **Hostel** with **subsidized prices** to those who opt to stay in the hostel.
- **Transport** facilities were provided to staff members at a **subsidized price** which enables them to ease their transport burden.

- Staff members were provided with **allowances** for attending conferences and present papers in the national and international conferences which enables them to publish their papers in reputed journals.
- Staff members were deputed with **foreign business trips to U.S, Malaysia, Singapore, etc.,** for presenting papers at international conferences. These trips help the institution in bringing tie-ups and faculty members attending conferences in these trips which is part of research activities.

| Year | Name of teacher | Name of conference/ workshop attended | Name of the profession |
|-----------|--------------------------|---|------------------------|
| 2015-2016 | B.Priyadarshini | International Conference on Information Technology and Society-Malaysia | Information Techno |
| 2015-2016 | K.Devika Rani Dhivya | Information Technology and Society-Malaysia | Society-Malaysia |
| 2016-2017 | Prof.C.JulianGnanaDhas | Summer Training in Clayton State University, USA | Clayton State Universi |
| 2016-2017 | Dr.P.Baba Gnanakumar | Conference of 2016 Asia- Pacific Conference on Economics & Finance (APEF 2016), at Singapore | (APEF 2016), at Singap |
| 2017-2018 | Prof.C.JulianGnanaDhas | Summer Training in Clayton State University, USA | Clayton State Universi |
| 2017-2018 | M.Bakiaraj | 3rd International Conference ICIRISH'17 Bangkok, Thailand | ICIRISH'17 Bangkok, |
| 2017-2018 | S.Gomathi | ICIRISH'17 Bangkok, Thailand | |
| 2017-2018 | K.P.Malarkodi | | |
| 2017-2018 | M.Jenifer | | |
| 2018-2019 | Prof.C.JulianGnanaDhas | Summer Training in Clayton State University, USA | |
| 2019-2020 | Prof.C.JulianGnanaDhas | Summer Training in Clayton State University, USA | |
| 2019-2020 | Mrs. Sharmila | International Conference on higher education and Industry, Clayton State University, Georgia, USA | Clayton State Universi |
| 2019-2020 | Dr. K. Saraswathi | International Conference on higher education and Industry, Clayton State University, Georgia, USA | |
| 2019-2020 | Dr. Henry Kishore | International Conference on higher education and Industry, Clayton State University, Georgia, USA | |
| 2019-2020 | Dr. Reena | International Conference on higher education and Industry, Clayton State University, Georgia, USA | |
| 2019-2020 | Dr. K. Sundararaman | International Conference on higher education and Industry, Clayton State University, Georgia, USA | |
| 2019-2020 | Dr. P. Baby Shakila | International Conference on higher education and Industry, Clayton State University, Georgia, USA | |
| 2019-2020 | Dr. Vijayasamundaeshwari | International Conference on higher education and Industry, Clayton State University, Georgia, USA | |
| 2019-2020 | Dr.R. Vijayasamundeswari | International Conference on higher education and Industry, Clayton State University, Georgia, USA | |
| 2019-2020 | Dr. Jeen Marselain | International Conference on higher education and Industry, Clayton State University, Georgia, USA | |
| 2019-2020 | Dr. Reena | Workshop on International Business, Linton University, Malaysia | Linton University, Mal |
| 2019-2020 | V.A.Rinsey Antony | Workshop on International Business, Linton University, Malaysia | |
| 2019-2020 | Dr. Moorthy | Workshop on International Business, Linton University, Malaysia | |
| 2019-2020 | Ms Preethi. B | Workshop on International Business, Linton University, Malaysia | |
| 2019-2020 | Ms Mahalakshmi S | Workshop on International Business, Linton University, Malaysia | |
| 2019-2020 | Ms Mary Saranya.J | Workshop on International Business, Linton University, Malaysia | |
| 2019-2020 | Dr.M.Vidhya | Workshop on International Business, Linton University, Malaysia | |
| 2019-2020 | Dr. S. Lakshmipriya | Workshop on International Business, Linton University, Malaysia | |
| 2019-2020 | N. Saranya | Workshop on International Business, Linton University, Malaysia | |

| | | | |
|-----------|----------------|--|--|
| 2019-2020 | R.Reshmaa | | |
| 2019-2020 | Mr. Vignesh | | |
| 2019-2020 | Dr.Deepa R | | |
| 2019-2020 | Mr. Jayakumar | | |
| 2019-2020 | Mrs. Sumalatha | | |
| 2019-2020 | Mrs. Sandhya | | |
| 2019-2020 | Ms. Pratheeba | | |

- Every staff member is recognized and **awarded** in the annual day event with their achievements.
- The institution also encourages its staff members by providing **funds for research** and allows them to embark on research and development.
- All staff members who are involved in research programs such as M.Phil. and Ph.D **supervision** are provided with **remuneration** for the quality supervision and guiding the students.

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

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

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

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

Response: 0

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|--|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | View Document |
| Reports of Academic Staff College or similar centers | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 2.23

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 18 | 11 | 1 | 0 | 1 |

| File Description | Document |
|---|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | View Document |
| IQAC report summary | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal and External Audit

Academic Audit

The Principal will form a team comprises of Heads of the departments and senior faculty members for academic audit. Once at the end of the semester the audit team will carry out audit procedures in the following areas.

1. Verification of Faculties workload and class timetable.
2. Syllabus verification and matching of course content with course delivery
3. Completion of the syllabus for every class.
4. Audit of the completed lesson plan and course plan.
5. Audit of internal evaluation.
6. Audit of students attendance
7. All the academic documentation for the relevant semesters.

The team, after conducting the audit, consolidates the observations and submits a report to the principal. The Principal will discuss the audit report with Heads of the Departments.

Administration Audit

The College carryout an administration audit at the end of the semester. For this purpose, the Principal will form a team and performs the audit in the following areas.

1. Verification of Minutes of the Heads of the Department meeting.

2. Audit of Office of the Controller of Examinations (except the sensitive documents)
3. Stock verification in stores and laboratories
4. Audit of office superintendent and its related functions
5. Audit of the library including stock verification (Annual)
6. Audit of sports activity (Annual)
7. Audit of maintenance records and estate records (Annual)

The audit team will report any discrepancies to the principal for further action.

Financial Audit

The institution maintains a centralized audit system which is conducted both internally and externally.

- The financial statements/annual reports are audited internally by the external professional auditor at least once a year.
- The internally audited statement further will be audited by an external auditor and will be recorded for filing returns. Periodical internal audit carried over in the finance department from time to time to ensure the transactions are evident with proper records and receipts.
- Consolidation of these statements will be presented during the annual internal audit. The collective report from the internal audit will be submitted during the external audit.
- Any non-settled disputes or discrepancies will be notified to the external auditor and follow the guidelines provided in the company's act as well the auditor's judgment
- During the annual general meeting of the organisation, the external auditor's report will be projected and appropriate measures will be recommended to the senior management in terms of compliance, performance appraisal, discontinuation of a particular operation and cost-benefit analysis for decision-making.

Environment Audit

To balance Eco – friendly resources in the built-in campus area, the college conducts periodic environment and energy audits every year. The internal audit team comprises the principal, HOD of Bioscience, HOD of Electronics, and also two faculty members who are instituted for this purpose. The committee executes the audit and the report will be submitted to external certified auditors. The recommendations and suggestions given by the auditors are taken and put up on the college website.

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

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**Response:** 0**6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Annual statements of accounts | View Document |

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

The institution generates its funds from the following.

Fees Collection

The tuition fees paid by the students are the major source of revenue generation for the institution. The fees are collected from the students every semester and before the examination, the examination fee is also collected. Additional revenue is generated from the student's examination fees.

Government Grants

Furthermore, the research and development activities generate funds for the institution. In 2019-20 the college was chosen under DBT-Star status and was allotted Rs. 44 lakhs for the development of science education in the institution.

Funds from Trust

Infrastructure development requires a huge amount of capital. This is normally supported by the trust as it requires a lumpsum amount which is of a capital nature. The funds will be approved based on the strategic plan for long-term development. Trust contribute the fund from its corpus for the development

Examination Fee

The examination fees are paid by students under the autonomy fee structure. It includes expenses for curriculum development and design, revision of syllabus as per up-gradation of technology, the conduct of examination including remuneration to examiners, Faculty development Programmes and Development of infrastructure, etc.

