SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ARUMUGAM PILLAI SEETHAI AMMAL COLLEGE

VALLAL ARUMUGAM PILLAI ROAD, THIRUPPATHUR - 630211
630211
www.apsacollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Arumugam Pillai Seethai Ammal College, established in 1965 by a well-known philanthropist, aimed to provide quality higher education to the economically disadvantaged residents of Sivagangai District. With a firm belief in the transformative power of education, the college's inception in July 1965 put Tiruppattur on the educational map of Tamil Nadu. Its founder envisioned a temple-like edifice, symbolizing the enduring commitment to uplift the underprivileged through education.

In the 1960s, it was customary for colleges to begin with Pre-University courses, gradually adding degree programs. However, our college distinguished itself by offering both Pre-University and degree courses—B.A. Economics and B.Sc. Mathematics—in its inaugural year, earning recognition as a First Grade College. Over the past 55 years, under the guidance of our founder and his family, the college has flourished in academic excellence, student enrollment, and degree attainment.

The college's allure lies in its commitment to providing quality higher education within a disciplined academic environment. This dedication has earned it the reputation of being the premier institution in Sivagangai District and one of Tamil Nadu's most esteemed colleges. Accredited with a B grade in the second cycle and a B+ in the third, the college has diligently worked to enhance its educational standards and meet the requirements for the upcoming fourth accreditation cycle. Currently, the college offers a diverse array of programs, including **10** undergraduate aided programs, **4** self-financed undergraduate programs, **8** postgraduate programs, **3** postgraduate diploma courses, and 4 research programs. Additionally, in line with the founder's vision, the college has introduced vocational streams funded by the UGC under the National Skill Qualified Framework.

With a student body comprising 2002 individuals, the college continues to uphold its mission of providing accessible and quality higher education to the underprivileged sections of society.

Vision

1. Eradication of illiteracy: This refers to the systematic effort to eliminate illiteracy from society, ensuring that everyone has the ability to read, write, and comprehend information.

2. Eradication of poverty and unemployment through educational attainments: This involves using education as a tool to break the cycle of poverty and unemployment. By providing individuals with quality education and necessary skills, they are empowered to secure better employment opportunities, thus lifting themselves and their families out of poverty.

3. Upliftment of socially and economically suppressed: This entails providing educational opportunities and resources to those marginalized or oppressed socially and economically. By empowering these individuals with education, they can gain the knowledge and skills needed to improve their circumstances and participate more fully in society.

4**. Education to all, irrespective of caste, community, and religion**: This principle advocates for equal education for all individuals, regardless of their caste, community, or religious background. It promotes

inclusivity and ensures that education is not denied to anyone based on discriminatory factors.

5.   Communal harmony through education: This involves using education as a means to promote understanding, tolerance, and cooperation among different communities and religious groups. By fostering mutual respect and empathy through education, societal divisions can be reduced, leading to greater harmony and unity.

6. One graduate in every home: This goal aims to increase the level of educational attainment within families by ensuring that at least one member of each household achieves a graduate-level education. This can have far-reaching benefits for the socio-economic development of communities and nations.

7. Higher education at low cost: This refers to making higher education more affordable and accessible to a larger portion of the population, particularly those from low-income backgrounds. By reducing the financial barriers to higher education, more individuals can pursue advanced studies and enhance their career prospects.

8. Vocational training and regular academic programs: Integrating vocational training or skills development programs with traditional academic education. By offering practical skills training alongside academic coursework, individuals are better prepared for the workforce and have more opportunities for career advancement.

Mission

Our mission is dedicated to cultivating a generation of individuals who embody discipline, competence, social responsibility, and moral integrity through delivering exceptional education and rigorous research endeavors. We strive to instill in our students not only academic excellence but also the values of integrity, empathy, and ethical leadership. By providing a high-quality educational environment, we aim to empower our learners with the knowledge, skills, and critical thinking abilities to navigate complex global challenges confidently and resiliently. Through our commitment to excellence in research, we foster an environment of innovation and intellectual curiosity, encouraging students and faculty alike to explore new frontiers of knowledge and contribute meaningfully to their respective fields and society at large. Moreover, we emphasize the importance of social commitment, encouraging our students to use their education and talents to address pressing social issues and promote positive change in their communities. By upholding these principles and values, we envision our graduates emerging as well-rounded intellectuals who are not only academically proficient but also empathetic, socially conscious, and morally upright leaders poised to make a meaningful impact in their professions and in the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Four new courses are added.
2. Implementation of Vocational Programme funded by UGC-NSQF, New Delhi.
3. We are the first college to offer a vocational program among other affiliated colleges.
4. MOUs with other institutions and academic professional bodies give vast opportunities to attain academic goals
5. APSAC Skill Centre has been established.

6. The students complete various skill-oriented courses online.
7. E-Governance has been implemented through AAMP software
8. Attainment of Pos & Cos is analyzed
9. Add-on programs for all students.
10. The college celebrated its Golden Jubilee in 2015, and it is 59 years old.
11. Good results and secure University ranks every year.
12. Students are given space to explore their strengths through seminars and paper presentations.
13. Invited lectures on Recent Trends and Technologies.
14. Student-centric method of teaching.
15. Optimum utilization of available resources.
16. Using ICT tools in teaching based on a projector and smart boards
17. Social connection through extension activities as part of the curriculum.
18. Well-structured library and good numbered books
19. Scholarships to eligible students.
20. Functional PTA and Alumni.

21. An auxiliary platform for the digital environment provided by SWAYAM-NPTEL.

22. Auxiliary platforms (YRC, RRC, NCC, NSS) are used to reach the local communities.

23. The indoor and outdoor stadium is on par with the latest standard.
24. Endowment prizes for the rank holders.
25. Medicinal and aromatic plants garden.
26. Tie-up activities with NGOs.
27. Committees and clubs for student support and progression.
28. Functional IQAC since 2007.
29. Good canteen facility.
30. Various committees for women's welfare.
31. Personal Accident insurance coverage for all students and parents.
32. Scope for Digital Literacy.
33. Knowledge transfer through 'The National Children Science Congress" for school teachers and children.
34. 45KVA standby power supply.
35. Gender friendly campus.
36. Research programs for Economics, Commerce, and Business Administration.
37. Self-finance programmes - IT, M.A., English, M.Com., M.Sc., Maths, PGDCA and Physical Education, B.Voc. Software Development, B.Voc.Banking and Financial Management,B.Com.CA.,
38. Well-ventilated leisure room for girls students.
39. Free Sanitary napkins provided through the government scheme.
40. 165 articles have been published in UGC care-listed journals
41. Google Scholar- The h-index of the college is 24, and the citation is 2376
42. Placement and students' higher studies progression is 52%
43. Our faculty member has been recognized as a Bio Diversity Expert and Green committee member.
44. Our faculty members have received National and Association awards.
45. Staff members have attended 270 Conferences, Seminars, FDPs, STC, and other courses
46. 56 conferences, Seminars, and Workshops have been conducted in this assessment period
47. 21 Collaborative Programmes have been organized

48. 21 faculty members are Recognised as Research Guides
49. One of our faculty members won the second prize and a cash award in a national-level essay writing competition conducted by National Law University.
50. The Pongal festival is celebrated to promote our culture among the students
51. SLO has been uploaded to the college YouTube channel.

Institutional Weakness

1. Salty groundwater
2. Insufficient bus facilities after 4.30 pm.
3. Non-availability of PG and research programmes in science departments.
4. Lack of English Language lab.
5. Lack of Open-Air Theatre.
6. Technological integrated challenges.
7. Students from remote villages lack knowledge of the latest developments.
8. Students have poor communication skills at entry level.
9. Students' knowledge of computer applications is poor.
10. Students' complacency in pursuing PG courses.
11. Weak representation in curriculum design.
12. Lack of campus interviews from notable companies due to the economic backwardness of the districts.
13. Non-availability of PG and research programs in science streams limits the scope for consultancy due to the absence of big industries, corporate offices, and trading centers.

Institutional Opportunity

1. More PG courses can be introduced.

2. Courses focused on developing specific skills can be improved across a variety of sectors.

3. Swift working system is under the proposal for PG courses.

4. Opportunities are open for students to learn new add-on courses through NPTEL and MOOC.

5. The institution plans to have a tie-up with BSNL to establish high-speed open-access wi-fi.

6. UGC has sanctioned two vocational courses (B.Voc in software development and B.Voc in Banking and

Financial Services).

7. The IQAC has requested all the staff members to apply for the Major and minor projects.

8. A Mobile Medical facility is offered

9. Carrier Guidance Cell has developed linkages to bring notable companies for recruitment.

10. Bank extension counter for students

11. On-campus medical facilities.

12. All departments may be upgraded as research departments.

Institutional Challenge

1. Since the students come from remote villages and are first-generation learners, it is a big challenge for the institution to bring them up to speed with rapid changes in higher education.

2. Providing resources for marginalized students is also a significant challenge the institution faces yearly.

3. The curriculum cannot be changed since our college is affiliated with one.

4. Ensuring that the curriculum offered by affiliated colleges aligns with the standards and requirements set by the affiliating university can be challenging.

4. To give sufficient space to cope up with the gradually increasing enrolment of students.

5. Enhancing the students' employability skills has become a significant challenge for meeting present-day industry requirements.

6. Lack of aided programs for the growing demand from the students.

7. Poor affordability of students for new self-financed programs to the growing trend.

8. Balancing the need for autonomy and flexibility with the requirements and regulations imposed by the affiliating university can pose challenges for affiliated colleges.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution prioritizes effective curriculum planning and delivery through a meticulously documented process. An Academic Calendar is designed every year, ensuring a cohesive timeline for educational activities. The institution conducted a comprehensive Student Induction Programme, easing newcomers into academic life. Additionally, Bridge Courses are provided to all students to address potential knowledge gaps. To enhance transparency, the syllabus is uploaded on the college website, while Programme Outcomes (POs) and Course Outcomes (COs) are accessible via the AAMP. Continuous Internal Assessment comprises two internal tests, seminars, and assignments, facilitating ongoing evaluation and learning. In response to evolving educational needs; the institution offers 15 Add-On Courses from 2021 to 2023, broadening students' skill sets. Furthermore, 123 students completed SWAYAM and NPTEL courses, demonstrating a commitment to self-directed learning. Integrating crosscutting issues like Professional Ethics, Gender, and Sustainability into 29 courses enriches students' understanding of societal responsibilities. Hands-on learning is emphasized, with 258 students participating in projects, mini-projects, and internships. Stakeholder feedback sessions, conducted

from 2018 to 2023, inform institutional decision-making. Feedback is rigorously analysed and submitted to relevant council bodies, guiding improvements. Overall, the institution's approach fosters a conducive learning environment, nurturing holistic development and preparing students for future challenges. Through structured processes, innovative initiatives, and stakeholder engagement, the institution remains dedicated to academic excellence and students success.

Teaching-learning and Evaluation

Teaching-Learning process is effectively deployed through the support of our management, Principal, Alumni, Parents and Staff members. Our institution adopts Bi-modal teaching methods to enhance the standard of teaching. Adopts LMS to provide students with easy access to course materials, syllabi, and supplementary resources. Access to digital libraries such as the National Digital Library of India (NDLI) and National Library and Information Services Infrastructure for Scholarly Content (NLIST) empowers students to explore a vast repository of academic resources. College conducts Brain-quest Intra-Collegiate Quiz Competition to enhance students to face competitive examinations. The pandemic period was a blessing in disguise as it paved way to digital learning methods. Through Google Classroom, instructors share assignments, conduct discussions, and provide timely feedback, PPT presentations, transcending the constraints of time and place. Short learning Objects numbering 30 videos are given in our college youtube link.

The Grievance Redressal process is closely monitored by the relevant authorities to ensure swift resolution of issues. The Internal mark is assigned for 25 marks, out of which 2 internal tests are conducted for 15 marks and 5 each for assignment and Seminar. External examination is conducted for 75 marks by the Nodal Officer of our College as per the time-table given by the Affiliating University and the marks are uploaded onto the college's Academic Administration Management Portal (AAMP).

We concentrate to provide impactful Programme Outcomes (POs) and Course Outcomes (COs) which are publicized through various means such as displays and/or communication like Website, Class rooms, Department Notice Boards, Laboratories, Student Induction Programs, Parent meet, Faculty meetings, Alumni meetings, Library, and WhatsApp Groups.