The funds for implementation of Autonomy are internally generated since the UGC has not approved grants for self-financing autonomous colleges

Utilization of Resources

There are two types of expenditure incurred by the College.

- 1. Non-Recurring Expenditure**
- 2. Recurring Expenditure**

The Non-Recurring expenditure includes

1. Construction of Buildings
2. Purchase of furniture
3. Purchase of equipment
4. Development of infrastructure facilities including internet connection, water, electricity, etc.,

The recurring expenses include

1. Salary to teaching and non-teaching faculties.
2. Maintenance of Buildings and equipment's
3. Payments towards electricity, water, etc.,
4. Maintenance of furniture
5. Payment of local taxes
6. Affiliation fee to the university
7. Postal, courier, and telephone expenses
8. Advertisement and other miscellaneous expenditure

The College prepares an Income and Expenditure budget every year approved by the Chairperson and Managing trustee. The finance department of the trust will execute the income and expenditure statement.

- Government grants will normally be utilized for the purpose in which it was approved. However, during projects certain assets will be used for the projects such as printers, lab equipment, special equipment for research purposes will be under the custodian of the institution. Therefore, minor capital expenditure will be covered with the Government grants but it depends upon the nature and amount of funds allocated.
- Trust funds will be utilized for the major capital expenditure such as infrastructure development, construction of labs, major equipment for labs, and other major capital expenditures. The approval of trust funds is depending on the budget allocated and strategic plan.

| File Description | Document |
|----------------------------|-------------------------------|
| Any additional information | View Document |

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Practices Institutionalized as a result of IQAC initiatives

. The following are the two major notable initiatives by IQAC are Examination and Evaluation and National Level Rankings

Examination and Evaluation

The College, during its **first cycle** being affiliated to Bharathiar University, had followed the Curriculum structure and syllabus framed by the University and imparted all the regulations put forward with this regard.

The Continuous Internal Assessment Tests and the End Semester examinations were conducted according to the norms of the university through Internal Examination Cell.

In the Year 2011, during **the Second Cycle**, the Conferment of Autonomous Status to the College paved the way for the introduction of innovative activities. All the Institutional bodies and the Controller section according to the autonomous system were framed and the entire curriculum structure has been modified.

The **evaluation process** is deemed to be very transparent and unbiased in the College. The institute monitors and evaluates the effectiveness of teaching. It is believed in the notion that learning and testing should go hand-in-hand

During the third cycle, the following quality initiatives with IQAC have been made in the examination and evaluation process, to enhance the curriculum, strengthen the evaluation process and measure the students' performance.

| Academic Year | Quality Initiatives |
|---------------|---|
| 2015-2016 | Modular Assessing Panel and Capstone model |
| 2016-2017 | Flexible Choice Based Credit System (CBCS) & CBCS Software |
| 2017-2018 | Outcome based Education (OBE) |
| 2018-2019 | Teslin Non –Tearable mark sheets, OMR Score Card and OBE Assessment |
| 2019 - 2020 | Digital Internal Assessment (DIA) |

National Level Rankings

IQAC initiates quality aspects from every perspective in all services rendered to the prime clients. This made the institution successfully achieve the autonomous status in the first cycle and accredited with “A” in the second cycle.

| | First Cycle - 2009 | Second Cycle - 2019 |
|---|--------------------------|--------------------------|
| National Assessment and Accreditation Council (NAAC) | ‘A’ Grade with CGPA 3.10 | ‘A’ Grade with CGPA 3.10 |

In the year 2019, College has been identified by UGC as a mentor institution under the Paramarsh scheme to guide five non-NAAC accredited colleges and encourage them to get NAAC accreditation.

The IQAC further extended its wings by measuring the performance of the institution by participating in the National level Rankings – NIRF and the results were overwhelmed the institution and its performance which ranked 22nd in the year 2017 which is a remarkable achievement.

| National Institutional Ranking Frame Work (NIRF) | 2017 | 2018 | 2019 | 2020 |
|--|-------------|-------------|-------------|------------|
| | Ranked 22nd | Ranked 64th | Ranked 53rd | Ranked 4th |

- The institution was awarded 1st Rank for the cleanest campus in the higher education category in the year 2019-20. This was a significant improvement from the previous year 2018-19 ranked at 4th at the national level.

| | | | |
|--|-------------------------------|-------------------------|------|
| Swachh Campus Rankings | 2018 | | 2019 |
| | 4th Rank for cleanest campus | 1st Rank for cleanest c | |
| <ul style="list-style-type: none"> The institution participated in ‘The Week Magazine’ ranking, India Today Ranking, ARIIA Ranking, NPTEL awards, IIC Ranking with wider activities to its feather. IQAC's role in conducting frequent internal audits and timely observations enhances the performance of the institution. | | | |
| File Description | Document | | |
| Any additional information | View Document | | |
| Link for additional information | View Document | | |

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

Response:

Institutional Reviews and Implementation Facilitated by IQAC

The IQAC set up norms to measure the performance of every service at the quality aspects. IQAC continuously instilled the quality aspect in the teaching and learning process. A wider range of teaching methodologies adopted in the institution.

Teaching and Learning Methodologies

During the first cycle, classroom learning is dependent on the lecture method with the predominant use of the Chalk-and-talk method. Innovation is an element of the teaching process to make learning an enjoyable exercise for the students to enable them to be developing holistically. The College promotes the use of **activity-based learning** along with lecture methods, diagrammatical representations, PPTs, and LCD

projectors for teaching. All departments conduct special guest lectures by inviting subject experts.

| Academic Year | Teaching & Learning Methodology |
|---------------------------|---|
| 2005 – 2009 (First Cycle) | Activity-Based and Participatory Learning |

The classes have been made **participatory** by adopting strategies such as student seminars, focused group discussions, PPTs, and oral presentations by students. All departments use project-based methods of learning for PG students.

In the second cycle of NAAC, with the advent of Autonomy, the first innovative measure was taken up by the college was to go beyond the existing conventional courses and introduce new courses which are currently important through a **structured learning** system. The values that drive the autonomous systems are need-based curriculum, knowledge expansion, industrial exposure, and grid evaluation.

| Academic Year | Teaching & learning Methodology |
|---------------|---------------------------------------|
| 2009 - 2011 | Activity based learning |
| 2011 - 2012 | Structured Teaching & Learning System |
| 2012 - 2013 | E-Learning System |
| 2013 - 2014 | E-Learning System |
| 2014 – 2015 | E-Learning System |

Teaching-learning processes are moving online away from the traditional classroom. SKASC is very keen to provide an **E-learning** environment to the student community. Myclassroom.com is a virtual classroom accessible for students 24hrs a day and 7 days a week. Each student is provided with individual e-mail IDs and Login addresses through which student is self-exposed to this global link. Myclassroom.com is self-based instructor-led learning. The student's profile is fed with the syllabus of courses offered, respective staff-in-charge, individual academic performance, semester attendance that are updated periodically.

In the academic year **2015 -2016**, the College initiated classroom infrastructure development by providing digital platforms. Every class has been installed with *smart boards and interactive sessions* were organized. This brings the teaching and learning aspect to the **Smart Teaching Methodology**.

| Academic Year | Teaching & learning Methodology |
|---------------|---------------------------------|
| 2015 – 2016 | Smart teaching Methodology |
| 2016 – 2017 | Flexible CBCS |
| 2017 - 2018 | Capstone model & OBE |

| | |
|-------------|---|
| 2018 – 2019 | Introduction MOOC Courses in Curriculum |
| 2019 - 2020 | Professional tie - ups |
| 2020 - 2021 | Online Education & Evaluation |

Flexible Choice Based Credit System is followed for both UG and PG programs in the academic year **2016-2017**. Students are provided with optional groups in their discipline in which they can choose groups of their interest and specialize in it. UG students are provided with an Extra Departmental Course (EDC) in which they can choose subjects of their interest in another discipline.

The additional credit system is followed through which the student can choose courses apart from their discipline and for which extra credits are provided for them.