For all papers Course outcome (CO) is mapped with Programme outcome (PO) based on the University Syllabus in the institutional software - Academic Administration Management Portal (AAMP). Threshold and Target is fixed by the individual faculty members in consultation with the Head of the departments for the attainment of Course Outcome. All COs are meticulously mapped with corresponding POs based on the University Syllabus in the software. Based on the analysis, appropriate measures and interventions are implemented to address identified deficiencies and optimize student learning outcomes.

Research, Innovations and Extension

Total grant of 2.2 lakhs received from UGC-Minor Research Project to produce biodiesel from vegetable oil. Institution creates an innovative ecosystem to the students and faculties by conducting various programmes to transfer Indian Knowledge System. As an outcome of IPR cell, our faculty members got patents on spice exports, intelligent packing materials, synthesis of bioactive compounds and Kit design for early diagnosis of breast Cancer. Incubation centre of the college provided a platform for the students to develop their technical skills and knowledge on vermiculture and vermicomposting, honey bee rearing and know the medical values through herbal garden. Every year, in association with Tamil Nadu Science Forum, our institution provides

technical support to guide teachers through training programme for National Children Science Congress. Transfer of knowledge achieved through Memorandum of Understanding (MoUs), expert collaborations, invited lectures, and extension activities which gave fruitful results to the students, faculties, and the community.32 **workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship was conducted during the last five years. 165** Research papers was published by the faculties in the UGC CARE listed Journals and 109 books and chapters publishedin edited volumes and in national/ international conference proceedings during the last five years.The extension activity programs organized by our college students such as **Temple Cleaning and Hospital Sanitation, Village Beautification and Environmental Preservation, Tree and Palm Seedling Plantation, Health and Safety Awareness Campaigns, Engagement with Marginalized Communities** etc., have yielded impactful results across various fronts, significantly benefiting both the community and the environment. One of the faculty members got two awards such as Biodiversity expert and green committee member. *44 extension and outreach programs were conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

Infrastructure and Learning Resources

The institution's physical facilities incorporate advanced technology such as AAMP software, PCR, Videoscope, and macroscope, complemented by amenities like indoor and outdoor stadiums, LCD screens, and PowerPoint presentations. Furthermore, it offers extensive e-resources including NDLI, NPTEL, NLIST, and INFLIBNET, enhancing research and educational capabilities for students and faculty alike. The institution allocates a substantial percentage of expenditure towards infrastructure development and augmentation, as evidenced by invoices for building construction and renovation. This commitment is underscored by five years of audited financial statements, reflecting a sustained investment in enhancing the physical environment to support academic excellence and institutional growth. The library is digitally streamlined, leveraging a comprehensive library management system. Robust subscriptions to e-resources and journals, including NDLI, NPTEL, NLIST, and INFLIBNET, ensure extensive academic support. High footfalls of both staff and students attest to the optimal utilization of this resource hub. MODERN LIB and e-access further enhance accessibility and efficiency. The institution prioritizes facility updates, ensuring ample bandwidth for internet connectivity. IT provisions include Wi-Fi accessibility, biometric authentication, and modem facilities. Moreover, recent invoices indicate investments in camera installations, bolstering security measures. These advancements signify the institution's commitment to maintaining modernized infrastructure to support the evolving needs of its community. For the latest year, the institution maintains an optimal student-to-computer ratio across various facilities, including computer labs, IT labs, and B.Voc., Software Labs. This ratio is meticulously tracked through the computer stock register and validated by purchase invoices. Such strategic allocation underscores the institution's dedication to providing students with essential technological resources. Over the past five years, the institution has diligently allocated resources for the maintenance of physical and academic support facilities, excluding salaries. This commitment is evidenced by the comprehensive audited expenditure statements. The sustained investment reflects the institution's dedication to ensuring the upkeep and enhancement of essential infrastructure vital for academic excellence.

Student Support and Progression

Support for our students with regard to the *percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years from 2018 to 2023 was 43 percentage. Various capacity development and skills*

enhancement activities inYoga, physical fitness, health and hygiene, self-employment, entrepreneurial *skills,*soft skills, Language and communication skills, ICT and computing *skills were offered to the students. A total of 31 such* programmes to enhance*students' capability and skills* were conducted and a total of 2005 students benefited during the last five years.

Our college has implemented all the guidelines of statutory/regulatory bodies to support students with regard to ragging and redressal of student grievances including sexual harassment. Various committees of our college have organised almost 7 programmes for creating wide awareness and undertakings on policies with zero tolerance in case of ragging and sexual harassment. Also there is a perfect mechanism for submission of student's grievances both online and offline and timely redressal of the grievances through appropriate committees.

Our college placement cell has brought nine companies for placement in the past five year (2018-23) and has placed 1230 students with a CTC of 1.2 to 2 lakhs. With regard to progression of students to higher studies, a total of 512 students have joined higher education institutes during the past 5 years. A total, 52.11 percent of outgoing students has been placed and or progressed to higher education during the last five years.

Our students have actively participated in various sports events at south-zone inter-university and inter-college level and has own three medals (one gold, one silver and one bronze) in totalduring the last five years. A total of 30 students (including teams) have participated in the sports events conducted across Indiaduring last five years.

Arumugam Pillai Seethai Ammal College Alumni have contributed significantly to the development of the institution through financial and other support services.The financial contribution by the alumni from the year 2018 to 2023 was Rs.8,78,074.00. These funds are utilized for infrastructure development, academic programs, scholarships, research activities, and student welfare programs. Also our college alumni association collaborates with APSAC faculty to organize professional development programs, guest lectures, and industry interactions to enhance the skills, knowledge, and employability of students. Each and every department association invites their prominent alumni during their association function to give special lecture programmes; these programs provide valuable learning experiences and exposure to real-world industry practices and trends.

Governance, Leadership and Management

In adherence to our institution's vision and mission, Governance and Leadership practices are designed to manifest these core values in every operational facet. Our institution has embraced NEP initiatives, introducing vocational programs, first among the affiliated colleges of Alagappa University such as B.Voc Software Development, Banking and Financial Services. Decisions and plans formulated by various institutional bodies are communicated through department heads and the Internal Quality Assurance Cell (IQAC), fostering Decentralization practices. Total Quality Management is enforced through the Internal Quality Assurance Cell

 The Perspective plan serves as a route map to discharge its activities more comprehensively. A three days online training was given to the faculty members on the title "E-Content Development Tools" during the lockdown period. As a result, all the faculty members were equipped with online teaching methods like Google classroom, and Youtube channels. 28 SLO Videos are uploaded in our youtube channel by our faculty members. The performance appraisal of the faculty members is conducted by the IQAC through a feedback mechanism from the students. Welfare measures for both teaching and non-teaching includes the benefits as

stated by the rules and procedures and the institutional measures. Insurance policy, Loan facility through Thrift Cooperative Society, Quarters facility, Yoga Camps, Recreation through Sports and Pongal celebrations, Orientation, Administrative and Professional training to the staff members are noteworthy to mention.

All the fiscal transactions are properly accounted and audited periodically by the accounts officer of the college as well as by the Joint Directorate, Madurai. Re-charge programmes include 270 Conferences, Seminars, FDPs, STC and other courses. 56 conferences, Seminars and Workshops have been conducted in this assessment period. 21 Collaborative Programmes have been organized. The institutes' progress is evaluated through Academic and administrative audit by both internal and external reviews. E-Governance has been incorporated in all its operations, thus facilitating hassle free, providing information at a glance. Through the introduction of add-on courses, online learning platforms like NPTEL, and the provision of E-notes, workshops, conferences, and forging collaborations, the IQAC ensures that students have access to diverse educational resources.

Institutional Values and Best Practices

The college exemplifies a steadfast commitment to fostering inclusivity, gender equity, and social responsibility through a multifaceted approach. Integration of gender-related courses like Women's Studies and encouragement of participation in extracurricular activities such as the National Cadet Corps (NCC) tailored for female students underscores its dedication to advancing women's rights. Additionally, dedicated committees and facilities, including separate restrooms and childcare areas, provide unwavering support for gender sensitization and empowerment, with biennial gender audits ensuring continual improvement.Sustainability initiatives, including solar lighting, ramps for disabled individuals, and rainwater harvesting, reflect the institution's dedication to creating an environmentally conscious campus. The college prioritizes events commemorating significant national occasions, instilling a sense of patriotism and civic responsibility among students. Events promoting civic engagement and legal literacy, such as National Voters Day and Republic Day celebrations, educate students about their rights and responsibilities as citizens.From vibrant Independence Day celebrations to solemn commemorations of National Unity Day, the institution instils a sense of national pride. Students pledge for a corruption-free India and participate in National Voters Day pledges, emphasizing democratic rights. Constitution Day is observed to highlight fundamental rights and duties. The college also organizes events like the International Day of Peace celebration and awareness programs on COVID-19 prevention and social harmony, showcasing its commitment to societal well-being.Moreover, the college implements exemplary practices to enhance student learning outcomes and support underprivileged communities. Initiatives like the National Digital Library of India (NDLI) Club and the Personal Accident Group Insurance Scheme provide students with digital learning resources and financial security. Recognition of 1039 students for active participation in the NDLI club and settlement of 11 insurance claims highlight the tangible impact of these initiatives.Furthermore, vocational courses funded by UGC-NSQF, including banking, financial services, and software development, align with industry needs, enhancing students' employability. With support from UGC and strategic partnerships with industry stakeholders, the college offers internships for practical training. Notably, 20 students earned university ranks, affirming the effectiveness of these programs. Strategic partnerships with industry stakeholders offer practical training opportunities through internships.In conclusion, the college's holistic approach underscores its dedication to creating a supportive learning environmentand the broader community, ensuring all individuals could thrive and contribute meaningfully to society.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ARUMUGAM PILLAI SEETHAI AMMAL COLLEGE
Address	Vallal Arumugam Pillai Road, Thiruppathur - 630211
City	THIRUPPATHUR
State	Tamil Nadu
Pin	630211
Website	www.apsacollege.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Capt. KR. Jeyakumar	04577-266142	9842184009	04577-266103	principal@apsacollege.com
IQAC / CIQA coordinator	N. Vijayanand	04577-266176	9894289088	04577-266103	vijayapsac@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Alagappa University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-03-2004	View Document
12B of UGC	31-03-2004	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	Vallal Arumugam Pillai Road, Thiruppathur - 630211	Rural	87	352080

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Economics,	36	Higher Secondary	English,Tamil	120	70
UG	BA,English,	36	Higher Secondary	English	60	42
UG	BA,History,	36	Higher Secondary	English	60	29
UG	BSc,Mathematics,	36	Higher Secondary	English	40	14
UG	BSc,Physics,	36	Higher Secondary	English	40	22
UG	BSc,Chemistry,	36	Higher Secondary	English	40	34
UG	BSc,Zoology,	36	Higher Secondary	English	40	37
UG	BSc,Computer Science,	36	Higher Secondary	English	40	39
UG	BCom,Commerce,	36	Higher Secondary	English	120	110
UG	BBA,Business Administration,	36	Higher Secondary	English	60	40
UG	BSc,Information Technology,	36	Higher Secondary	English	40	37
UG	BSc,Physical Education,	36	Higher Secondary	English	40	35
UG	BVoc,Banking And Financial Services,	36	Higher Secondary	English	40	27
UG	BVoc,Software Development,	36	Higher Secondary	English	50	37

UG	BCom,Commerce With Computer Applications,Computer Applications	36	Higher Secondary	English	60	38
PG	MA,Economics,	24	Graduate	English	20	11
PG	MA,English,	24	Graduate	English	20	2
PG	MSc,Mathematics,	24	Graduate	English	20	0
PG	MSc,Computer Science,	24	Graduate	English	16	0
PG	MCom,Commerce,	24	Graduate	English	36	15
PG Diploma recognised by statutory authority including university	PG Diploma, Business Administration, MANAGEMENT AND INDUSTRIAL RELATIONS	12	Graduate	English	25	0
PG Diploma recognised by statutory authority including university	PG Diploma, Information Technology, COMPUTER MANAGEMENT	12	Graduate	English	25	0
PG Diploma recognised by statutory authority including university	PGDCA,Information Technology,COMPUTER APPLICATION	12	Graduate	English	30	0
Doctoral (Ph.D)	PhD or DPhil ,Economics,	36	Post Graduate	English	20	0
Doctoral (Ph.D)	PhD or DPhil ,Commerce,	36	Post Graduate	English	22	0

Doctoral (Ph.D)	PhD or DPhil ,Business Administration,	36	Post Graduate	English	18	0
Pre Doctoral (M.Phil)	MPhil,Economics,	12	Post Graduate	English	10	0
Pre Doctoral (M.Phil)	MPhil,English,	12	Post Graduate	English	10	1
Pre Doctoral (M.Phil)	MPhil,Commerce,	12	Post Graduate	English	10	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				36				48			
Recruited	0	0	0	0	23	13	0	36	28	20	0	48
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				24			
Recruited	0	0	0	0	0	0	0	0	5	19	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				44
Recruited	20	22	0	42
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	22	12	0	24	16	0	74
M.Phil.	0	0	0	1	1	0	3	3	0	8
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	3	9	0	12
PG	0	0	0	0	0	0	1	10	0	11
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	785	0	0	0	785
	Female	1154	0	0	0	1154
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	54	0	0	0	54
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	56	54	53	50
	Female	99	68	72	64
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	242	269	306	254
	Female	420	390	409	366
	Others	0	0	0	0
General	Male	5	5	6	4
	Female	9	9	4	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		831	795	850	743

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	To increase the student's knowledge of benign and beyond one subject, Multidisciplinary and interdisciplinary Skill-based Subjects such as Soft Skills, Psychology, and Personality Development courses are provided. The regular curriculum offers Value Education, Non-Major Elective courses, and Professional English. Students are open to Naan Mudhalvan Scheme courses like Communication Skill-based courses with utmost prudence. Teaching them to prioritize others' opinions and needs, this system allows them to prioritize their thirst areas. Every department offers allied subjects, students learn allied subjects in inter-disciplinary perspective fishing. It overlays ways to become multi-potentiality

	as literature students learn Mercantile law and Management students outclassing in Literature. The boundary of learning is lingering through allied courses. It is topping their ideas of other subjects. Invited lectures, seminars, workshops, intercollegiate competitions, and quizzes splash various platforms that make interdisciplinary experts. Options are obtainable to them to earn knowledge through invited lectures that are from interdisciplinary focuses. We never magnet a boundary for learning as we have options of selections of learning in different modes like workshops, seminars, invited lectures, and inter and intra-college participations. Field Trips and Educational Tours Equipping the students with indispensable skills, add-on courses are offered from innumerable interdisciplinary areas like Trading, Marketing, Service Tax, Web design, Computer Skills, Auditing, Service Exam Preparations, Yoga, and Business English. The NPTEL-SWAYAM platform offers opportunities for students to become polymaths. So far 123 students have registered and accomplished different interdisciplinary courses such as Introduction to Psychology, Python, and Linear Algebra. Meticulous attention is given to inter and multidisciplinary approaches in the growth of the students.
2. Academic bank of credits (ABC):	In compliance with Alagappa University regulations, our institution executed the directive regarding NAD during the 2019-2020 academic year. Following university instructions, the necessary actions were promptly undertaken, resulting in students obtaining their NAD IDs through a virtual repository. This adherence to protocol underscores our commitment to ensuring seamless compliance with regulatory requirements and facilitating the fulfillment of students' administrative needs.
3. Skill development:	Skill-based courses and programs can help individuals lead a more independent and confident life, promoting a simple and positive life. Focusing on holistic development, critical thinking, and vocational skills, the institution offers Vocational Education Programmes: B.Voc., Software Development and B.Voc., Banking and Financial Services as the very first institution to provide such a skill-based course in our region intending procedural knowledge and skills.Those who excel in regular subjects as well as pupils who are interested in

practical familiarity and skill,sandwich these opportunitieswithlearning skill-based subjects like Competitive Examination Skills, Emergency and Medical Lab Skills, Executive skills, Disaster management, Entrepreneurial development skills, Heritage and tourism, Urban planning, Accounting skills, Marketing and Sales Management, Fruit and Vegetable Preservation Skills, Interview Technique, Interpersonal Communication and Soft Skill as allied subjects.Committees and clubsorganize various skill-oriented and enhancing programs such as Honey Bee Keeping, Personality Development, and Interview Skills. These lectures and workshops are platforms to know their area of curiosityand entrepreneurial ideas which reduce unemployment. Besides, Add-on courses: Auditing, Trading, Business English Competitive Examination Skills, Soft skills, and ICT Computing Skills and Yoga are offered to meet competitors and opportunities. Research Advisory programs like Enhancing Writing Skills educate research skills and encourage themto do research.32 profound programs related to IPR, Entrepreneurial, and Research have been given to them.Providing such programsbrings opportunities for getting research contacts and ideas. Every year, the History department collaborates with the Tamilnadu Government Museum, Sivaganga to conduct an Inscription training program. The department also has its museum, which features a collection of unique artifacts such as MuthumakalThaazhi, rare pottery pieces, coins, conch and shells, old bricks, lithic tools, and photographs of coins. These items provide an opportunity for students to learn and appreciate the local culture and heritage and get the skill to be a part of archaeology.The Zoology Department teaches them preservation Skills that would make them lab-skilled. Subjects offered in Naan Muthalvan portals such as Digital Skill for Employability, Cambridge Courses, Income Tax and Goods and Service Taxes and Employability Readiness and other employability skills likeproblem-solving skills, self-management,positive attitude,resilience, oral and written communication skills, using digital tools and working with others, personal discipline upskilling them.Furthermore,capability enhancementworkshops organizedfor themdevelop students' potential togenerate professional or entrepreneurialskills. 36 students have completed NPTEL Courses

	likeDeveloping Soft Skills &Personality,and Interpersonal Skills. The history department teaches students to read inscriptions giving them into insight past events, socio-economics, politics, and culture.130 students becamelicentiate in driving.Learning driving is a lifelong skill that can open up many work opportunities and at times it can create an entrepreneur. Add-on courses are offered to them, generating new skills among them.56 Webinars/Seminars and Workshops were organized to enhance their skill. 21 programs have been organized in collaboration with various clubs and committees given by committees and clubs in the aspect of NEP to make them self-determining and intellectual.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	This integration focuses on bringingthe umbilical connection to students with their inheritance and tradition.The instilling of IKS in education, and MOOC courses provide a pivotal role in teaching agriculture, culture, and geographical knowledge. The institution has obtaineda local chapter of SWAYAM-NPTEL. It has 1TBof materials where students can search language and literature, culture, and contemporary events. We encourage the students to learn traditional Indian knowledge by offering online courses. Value-added courses are offered to them tomake them skill-based excellent. They have choices in part I language papers that appreciate their language interest. We adoptbilingualism in teaching whenever it is needed to make them better understanding.Since the institution envelopes many rural students, it adopts bilingual teaching to bring language proficiency as one of the main components of teaching and learning thatsounds well too. University curricula, IKS in the view of NEP 2020, integrates yoga, culture, agriculture, and experiential learning through extension activity.The history department takes students to read inscriptions giving them into insight past events, socio-economics, politics, and culture.Indigenous and traditional ways of learning can be enhanced through courses like Manavalakkalai yoga and value education which comprises the Vedic period, value education on college campus, and value crisis. Thus, concisely, we intertwined all knowledge in the context of IKS for further innovation and societal applications.
5. Focus on Outcome based education (OBE):	Mapping course outcomes (COs) with program

outcomes (POs) is a critical process that ensures coherence between curriculum objectives and broader educational aims. At our institution, we prioritize this alignment to enrich the educational experience for our students and enhance the overall quality of our programs. Additionally, conducting post-result analysis enables us to gauge the efficacy of our teaching methodologies and make informed adjustments as necessary. Our procedures for mapping COs with POs are meticulously carried out by university syllabi and guidelines. Within the Academic Administration Management Portal (AAMP), a centralized digital platform, course outcomes are aligned with program objectives. Faculty members collaborate to ensure that each course contributes meaningfully to the achievement of specific program outcomes. This transparency is reinforced by prominently displaying POs and COs on notice boards, fostering awareness and accountability among students and faculty. Following the declaration of examination results, a comprehensive analysis of CO attainment is conducted. This evaluation provides insights into the effectiveness of teaching and learning processes, identifying strengths and areas for improvement. Data on CO attainment is collected for each paper, enabling a granular assessment of student performance relative to intended learning outcomes. Discrepancies between intended and achieved outcomes are scrutinized to identify underlying factors, guiding targeted interventions and instructional enhancements. Patterns and trends in CO attainment are analyzed to discern overarching themes and recurring issues, informing strategic decisions aimed at optimizing learning outcomes. Curriculum revisions, instructional modifications, and additional support services for students may be implemented based on post-result analysis findings. Program outcomes and course outcomes, along with their attainment levels, are accessible to students through online portals, empowering them to track their progress and understand the alignment between course objectives and program goals. In conclusion, the mapping of COs with POs and subsequent post-result analysis are integral to our educational quality assurance framework. By ensuring alignment between curriculum objectives and educational goals, we endeavor to provide students with a relevant and

	impactful learning experience. Moving forward, we remain committed to continuous improvement and innovation in our teaching and assessment practices to foster student success and academic excellence.
6. Distance education/online education:	Even thoughCOVID-19 had an unprecedented impact in several forms, teaching learning process was kept active in our institution during the pandemic time by imparting training tofaculty members on various pedagogies in online teaching mode. As a first step, the Internal Quality Assurance Cell of our institution conducted three days training program on Google Suite. Mr. Ananthakrishnan, HoD of Information Technology gave hands on training to our faculty members batch wise. Simultaneously, Video materials on "E-Content Development" was also uploaded in our college website for future reference or clarification to our faculty members.Teachers were equipped on the following areas: i. To handle google drive ii. To create google forms iii. To explore various recording apps for teaching such as zoom, google meet, A-Power rec, Google classroom etc., Secondly, faculty members were encouraged to participate in Faculty Development Programmes and workshops to empower themselves in online teaching mode.Thirdly, each faculty memberwas asked to create google classroom for the courses they handled. Videos, Materials, E-quizzes, Assignment, Test were posted in Google Classroom. Students were also given demo videos through WhatsApp group on how to enroll themselves in google classroom, attend quizzes and test.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, it has been set up. The Electoral Literacy Club fosters informed civic participation, empowering students to understand and engage in the electoral process, vital for shaping democratic societies. Dr.M.Kaarthik kumar, Assistant Professor of English is acting as Convenor of the club
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Students and faculty members are appointed. Committee members: Dr.M.Kaarthik kumar (Convenor) Mrs.K.Dhanalakshmi - Members Dr. A.Hariharan - Members Dr.C.Genish - Members

	Dr.G.Pandidevi - Members M.Jothika – II B.A. English - Student Coordinator S.Parthasarathy – II B.A English - Student Coordinator T.Sangeetha – II.B.Sc Maths- Member P.Pugazh – II B.Sc maths- Member V.Devadarshini – II B.Sc Chemistry- Member N.Nina Noorjahan – II B.Sc Chemistry - Member V.K.Thiruselvam – II B.A Economics (TM) - Member S.Meenakshi -II B.A Economics (TM)- Member T.Ganga devi – II B.A Economics (EM) - Member M.Alagarswamy – II B.A Economics(EM) -Member C.Suvitha – II B.A History - Member R.Raviraj - II B.A History - member ELC is functional .
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1) The NSS unit commemorated National Voters Day on January 24, 2019, by administering a pledge, reaffirming the college's dedication to upholding democratic principles and encouraging voter participation. 2) The NCC unit celebrated Constitution Day on November 26, 2020, honoring the foundational document of India's democracy and promoting awareness of citizens' rights and responsibilities. 3) The "No Voters to be Left Behind" initiative on March 1, 2021, underscored the college's commitment to inclusive electoral practices, ensuring that every eligible individual has the opportunity to register and vote. 4) On March 6, 2021, an awareness program for first-time voters provided practical guidance and information to new voters, empowering them to exercise their franchise confidently. 5) The NCC unit organized a camp on November 17, 2021, focused on enrolling and educating first-time voters and facilitating their registration and participation in the electoral process. 6) The NSS unit conducted a one-day program on June 22, 2022, aimed at mapping Voter IDs with Aadhaar cards, streamlining the electoral registration process and enhancing accuracy in voter databases. 7) Another initiative on August 26, 2022, organized by the NSS unit, facilitated mapping Aadhaar cards with Voter IDs, aligning voter registration with broader national identification systems for efficiency and transparency. 8) The Voter Awareness Rally organized by the NSS unit on February 20, 2023, galvanized participants to actively engage in the electoral process, emphasizing the importance of voter education and participation in shaping the nation's democratic future.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	) The Election Awareness Rally, held on March 25, 2024, in collaboration with Thiruppathur Taluk Officials, aimed to raise awareness about the electoral process among students and the wider community, emphasizing the importance of active participation in elections. 2) The Electoral Literacy Club organized a lecture on March 22, 2023, targeting first-time voters, providing them with essential knowledge and guidance to make informed decisions during elections. 3) The Wall Magazine competition on October 11, 2023, encouraged college students aged 18 to 21 to creatively express and promote voter awareness through poster presentations, fostering a culture of civic responsibility.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The IQAC has initiated the collection of student data for Voter ID enrollment, categorizing them by class and program. Approximately, 600 students are yet to enroll. Electoral Literacy Club is actively engaging with District Election Office officials to organize a Voter Registration Special Camp on campus, ensuring the registration of all eligible students as voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2133	2307	2323	2273	2108
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 131