The capstone model of evaluation for the CIA is introduced in the year **2017-2018**. A Capstone matrix has been prepared for testing the various skill sets required for learning each course and continuous evaluation is done based on that. The evaluation of students for internal assessment for theory subject is based on his/her performance in the CIA tests and Capstone matrix as per the regulations of the academic council. In the curriculum, the Capstone matrix assessment is introduced to evaluate the students through conducting quizzes, puzzles, case demonstrations, assignments, simulation exercises, poster presentations, monopoly games, and seminars.

. This idea initiated the concept of **Outcome-based education** with the core elements of skill-based teaching and learning. Outcomes were framed and initiated the skill-based learning and tested the student's results based on the prescribed outcomes from the relevant course.

In the year 2018-2019, the **Introduction of Massive Open Online Courses (MOOCs)** in the curriculum provided an affordable and flexible way to learn new skills and to deliver quality educational experiences.

To provide quality education in the year **2019-2020**, the curriculum of major commerce programs has been mapped and designed through **professional tie-ups** with renowned professional institutions.

In the year **2020 - 2021**, the teaching and learning and evaluation system have been carried out in **online mode** with already existing E-learning Platforms with the exclusively drafted system operating procedures. The faculty members have been trained in multimedia systems such as video and PowerPoint; it enables them to select the best media with which to explain a particular concept or process. These teaching aids enhance the classroom teaching-learning experience.

Professional Tie-ups and Foreign Collaborations

The IQAC extended its wings in providing quality education with the concept of Foreign Collaborations, Professional Tie-ups. The curriculum has been mapped and designed according to the standard of collaborated universities as well as professional bodies.

The SKASC had a clear **strategic plan during its first cycle** regarding tie-ups and the College initiated and executed the same in the second cycle. The programs, B.Com with Capital Market and B.Com with Business Process System are offered with industrial tie-ups in the academic 2013 -2014.

Thereafter in the **second cycle, many MOUs and Tie-ups** have been successfully planned, initiated, and executed by the College

In **2018-19**, Management streams had a tie-up with renowned Universities from the USA which are *Concordia, Texas A&M, and Clayton universities* with the concept of the twinning program. This supports the students to have wider industrial and foreign university exposure. Staff and student exchange were also part of the tie-up.

In the academic year **2019 – 2020**, Commerce streams had a tie-up with renowned professional institutions which are the *Institute of Chartered Accountants of India, Association of Certified Chartered Accounts & the Indian Institute of Banking and Finance* with the concept of producing *professionally equipped graduates*. This supports the students to professional knowledge while pursuing under graduation.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution gives high trust to gender equity programs. The college is a co-education institution and is aware of the burning issue of gender equality. Admission to the programs offered by the college is open to all irrespective of gender.

Initiative for Gender Equity

- The appointment of Security Guards is outsourced to screen the visitors enter in the college vicinity.
- All the students are to wear RFID Card for easy identification inside the campus.
- 26 College buses are provided for safe and secure transportation of the students.
- Each bus has GPRS & Cameras as a safety measure.
- CCTV Cameras are fixed at the College gate to prevent the entry of unauthorized people to the college.
- One girl student from every class elected as a class representative who constitutes students' council for addressing the grievances of the students.
- An exclusive forum called La Wings functions to cater for the needs and to empower female students. The forum consists of experienced Medical Practitioners, Women Police Official, Women Social Workers who guide and address significant issues related to woman.
- The associations involved in regard are Anti-ragging cell, Anti-Sexual Harassment cell etc. are functioning in the college for the safety and security of female students and faculty.
- Professors from the Department of Psychology and Social Work provide counselling to the students who are in need.

Gender Sensitivity Facilities Provided

- An exclusive room is provided for the sick women students to take a rest on the campus.
- A separate prayer room is given to Muslim Girls to do their prayer on Friday.
- The Women restroom is installed with Sanitary Pad Vending Machine and an electrical insulator.
- Women students are provided with a hostel that is guarded to make the students feel at ease and at home.
- Dress code is implemented for boys' and girls' to reflect the local culture and practice.

ANNUAL GENDER EQUITY REPORT

2015-16

1. self- Protection for Women - Dr.G.P.Gothanavalli, Women's Helpline, Coimbatore City Police
2. Session on Gender Championship - Mrs.Thenmozhi,

2016-17

1. Women's Health Awareness - Dr.M.Kunthavi Devi, (Founder Abirami Hospital)

2017-18

4. Awareness of Women's Health - Dr. Mirudhubashini, Sheela Hospital

2018-19

1. Breastfeeding Week Awareness Programme - Ms Swati Jagdish, Director, Parenting Network.
2. Skit- Street Play - Dr.P. Baby Shakila, Principal, SKASC
3. An Insight on Spectrum of Women Health and Wellness - Dr.L.Latha, RAO Hospital
4. International Women's Day - Mrs.P.Thangamani, District Welfare Officer - Dr.G.P.Gothavalli, Student and Family Counsellor

2019-20

1. Champion Women – Mrs. Usha Ramakrishna, and Mrs. Lakshmi Subramanian, Director.
2. International Breastfeeding Week - Ms. Swati Jagdish, Director, & Ms. Kumutha Chandrika, Counsellor
3. Health Awareness Programme - Dr. T.M.Ramachandran, Counsellor & Health Expert
4. Menstrual Hygiene & Cancer Awareness - Dr. Anbu Subbiah, Gynaecologist, KMCH
5. Celebrating and Honouring Women Achievers - Dr. Vinu Aram, Co-Founder, Shanthi Ashram

Programmes on safety, health, hygiene, gender sensitization, social media awareness, cyber security and life skills were organized at different levels for the students, faculty and administrators through department, clubs and extension bodies.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1.Solar energy

2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: C. 2 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |

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

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

Response:

Degradable Waste

The waste management process is done collectively by the management, staff, and students in our college. The college management along with clubs like NCC, NSS accomplishes the mission of reducing waste. Waste management is helping our college, to achieve high environmental performance by initiating programs viz., Clean green, swacch Bharath scheme.

- All the wastage is segregated into dry and wet collected.
- The college premises have been declared as no plastic zone and litter-free area.
- Separate Dustbins for recyclable and non-recyclable wastes are available in common places.
- Paperless communication (e-mail / WhatsApp communication) is one of its best practices.
- Used papers are forwarded to the Paper Recycling Unit of ITC.
- Every attempt has been made to make the campus, a plastic-free campus.
- Programs were organized which served as a platform for students to display their innovative ideas about the different ways in which solid waste materials can be reused. They were encouraged to collect solid waste from the campus and reuse them to make valuable things.
- An incinerator is installed in the ladies' restroom which provides a sanitized and technical disposal of waste.
- As part of the eco-friendly practice, the college uses whiteboards and LED Display boards to display.
- Online submissions of assignments are promoted to reduce the generation of paper waste.

Non-degradable Waste

Electrical and electronic items are put to optimum use and the life of the electronic goods is extended by proper maintenance. Proper utilization of electronic devices and their timely repair also help in reducing e-waste. No major e-waste is generated.

- Old batteries are taken by the companies under a buyback policy.
- The old electronic equipment is right off and auctioned as per the government policy.
- Hazardous waste produced during the practical works is properly stored and disposed of to avoid environmental pollution. This practice lessens the amount of hazardous substance, pollutant, or contaminant entering any waste stream. It persuades students to reduce the consumption of chemicals and pollution.
- Chemical Waste generated in the lab is collected in a separate pit.
- The pH of the wastewater is verified once a month and neutralized before it is disposed of Plant and animal waste is disposed of in deep pits which are covered and closed with a thick layer of earth.
- The two big pits have been dug in the campus where biodegradable waste is kept to convert to manure. We are in the process to adopt the vermiculture technique to produce manure. The Manure produced in such a manner is used for the growing plants.
- Rainwater flows into the final tank. The filtered water is collected in sumps and is pumped to the college garden through an overhead tank. RO Water plant is established to convert the borewell water into mineral water Sprinklers are used in gardens to prevent water wastage.
- Rain Water Harvesting system and wastewater from the STO plant is also used for watering the plants

| File Description | Document |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | View Document |
| Geotagged photographs of the facilities | View Document |
| Any other relevant information | View Document |

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |
| Link for any additional information | View Document |

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

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

7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | View Document |
| Geotagged photographs / videos of the facilities | View Document |
| Any other relevant information | View Document |

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

Response:

Institutional efforts in providing an inclusive environment

The institute provides a culturally inclusive environment with mutual respect, effective relationships, and clear communication. People of all cultural orientations work in harmony that is safe from abuse, harassment, or unfair criticism. Everyone has the freedom to express their own opinions and is given equal opportunity to participate in teaching, learning, work, and social activities. The institute maintains complete transparency and right from the enrolment and all admissions done only on merit without any bias. Equal opportunities are provided to the students in various activities conducted throughout the session irrespective of their caste, creed, religion, and region. The institution has an active student council and NSS wing to inculcate a sense of unity, discipline, and harmony. The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, and regions are studying in the college without any discrimination. There is no segregation of students based on their lingual or communal background. Students feel safe and secure at the institute.