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	101	101	100	94

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
89.85569	78.28108	96.3663	162.75723	44.51294

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The curriculum design is revised once every three years by the university to ensure updated information that suits the current expectations of employment and the improvisation of the quality of higher education. The curriculum is displayed on the notice board and reflected in the college diary. Preparation of Pos, PSOs, and Cos: Every department prepares the Program Outcomes (Pos), Programme Specific Outcomes (PSOs), and Course Outcomes (Cos) for their programs and courses. In recent years, it has been uploaded to the AAMP portal and is accessible to students. Even though the pandemic period was a big challenge, the teaching-learning progress did not stop anywhere. Even if the illness crawled over the emergency, adversity advanced teaching as a hybrid. Course Syllabus, Course Outcome, and Program Outcome are sent to all the students through email and WhatsApp and uploaded on the college website in the respective department section. Departments conduct meetings at regular intervals to discuss curriculum planning and delivery every three years, and we have the flexibility to choose allied and skill-based papers. Lesson Plan: The lesson plan ensures well-planned delivery of the curriculum. Hence, all staff members are asked to prepare the lesson plan for their respective courses and course outcomes (Cos) through well-planned curriculum delivery. Channelized efforts in the process of teaching and learning make for vivid learning. Students learning capability and understanding of the subject are assessed. Two internal assessments help the teachers to evaluate students' capabilities, which helps them concentrate on them more. Slow learners are enrolled in remedial classes and enrichment classes. Remedial courses are offered to weaker students to perform better in the next exams. Enrichment classes are conducted for bright students. Regular class tests and quizzes are conducted in online classes using Google Forms. Bridge Courses: Bridge Courses for first-year students are conducted to bridge the gap. Regularly SIP is conducted during college reopening time. Core Papers: Core papers are major papers handled by the staff members of the concerned department. Teachers prepare Course outcomes that clarify the purpose of teaching and learning. Spontaneous teaching and e-notes are prepared and given to students. Since the Institution has students from rural areas and considering their difficulties in online learning, it suggests posting all recorded classes in Google class so that they can learn at their convenience. Non-Major Elective Course aims to modify behavioral tendencies by experience. Students have the choice to choose their allied papers from the list of allied papers. Teachers have as many activities as possible and firmly believe that joint learning molds students' interpretation and provokes them to perform in class. Group, Pair, or individual tasks and activities bring a more significant impact of curriculum on students. Curriculum branches its design, display, deliver, evaluate, inculcate, and embrace strenuous curriculum delivery.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 30

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 13.73

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
66	643	587	147	87

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Since education aims subjective and objective of every student's knowledge, it integrates crosscutting issues relevant courses. The curriculum is encompassed with SBS, Elective papers; Professional Ethics, Employability Skills, Human Values, Environment, and Sustainability. Women's studies have been chosen by the English, History, and Economics departments. Environmental Studies, Effective Employability Skills, Interview Technique Interpersonal Communication, Soft skill development, Professional Competence, and Professional Etiquette are offered to prepare them to be prepared for the first step in their career. To build up their mental stability and peace, Manavalakalai Yoga is included in the curriculum. Manavalakkalai yoga shapes their mind and body. The most often heard words stress and depression would be reduced in students' lives and lead to self-study through the course. To enhance their livelihood sustainability, students are taught fruit and vegetable Preservation Skill paper. Marketing and Sales management have been taught to a few departments to increase the business thirst. Marketing and Sales management provide knowledge that will be useful for their career and understanding of business areas. Gender Economics has been the paper that teaches them the equality of women in the professional and business world. Professional English paper has been designed based on the department, and it has been taught. It concentrates on the four skills LSRW. It helps them to overcome their barriers. Through the Extension Activities paper, students learn to connect with people and be in the shoes of ordinary people. Extension Activity preaches them to be organized, committed, and facing every issue and extending solutions. They learn how to approach government departments to solve a problems or fulfill their needs. These choice-based studies make our students multi-faceted and good humans. Heritage and tourism, though it is a non-business visit can teach tourism management skills. It showcases past legacies and students visit a place in a historical frame. Moreover, it feeds the desire to find the cultures of our neighborhood and understand them. Emergency and Medical Lab gives life-saving skills. Women's writing in English focuses on gender issues and human values. It locates their interpretations and equality. Fruits and Vegetable Preservation is a paper where students can get their business ideas. Gender Economics flashes light on domestic violence and financial crises through gender inequality. Interview Technique and Interpersonal Communication course teaches and trains the students to be skillful to the approaching demands. Thus the curriculum is delivered with the intended message effectively.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 12.14

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 259

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 83.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
743	850	795	831	772

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

2022-23	2021-22	2020-21	2019-20	2018-19
981	931	912	1007	930

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 77.66

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2022-23	2021-22	2020-21	2019-20	2018-19
449	567	510	524	501

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

2022-23	2021-22	2020-21	2019-20	2018-19
677	642	629	695	642

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 19.93

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

In our pursuit of creating dynamic learning environments, APSA College has embraced student-centric teaching methodologies to enhance learning experiences. These approaches prioritize active engagement, problem-solving, and experiential learning, fostering comprehensive understanding and skill development among students. Leveraging Information and Communication Technology (ICT)-enabled tools, such as Learning Management Systems (LMS) and Google Classroom, we offer unprecedented opportunities for effective teaching and learning. Through laboratory sessions, industrial visits, and field trips, students gain firsthand exposure to real-world applications, while group discussions, role-plays, and seminar presentations encourage active involvement in the learning process. Assignments, case studies, and projects further develop analytical abilities and resilience in tackling complex issues. In tandem with student-centric methodologies, ICT-enabled tools catalyze enriched learning experiences. APSA College utilizes LMS to provide students with easy access to course materials and supplementary resources, fostering self-paced learning and facilitating communication between students and educators. Google Classroom enhances collaboration, enabling instructors to share assignments, conduct discussions, and provide timely feedback. Additionally, our college YouTube channel hosts short learning objects, including 30 videos, supplementing traditional teaching methods. Visual aids, PowerPoint presentations, and interactive multimedia content are integrated into teaching practices to enhance engagement and retention and cater to diverse learning styles. Access to digital libraries such as the National Digital Library of India (NDLI) empowers students to explore a vast repository of academic resources, enriching their learning experience and fostering independent inquiry. In conclusion, adopting student-centric teaching methodologies and ICT-enabled tools has revolutionized education at APSA College. By prioritizing active engagement and experiential learning, we empower students to become lifelong learners with the skills and knowledge necessary for success in a rapidly evolving world. Looking ahead, we are committed to innovating and refining our teaching practices to ensure every student receives a stimulating and enriching educational experience. Additionally, APSA College has established a skill center where tailoring and beauty care skills are taught, aiming to develop students into successful entrepreneurs. This initiative further emphasizes our commitment to empowering students with practical skills tailored to meet industry demands, enhancing their employability prospects and setting them on a path towards successful and fulfilling careers.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 98.05

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

2022-23	2021-22	2020-21	2019-20	2018-19
109	103	103	102	96

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 67.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	70	68	65	59

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Transparent assessment mechanisms and efficient Grievance Redressal systems are essential components of maintaining academic integrity and fostering a conducive learning environment within educational institutions. At our college, we prioritize transparency and efficiency in internal and external assessment processes, ensuring fairness and accountability at every step. This report elaborates on the mechanisms in place for internal and external assessment and the grievance redressal procedures followed. Continuous Internal assessment is carried out efficiently and on par with University Examinations. The Internal mark is assigned 25 marks, of which 2 internal tests are conducted for 15 marks and 5 each for assignment and Seminar. In advance of examinations, the timetable is made available on the college website, Notice boards, and WhatsApp Groups. Answer scripts are evaluated by the respective faculty members and are issued to the students within the week of the test. Students' signatures are mandatory in every answer script after evaluation. Marks are then entered in the software, where students can access the page for any clarification. This transparent practice allows students to review their performance and identify any discrepancies promptly. In the event of any grievances regarding internal marks, students are encouraged to approach the Head of the Department (HoD) and the respective subject teachers for resolution. This process is typically resolved within three days, ensuring timely and effective resolution of student concerns. If grievances persist after the publication of results, students have the option to escalate the matter to the Principal through the HoD. Each grievance is handled with care and diligence until a satisfactory resolution is achieved. External examination schedules are also prominently displayed on notice boards, facilitating students' preparation and planning. External examination is conducted for 75 marks by the Nodal Officer of our College as per the time-table given by the Affiliating University. Both internal and external marks are uploaded onto the college's Academic Administration Management Portal (AAMP). This digital record ensures the accuracy and accessibility of assessment data for students and faculty alike. Additionally, internal and external assessment marks are recorded in tutorial cards, providing students with a comprehensive overview of their academic progress throughout the semester. A robust grievance redressal system addresses students' concerns and maintains trust within the academic community. At our college, we have implemented an efficient and time-bound grievance redressal mechanism through online mode. The relevant authorities closely monitor the grievance redressal process to ensure swift resolution of issues. Concerned authorities oversee the progress of each grievance, intervening as necessary to expedite resolutions. In conclusion, transparent assessment mechanisms and efficient grievance redressal systems are fundamental pillars of our college's academic integrity and student welfare. By prioritizing transparency, accountability, and timely resolution of grievances, we uphold the principles of fairness and equity in all aspects of academic assessment and administration. Moving forward, we remain committed to continually improving and refining these systems to better serve the needs of our students and faculty.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Affiliated to Alagappa University, our College follows the syllabus framed by the University. Still, we strive to provide students with a relevant and impactful learning experience with continuous improvement and innovation in our teaching and assessment practices to maximize academic excellence. We concentrate on providing impactful Programme Outcomes (POs) and Course Outcomes (COs) which are widely propagated and publicized through various means such as display and/or communication specified hereunder.

- Website
- Curriculum books
- Classrooms
- Department Notice Boards
- Laboratories
- Student Induction Programs
- Meetings/ Interactions with employers
- Parent meet
- Faculty meetings
- Alumni meetings
- Library
- WhatsApp Groups

While addressing the students, the HODs create awareness of POs, PSOs, and COs. The faculty members, class teachers, mentors, course coordinators, and program coordinators also inform the students and create awareness and emphasize the need to attain the outcomes. This promotes awareness and accountability regarding the educational objectives of each course and program. After the declaration of examination results, a comprehensive analysis of course outcomes attainment is conducted to evaluate the effectiveness of teaching and learning processes. This analysis informs strategic decisions aimed at improving the quality of education delivery.

Program-specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at the micro level and by the end of the program. The program coordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators.

Program Outcomes (POs) are broad statements describing the professional accomplishments the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills, and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess, and the depth of learning that is expected upon completion of a course. They are specified and communicated. The Course coordinator prepares the

course Outcomes in consultation with concerned faculty members teaching the same course. The Module coordinator will verify it. Finally, they are discussed in the concerned department meeting course-wise and approved.

The POs/PSOs, and COs of the program are published through electronic media at individual Department sites located on the college website: In all the interactions with the students, awareness of POs, PSOs, and COs is consciously promoted.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Mapping of POs and COs: For all papers, the Course outcome is mapped with the Programme outcome based on the University Syllabus in the institutional software - Academic Administration Management Portal (AAMP). After the result, the Attainment of POs and COs is analyzed, and necessary measures are taken. The evaluation of Programme Outcomes (POs) and Course Outcomes (COs) is a critical component of assessing the effectiveness of an educational program and ensuring that students achieve the intended learning objectives. Our institution prioritizes this evaluation process to continually enhance the quality of education provided to our students.

Fixation of Threshold level: Programme Outcomes (POs) are uploaded by the Head of the departments, after which the individual faculty members update their Course Outcomes (COs) for the subjects they handle. The faculty members do assessment by entering I internal test marks, II internal test marks, Assignments, Seminar marks, and End Semester Examination marks. The syllabus, PPT, and E-notes are also uploaded to the Course outcome. Thresholds and Targets are fixed by the individual faculty members in consultation with the Heads of the departments to attain Course Outcomes. The evaluation of POs and COs spans multiple stages, from mapping to analysis, and involves various stakeholders, including faculty members, administrators, and students. All COs are meticulously mapped with corresponding POs based on the university syllabus in the software.

Evaluating the attainment of POs and COs: Following the release of examination results, the attainment of POs and COs is thoroughly analyzed. Data on student performance relative to the intended learning outcomes is collected and scrutinized to identify trends, patterns, and areas needing improvement. Faculty members, department heads, and administrators collaborate to review the evaluation results and identify actionable insights. Student feedback is also solicited to gain perspectives on the learning experience and areas for enhancement.

Measures taken to revamp the Deficiencies: Based on the POs and CO attainment analysis, appropriate measures and interventions are implemented to address identified deficiencies and optimize student learning outcomes. Instructional methods and approaches may be modified to better facilitate the attainment of POs and COs. This may involve incorporating active learning techniques, providing additional resources and support, or adjusting assessment methods to better measure student progress. Faculty members may undergo professional development training to enhance their teaching skills and pedagogical approaches. Workshops, seminars, and peer learning opportunities are provided to equip faculty with the tools and knowledge needed to effectively facilitate student learning. Additional support services, such as tutoring, academic counselling, and mentoring programs, are implemented to assist students in achieving their learning goals. In conclusion, the evaluation of POs and COs is a continuous process aimed at ensuring the quality and effectiveness of our educational programs. By systematically analyzing attainment levels and implementing necessary measures, we strive to provide students with a rigorous and impactful learning experience that prepares them for success in their academic and professional endeavours.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 89.49

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
595	662	641	662	453

2.6.3.2 **Number of final year students who appeared for the university examination year-wise**

during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
678	746	676	662	605

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.85

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

I) Ecosystem for Innovation:

Institution creates an innovative ecosystem to the students and faculties through providing a platform to conduct various workshops such as Textile screen-printing, air-conditioning Service, MSME Schemes, Beauty care, Rural Entrepreneurship development etc.

2) Indian Knowledge System:

Indian Knowledge System achieved through curriculum, Research article and Book publication, Workshops and carry out minor research projects. Curriculum on Vermiculture, Poultry Science, Fermentation Technology are imparting IKS to the students through Elective courses and Yoga is also included as value-based education course. Research articles and Chapters authored by faculty members

not only demonstrate the expertise of these scholars in indigenous knowledge systems (IKS) but also serve to enlighten and raise awareness among readers about the profound connections between Tamil literature and various facets of life.

Workshop on Inscription reading, Honeybee keeping, and animal preservation techniques created knowledge and skills on IKS to the student community. Yoga, a life coping skills workshop organized to the students every year to develop and inculcate IKS knowledge.

Outcome of the Minor research project on Biodiesel production is evidence for the usefulness of IKS to the society.

Invited lectures on cultural heritage of the Temples of Chettinadu has been organized to disseminate the IKS knowledge to the students.

3) IPR:

Intellectual Property Rights cell of our College launched on 26.07.2020. this cell creates awareness on IPR and Patent and motivate students, researchers and faculties through seminars and conferences. **IPR cell encourages our faculty members got patents on spice exports, intelligent packing materials, synthesis of bioactive compounds and Kit design for Early diagnosis of Breast Cancer.**

4) Incubation centre:

Incubation centre of the college provided a platform for the students to develop their technical skills and knowledge on vermiculture and vermicomposting, honey bee rearing and know the medical values through herbal garden. Every year, in association with Tamil Nadu Science Forum, our institution provides technical support to guide teachers through training programme for National Children Science Congress.

5) Creation of knowledge:

Institution has provided a platform to the students on creation of knowledge by giving an opportunity to the students to take part in Birds census, to go for field study, industrial visit, research centre visit, educational trips. Activities like invited lecture programme, workshops, seminar, conferences and hands on training, exhibition are also playing an important role in creation of knowledge to the students.

6) Transfer of knowledge:

The transfer of knowledge through Memorandum of Understanding (MoUs), expert collaborations, invited lectures, and extension activities plays a pivotal role in disseminating valuable insights and expertise across academic and societal realms. Through MoUs, institutions forge partnerships to facilitate the exchange of knowledge, resources, and best practices, fostering collaborative research and educational initiatives. Extension activities bridge academia and society, empowering communities with valuable insights and abilities. External examiners for Ph.D. viva voce examinations ensure rigorous evaluation and uphold academic standards, contributing to the quality and credibility of research outcomes. Overall, these channels drive knowledge dissemination, foster collaboration, and advance both academia and society.

One of the faculty members got awards as Biodiversity expert and green committee member.

Faculty members serving as Editor and reviewer in peer reviewed international journals, thereby they transfer their research ideas to the researchers round the world.

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

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 32

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	12	8	0

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	41	39	26	33

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.3.2

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

Response: 0.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	14	51	17	12

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

The extension activity programs organized by APSA College students have yielded impactful results across various fronts, significantly benefiting both the community and the environment.

Temple Cleaning and Hospital Sanitation:

The cleanliness drives in temples and hospitals not only improved hygiene in these spaces but also nurtured a sense of communal responsibility towards sanitation among students and locals.

Village Beautification and Environmental Preservation:

Efforts such as village cleaning, bush and plastic clearance, and pond cleaning have enhanced the aesthetic appeal of villages, reduced pollution, and preserved local water bodies, fostering a healthier living environment for villagers.

Tree and Palm Seedling Plantation

Tree plantation drives have increased green cover, promoting biodiversity and mitigating climate change effects. Similarly, palm seedling plantation initiatives have promoted sustainable agricultural practices.

Health and Safety Awareness Campaigns

Lectures and campaigns on Dengue, HIV/AIDS, Corona, and road safety have disseminated crucial information, empowering the community to make informed decisions about their well-being.

Rainwater Harvesting Promotion

Advocacy for rainwater harvesting techniques has encouraged water conservation efforts, particularly in water-scarce regions, addressing water scarcity issues.

Seed Ball Preparation and Afforestation

Initiatives like seed ball preparation and broadcasting have bolstered afforestation endeavors, supporting biodiversity and ecological equilibrium.

Community Development Collaboration

Collaboration with local administrative systems and schemes like the Mahatma Gandhi Rural Employment Guarantee Scheme reflects active involvement in community development projects, fostering sustainable partnerships.

Engagement with Marginalized Communities

Visits to blind schools and old age homes have facilitated meaningful interactions, promoting empathy among students and offering support to residents in need.

Road Safety Advocacy

Initiatives promoting helmet usage and road safety measures aim to minimize road accidents and casualties, ensuring a safer commuting environment for all.

Overall, these extension activities have not only brought about tangible improvements but also nurtured a culture of social responsibility and environmental stewardship among APSA College students and the wider community.

Helmet Awareness:

Increased helmet usage among motorcyclists and scooter riders, leading to a reduction in head injuries and fatalities in road accidents.

Improved understanding among the community about the importance of wearing helmets as a preventive measure against severe injuries.

Awareness on Kaavalan App and Uzhavan App:

Enhanced adoption and utilization of the Kaavalan App for reporting crimes and seeking assistance from the police, resulting in improved safety and security measures within the community.

Increased awareness and utilization of the Uzhavan App among farmers, facilitating access to agricultural information, government schemes, and market prices, thereby empowering farmers and promoting agricultural productivity.

Road Safety Awareness:

Improved adherence to traffic rules and regulations among drivers, pedestrians, and other road users, leading to a reduction in road accidents and fatalities.

Enhanced understanding of road safety measures such as proper lane discipline, speed limits, use of seat belts, and pedestrian safety, contributing to a safer road environment for everyone.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Every year, APSA College students engage in extension activities within neighbouring villages as part of their community outreach efforts. These activities are aimed at fostering sustainable development, raising awareness on environmental issues, and providing assistance to the local communities. In recognition of their efforts, the village panchayat and the headmaster of government colleges issue recognition letters. The efforts of APSA College students in implementing extension activities have been acknowledged and appreciated by the village panchayat and the headmaster of government colleges. Each year, they issue recognition letters commending the students for their dedication, commitment, and positive impact on the lives of villagers. These letters serve as a testament to the valuable contributions of the students towards community development and empowerment. In addition to the recognition received by the students, Dr. G.V. Gopinath, Associate Professor of Zoology at APSA College, has been honoured as a District Green Committee member by the Tamil Nadu Forest Department.

The extension activities undertaken by APSA College students in neighbouring villages, coupled with the recognition of Dr. G.V. Gopinath by the Tamil Nadu Forest Department, underscore the institution's commitment to community engagement and environmental stewardship. Through their collective efforts, they strive to create a positive impact on society while fostering a culture of sustainability and social responsibility.

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

3.4.3

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

Response: 30

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
07	08	07	08	00

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 5

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Infrastructure is pivotal in the students' learning atmosphere and building confidence. The institution has well-ventilated 75 classrooms, 7 safety and equipped laboratories, a large auditorium, and a seminar hall. The Central Library at our institution stands as a beacon of modernization and academic enrichment, courtesy of the implementation of "Modern Lib" Software. This cutting-edge automation has revolutionized our library services, offering semi-automation features alongside sophisticated barcoding systems. There are 38,870 books and subscriptions to 23 standard national and international journals and 17 magazines available. With this technological upgrade, students and faculty benefit from streamlined access to extensive scholarly resources, enhancing teaching and research endeavors. At the heart of our library's offerings lies the Network Resource Center, a digital gateway to a vast expanse of e-resources spanning various disciplines. From online journals to core digital materials in Information and Communication Technology (ICT), our library ensures learners have unfettered access to the latest scholarly works. Moreover, integrating e-notes accessible through the college website facilitates seamless knowledge dissemination, catering to diverse learning styles and preferences. The institution's commitment to fostering a culture of lifelong learning is further underscored by its subscription to the National Digital Library of India (NDLI), a groundbreaking initiative supported by the National Mission on Education through Information and Communication Technology (NMEICT). Through NDLI, our students and faculty gain access to a treasure trove of educational resources, democratizing knowledge and nurturing intellectual curiosity. In addition to NDLI, our library boasts institutional membership to NLIST, providing remote access to an extensive range of academic journals and scholarly databases. To uphold academic integrity and research ethics, our library is equipped with state-of-the-art plagiarism detection software, ensuring the originality and authenticity of scholarly works. This tool is a vital safeguard against academic misconduct, instilling a culture of academic honesty and scholarly rigor within our academic community. Beyond digital resources, our institution has also embraced the transformative potential of e-learning through initiatives like the National Program on Technology Enhanced Learning (NPTEL). With access to a vast repository of online web and video courses, students can engage in self-paced learning, complementing traditional classroom instruction. In tandem with these digital advancements, our institution has invested in modern teaching facilities, including Smart interactive Panels, LCD projectors and computers, to enrich the learning experience through visual learning. Moreover, our institution's automation extends beyond academic endeavors to encompass administrative processes, enabling efficient grievance resolution and feedback mechanisms. Faculty members leverage the AAMP portal to streamline attendance tracking, ensuring accountability and transparency in academic operations. E-notes and PPTs are uploaded to the AAMP LMS portal, and

students can assess at their convenience. Regarding infrastructure, our institution boasts two digital Smart interactive Panel enabled and 14 classrooms equipped with LCD projectors, fostering interactive and engaging pedagogical practices. Meanwhile, our outdoor stadium sprawls at 20900 sq.m. It is packed with 400 m track and field facilities. It provides a platform for students to hone their athletic prowess and participate in intercollegiate competitions for Football, Cricket, Kabbadi, Volleyball, Basketball, etc. An indoor stadium spanning 701.11 square meters offers space for activities like basketball, table tennis, and various other indoor games. In conclusion, our institution's relentless pursuit of academic excellence, facilitated by cutting-edge technology and robust support services, underscores our unwavering commitment to nurturing well-rounded individuals poised for success in an increasingly digital and interconnected world.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 10.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.0	1.30000	42.35000	7.90639	0.0