- The department of MSW organizes the rural/tribal camp for a minimum of 7 days residential camp in underprivileged villages or tribal hamlets to provide awareness and should help the people in the community for their betterment in their life by organizing the programs. The highlights of the camp (2016-17) are about the importance of children's education and how to stop early marriages that were about to happen in and around Sathyamangalam. Cultural programs which take place in the camp considered to have high cultural diversity. The place of the tribal camp where the program is held is cleaned, arranged with electrical items such as mike and light. All the programs mainly skit delivered a strong social message to the people that would help them to enhance their lifestyle. Strong social messages such as, saving trees, causing no harm to wild animals, awareness programs on ill effects on alcohol, awareness song on education was given to the tribal people who enjoyed

all the programs.

- Pongal was celebrated in the school with the school teacher, headmistress, students, and everyone in the school. The Pongal celebration was conducted for explaining the concept of, “All Indians are Equal and the racialism based on religion are demolished here” in the name of “Samathuva Pongal”.
- According to, “**Universal Declaration of Human Rights**”, December 10th is observed as World Human Rights Day. To make the students and the people aware of their rights, this day is commemorated every year.
- The anti-ragging cell acts as a key factor in maintaining tolerance and harmony among students.
- The grievances redressal committee is also constituted to address the grievances among students to maintain harmony in the college and have not seen any serious grievances to date.

Various cultures are represented during the fests which depict a sense of respect towards all the cultures. Sports, cultural and technical activities are organized inside the college to promote harmony towards each other.

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

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

Response:

SKASC undertakes different initiatives by organizing various activities to sensitize students and employees to the constitutional obligation: Values, Rights, Duties, and responsibilities of the citizens. SKASC organized a One-Day Basic Training Program on Human Rights. On 30th August 2019. D.R. Kaarthikeyan, Former Director CBE, DG - National Human Rights Commission, DG - Central Reserve Police Force was invited as the Chief Guest. He highlighted the fundamental rights, duties, values, and responsibilities of citizens as stated in the Constitution of India. He appealed to everyone to remember the struggles of freedom and respect the National Flag and National Anthem. Our Constitution provides for human dignity, equality, social justice, human rights and freedom, rule of law, equity and respect, and superiority of the Constitution in the national life.

On 26th November 2019, the college organized a lecture for the faculty and students in association with District Legal Services. Smt. Malathi, Senior Advisor, and Mr. Mathivanan, Senior Advocate were the Speakers of the Programme. Smt. Malathi stressed the role of the teachers in raising awareness about human rights among the students and Mr. Mathivanan deliberated on the history of the National

constitution and the role of every citizen in exercising his/her rights.

SKASC has introduced two Elective papers on Human Rights/ Women's Rights based on the Constitution of India, across all disciplines to create awareness and sensitize the students and employees to the obligations of our constitution as a part of strengthening the democratic values. Professor Dr.A. Alagarsamy is the coordinator of the NSS unit under whose guidance, the NSS unit and voter's awareness forum are created to enlighten the students and the general public about Democracy. A voter's pledge program was organized on 25th Jan 2020 for the students and the faculty members at SKASC to create interest among the young minds and to increase their awareness about voting. The NSS volunteers observed "National Voters' Day" at Ikaraiboluvampatti and raised awareness among the students on the importance of voting. Earlier activities relating to this task were undertaken by our NSS and YRC committee.

Every year Republic day is celebrated on the 26th of January by organizing activities that highlight the importance of the Indian Constitution. Similarly, Constitution day also would be celebrated on 26th Nov every year. Independence Day is also celebrated every year to highlight the struggles in attaining freedom and to emphasize the importance of the Indian Constitution. Consumer Rights Awareness, Right to Vote, Citizen's Act, importance of Gender equity are some of the areas in which the students were given more awareness by conducting seminars, rallies, street plays, Monoacting, Mimes etc. The institution never misses the online pledge given by GoI in mygov.in portal on constitutional rights and other patriotic issues posted time to time. The entire faculty and student team of the college work in harmony towards a common goal in addressing the communal and societal needs as and when required. SKASC believes responsibilities of any citizen starts from individual himself.

| File Description | Document |
|--|-------------------------------|
| <ul style="list-style-type: none"> • Details of activities that inculcate values; necessary to render students in to responsible citizens | View Document |
| Any other relevant information | View Document |

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

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

Response: B. 3 of the above

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

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

Response:

Patriotism- Nation's importance

At SKASC, all national festivals are celebrated with great enthusiasm to inculcate a sense of patriotism in the students. Every year students come together and perform cultural programs like dance, skits highlighting societal problems. The students also prepare videos and speeches to share their thoughts on Nationalism on such occasions. Every year eminent persons are invited to share their experiences which would inspire and motivate the young minds to contribute to building the nation. National flags are distributed to the faculty, the staff, and the students to instil a sense of pride in them. As a mark of respect for the country, the students install flag collection boxes to reuse the flags during national festivals. The NSS unit and the students' council organize many cultural programs to address the prevailing social issues. The student, staff, and alumni participate and rejoice during this celebration with great patriotic fervour.

National Leaders Birthday

The Institution also commemorates the birth/death anniversaries of great Indian personalities like Dr.A.P.J Abdul Kalam, Sardar Vallabhbhai Patel, Jawaharlal Nehru and Mahatma Gandhi. The students share the teachings of these eminent personalities through speeches and posters. On Teachers Day, the students' council puts up a show to express their love and gratitude for their teachers and salute the Nation's great Teacher Dr.Sarvepalli Radhakrishnan.

Women's Day – Women Empowerment

Women's day is celebrated on March 8 to show respect and gratitude towards women for all the efforts taken by them to manage their personal and professional life and for their contributions.

Kargil Day

The institution observes two-minute silence on 26th July which is marked as Kargil Vijay Diwas to pay homage to the martyrs of the Kargil War. With the note of the soldiers who sacrifice their life the nation's interests.

Pongal Day - Tamizhar Thirunal

Pongal is one of the most significant festivals celebrated by the Tamil people in the Indian state of Tamil Nadu. It is celebrated as a mark cultivating and harvesting robust crops and it is being celebrated every year on the campus to thank the farmers and inculcate a spirit of tradition and communal harmony.

Onam Day – A celebration of Kerala

Onam is an ancient festival that is celebrated, irrespective of religion, caste, and creed on the campus. The beauty of the festival lies in its secular fabric.

Christmas Celebrations

A mega Christmas cake of 250 kgs weight is prepared by the Catering and Hotel Management Department. The cake is distributed to the poor in the neighborhood and orphans in the seshire home. This is a mega event in which the Managing Trustee also actively participate. Christmas Hymns, message and Santa clause celebrations are also part of it.

Apart from this, world's AIDS day, Environmental Day, National science day, Bharathiar Birth day, Ramanujam Day, national Tea day, National Unity day, Diabetes day, Swami Vivekanantha Birthday, deworming day, wild life day are celebrated to enable the students to cherish its impact.

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs of some of the events | View Document |
| Any other relevant information | View Document |
| Annual report of the celebrations and commemorative events for the last five years | View Document |

7.2 Best Practices

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

Response:

1. Title of the Practice: Blended Learning

2. Objectives of the Practice:

With the rapidly changing teaching landscapes and their demands, and the avenues created by the advent of new technological opportunities, a novel method of teaching has evolved. The main objectives are to have an increased engagement level of students, increased accountability, and adaptability. Teachers can also foster accountability through blended learning, even in our complicated world where many factors can interfere with students' ability to account for their learning. Implementing blended learning creates an

environment where adaptability is inevitably necessary to succeed for both teachers and students.

The evolution of blended learning is a student-centred design. It is a mixture of learning methods that incorporate multiple teaching models—most frequently e-Learning and traditional face-to-face learning. Blended learning is important because it breaks down the traditional walls of teaching, the ones that don't work for all students, and now with access to present-day technologies and resources, we can tailor the learning experience for each student. For each learning objective, an appropriate learning method is adapted to convey the subject matter. Traditional or conventional learning methods alone will not elevate the higher education system globally. Various learning methods are implemented that mitigate the learning process for the student.

3. The Context

Redefining the role of the facilitator

An active and participative instructor can be the key to the success of blended learning, but the fact that blended learning is not an easy ball in everyone's court especially in one's comfort zone of the traditional classroom. It takes more time to prepare for and deliver a blended program. As a result, every part of the program (classroom, self-paced, virtual classroom) is treated as individual sessions, instead of parts of a larger whole. At SKASC, the stakeholders (Faculty/tutors) are ever trained to be technologically sound. All classrooms are equipped with digital boards and all class sessions are encouraged to be based on the slideshow method. The conventional chalk and talk method are dispensed with and sparingly blended to ensure that the teachers are technology-friendly.

Facilitators at SKASC readily come out with a model where the classrooms have visual aids and video lectures. The classroom is followed through dedicated WhatsApp groups where students are considered to be business partners in the digital learning environment.

Managing and monitoring participant progress

Self-paced components are viewed with utmost importance because those are untracked by the teachers. Assessment is one of the critical success factors to overcome this challenge. Assessment results can be monitored, tracked, and used to ascertain that all requirements have been met. Also, facilitators should stay in contact with participants to ensure that their expectations are understood and unfolded.

4. The Practice

Sri Krishna Arts and Science College adopted the combination of texts, audio, and video model that combines online and face-to-face learning spaces and experiences. The facilitators developed unique and engaging content with texts, audio, and video and posted it in the Google classroom. The evaluation is being done through Google forms. Developing **unique** and **engaging** content and creating a productive environment of blended learning, at the students' level, is not always easy and can be quite challenging for many reasons. The development of this learning strategy involves the integration of advanced technology and its basic know-how by both the targeted audience and the content developer. Similarly, such kind of learning platforms cannot be accessed in the absence of adequate and fast bandwidth Wi-Fi or internet access. This is imperative to get complete and easy access to the learning material and to learn in a blended learning environment. In extension to that, blended learning strategy involves the use of the right software tools to develop a more engaging and advanced curriculum which is helpful for the achievement of set

learning goals. SKASC has developed a huge reserve of free tools and shared tools available on the web scape for the ready usage of its faculty. The Institution has encouraged faculty members to attend various courses on blended learning and active learning. Sufficient training is provided to the faculty members to enable them and use the right mix of tools.

The strength of SKASC dwells in its strategic design. The whole premises and all its ventures ensure a learning culture. The teaching-learning experience of SKASC is enabled by its LMS named mykclassroom.com. This LMS is also available as an Android application. Mykclassroom.com provides a platform for all its stakeholders; a fun-filled social media-influenced learning experience. Teachers are encouraged to post learning events, questions and answers, and learning aids. With the magnitude of the learning experience, the attempts from the student's side like and impact indicators are calculated as scores that are aggregated on a monthly online performance basis and add to the credentials of the teacher. This impact factor counts to be imperative in a teacher's appraisal.

Measuring student engagement and evaluation was the major constraint and the constraints were overcome by keeping the following considerations into priority

1. What is the purpose of evaluation? To improve student engagement, resources, or overall course quality?
2. Who should be involved? Lecturers, students, course leaders?
3. How and when should evaluation take place? Methods of data collection; during the course or at the end?
4. What should be evaluated? Teaching, learning, course outcomes, resources, quality of assessment?

5. Evidence of Success

The targets fixed against blended learning were active engagement of students, retention level of students, improving the concentration level of students, preparing students for digital learning, and being technology-friendly during the learning process.

The engagement level of the students was measured through the face-to-face interaction with the students during the online classes and also during the classroom sessions. The retention level of students was measured against the student dropout (or attrition) and persistence. The effectiveness of learning online compared to learning in the traditional classroom was much more effective and it also reduced absenteeism. When compared and analyzed between the traditional and blended learning methods, a fair increase in the retention level of the students was observed.

6. Problems Encountered and Resources Required

The primary problem while strategizing an active learning/blended learning environment was adaptability among students and faculty members. This problem was initially accounted as a human resources development imperative and addressed in terms of implementing the right mix of interventions and guiding factors from the Institution at the needy hour. Teachers were systematically trained on the nuances of the blended learning practices and on-the-job training and event-based instruction on the Mykclassroom app was given. This system was well received by the faculty members.

The few limitations are high maintenance costs. Incorporation of advanced technology in our blended learning projects such as infrastructure setup and devices are at times costly.

Technological dependence: To achieve the learning objectives of the blended learning program, the content developers use technological tools and resources that are easy to use, reliable, and up-to-date. Incorporating the learning strategy depends on technological feasibility, and in case of technical issues or inadequate technical accessibility, the objective of this advanced learning strategy is unachievable. So, to achieve the learning objectives in the best possible manner, the teachers or the content developers incorporated the technological and other relevant aspects wisely in the learning materials. Blended learning creates more engagement amongst the learners, keeps learners more motivated, provides the best learning environment, and facilitates both personal and professional progress.

1. Title of the Practice: PLACEMENT

2. Objectives of the Practice:

1. To plan, execute, and tap opportunities after graduation in terms of Higher education, placements or entrepreneurship.
2. To conceptualize and organize recruitment drives for students.
3. To provide the right and appropriate exposure to the students.
4. To appreciate the right relation with the recruiters.
5. To value the recruiter's expectations by providing the right fit for their company.
6. To organize Placement Training sessions per changing corporate expectations.
7. To plan and organize various placement drives on campus.
8. To find, inform and manage Pool Placement drives.
9. To strengthen the bridge between the industry and academia.

3. The Context

1. Industrial expectations are the primary principles based on which the placement department implements the academic year's plans.
2. Challenges from the Placement are listed below.
3. Training students as per the needs of the changing industry needs.
4. Training students to acquire employment.
5. Training students in knowledge, skill, and attitude.
6. Ensuring a fair selection process for all the students and ensuring that the students who meet the expectations of the Industry sit for the recruitment.
7. Ensuring the interest of both the recruiter and the students are met.
8. Instigating English communication that matches the corporate expectations.

The resources required to cover a broad area such as technology- for an IT company to recruit they require: projector, screen, Wi-Fi/internet connection, systems for coding test with required tools; Infrastructure- A seminar hall for presentation, IT room for a coding test, in case of the written test then papers and arrangements for test. For Logistics- They contact the college placement cell/coordinate with the placement division regarding the list of students, their brief profile, fix the dates, tell the requirements, and arrangements are made as required. The selection procedure, the job profile, and an idea of CTC, which is informed to the students. The company visits the campus on the given date and time and recruitment is conducted. Manpower- For campus 5-6 coordinators are required. It depends on the company and the strength of the students appearing for the drive.

4. The Practice

The academic year's plan begins with the feedback given by the Department of Placements. The placement department works closely with the Industry to systematically analyze the changing needs of the Industry. The department also runs a systematic industrial analysis to track and project the future needs of the Industry. With this feedback and analysis, we have formulated a Need-Based Attitude Skills Knowledge system in SKASC.

Recruitment on the campus comes under the purview of the placement department and the Placement Officer. The placement officer is assisted by a team of Placement coordinators drawn from each department – one faculty member and two student members. This team plans and coordinates the activities related to placement training.

At the end of the second third year, students are given the choice to opt for campus placement, the other choices being progression to higher studies/ aiming to be an entrepreneur.