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

In the digital era, where information is abundant and readily accessible, libraries play a crucial role in

facilitating knowledge dissemination and academic research. Technology integration into library systems has revolutionized how information is accessed, managed, and utilized. This report delves into the automation and digitalization of our library, which is equipped with an integrated library management system (ILMS) and a rich array of electronic resources, ensuring optimal utilization by both faculty and students. Our library began its automation journey in 2015, adopting the "Modern Lib" Software version 4.0. This user-friendly software is tailored to streamline administrative and managerial tasks specific to library operations. Comprising three modules Library Management, Circulation, and Student Search and Inquiry, it provides a comprehensive platform for efficient library functioning. With a collection exceeding 38,870 books and subscriptions to 40 esteemed national and international journals and magazines, our library boasts a diverse repository catering to varied academic interests. Moreover, our digital infrastructure facilitates internet connectivity, enabling seamless browsing of e-resources and online research. Recognizing the significance of electronic resources in contemporary academia, our library subscribes to the National Library and Information Services Infrastructure for Scholarly Content (N-LIST). This initiative, jointly executed by prestigious consortia, grants access to a vast array of e-journals and e-books—6000 and 31,35000, respectively—benefitting students and faculty. Furthermore, institutional memberships with the National Digital Library (NDL) augment our digital repository, enriching the academic pursuits of our community. Integrating N-LIST and NDL memberships empowers our stakeholders with remote access to a wealth of scholarly content. Particularly advantageous for part-time scholars, this accessibility fosters uninterrupted research endeavors, transcending geographical barriers and enhancing academic productivity. Our library systems are interconnected via LAN and bolstered by reliable UPS support to ensure seamless access and uninterrupted services. Additionally, reprographic services on demand mitigate the need for off-campus excursions, optimizing time utilization for academic pursuits. Our library prioritizes resources pertinent to competitive examinations and career advancement, catering to diverse academic aspirations. The convergence of automation, digitalization, and robust infrastructure culminates in faculty and students' optimal utilization of our library. With streamlined processes, expansive digital repositories, and enhanced accessibility, our library is a vibrant hub for academic exploration, research, and intellectual discourse. The transformation of our library into a digitally integrated knowledge ecosystem underscores our commitment to academic excellence and innovation. We endeavor to empower our academic community with the tools and resources necessary for scholarly achievement and intellectual growth through strategic investments in technology, resource acquisition, and service enhancement. As we continue to evolve and adapt to the dynamic landscape of academia, our automated library stands as a beacon of progress, facilitating learning, discovery, and intellectual engagement.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college's commitment to fostering a conducive learning environment extends beyond physical infrastructure to encompass comprehensive IT facilities tailored to meet the evolving needs of both students and faculty members. These facilities serve as invaluable tools for continuous learning and professional development. With a steadfast dedication to staying abreast of technological advancements, the institution allocates resources each year to update and enhance its IT infrastructure across the campus. 10 Broadband connectitvities is available in various zones. The lecture rooms, seminar halls, and auditorium are equipped with cutting-edge IT amenities, including advanced audio-visual systems and LCD projectors. These facilities empower educators to deliver engaging and interactive presentations, fostering a dynamic learning environment that stimulates critical thinking and knowledge acquisition. Moreover, the well-equipped library serves as a hub of intellectual exploration, providing students and faculty members with access to a vast repository of digital resources, scholarly journals, and e-books. Through the integration of modern technologies, such as online databases and electronic catalogs, the library enables seamless access to information, supporting research endeavors and academic pursuits. In line with the college's commitment to safety and security, a comprehensive CCTV monitoring system is installed throughout the campus. This surveillance infrastructure not only deters potential security threats but also ensures the safety and well-being of students, faculty, and staff members. To facilitate seamless connectivity and access to educational resources, modems are provided to departments, enabling students to utilize their laptops or mobile devices within the college premises. This initiative empowers learners to engage in activity-based learning, access e-resources, and collaborate with peers, thereby enriching their educational experience. Furthermore, the college has implemented signage for departments and buildings, facilitating navigation and enhancing the overall campus experience for newcomers and visitors. Additionally, event details and announcements are prominently displayed on the college website, ensuring transparency and fostering community engagement. In keeping with the institution's commitment to accountability and efficiency, teacher attendance is regularly recorded and monitored. This ensures punctuality and professionalism among faculty members, contributing to the smooth functioning of academic operations. In conclusion, the college's comprehensive IT facilities underscore its dedication to providing a holistic and technologically enabled learning environment. By leveraging modern technologies and infrastructure, the institution empowers learners and educators alike to thrive in an increasingly digital world.

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

4.3.2

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

Response: 21.33

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

year:

Response: 100

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 21.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
17.76334	16.91	25.08	27.70	11.90

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 42.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
929	1027	877	904	1025

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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. *ICT/computing skills*

Response: E. None of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 0

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

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

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

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

Response: 52.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
413	522	124	276	407

5.2.1.2 **Number of outgoing students year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
640	704	705	684	610

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

Response: 0

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

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

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

5.3 Student Participation and Activities

5.3.1

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

Response: 13

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	9	4

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 3.4

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	0	0	0

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

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

Alumni Association of our college is registered (Reg.No.47/2005), since 2005.

The composition of Alumni Association for the year 2022-24 are as follows

Mr.N.Rameswaran – President.

Mr.N.Arumugarajan – Secretary.

Dr.SM.Alagappan – Joint-Secretary   Dr.M.Vijaya –Joint Secretary.

Mr. M.Tamilmani -Treasurer .

Mr.N.Balasubramanian - Executive Member.

Dr.M.Vijaya - Executive Member.

Mr.M.Karthigayan - Member

Dr.R.Premarani - Member

Dr.P.Kasivairavan - Member.

Dr.RM.Chandrasoodan – Member.

Mrs.A.Saraswathi – Member.

The Arumugam Pillai Seethai Ammal College (APSAC) Alumni Association in Tiruppattur plays a crucial role in the development of the institution through various forms of support, including financial contributions and other services. The financial and non-financial contribution of our alumni for the past five years was immense, and inspiring to the present batch of students to contribute generously in future when they become the alumni of our institution.

Our college alumni association contributes to the advancement of APSA college in the following ways.

Financial Support : Alumni members often contribute financially through donations, sponsorships, and fundraising events to support various initiatives and projects at APSAC. These funds are utilized for infrastructure development, academic programs, scholarships, research activities, and student welfare programs. The financial contribution by the alumni from the year 2018 to 2023 was Rs.8,78,074.00.

Scholarships and Financial Aid: The alumni association has established scholarship programs to provide financial aid to deserving students to help them pursue their education at APSAC. These scholarships supports students with tuition fees, books, transport and other educational expenses, thereby enabling access to quality education for economically disadvantaged students. Our alumni Mr.Karthikeyan of commerce department is funding the educational expenses of two male and two female student of B.com every year through KARTHIKEYAN ENDOWNMENT SCHOLARSHIP AWARD. Physics department Alumni endowment award has been instituted by 1986-89 batch of B.Sc. physics students to pay college fees for two meritorious student of B.Sc. physics. Thiru. S.Lakshmanan Endowment Award has been instituted in memory of his son Late L. Srinivasan for B.A. Economics

students.

Career Guidance and Mentorship: Alumni members often serve as valuable mentors and career guides for current students by sharing their knowledge, experiences, and insights into different career paths and industries. Our alumni working in various reputed organization also helps us to get placement for our students in their organization by arranging campus interviews to facilitate career development and job placement opportunities for APSAC students. Around 98 students got placed in 2019-20 with the help of our alumnus from BBA department, who brought their organization for campus interview.

Professional Development Programs: The alumni association collaborates with APSAC faculty and staff to organize professional development programs, guest lectures, and industry interactions to enhance the skills, knowledge, and employability of students. Each and every department association invites their prominent alumni during their association function to give special lecture programmes; these programs provide valuable learning experiences and exposure to real-world industry practices and trends. The alumni association fosters a sense of community and belonging among former students by organizing alumni reunions, networking events, and social gatherings.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our college serves as a platform to transfer knowledge and wisdom to rural students and develop them holistically by inculcating social, human, cultural values and create them as responsible citizens through employment oriented education with a sense of discipline and commitment to national values. The following bodies in the college were constituted for the overall governance of the institution.

1. Governing Body: The Governing body is the supreme decision-making body of the college. It has been vested with a wide range of powers. The Governing Body is responsible for the proper financial management, including the maintenance of the assets of the college and management of its academic affairs.
2. College Committee: It consists of the Secretary as the President, Principal, Office Superintendent and 3 teaching fraternity as members. Resolutions are made by the college committee regarding Appointments, Disciplinary action if any, Relieving procedure for Retiring staff member.
3. College Council: It consists of the Principal as the President, the heads of all departments and Office Superintendent as members, one of the heads as Secretary of the council. College council meets to finalise the Time-table, Internal Test dates, Mid-semester holidays, fixing dates for Annual day, Sports day and Graduation day, final date to conduct Association activities, Industrial visits, Field Tours, Closing date for the semester.
4. Discipline Committee: It consists of the Principal as the convener, vice principal as the co-convener, the heads of all department of the college, Office Superintendent, N.C.C. officer and four faculty members. This committee meets to discuss any issue related to discipline and tkes necessary step to solve the issue.
5. Admission Committee: There is an Admission Committee comprising of the Principal, Vice-principal, HoDs and one senior faculty member of the college who are responsible for preparing the merit list of candidates based on the guidelines of the state Education Department.
6. Examination Committee: It has a nodal officer in-charge and a team to carry out the Continous internal test and prepare the schedule and invigilation duty for faculty members, Coduct semester examinations.
7. Anti-ragging committee: To enforce discipline and curb ragging in the college campus, a distinct committee has been formed. The committee comprises the principal and vice-principal, members from the teaching and office staff and stakeholders from the public.

Regarding NEP implementation, our college is pioneer in introducing vocational programmes among the affiliated colleges of Alagappa University. Two courses namely, B.Voc Software Development and B.Voc Banking and Financial Services are in effect from 2019-20 onwards. In alignment with NEP 2020, we encourage industry collaboration and skill enhancement programs for the students.

Sustained institutional growth is proactive through effective evaluation methods and feedback mechanisms from all stakeholders. Areas for improvement is identified and strengthened.

The College follows the practice of decentralization in academics, administration and extra-curricular activities. The decisions and planning of the various bodies after their respective meetings are conveyed to the teachers through the respective HODs and the IQAC. Participation of students is encouraged through Students representatives in Women Empowerment Committee and representation in almost all the committees

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan outlines the vision, objectives, strategies, and action points in compliance with the recommendations of all stakeholders, NAAC and New Education Policy to cope up with the changing scenario in Higher Education. It serves as a route map to discharge its activities in a more comprehensive and inclusive manner to attain its vision and mission.

The apex body of the college is the Governing Body, the highest decision-making body at the top of the hierarchy and the President of the Governing Body is appointed for five years. It also comprises 2 Vice-presidents, Secretary, the Principal of the college and members from the management.

For deployment of institutional strategic perspective plan, the principal consults with Academic council members, IQAC, and places the plan, strategies to be adopted, etc., in the Governing Body meeting, so that they can be implemented in the college. The Gurudaksharambh Committee provided training to the staff members to prepare SLO to facilitate teaching-learning process. The library of our college in order to equip our students to face competitive examinations, introduced Brain-fest Intra-College Quiz Competition. A three days online training was given to the faculty members on the title "E-Content Development Tools" during the lockdown period. As a result, all the faculty members were equipped with online teaching methods through Google classroom and Youtube channels.

All fresh recruitments are made in a transparent manner. First, advertisement for the posts is made in widely circulated dailies of the state as per guidelines framed by the state government and UGC from time to time. Promotion of faculty members and office staff are governed and carried out in accordance

with the rules and guidelines given by the Education department and UGC. The college recommends promotion of concerned employees for necessary approval through the Director of Collegiate Education.

The Service rules and procedures has been clearly defined which cover various aspects of Employee. These Rules provide a fair and transparent framework for employees, fostering a positive work environment and ensuring the smooth functioning of the Institution.

The Administrative setup of the institution is designed to facilitate efficient governance and decision-making. It has established clear reporting lines, well-defined roles and responsibilities, and effective coordination mechanisms among its Administrative Units. The Administrative Setup promotes effective communication, streamlines workflows, and enables timely decision-making. The Institutional Administrative Leaders demonstrate strong leadership skills and ensure that administrative processes support the strategic goals outlined in the Perspective Plan.

A Grievance Redressal Cell is operational in the college to handle any kind of grievances of all the stakeholders. Different committees and cells have been created by the college authority to look after various activities and implement numerous plans and policies: Academic Council, Discipline committee, IQAC, Admission Committee, Examination Committee, Grievance Redressal Cell, Women Empowerment Cell, NCC, NSS, Library Advisory Committee, Career Guidance Cell, Anti-raging Committee, CARE Committee, Infrastructure Maintenance Committee, Canteen Management Committee, and Time-table Committee. At the beginning of every academic year, various bodies and committees that constitute the organogram of the institution lay down the strategic plan of events and activities which will support the growth and development of the college.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: E. None of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The Institution recognizes the importance of regular assessment of the performance of its employees to promote a culture of excellence and continuous improvement. The performance appraisal is conducted by the IQAC. The IQAC of the College takes the feedback from the students about teachers' classroom performance. Faculty audit is also conducted every year to evaluate their performance. These are discussed with the Principal and heads of the department and feedback is sent to respective faculty members. Thus faculty members are informed about their performance on an annual basis. It serves as a valuable tool for recognizing and rewarding exceptional performance, as well as identifying areas where additional support or training may be required. Our College has some welfare measures for staff members, namely:

TEACHING

1. Granting permission to attend conferences, Seminars, Workshops, short-term courses on OD
2. Casual Leave and other leaves are permitted as directed by the State Government
3. Employee Provident Fund for teaching.
4. Loan facility is made available for the staff through Cooperative Thrift Society. 49 teaching staff members have availed loan through the thrift society. Amount of Rupees Two crores, eleven lakhs has been borrowed by our teaching staff members in the academic year 2022-23.
5. Quarter's facility is available in the campus for staff members. About 21 staff quarters is available at present.
6. Covid Vaccination camps have been conducted.
7. Tamil Nadu Government Health Insurance facility arranged. So far, in the past five years, 2 family members of the deceased staff members have availed the benefits of the scheme

amounting 7 lakhs and 5 lakhs respectively.

8. Experts from the industry and academia are called to address the staff.
9. Faculty members are encouraged to take up Minor and Major research projects.
10. Engage staff members in Sports events and Pongal festivals as recreation activities.
11. Paternity and Maternity leave can be availed.
12. Encouraged to develop Short Learning Object through workshops organized by the institution.
13. Yoga camps are organised periodically to strengthen the physical and mental spirit.

NON-TEACHING

1. Loan facility is made available for the staff through Cooperative Thrift Society in the college. 39 non-teaching staff members have availed loan through the thrift society. Amount of Rupees One crore, fifteen lakhs has been borrowed by our non-teaching staff members in the academic year 2022-23.
2. Quarter's facility for non-teaching staff members is available in the campus.
3. Free Medical camps are being conducted.
4. Tamil Nadu Government Health Insurance facility arranged.
5. Granting permission to attend Workshops on OD
6. Casual Leave and other leaves are permitted as directed by the State Government
7. Paternity and Maternity leave can be availed.
8. Engage staff members in Sports events and Pongal festivals as recreation activities.
9. Covid Vaccination camps have been conducted.
10. Training programs are conducted periodically to enhance their administrative skills.
11. Yoga camps are organised periodically to strengthen the physical and mental spirit.
12. Orientation programs are conducted to refresh their productivity skills at workplace.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 32.14

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
46	42	62	49	17

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
43	39	30	30	27

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the certificates of the program attended by teachers.	[View Document](#)
Annual reports highlighting the programmes undertaken by the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The institution has developed a Comprehensive Resource Mobilization Policy and a Set of Procedures to ensure the optimal utilization of resources. The institute submits various proposals to meet the requirements of funds for construction, up-gradation, and renovation of classroom, office, library and other basic infrastructure, requesting financial help from UGC, RUSA, and State Govt. The faculty of the institution also submits individual or joint proposals to different funding agencies like UGC, ICSSR, State Govt. and other bodies for financial help to carry out major and minor research projects.

The institute has also generated fund by introducing Self-financing and Vocational Programmes. The college Governing Body monitors effective and efficient use of financial resources. All subordinate bodies like IQAC, Examination committee, Library committee, Admission committee, etc, give proposals of their needs to the GB meeting which undertakes final decision after review and justification. All the departments and committees submit their expenditure statement to the principal requesting for reimbursement for the programs conducted. Each and every financial transaction is supported by vouchers. All collections are deposited in the bank and all expenditures, recurring and non-recurring, are incurred through cheques.

Another essential component of the Resource Mobilization Policy is the cultivation of Alumni Networking and seeking their philanthropic support. It also establishes avenues for Alumni to contribute financially to the institution through donations, endowments, and scholarships.

To ensure the Optimal Utilization of Resources, the institution has established a Financial Management System. This System involves careful Budget Planning, Monitoring, and Periodic Review to ensure that resources are allocated effectively and efficiently. The IQAC of the college prepares the activities for the academic year and for which the amount is allocated. The Institution emphasizes transparency and accountability in financial practices, adhering to Regulatory Guidelines and Reporting Standards.

Both the internal and external audit is done by the college authority regularly. Internal audit is undertaken by a person with accounts experience duly appointed by the Governing Body of the college and external audit is done through a Govt. certified chartered accountant annually and through Joint Director, Madurai. The college maintains transparency in financial activities through submitting its regular audit reports to different authorities.

Moreover, the institution promotes a culture of Resource-optimization and Sustainability across all Departments and Committees. Faculty Members and Staff are encouraged to explore innovative ways to maximize the use of available resources, reduce waste, and implement energy-saving measures.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC of the college has been putting its efforts for continuous quality enhancement through various strategies, practices and initiatives. The college established its IQAC cell on 18.06.2007. The main policies of the IQAC of the college are:

1. To improve the quality of academic and administrative activities of the college.
2. To provide information related to higher education for quality enhancement in teaching learning process.
3. To organize workshops, seminars, etc, for quality enhancement for students, teachers and office staff. Documentation of various programmes held in the college.
4. To prepare Annual Quality Assurance Report for NAAC. The IQAC prepares perspective College plan and through meetings and consultations with the Principal and the Governing Body try to implement them accordingly. Some examples of institutional reviews and examples of teaching/learning reforms facilitated by IQAC are:

1. Students' feedback on the faculty members, Curriculum: Students feedback is one of the prime measures to assess the quality of teaching learning process of the college. IQAC has framed a questionnaire covering maximum aspects of the teaching learning process to evaluate the teaching environment of the college by learners.
2. Progress of the students/course through meetings with HoDs: The IQAC conducts meetings with HODs and faculty members of the respective departments and tries to provide inputs and suggestions for progress of students in academic and co-curricular spheres. Add-on courses, NPTEL, Online Courses were undertaken to enhance the learning aptitude of the students.
3. In digitisation process, e-resources such as E-notes, SLO, Google classroom was initiated for the easy access to the students anytime, anywhere.
4. For a more Comprehensive learning, the IQAC of the college suggest the departments and committees to conduct Workshops, Conferences and Seminars. About 56 such events have been conducted in this five year period. Apart from these events, invited lectures are conducted covering various aspects.
5. MoUs have been signed with various institutions to facilitate the exchange of ideas in teaching and research. So far, 12 MoUs have been signed, and they are functional by engaging in academic enrichment.

6. The lockdown period was a blessing in disguise as we could organise many events with the support of technical advancements. Teachers and students kept their teaching-learning lively by conducting webinars, floating online courses, and creating YouTube videos for their subjects and quizzes.
7. The result analysis also showed tremendous improvement as the pass percentage has increased gradually. Comparing the results before and after lockdown shows a positive impact through blended mode of teaching.

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

College is committed to ensuring a safe and secure environment for girls. Over the past five years, several measures and initiatives have been undertaken to promote gender equity and empowerment of women. In tune with the National Education Policy 2020, our institution aims to usher in equitable and inclusive education for all, focusing on youth, especially girls, from socially and economically disadvantaged groups. Even though we are an affiliated institution, we can choose elective course papers in the programs. In this regard, we have included gender-related courses such as Women's Writing in English, Women's Studies, and Gender Economics. As part of the inculcation of social responsibility, we have separate NSS units exclusively for female students (100). Our institution is the only co-education institution where women are encouraged to join the National Cadet Corps (NCC) unit, one of the most extensive women's regiments in Alagappa University affiliated Colleges. Apart from this, we have a separate women empowerment committee to stimulate the inner talents of the female student for a bright career. Further, other committees such as the Girl Students Welfare Committee, Women Entrepreneurship Club, Anti-Ragging Cell, and Internal Complaint Committee are also constituted for Gender equity, safety, and security of Women. In addition, women faculty members have been assigned top positions and are heading some crucial committees such as the Internal Complaints Committee, Convener, Youth Red Cross Society conveners, and OBC welfare committees etc., In the Internal Quality Assurance Cell, out of 17 members, seven are women. Every year, on March 8th, International Women's Day is celebrated in which talented female students are honored and motivated.

The institution also insists that all the departments, cells, and committees organize programs emphasizing gender promotion. In this connection, the Chemistry Department organized a program on the role of education in attaining gender equity on 08.02.2023. Women empowerment committee organized program on student ethics, College Bazaar for women, Gender Discrimination in India, Safeguarding from Harassment: Educational Institutions, Workplace, & Social Media, Polycystic Ovary Syndrome: Reasons and Remedies on 31.01.2023, 06.03.2023, 24.02.2023, 15.03.2023 and 17.03.2023 respectively. Programs such as Women and Law, Cyber Pledge, and Self-defence for Girls on 19.03.2022, 13.03.2022, and 28.03.2022, respectively, to motivate the students to active participation in all walks of society. Internal Complaint Committee followed due protocol in the redressal of complaints and worked proactively towards increasing gender sensitization by organizing lectures by Lawyers and other experts. In the academic year 2020-2021, we have organized women's related programs such as the Act for Protection for Women from Domestic Violence, Kaavalan APP, Click on Kavalan APP, Cyber-crime on 10.02.2021, 02.03.2021, 15.02.2021 and 17.03.2021 respectively. In 2019-2020, along with Police Officials, we organized a women's protection program for all girl students. The institution has separate rest rooms for women faculty members and Girl students. A separate Vehicle parking place is arranged

for female students. A separate space has been provided for childcare in the women's room.