The choice of the student is endorsed by the parent/guardian in writing. This choice streamlines the student towards his or her future. The Intensive placement training is offered only to those who have opted for campus recruitment. It is worth mentioning that till the second year all students undergo the common training programs irrespective of the options they may be choosing. Such an approach to the training programs ensures that all students get quipped to employability to a certain extent. A systematic and scientific approach has been developed for effective training of the students towards campus recruitment.

To augment the training given by the faculty of the college resource persons of repute are brought in to enhance the skills of the students. Special sessions for General aptitude training are handled by experts from institutions like Happy Miles, FACE Academy. Online placement tests are taken up by the students regularly to enhance aptitude, mental ability, and reasoning skills. Emphasis on proper and suitable dress codes is being oriented.

5. Evidence of Success

Alongside the year-on-year growth in admissions, SKASC's placement also gallops to cater to the needs of the students as well as the Industries. The number of placed students has a solid growth year on year and the number of offers has a close tie with the number of students. However, the admission strength is taken for all the purposes of calculating the number of placements, while this number includes a considerable number of students who opt to go for higher studies and orient themselves towards innovative and entrepreneurial opportunities. SKASC focuses on the holistic needs of the students. The institute is duty-bound to cater to the needs of students and shall act as a guiding light to students' entrepreneurial aspirations and higher studies interests. While SKASC promises value to the industries that offer placement opportunities to its students, the institute never opts to compromise on the value proposition towards its students' community.

6. Problems Encountered and Resources Required

The institution encountered difficulties in making our academic frontline workers (our teachers) understand the vision. We altered our tutor ward system to ensure that the tutor shall travel along with their children till placement fetched us the fruit. Every faculty who is allotted a class in the first year with the responsibility of tutoring progresses to the second year along with their students. The teacher takes all

required steps right from the first year, keeping the placement or entrepreneurship journey of the student. The classes progress holistically.

Apart from this, the dedicated placement department involves the tutors in every step, and handholds whenever the teacher requires any support both in academics and the holistic development of the students. The placement department takes some prime responsibilities in terms of interacting with the companies, bringing them to SKASC and exploring new placement opportunities, etc. The placement department also communicates to the respective tutors about their expectations for the right intervention. Responsibility begets accountability at SKASC. The faculty team takes responsibility and ownership at Sri Krishna Arts and Science College.

The recruiters or the industries that offer good numbers of jobs always tend to demand a preferential Day 1 slot. But in the highest notion to promise of value that is proposed to the students, ardent attempts are made to get the industries that offer dream packages on day one or day zero. The preferences of the industries that promise regular/weekend internships are favourably accommodated within the system, however, an internship that spread to two to three months are sometimes deprioritized by the students, given uninterrupted academic schedules and various other reasons that revolve around the difficulties placed by the students in terms of the cyclic distance that they have to commute to the industry and the college, from their residence.

| File Description | Document |
|--|-------------------------------|
| Best practices in the Institutional web site | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

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

Response:

The college under the Autonomous Scheme has come out with a Unique Plan of tying up with Industries and Professional Bodies for curriculum design, development, delivery, training and evaluation. Many MNCs are willingly associated with the college in developing curriculum for many Programmes. It has associated with many Professional Bodies in India and International Bodies for enrichment and implementation. The foreign universities are ready to associate with college in offering their curriculum, exchange programmes, transfer programmes and faculty joint research projects etc., Memorandum of Understanding are entered with:-

I: Programme Related Tie-Ups:

1. Tata Consultancy Services:

Tata Consultancy Services and the college offers two Unique Programmes B Com BPS and B Sc Computer Science Cognitive Systems. TCS designed curriculum for 50% of the core papers organized to train the trainer programme and continuous evaluation, and up-gradation of Syllabi. The students benefited from 2013 to date is 590 students in BPS and 67 students in the Cognitive system

1. BSE Institute Limited:

The college has entered into MoU in two cycles 2013-2016 and 2016-2019 for offering B Com Capital Market. This is a unique programme in India where Bombay Stock Exchange Institute limited designed its curriculum for 10 courses, and train the teacher's program plus short-term courses at Bombay in Capital Market for the students. 254 students have been benefitted from this MoU till 2019.

1. Indian Institute of Banking & Finance, Mumbai

This tie-up program enables the college to offer DBF as an add on course and 122 students have benefitted.

Tally Academy:

The Tally Solutions Company offers a tally programme for all B Com students. During the last 6 years, 5593 students have joined the tally course and have completed the tally program.

Oracle and Java

The college offers through Sri Krishna I-Tech Management Solutions (a sister company) who have an agreement with oracle and java the Principle for offering Oracle and Java programme. For the last 6 years, 3250 Students are benefitted by completing the program.

II Foreign tie-ups

1. The college has tied up with two foreign universities Clayton State University Atlanta and Concordia College New York for students exchange, faculty exchange and joint research publications joint international conferences. During the last 6 years, 19 students were benefitted from the exchange programme and 12 students on the transfer programme. The faculty exchange programme has been completed with 6 faculty members of both the institutions attending 2 international conferences.

III Professional Body Tie-Ups:

1. The college has tied up with IIT Mumbai for offering open-source software through the Government of India scheme spoken tutorial from the year 2015. This is job oriented course.
2. Institute of Chartered Accountants of India (ICAI): The college has signed an MoU with ICAI and ICAI has recognized the college as an official study Centre for the ACA programme.
3. ACCA: The college has also signed an MoU with the Association of Certified Chartered Accountants of England and Wales to offer the ACCA programme to B Com students. It is monitored by Global FTI who gives on-campus training to students to become qualified international accounting professional.

IV Campus to the corporate course:

1. The college has signed an MoU with Infosys who has structured a course in communication skill namely campus to the corporate which is offered to all the students studying the 2nd sem. Every year more than 2500 students are benefitted from this tie-up.

V Skill development

The college has signed agreements with sector skill councils of the national skill development corporation (NSDC) viz.

1. Logistic skill sector council

Through this agreement, a vocational degree called BBA Logistics is offered in the college from the year 2019. The curriculum is jointly developed by the college and the LSC through the network of its members will provide 6 months of training to the students every year. It is an agreement by LSC with MHRD, Skill, commerce and Labour ministry. The students will be given a stipend for the programme running from Rs 8000 to Rs 14000 per month for 6 months a year during their apprenticeship.

1. Electronic sector skill council

This MoU has enabled us to offer a skill development programme through UTI technologies Bangalore for embedded system and VLSI design. 347 students have been benefitted and also embedded lab has been established.

1. Media and Entertainment Skills Council: The college and MESC have entered into MoU during Dec 2019 to start B Sc Animation Programme. Pandemic hindered the offer in 2020-21 as planned. However, it will continue once the College reopens.

VI Placement Tie Up

The college has tied up with companies for industry connect in both academics and placements viz

1. Aditya Birla company Ltd

This tie-up helps the college to get training from Aditya Birla for retail marketing of the students.

1. The college has also signed an MoU with Red Hat India for training in Networking this has enabled one student to qualify as a network technician
2. Apparel Training and Design Centre, govt of India has signed an MoU with the Dept of CDF, enabling the college to train 139 destitute women who are in and around the college campus in Garment production. 139 women were benefitted in the last 2 years.
3. The college has also signed MoUs to get the benefit of niche organizations, to the students. Which includes the national institute of Personnel Management, residency towers, Welcome hotel etc.

A snapshot of professionalism during the last 6 years is given below.

| S.No | Company Name | Students | Students Placed |
|------|--------------|----------|-----------------|
|------|--------------|----------|-----------------|

| | | Benefitted from MoU | out of this MoU |
|----|--|--|---------------------------|
| 1 | Tata Consultancy Services Ltd. | All students of B.Com. BPS & B.Sc. Cognitive Science | 590 |
| 2 | Tally Solutions Pvt. Ltd | All B.Com Students | 5593 |
| 3 | BSE Institute Ltd. | All students of B.Com Capital Market | 254 |
| 4 | Infosys BPO Ltd. | All UG Students | Ongoing |
| 5 | Clayton State University | 11 | Graduated 3 Pursuing 8 |
| 6 | Concordia College, New York | 8 | 1 |
| 7 | Logistics Sector Skill Council | 120 | 60 |
| 8 | Indian Institute of Banking & Finance (IIBF), Mumbai | 122 | 2 |
| 9 | The Institute of Chartered Accountants of India | 112 | CA Inter - 2 |
| 10 | Association of Certified Chartered Accountants | 15 | Ongoing |
| 11 | Aditya Birla | All CDF Students | 31 |

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

5. CONCLUSION

Additional Information :

Sri Krishna Arts and Science College is one of the student's preferred institutions in the Coimbatore City. The institution embarked into multi-disciplinary programme(s) to cater the various stakeholder's demands and growing opportunity in the market. The strategic level management team designed its blue print for the vision 2025 with the following key areas:

Knowledge Based Learning to Outcome Based Learning (OBE) – Core of National Education Policy 2020 (NEP, 2020)

The institution restructuring the OBE by redesigning its curriculum with core skill sets by adopting eleven key elements of programme outcomes thereby transforming the graduates to Skill full quality graduate. Phase 1 focuses on detail mapping of PEO with PO, PO with CO and CO with graduate attributes. Implementing full-fledged OBE teaching and learning methods which include skill set assessment for 2021-2022 batch students. In Phase 2, the restructured OBE system will be implemented for 2022-2023 and 2023-2024 batches respectively. In Phase 3 the attainment of student outcome will be measured and depicted in extended skill card mark sheet which the institution has already implemented in 2019-2020.

Multi-Disciplinary Educational Institution – NEP 2020 Key transformation

The blue print of the institution constitutes transformation of autonomous college to a world class university with the concept of multi-disciplinary. Transforming the proposed Multi-disciplinary University to a World class University in the year 2030 is the long-term vision of the institution. Inculcating globalization concept in teaching and learning, professional curriculum with global standards, highly qualified teaching team, global skill set and international job placement which makes the university a place for dwelling education.

Educational Leadership

The institution is currently mentoring 5 different institutions under UGC-Paramarsh scheme in preparing them to meet the standards of NAAC. Moving forward with the multi-disciplinary Educational concept, the institution is aiming to be an Educational leader to expand its service to other institution in the Texcity to move forward as better education providers in India. The institution aims at transforming the Textile city into an Educational Excellence hub of South India by 2030 in guiding the fellow institutions to reach the standards of education.

Concluding Remarks :

The institution established in 1997 and standing in its 24th year proves its excellence by providing a holistic education to the young generations. The promise laid to the parents and stakeholders during admission of the student in higher education is diligently carried out in all endeavors. This noble mission of inculcating values and morals to the millennial is executed with the team of committed Management, Administrators, Faculty and Supporting staff members. The institution never comprises in delivering the quality aspects by way of updating curriculum to industry need, improving teaching learning methodology, imparting technical skills and imbibing leadership qualities.

Job Placement

"Think Placement Think SKASC" is the one liner which dwells in the mindset of students and parents while stepping into the portal. The institution ensures in placing the students in MNC's, Core Companies and other industries in huge numbers. The alumni record over the years is an evident factor of institution's mission.

Research and Development

The Institution's foot prints in R&D through funded projects, publications and consultancy has shown a significant improvement over the years. The research wing aims to extend further by stepping into innovation culture by filing patents, copyrights and IPR. The college will further explore its opportunities in converting its academic research into societal research. Furthermore, industrial collaborative research can produce more entrepreneurs among the student community.

Pandemic Challenge

The Covid-19 created challenges among the education institutions in teaching and learning process. The blended learning system adopted by the institution in the yester years has helped to cope up with the sudden challenge imposed due to uncertainty in pandemics. The institution is confident enough in gearing up by providing alternative sustainable educational platforms when confronted with future pandemics to its clients without any hindrances. The institution will also venture on possibilities of converting into a multi-disciplinary university to cater the wider community.

Excellence in Education

The excellence in education is evident from the **ranks** it has received from MHRD and other ranking bodies. The institution has **visionary leaders** at the strategic level who are the driving force in cultivating socially responsible and professionally groomed ethical citizens.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.1.2 | <p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 45 Answer after DVV Verification: 9</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 45 Answer after DVV Verification: 9</p> <p>Remark : considered programs with different optional as one.-BA, BBA, BCA, BCom, BSc, MA, MCom, MSc, MSW</p> | | | | | | | | | | | | | | | | | | | | |
| 1.1.3 | <p>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1604</td> <td>1542</td> <td>1291</td> <td>1265</td> <td>1215</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>476</td> <td>436</td> <td>518</td> <td>541</td> <td>541</td> </tr> </tbody> </table> <p>Remark : considered only courses having focus on employability/ entrepreneurship/ skill development</p> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1604 | 1542 | 1291 | 1265 | 1215 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 476 | 436 | 518 | 541 | 541 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 1604 | 1542 | 1291 | 1265 | 1215 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 476 | 436 | 518 | 541 | 541 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>463</td> <td>411</td> <td>356</td> <td>346</td> <td>311</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 463 | 411 | 356 | 346 | 311 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 463 | 411 | 356 | 346 | 311 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---|---|----|---|---|
| 3 | 5 | 10 | 6 | 3 |
|---|---|----|---|---|

Remark : Only new value-added courses for each year considered

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 12764 | 10566 | 8883 | 7809 | 3186 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 189 | 214 | 664 | 184 | 623 |

Remark : Edited based on 1.3.2 avoiding repetition of same student

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

1.3.4.1. Number of students undertaking field projects / internships / student projects

Answer before DVV Verification : 8140

Answer after DVV Verification: 2380

Remark : Edited based on HEI clarification documents.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1444 | 1319 | 1205 | 1099 | 1000 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 922 | 841 | 776 | 714 | 631 |

Remark : Edited based on OBC, SC, ST from clarified data template.

| 2.3.3 | <p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors Answer before DVV Verification : 302 Answer after DVV Verification: 264</p> <p>Remark : All full-time teachers for the last assessment year considered.</p> | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-------|-------|------|------|------|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2.4.2 | <p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="308 750 1046 884"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>101</td> <td>57</td> <td>28</td> <td>26</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 965 1046 1099"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>99</td> <td>56</td> <td>28</td> <td>27</td> <td>21</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 101 | 57 | 28 | 26 | 19 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 99 | 56 | 28 | 27 | 21 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 101 | 57 | 28 | 26 | 19 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 99 | 56 | 28 | 27 | 21 | | | | | | | | | | | | | | | | | |
| 2.4.3 | <p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 1085.45 Answer after DVV Verification: 1024</p> <p>Remark : Experience of fulltime teachers of the last assessment year considered. Edited the experience of Dr. Sundararaman K.</p> | | | | | | | | | | | | | | | | | | | | |
| 3.1.2 | <p>The institution provides seed money to its teachers for research (average per year, INR in Lakhs)</p> <p>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). Answer before DVV Verification:</p> <table border="1" data-bbox="308 1776 1046 1910"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2.325</td> <td>0.475</td> <td>0.40</td> <td>0.70</td> <td>0.50</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1991 1046 2080"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2.325 | 0.475 | 0.40 | 0.70 | 0.50 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 2.325 | 0.475 | 0.40 | 0.70 | 0.50 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|------|------|------|------|------|
| 2.32 | 0.48 | 0.40 | 0.70 | 0.50 |
|------|------|------|------|------|

Remark : Edited to 2 decimals

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 46.56 | 1.60 | 1.47 | 0 | 3.40 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 46.56 | 1.60 | 1.47 | 0 | 3.40 |

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 10 | 3 | 1 | 0 | 2 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 9 | 3 | 1 | 0 | 2 |

Remark : Not considered the same teacher repeated

3.2.3 Percentage of teachers recognised as research guides

3.2.3.1. Number of teachers recognized as research guides

Answer before DVV Verification : 71

Answer after DVV Verification: 20

Remark : Only full-time teachers considered.

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

3.2.4.1. Number of departments having Research projects funded by government and non-

government agencies during the last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 1 | 0 | 1 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 1 | 1 | 0 | 1 |

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 8 | 6 | 4 | 4 | 3 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13 | 13 | 10 | 10 | 10 |

Remark : Edited based on HEI clarification excluding IQAC project.

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 188 | 20 | 32 | 26 | 38 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 185 | 20 | 32 | 26 | 39 |

Remark : considered short reports of outcomes

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following:**1. Inclusion of research ethics in the research methodology course work**

2. Presence of Ethics committee**3. Plagiarism check through software****4. Research Advisory Committee**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Edited as per HEI clarification, 3 and 4 not available in the college.

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

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

Answer before DVV Verification : 140

Answer after DVV Verification: 45

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

Answer before DVV Verification : 67

Answer after DVV Verification: 13

Remark : Considered only scholars registered, newly registered guides within the last 5 years.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 593 | 197 | 123 | 116 | 77 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 4 | 1 | 1 | 2 | 1 |

Remark : Considered only research papers notified in UGC website, Springer & Science Direct.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|-----|----|----|----|----|
| 127 | 24 | 48 | 32 | 19 |
|-----|----|----|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 20 | 8 | 7 | 5 | 7 |

Remark : Not considered books/chapters without ISBN number and not in the assessment period.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1.20 | 1.80 | 0.55 | 0.78 | 0.30 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0 | 0 | 0 | 0 | 0 |

Remark : No supporting documents (1) from beneficiary of consultancy (2) corporate training details. No entry in the income and expenditure statement for the relevant head.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0.28640 | 0.31473 | 0.11750 | 0.09425 | 0.0525 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0 | 0 | 0 | 0 | 0 |

Remark : No supporting documents for having spent the amount for developing facilities, for training the teachers and staff, for undertaking consultancy.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 42 | 13 | 12 | 7 | 3 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 0 |

Remark : award received for extension activities considered. Not considered ranking letters, appreciation letters.

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 132 | 130 | 117 | 63 | 53 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5 | 4 | 7 | 1 | 1 |

Remark : Only extension and outreach programs conducted in collaboration with industry/community and NGOs are considered. Rally, in-house awareness programs, camps, orphanage visits, celebrations not considered.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|------|------|------|------|------|
| 7845 | 7121 | 6162 | 5632 | 4946 |
|------|------|------|------|------|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 400 | 200 | 350 | 250 | 200 |

Remark : Same students of NSS/NCC participating in different activities not considered

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 2416 | 2244 | 2164 | 1982 | 1976 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 0 | 0 | 0 | 0 | 0 |

Remark : No collaboration document indicating the nature of collaboration is provided. Summary report of collaboration with start date and end date not provided.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 12 | 5 | 1 | 3 | 5 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 7 | 5 | 1 | 2 | 1 |

Remark : Not considered paid MOUs and MOU for exam centre.

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

LMS, etc. (Data for the latest completed academic year)**4.1.3.1. Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 167

Answer after DVV Verification: 167

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years**5.1.1.1. Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 40 | 55 | 62 | 73 | 67 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 40 | 55 | 62 | 73 | 67 |

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years**5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 74 | 68 | 105 | 127 | 122 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Not reflected in the income and expenditure statement.

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.**5.1.4.1. Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5593 | 3656 | 3214 | 3162 | 1728 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5557 | 3541 | 3175 | 2514 | 1468 |

Remark : Edited based on HEI clarification.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Considered only 1 and 3

5.2.1 **Average percentage of placement of outgoing students during the last five years**

5.2.1.1. **Number of outgoing students placed year - wise during the last five years.**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2112 | 1861 | 1692 | 1640 | 1494 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 992 | 1301 | 905 | 598 | 729 |

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

5.2.2.1. **Number of outgoing student progressing to higher education.**

Answer before DVV Verification : 254

Answer after DVV Verification: 251

Remark : As per the data template.

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

5.3.1.1. **Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team**

event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 209 | 119 | 55 | 42 | 75 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 0 | 0 | 0 |

Remark : Only Republic day parade participation is considered.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 94 | 61 | 61 | 39 | 76 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13 | 11 | 9 | 10 | 14 |

Remark : Not considered visits, day celebrations, department meets, celebrations etc. Considered only sports and cultural events

6.2.3 Implementation of e-governance in areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Edited based on the screen shots provided. Exam software not displaying the name of the College.

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.

6.3.2.1. Number of teachers provided with financial support to attend

conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 160 | 55 | 102 | 105 | 142 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : In the absence of supporting documents as per SOP

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 62 | 94 | 26 | 21 | 36 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : No valid supporting document to validate HEI claim.

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 327 | 16 | 36 | 23 | 32 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|---|---|---|
| 18 | 11 | 1 | 0 | 1 |
|----|----|---|---|---|

Remark : FDPs for the year 2021 not considered. Same teacher attending more than one program in an academic year considered as one. FDPs less than 5 days not considered.

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

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1.35 | 1.29 | 1.235 | 1.12 | 1.10 |

Answer After DVV Verification :

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

Remark : Funds from sister institutions, fund for software procurement not considered. Income and expenditure statement do not reflect the grants received.

6.5.3 Quality assurance initiatives of the institution include:

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: 3 of the above

Remark : ISO certification is for the year 2012.

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1. Solar energy**
- 2. Biogas plant**
- 3. Wheeling to the Grid**
- 4. Sensor-based energy conservation**
- 5. Use of LED bulbs/ power efficient equipment**

| | |
|--------|---|
| | <p>Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : Considered (1) and (5) based on the geo-tagged photographs and bills.</p> |
| 7.1.4 | <p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : Sl.No. (2) and (4) considered based on the supporting documents.</p> |
| 7.1.6 | <p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above</p> |
| 7.1.7 | <p>The Institution has disabled-friendly, barrier free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms. 2. Disabled-friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: B. 3 of the above</p> |
| 7.1.10 | <p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized |

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. 3 of the above
 Remark : Sl.No (4) not considered in the absence of supporting documents.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|------|------|------|------|------|---------|---------|---------|---------|---------|------|------|------|------|------|
| 1.2 | <p>Number of departments offering academic programmes Answer before DVV Verification : 14 Answer after DVV Verification : 13</p> | | | | | | | | | | | | | | | | | | | | |
| 2.2 | <p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2626</td> <td>2356</td> <td>2144</td> <td>1836</td> <td>1744</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2626</td> <td>2356</td> <td>2114</td> <td>1836</td> <td>1744</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2626 | 2356 | 2144 | 1836 | 1744 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2626 | 2356 | 2114 | 1836 | 1744 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 2626 | 2356 | 2144 | 1836 | 1744 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 2626 | 2356 | 2114 | 1836 | 1744 | | | | | | | | | | | | | | | | | |
| 2.3 | <p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8203</td> <td>7479</td> <td>6774</td> <td>6057</td> <td>5464</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>8150</td> <td>7501</td> <td>6791</td> <td>5990</td> <td>5405</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 8203 | 7479 | 6774 | 6057 | 5464 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 8150 | 7501 | 6791 | 5990 | 5405 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 8203 | 7479 | 6774 | 6057 | 5464 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 8150 | 7501 | 6791 | 5990 | 5405 | | | | | | | | | | | | | | | | | |
| 3.1 | <p>Number of courses in all programs year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1666</td> <td>1607</td> <td>1320</td> <td>1317</td> <td>1267</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1209</td> <td>1126</td> <td>1435</td> <td>1077</td> <td>1070</td> </tr> </tbody> </table> | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1666 | 1607 | 1320 | 1317 | 1267 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | 1209 | 1126 | 1435 | 1077 | 1070 |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 1666 | 1607 | 1320 | 1317 | 1267 | | | | | | | | | | | | | | | | | |
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 | | | | | | | | | | | | | | | | | |
| 1209 | 1126 | 1435 | 1077 | 1070 | | | | | | | | | | | | | | | | | |
| 3.2 | <p>Number of full time teachers year-wise during the last five years</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 302 | 265 | 236 | 212 | 201 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 299 | 262 | 234 | 210 | 199 |

4.3 **Total number of classrooms and seminar halls**

Answer before DVV Verification : 169

Answer after DVV Verification : 167

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 1133

Answer after DVV Verification : 1030

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

Answer before DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3434 | 2740 | 2488 | 1959 | 1481 |

Answer After DVV Verification:

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3094.87 | 2462.42 | 2183.82 | 1564.08 | 1085.83 |