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

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: E. None of the above

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

In 2018, our college prioritized events fostering national pride and integrity. We commenced with a vibrant Independence Day Celebration on August 15th, marked by cultural activities and patriotic fervor. Later, on October 31st, National Unity Day honored Sardar Vallabhbhai Patel, advocating unity among citizens. Additionally, on November 2nd, students pledged for a corruption-free India, emphasizing ethical conduct and anti-corruption efforts. Transitioning to 2019, our focus shifted to civic engagement and legal literacy. National Voters Day on January 24th promoted awareness of democratic rights, followed by a Republic Day celebration on January 26th, showcasing our commitment to the Indian Constitution. Moreover, on December 17th, Legal Awareness Aid enhanced students' understanding of legal concepts. In 2020, we continued celebrating India's heritage. Independence Day on August 15th embodied traditional festivities and patriotism, while Constitution Day on November 26th underscored constitutional rights and duties. Progressing to 2021, our college intensified efforts in civic engagement, health awareness, and social responsibility. Republic Day on January 26th symbolized our dedication to constitutional values. February 11th marked Yoga Day, advocating physical and mental well-being. Initiatives like "No Voters to be left behind" and "Awareness Program for First-Time Voters" in March ensured voter participation and educated students about their rights. Furthermore, vaccination camps on September 1st and 4th addressed public health concerns, including COVID-19. September 21st observed the International Day of Peace, promoting harmony. Transitioning to 2022, our commitment to social causes persisted. "World Students Day" celebrated students' societal roles, followed by "Awareness Program on Cybercrime" in November, raising awareness about online safety. Events like "World AIDS Day" and "Awareness cum competition on Cyber Crime" heightened awareness about HIV/AIDS and cybercrime prevention. "Awareness Programme on the Prevention and Spread of Novel Coronavirus (COVID-19)" addressed pandemic concerns. Throughout the year, various events underscored our commitment to social causes, including "World Sparrow Day," "World Theatre Day," "Importance of Blood Donation Camp," "Tuberculosis – Awareness Program," "World Water Day," and "Awareness Program on Road Safety." Notably, "National Library Day" and an "Essay Writing Competition" highlighted intellectual engagement. "National Scientific Temper Day," "Deworming Day," and "National Leprosy Eradication Awareness Camp" in 2023 further illustrated our dedication to social causes and awareness programs.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice - I

Title of the Practice

Establishment of NDLI Club

The primary objective behind establishing an NDLI (National Digital Library of India) club is to foster the dissemination of knowledge, skills, and valuable traits among students by facilitating access to a diverse array of learning resources. This initiative represents a significant stride towards integrating digital learning into the educational landscape, empowering students to engage in lifelong learning and self-improvement regardless of their location or preferred device.

The Context

In today's digital era, the advancement of digital teaching and learning tools is paramount in the virtual learning environment. The NDLI club is established to leverage technological advancements and vast e-resource materials to cater to students' learning needs. By partnering with NDL, an initiative of the Ministry of Education, Government of India, through its National Mission on Education through Information and Communication Technology (NMEICT), the club aims to promote digital learning resources and cultivate lifelong learning processes among students.

The Practice

The central library conducts an orientation program at the beginning of the academic year to introduce students to the National Digital Library of India (NDLI). Led by the librarian, the program offers a comprehensive overview of NDLI's objectives and resources, motivating students to register in the NDLI club. Communication about events is disseminated through emails and circulars, ensuring students stay informed and participate actively. Upon receiving event notifications, students enroll and engage in various activities, benefiting from diverse learning opportunities and collaboration with peers. Certificates are awarded upon event completion, acknowledging students' participation and facilitating record-keeping.

Success of Evidence

Since its inception, the NDLI Club has significantly impacted students' academic growth and intellectual development. Over 1039 students have benefited from various local and global events, with participation in 17 global and 08 local events. Feedback from participants highlights the initiative's success in democratizing access to educational resources and empowering students to explore diverse disciplines, fostering digital literacy, and facilitating personal growth.

Problems Encountered and Resources Required

- Encouraging student usage in NDLI resources can be enhanced through social media campaigns and digital posters.
- Addressing digital connectivity issues in rural areas requires innovative solutions, while awareness of ICT tools can mitigate resistance to digital learning.
- Sustaining interest and active participation within the NDLI Club may pose challenges, necessitating continuous engagement strategies.
- Aligning NDLI Club activities with academic streams could facilitate integration with the regular academic curriculum, although challenges may arise in aided colleges.

In conclusion, the NDLI Club serves as a valuable resource and platform for students, offering a digital space for learning, collaboration, and skill development. By addressing challenges and leveraging resources effectively, the club can further enhance its impact on students' academic journey.

BEST PRACTISE II

Title: Ensuring Educational Continuity and Financial Support through Personal Accident Group Insurance Scheme

Objectives of the Practice

The primary objective is to provide financial security and ensure uninterrupted education for students from underprivileged backgrounds by extending insurance coverage to both students and their parents. This aims to alleviate the economic burden on families affected by accidents and foster trust and commitment between the institution and its community.

The Context

Arumugam Pillai Seethai Ammal College, located in rural Sivagangai District, Tamil Nadu, serves students predominantly from underprivileged agricultural families. The institution initiated a Personal Accident Group Insurance Scheme in 2012 to address the financial vulnerability of families in the face of accidents, expanding coverage to include students and their parents.

Practice

The college implemented a comprehensive Personal Accident Group Insurance Scheme in collaboration with insurance companies. Initially, coverage included Rupees 1,00,000 for death claims and Rupees 30,000 for hospital expenses, later increased to Rupees 200,000 and Rupees 100,000, respectively, in 2021. An Insurance Governance Cell, led by a senior faculty member, oversees scheme implementation to address challenges such as lack of awareness among parents and issues with documentation and disputes.

Evidence of Success

Since 2012, the scheme has disbursed insured amounts to seven families affected by accidental deaths, providing crucial financial support and ensuring educational continuity for students. The initiative has fostered trust and appreciation within the student community and their families, with 11 claims settled overall.

Problems Encountered and Resources Required

Challenges include a lack of parental awareness leading to delays in reporting accidents, difficulty obtaining necessary documentation, and navigating arbitrations with involved parties. Addressing these challenges requires ongoing efforts to raise awareness, collaboration with local authorities and medical institutions, and potentially exploring legal support options. Building a strong support system for families during the claims process, including counseling services, is also essential.

Efforts should focus on ongoing evaluation and adaptation of awareness campaign strategies to ensure the sustained success of the insurance scheme.

In conclusion, the Personal Accident Group Insurance Scheme has proven instrumental in mitigating the financial repercussions of accidents, empowering the college community, and fostering a brighter future for future generations.

File Description	Document
Best practices as hosted on the Institutional website	[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 introduction of vocational courses at Arumugam Pillai Seethai Ammal College represents a significant step towards aligning education with industry needs and preparing students for successful careers. These courses, funded by the University Grants Commission - National Skill Qualification Framework (UGC-NSQF), underscore the institution's commitment to holistic development and employability enhancement. Located in Thiruppathur, the college's pioneering initiative in vocational education reflects its vision and mission to nurture well-rounded individuals equipped with both

academic knowledge and practical skills. By offering specialized courses in fields such as banking and financial services, as well as software development, the college empowers students to excel in their chosen domains and contribute meaningfully to society. The vocational courses are structured according to the National Skill Qualification Framework (NSQF) guidelines, ensuring standardized skill development across various sectors. Significant financial support from the UGC, amounting to INR 1,70,0000, highlights the recognition of vocational education in addressing the skill gap in the job market and enhancing the quality of higher education. Arumugam Pillai Seethai Ammal College takes pride in being the first among its affiliated colleges to introduce these vocational courses, showcasing its commitment to innovation and excellence in education. Furthermore, the college's strategic partnerships with industry stakeholders through Memorandums of Understanding (MoUs) facilitate internships and hands-on training opportunities for students, bridging the gap between theoretical knowledge and practical application. The success of these vocational courses is evident from the achievements of the students, with internships undertaken in both banking and financial services, as well as software development. So far, 20 students got university ranks which affirms the effectiveness of its vocational education programs in enhancing students' employability and industry readiness. In conclusion, the introduction of vocational courses funded by UGC-NSQF marks a significant milestone for Arumugam Pillai Seethai Ammal College, positioning it as a leader in skill-based education. Through strategic collaborations and a steadfast commitment to its vision and mission, the college continues to make a lasting impact on the lives of its students and the broader community, preparing them for success in the dynamic global economy.

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

5. CONCLUSION

Additional Information :

Established in 1965 by Vallal Arumugam Pillai Seethai Ammal, initially in the Ramnad District and presently situated in the Sivagangai District, the institute has a rich history of academic excellence and commitment to holistic education. Affiliated with Alagappa University, Karaikudi, and recognized by the University Grants Commission (UGC) under 2(f) and 12(B), it stands as a beacon of quality higher education in the region.

The institute offers a comprehensive array of academic programs, including 15 undergraduate and 8 postgraduate programs, along with Ph.D. and M. Phil. research centers. Recognizing the evolving needs of the job market, recent years have seen the introduction of skill-based value-added courses, enhancing students' employability and readiness for the professional world.

The dedication of the faculty is evident in their prolific research output, with 165 papers published in esteemed national and international journals. This scholarly endeavor has garnered significant recognition, with Google Scholar citations totaling 2376 and an impressive h-index of 24. Moreover, the institute's unwavering commitment to academic excellence is underscored by its consistent adherence to NAAC standards, evident through the timely submission of AQAR and SSR reports.

While the institute takes pride in its academic achievements, it also places a strong emphasis on creating a conducive learning environment. ICT-enabled classrooms and a dedicated language lab facilitate interactive and immersive learning experiences. The institute's library stands as a hub of knowledge, boasting an extensive collection of resources ranging from journals and e-journals to book banks, further promoting self-learning and academic exploration. Notably, the library is a member of the N-List provided by INFLIBNET and registered with NPTEL, providing students and faculty with access to a wealth of digital resources and online learning opportunities.

Beyond academics, the institute is committed to nurturing the holistic development of its students. Comprehensive career counseling services assist students in charting their professional paths, while faculty-led research projects provide invaluable opportunities for innovation and critical thinking. Furthermore, the institute actively engages with local communities through various initiatives, promoting social responsibility and sustainable development. In essence, Arumugam Pillai Seethai Ammal College is not merely an institution of higher learning but a vibrant academic community dedicated to fostering academic excellence, personal growth, and societal impact.

Concluding Remarks :

We feel extremely privileged to submit this SSR prepared with utmost care and strong inspection. The institute is committed to the philosophy of "Ulluvadhellam Uyarvullal" which means "Think High" and continues to thrive and provide its students with a top-quality education. The institute has been providing quality higher education to the deprived masses, needy, and economically weaker sections from backward and rural areas of Sivagangai District, achieving excellence through its vision, mission, and goals. Adhering to the motto vision, mission, and goals of the institute, we are striving to produce graduates with humankind and intellect. The institute has been providing the best infrastructure, knowledge, and information by the experienced faculties, good research culture, and numerous support activities during the last five years. The institute effectively

implements the curriculum and quality practices with the able support of the devoted management, strong and active Principal, hard-working teaching and non-teaching staff, and stakeholders. The institute maintained transparency in all aspects like the merit-based admission process, internal evaluation mechanism, etc. The institute has the best research culture. Through this, Ph.D. M. Phil., minor research projects, quality research papers, books, and chapters in books have been published. For the overall gradual development of the institute, structured feedback is collected from all the stakeholders. All the above activities have been planned by IQAC. The institute has given priority to sustainable development and environmental awareness through numerous endeavors.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :30 Remark : Input is edited from data template .

3.1.1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	2.2

Answer After DVV Verification :

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

3.3.2

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

3.3.2.1. **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:

2022-23	2021-22	2020-21	2019-20	2018-19
15	41	17	19	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	14	51	17	12

Remark : Input is edited from clarification documented .

3.4.3

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

	3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**
	Answer before DVV Verification:
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>09</td><td>10</td><td>08</td><td>13</td><td>04</td></tr></table>
	Answer After DVV Verification :
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>07</td><td>08</td><td>07</td><td>08</td><td>00</td></tr></table>
3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : 8 Answer After DVV Verification :5
4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** 4.3.2.1. **Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 106 Answer after DVV Verification: 100
5.1.1	*Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years* 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>929</td><td>1027</td><td>877</td><td>954</td><td>1024</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>929</td><td>1027</td><td>877</td><td>904</td><td>1025</td></tr></table>
5.1.2	*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. *ICT/computing skills*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : The data is provided in add on course so it is not considered here input is edited according to it .

5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at 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 for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	3 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	9	4 | Remark : Input is edited from clarification documents .
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5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
11	6	0	9	4 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
11	6	0	0	0 | Remark : In[ut is edited from clarification documets as the year (18-19 and 19-20)awards considered in the metric 5.3.1.1.
6.2.2	*Institution implements e-governance in its operations*

	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: E. None of the above Remark : As the provide screen shot is not with HEI name .
6.3.3	*Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* 6.3.3.1. **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
92	101	101	100	94 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
46	42	62	49	17 | 6.3.3.2. **Number of non-teaching staff year wise during the last five years** Answer before DVV Verification: | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
43	39	30	30	27 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
43	39	30	30	27	 Remark : Iput is edited considering multiple teacher as one .
6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented** 2. **Academic and Administrative Audit (AAA) and follow-up action taken** 3. **Collaborative quality initiatives with other institution(s)** 4. **Participation in NIRF and other recognized rankings** 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : Input is edited from clarification documents .

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations