



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

**K.S.RANGASAMY COLLEGE OF ARTS AND SCIENCE**

**K.S.R KALVI NAGAR, THOKKAVADI (PO) NAMAKKAL DT.**

**637215**

**[www.ksrcas.edu](http://www.ksrcas.edu)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

***“Men and women have roles – their roles are different, but their rights are equal” - Harri Holkeri***

As Harri Holkeri quoted, K.S.Rangasamy College of Arts and Science (Autonomous) is one of the best colleges in Tamilnadu, giving equal priority for both men and women in their pedagogy. The well-known philanthropist, pillar of the institution, Chairman **Lion Dr.K.S.Rangasamy MJF**, has established the college in the academic year 1995 – 1996 Chairman **Lion Dr. K. S. Rangasamy MJF**, our revered Vice-chairman, **Thiru.R.Srinivasan**, and **Tmt. Kavitha Srinivasan**, who render their whole-hearted support and guidance to the faculty members for the welfare of the institution.

The College has a rich profile of teachers with high profile and excellent teaching skills to mould our students into valuable citizens by all possible means. KSRCAS is a challenging, invigorating place to learn and get equipped with knowledge and skill. The College consistently focuses on students' progress and achievement by providing excellent ambiance for learning with well-equipped Laboratories, Computer Labs, Language Lab and Math Lab. It strives to provide quality education by imparting discipline, value, knowledge and skills. A vast array of courses are provided in Life Sciences, Humanities and Management Studies with Co-curricular activities to enhance the soft skills of the students. An excellent learning environment is created with positive support and direction for the growth of our students. The College is known for its academic excellence and character building, providing learner-centred education with high integrity, ethics, professional and societal commitments. The institution also guides the students to plan their career and achieve placements in multinational companies. The MoUs inked with the corporates have resulted in the establishment of centres of excellence in the premises to guide and train the students in domain specialization. Good education builds good human; good human creates a good environment and good environment makes a good society. All goodness is altogether in a place named KSRCAS.

### **Vision**

**To strive for nurturing the potential of the students by designing and delivering current, relevant and creative learning inputs. This is to achieve excellence in academics and to create socially responsible citizens. We are committed to shape global leaders and entrepreneurs, who create sustainable and fulfilling environment to the society.**

### **Mission**

- **Design and deliver learning inputs that are on par with global standards.**
- **Interface with business organizations, universities, research institutions, government and non-government organizations. Design current, relevant inputs to transform students into entrepreneurs, employable and socially responsible citizens.**
- **Promote innovation and research in various areas of basic sciences, life sciences, computer science and humanities by way of interfacing with various funding organizations, universities and other research institutions.**

- **Provide equal importance for academics and individual development among students. Academics are supplemented with extracurricular and co-curricular activities.**

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

### **Institutional Strength**

1. Management – managed by a renowned trust with high profile with sound financial background.
2. KSRCAS effectively utilizes its autonomous status to design curriculum, thereby integrating Value education, Soft Skills, Internship, Research Projects, Gender Studies, Outreach course and Service oriented courses.
3. Students add value to their degree through certificate courses.
4. Well planned teaching-learning and evaluation process with institutionalized Bridge course, Remedial measures, Communication Skill Development through Language Lab, Systems with inbuilt monitoring mechanisms and indicators with set benchmarks resulting in consistently good pass percentage.
5. Emphasis laid on given to continuous Institutional Learning through faculty training (focused on ICT, Revised Blooms Taxonomy, Outcome based education) to update academic practices.
6. Learning outcomes are spelt out and mechanisms are set to attain them through lesson plans, Course plan, Question Paper Blue Prints and Question Banks.
7. There is good research outcome in terms of Ph.D.s produced and paper publications as a result of the Institutional policy to promote research.
8. Faculty are well qualified, experienced, competent with dedication and commitment. The excellence of the faculty is visible in the fund generation through research projects and consultancy services.
9. Governance is stable and supportive with a clear vision, mission and values and promotes innovations and excellence.

### **Institutional Weakness**

1. There is limited interstate and international student enrolment and staff recruitment.
2. Grants for research are limited.
3. Number of students passing in competitive examinations is limited.
4. Around 25% of the teaching staff are qualified with Ph.D. degree.

### **Institutional Opportunity**

1. Located in Rural area - Strategic location of the College is an advantageous factor.
2. As majority of the faculty belong to younger age group. The College has great scope for innovations and technological updation.
3. Only a few Departments are updated as Research Centres, the College has ample scope for interdisciplinary and community-based research.
4. With the establishment of Research and Innovation Centres, the College can now explore for innovations and start-ups.
5. Developing student centric pedagogy.
6. With its good infrastructure, excelling faculty and academic reputation, KSRCAS can become a college with potential for excellence.

## **Institutional Challenge**

1. Enrolment of a large number of first-generation learners necessitates the faculty to invest more time in teaching-learning and remedial measures. Hence, it is a challenge for them to find time for research.
2. Generating fund through research.
3. Handling heterogeneous group of students.
4. Execution of collaboration with various institutions.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Education is one of the important aspects of one's life. It is a key tool to overcome all obstacles in life. This educational institution obtained its autonomous status in the year 2009 and continued to provide quality education equally for both men and women. Students from various places, statuses, and religions are treated fairly and given equal opportunity and freedom without any bias. Presently the college offers 19 UG, 11 PG programs, and also 7 Research Programmes. All these courses except the research program is following a semester pattern. The institution has implemented Outcome-Based Education and the Choice Based Credit System (CBCS), which allows students to choose their preferred subjects. The programs that are offered are need-based, relevant, job-oriented, value and ethics-based. The curriculum has been developed in such a way that it should meet the local, regional, national and global needs which can be measured in outcome-based education. Also the syllabi have a blend of employability, entrepreneurship and skill development courses which will help them to grow in their specific field. The Curriculum Development Committee plays an extensive role in evolving the formation of the curriculum, awarding of marks and credits, and evaluation pattern.

Students also gain knowledge from Non-major electives, Skill-Based subjects, and Extension Activities. Individual or team projects are compulsory for the students to enrich their research skills. The curriculum is designed according to moral and ethical values, to create an eco-concern by including papers like Ethics, Human values, Value Education, Yoga and Environmental Studies. To foster progress, changes and up-gradation in academics are carried out by receiving feedback from the students, parents, alumni and employers. This feedbacks are discussed in the feedback review committee before planning for corrective action. The curriculum is planned, keeping in mind not only the development of personal and individual but also the nations.

### **Teaching-learning and Evaluation**

Admissions are based on the Government Reservation Policy and quota system as per the Government norms. Students can apply for admission to the college online or approach directly. Transparency is followed during the admission process. Differently abled and outstanding sportspersons are given priority and admitted to the special quota. The Institution provides special concessions to the economically and socially backward rural students and most of them are first-generation learners. All the classes are handled by full-time teachers.

The core activity of the college is Teaching, Learning and Evaluation. For vibrant academic results, the teachers of our institute adopt different measures like Slow learners and Advanced learners, Student-centric methods of

learning, ICT tools and mentor-mentee system. The institution promotes innovative and creative methodologies for effective learning of the programmes. Overhead projector, laptops, charts, maps and other visual aids are used in the classroom to make the class more effective and interesting. Learning is made Learner-centric through collaborative, interactive and independent learning methods. The Advanced learners are motivated to do research-based activities like research paper presentations in various conferences, seminars and are also encouraged to participate in competitions.

Students are allowed to participate in all the academic, cultural, extra-curricular and social activities. The college is provided with well-built infrastructure, well-furnished classrooms, well-equipped laboratories, a language laboratory, and a modernized library with system and internet facilities. The mentor and mentee ward system is implemented to strengthen the students mentally and physically.

Faculty are asked to discuss model question papers before the semester examination. To increase the confidence level of the students extra classes, and support materials are provided. Students are monitored through continuous assessment examinations and their performances are updated to their parents after each CA Examination. The curriculum is designed, following the Outcome-Based Education method. The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are accomplished through the curriculum. Course Outcomes (COs) are defined for each course and they are mapped to POs and PSOs. The attainment of COs provides evidence of attainment of POs and PSOs are analyzed at the end of each semester. Apart from the examination, students are evaluated through assignments, slip tests and other activities. Both teacher and learner cooperation is needed to get a good and satisfying outcome.

### **Research, Innovations and Extension**

The college is taking all efforts to make Research an Integral part of the regular work ethics of the college. The Research Committee under the Chairmanship of the Principal tries to introduce a focussed research culture in the college. The constant encouragement by the management has yielded positive/ encouraging results. Around 48 of our faculty members have doctoral degrees. 26 staff members are pursuing research at present.

At present, there are 19 recognized research guides among the faculty. Our faculty members have attended various International, National and State Level Seminars / Conferences and presented papers. In the last five year, our faculty have published 209 research papers in Peer-reviewed journal. And also their research findings have been published in conference proceedings with ISBN/ISSN.

The research policy of the college aims to create and support a research culture among the faculty and students for enriching and enhancing professional competency. Researchers are encouraged to undertake socially relevant and innovative research. Seed money is provided to the faculty members enabling them to submit research proposals for funding. With quality research outputs, reputed journals with high Impact Factor (IF), Scopus indexed, Web of Science, ICI and UGC approved journals serve as platforms for sharing the research findings.

The college encourages the faculty members to undertake consultancy services to support external engagements that facilitate knowledge and technology transfer. Apart from regular sports, Extension activities like NCC, NSS, YRC and RRC are added as an integral part of the curriculum to make students realize their social responsibility. The departments offer extension activities and social awareness programs to the neighboring schools and villages.

## **Infrastructure and Learning Resources**

Spread over an area of 10.70 acres of land. The college has 103 spacious, well-furnished and ventilated classrooms. There is a separate wing for the office of the Controller of Examinations. There is a common conference hall with LCD projector to facilitate ICT enabled Teaching.

All the science departments have well-equipped laboratories. The institution has four research laboratories in the disciplines of Microbiology, Biotechnology, Biochemistry, Physics and 22 other laboratories with the availability of advanced equipment. The English Language lab develops the Listening, Speaking, Reading and Writing (LSRW) skills of the students. The General and department libraries provide e-learning resources. The general library has a holding of 31744 books, 12 daily newspapers, 154 journals and back volumes. The General library and the department libraries provide a host of books, journals, magazines and other publications. The e-resources comprise of N-List, e-Shodh Sindhu, NPTEL, Swayam Prabha DELNET, ProQuest and Research database.

A spacious yoga hall is available with support facilities to do yoga and meditation. The college has Two hostels with 150 rooms accommodating 600 students for boys and girls separately. The college has 3 seminar halls, and a placement cell. The college has facilities for indoor games, gymnasium, vehicle parking stand, canteen, food court, mess, playground, rainwater harvesting structures, CCTV cameras, a photocopier and central instrumentation facility.

The Computer Centre has 539 computers and there are 120 in the departments and college office. Other common facilities include staff room, multimedia learning hall, e-studio, internet connectivity with 50mbps bandwidth is provided. The college has a bank with ATM on its premises and a stationery shop. There are 4 generators to provide an uninterrupted power supply.

## **Student Support and Progression**

The success of the college depends upon the performance and progression of the students. Faculty guidance and their support enrich the performance of the students in their chosen field. Students are also benefited by the government and non-government schemes and also they can get scholarships, concessions, and other means from the college. Students are allowed to participate in all academic, cultural, extra-curricular, and social activities. They are motivated and trained to write government examinations to get a better career opportunity.

Moreover, the institution has an excellent Sports infrastructure that promotes active participation of students in international, national, and intercollegiate tournaments. The Institution also encourages the students to participate in various cultural and sports activities which are conducted in other colleges. The great encouragement of the institution made the students to won many awards and prizes from the other colleges.

Placement cell and career guidance sessions play a pivotal role in the process of building career opportunities for the students. They mould the students to get placed in TCS, Infosys, and other high-packaged jobs.

In the student mentoring ward system, staff members act as mentors for the mentees. Each mentor is allotted with 15 to 20 students as their mentees and the mentees approach their respective mentors every month. The mentees used to discuss their academic, personal problems and needs. This system helps the faculty to know the mental state of a particular student and also guides the students to ease out their mental pressure.

Alumni and former faculty support strongly both in the financial and nonfinancial mode for the student performance and progression. They offer motivational speeches to the students during their visit to the college. The campus is a Ragging free campus and students can express their problems, thoughts, and ideas through the mode of the suggestion box. The college has a registered Alumni Association which offers various voluntary services for the welfare of the college. There is a Grievance Redressal cell constituted with some teaching staff as its members and the principal as Chairman. Thus, the college tries to provide an all-around holistic development for the students.

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

KSRCAS strives to provide quality education by imparting discipline, value, knowledge, and skills. The Institution provides a vast array of courses in Life Sciences, Humanities, Social science and Management study with Co-curricular activities to enhance the soft skills and direction for the growth of our students. The college is known for its academic excellence and character building, providing learner-centered education with high integrity, ethics, professional and societal commitments.

This vision paves way for the students to transform themselves into global leaders, entrepreneurs and also, create a sustainable and fulfilling environment for the society. The Chairman, Vice-Chairman, Executive Director, Principal, IQAC, Academic council, Governing Body, Teaching and Non-Teaching staff contribute to the effective working of the institution and in the development of student's education. Faculty are selected on basis of their qualification, knowledge in the subject matter, transparency, and interaction with the students. Faculty Development Programmes are conducted to enhance the teaching skills of the faculty and it makes them aware of modern teaching tools and methodologies. It also provides an opportunity to acquire knowledge about current technological developments in relevant fields. In addition, the institution motivates the faculty members to present papers and publish journals. The institution encourages the faculties to pursue their higher education to evolve the quality of research. Cash prizes are accorded to the faculties who have taken a great effort to give 100% results in semester examinations.

The institution monitors efficient mobilization and utilization of financial resources through Finance Committee, Library Committee, and the Management. The Finance Committee frames the annual budget based on Academic, co-curricular, cultural, and extra-curricular activities. Internal Quality Assurance Cell (IQAC) is responsible for the overall monitoring of the system and it guides the institution appropriately.

The Class Committee Meeting (CCM) takes place twice a semester to identify the problems and queries. The solutions for the problems will be discussed in the HoD's meeting. The grievance committee addresses the issues of both the student as well as staff as well. A suggestion box is placed in various places around the campus, which allows students to express their needs and concerns. The students and the staff can approach the Principal at any time without any restriction. Feedback is sought through interactions with the stakeholders like students, parents, employers, and alumni.

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

Education and Innovation are practices linked with each other. The organization tries to be innovative and adopt specialized practices in all activities. The college has introduced enrichment and value-added courses to help the students to acquire knowledge to provide quality and to enhance their job opportunities. The college encourages gender equity to ensure fairness. Strategies and measures are taken for the academic and individual

development of the students.

The Institute conducts a "Creative Saturday" program on every working Saturday. The regular classes will be suspended on those days. The aim of "Creative Saturday" is to impart Placement Oriented Skills and Personal Development Programmes. The college has provided placement training practices; To help students to boost up their confidence levels and to achieve a successful placement. The students are guided and assisted to prepare different levels of the selection process such as, group discussion and face-to-face interviews and also trained to become an expert in language and communication skills. Students are imparted pre-placement training to prepare them for interviews and to project a smart appearance.

The Institution Innovation Council (IIC) of the college conducts workshops, orientation/training programs to the students related to design and innovation, entrepreneurship, start-up and product development. To maintain harmony and to create goodwill among students various National, International, commemorative days, festivals of cultural significance are celebrated with great zeal. The college encourages and motivates students to participate in cultural and sports activities. Students are encouraged to participate in indoor and outdoor games. There are several awareness programs conducted by NCC, YRC, RRC, and NSS like blood donation camp, social service camp, National Service Scheme camp, Rally on Road Safety, SOS, and Dengue awareness, Covid Awareness, Anti-Tobacco, Environment Awareness, etc. Conservation measures are adopted to ensure that energy is conserved wherever possible. Every department follows a policy of switching on power only when required and switching off when not in use.

The students and faculty are encouraged by the NSS to keep the campus green by planting more trees and making the campus a plastic-free zone. In a few years from now, the trees will be fully grown, giving a green ceiling to the campus. A technology-enabled learning environment is ensured in the campus. Basic computer knowledge has been made mandatory for all the students and the teachers. All the faculty and students have separate institutional mail id which enables them to share and communicate the information instantly. This practice has enabled the teaching faculty to use computers and the internet to improve their teaching practices.

Media Center: Digitization of education has been made practical by way of producing video content of the teaching of faculty. This has become possible through the media center. Under the Aegis of the Department of Visual Communication.

The students are exposed to a course of study with current affairs, assignments, seminars, online learning and examination-related educational experiences through volunteerism and social networking. Several practices such as internal academic audit, feedback process, suggestion box, admission and student evaluation are practiced for the enhancement of quality. The institution has shown its excellence and performance both in curricular and co-curricular activities.



## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | K.S.RANGASAMY COLLEGE OF ARTS AND SCIENCE          |
| Address                         | K.S.R KALVI NAGAR, THOKKAVADI (PO)<br>NAMAKKAL Dt. |
| City                            | TIRUCHENGODE                                       |
| State                           | Tamil Nadu   |
| Pin                             | 637215   |
| Website                         | <a href="http://www.ksrcas.edu">www.ksrcas.edu</a> |

| Contacts for Communication |                  |                         |            |              |                    |
|----------------------------|------------------|-------------------------|------------|--------------|--------------------|
| Designation                | Name             | Telephone with STD Code | Mobile     | Fax          | Email              |
| Principal                  | V. Radhakrishnan | 04288-274741            | 9894953153 | 04288-274870 | contact@ksrcas.edu |
| IQAC / CIQA coordinator    | K.s. Shanmugam   | 04288-274742            | 8825990903 | 04288-0      | iqac@ksrcas.edu    |

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

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

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

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

|   |            |
|---|------------|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 21-07-1995 |
| Date of grant of 'Autonomy' to the College by UGC       | 08-10-2009 |

**University to which the college is affiliated**

| State      | University name    | Document                      |
|------------|--------------------|-------------------------------|
| Tamil Nadu | Periyar University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 09-11-2005 | <a href="#">View Document</a> |
| 12B of UGC    | 25-05-2006 | <a href="#">View Document</a> |

**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            |
|--------------------------------|---|--------------------------------|--------------------|--------------------|
| AICTE                          | <a href="#">View Document</a>                                 | 25-06-2021                     | 12                 | Valid for One Year |

**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 | K.S.R KALVI NAGAR, THOKKAVADI (PO) NAMAKKAL Dt. | Rural     | 10.7                 | 14386                    |

## 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,Tamil                          | 36                 | H.Sc                | Tamil                 | 60                  | 20                      |
| UG   | BA,English                        | 36                 | H.Sc                | English               | 60                  | 16                      |
| UG   | BBA,Business Administration       | 36                 | H.Sc                | English               | 120                 | 106                     |
| UG   | BCA,Computer Application          | 36                 | H.Sc                | English               | 240                 | 157                     |
| UG   | BSc,Biochemistry                  | 36                 | H.Sc                | English               | 40                  | 12                      |
| UG   | BSc,Microbiology                  | 36                 | H.Sc                | English               | 40                  | 40                      |
| UG   | BSc,Textile And Fashion Designing | 36                 | H.Sc                | English               | 40                  | 31                      |
| UG   | BSc,Electronics And Communication | 36                 | H.Sc                | English               | 40                  | 4                       |
| UG   | BSc,Biotechnology                 | 36                 | H.Sc                | English               | 80                  | 69                      |
| UG   | BSc,Chemistry                     | 36                 | H.Sc                | English               | 40                  | 12                      |
| UG   | BSc,Physics                       | 36                 | H.Sc                | English               | 80                  | 12                      |
| UG   | BSc,Mathematics                   | 36                 | H.Sc                | English               | 160                 | 9                       |
| UG   | BSc,Computer Science              | 36                 | H.Sc                | English               | 240                 | 171                     |
| UG   | BSc,Computer Science Data Science | 36                 | H.Sc                | English               | 40                  | 18                      |

|    |  |    |               |         |     |     |
|----|--|----|---------------|---------|-----|-----|
| UG | BSc,Visual Communication                 | 36 | H.Sc          | English | 30  | 14  |
| UG | BCom,Commerce                            | 36 | H.Sc          | English | 60  | 57  |
| UG | BCom,Commerce With Computer Applications | 36 | H.Sc          | English | 186 | 182 |
| UG | BCom,Professional Accounting             | 36 | H.Sc          | English | 60  | 60  |
| UG | BCom,Banking And Insurance               | 36 | H.Sc          | English | 60  | 22  |
| PG | MA,Tamil                                 | 24 | UNDERGRADUATE | Tamil   | 36  | 2   |
| PG | MA,English                               | 24 | UNDERGRADUATE | English | 36  | 13  |
| PG | MBA,Business Administration              | 24 | UNDERGRADUATE | English | 60  | 58  |
| PG | MSc,Biochemistry                         | 24 | UNDERGRADUATE | English | 30  | 5   |
| PG | MSc,Microbiology                         | 24 | UNDERGRADUATE | English | 60  | 19  |
| PG | MSc,Biotechnology                        | 24 | UNDERGRADUATE | English | 60  | 15  |
| PG | MSc,Chemistry                            | 24 | UNDERGRADUATE | English | 30  | 25  |
| PG | MSc,Physics                              | 24 | UNDERGRADUATE | English | 30  | 21  |
| PG | MSc,Mathematics                          | 24 | UNDERGRADUATE | English | 72  | 14  |
| PG | MSc,Computer Science                     | 24 | UNDERGRADUATE | English | 60  | 17  |
| PG | MCom,Commerce                            | 24 | UNDERGRADUATE | English | 48  | 18  |

|                       |                                       |    |              |         |    |   |
|-----------------------|---------------------------------------|----|--------------|---------|----|---|
| Doctoral (Ph.D)       | PhD or DPhil, Tamil                   | 36 | POSTGRADUATE | Tamil   | 8  | 0 |
| Doctoral (Ph.D)       | PhD or DPhil, Business Administration | 36 | POSTGRADUATE | English | 4  | 0 |
| Doctoral (Ph.D)       | PhD or DPhil, Biochemistry            | 36 | POSTGRADUATE | English | 12 | 0 |
| Doctoral (Ph.D)       | PhD or DPhil, Microbiology            | 36 | POSTGRADUATE | English | 8  | 0 |
| Doctoral (Ph.D)       | PhD or DPhil, Biotechnology           | 36 | POSTGRADUATE | English | 8  | 0 |
| Doctoral (Ph.D)       | PhD or DPhil, Physics                 | 36 | POSTGRADUATE | English | 8  | 0 |
| Doctoral (Ph.D)       | PhD or DPhil, Commerce                | 36 | POSTGRADUATE | English | 20 | 0 |
| Pre Doctoral (M.Phil) | MPhil, Tamil                          | 12 | POSTGRADUATE | Tamil   | 2  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Business Administration        | 12 | POSTGRADUATE | English | 1  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Biochemistry                   | 12 | POSTGRADUATE | English | 3  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Microbiology                   | 12 | POSTGRADUATE | English | 2  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Biotechnology                  | 12 | POSTGRADUATE | English | 2  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Computer Science               | 12 | POSTGRADUATE | English | 3  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Commerce                       | 12 | POSTGRADUATE | English | 5  | 0 |

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

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 209                        |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 107                        | 102    | 0      | 209   |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 44           |
| Recruited   | 17          | 27            | 0             | 44           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 11           |
| Recruited   | 9           | 2             | 0             | 11           |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 0                | 0             | 0             | 0                          | 0             | 0             | 36                         | 13            | 0             | 49           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 32                         | 43            | 0             | 75           |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 39                         | 46            | 0             | 85           |
| UG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 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            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 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            |

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

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



| Programme                |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|--------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG                       | Male   | 766   | 0                             | 0            | 0                   | 766   |
|                          | Female | 246   | 0                             | 0            | 0                   | 246   |
|                          | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG                       | Male   | 110   | 0                             | 0            | 0                   | 110   |
|                          | Female | 95  | 0                             | 0            | 0                   | 95    |
|                          | 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     |
| Pre Doctoral<br>(M.Phil) | Male   | 0   | 0                             | 0            | 0                   | 0     |
|                          | Female | 0   | 0                             | 0            | 0                   | 0     |
|                          | Others | 0   | 0                             | 0            | 0                   | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>   |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 69            | 104           | 89            | 85            |
|  | Female | 24            | 44            | 48            | 50            |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 2             | 4             | 5             | 5             |
|  | Female | 0             | 1             | 3             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 838           | 1040          | 987           | 1053          |
|  | Female | 333           | 433           | 473           | 606           |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 17            | 18            | 27            | 18            |
|  | Female | 4             | 11            | 12            | 16            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| Total  |        | 1287          | 1655          | 1644          | 1833          |

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| Department Name                     | Upload Report                 |
|-------------------------------------|-------------------------------|
| Banking And Insurance               | <a href="#">View Document</a> |
| Biochemistry                        | <a href="#">View Document</a> |
| Biotechnology                       | <a href="#">View Document</a> |
| Business Administration             | <a href="#">View Document</a> |
| Chemistry                           | <a href="#">View Document</a> |
| Commerce                            | <a href="#">View Document</a> |
| Commerce With Computer Applications | <a href="#">View Document</a> |
| Computer Application                | <a href="#">View Document</a> |
| Computer Science                    | <a href="#">View Document</a> |
| Computer Science Data Science       | <a href="#">View Document</a> |
| Electronics And Communication       | <a href="#">View Document</a> |
| English                             | <a href="#">View Document</a> |
| Mathematics                         | <a href="#">View Document</a> |
| Microbiology                        | <a href="#">View Document</a> |
| Physics                             | <a href="#">View Document</a> |
| Professional Accounting             | <a href="#">View Document</a> |
| Tamil                               | <a href="#">View Document</a> |
| Textile And Fashion Designing       | <a href="#">View Document</a> |
| Visual Communication                | <a href="#">View Document</a> |

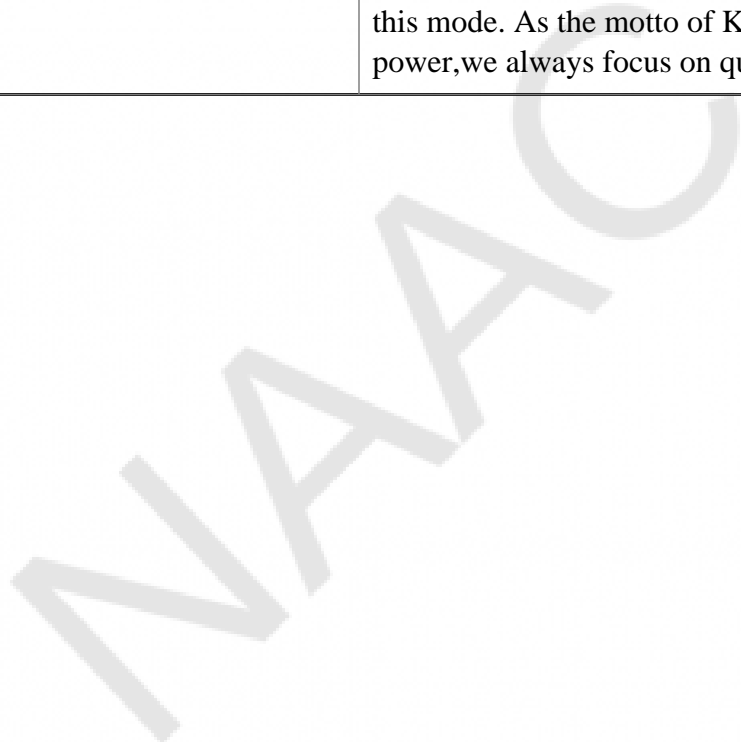
### Institutional preparedness for NEP

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | National Education Policy 2020 envisions an India-centric education system that directly contributes to the long-term transformation of our nation into an equitable and vibrant knowledge society by providing high-quality education to all. KSRCAS has adopted Out Come Based education (OBE) from the academic year 2018-2019, many interdisciplinary courses have been offered, it helps the students to grow horizontally to their desired streams through learning new courses. The college has also planned to introduce multidisciplinary courses so that the |
|---|--|

|   |  |
|---|--|
|   | <p>student can select their choice of subjects and can develop their intellectual, aesthetic social, emotional, and moral values.</p>  |
| <p>2. Academic bank of credits (ABC):</p> | <p>KSRCAS has implemented a Choice Based Credit System in the academic year 2009-2010. Credits have been equally distributed for Undergraduate and postgraduate programs. By following the credit system KSRCAS has taken the first step towards ABC. For obtaining a degree in Undergraduation students has to attain a minimum of 140 credits and for the postgraduation 90 credits. During the syllabus revision in 2018, a new reformation has been made in such a way that apart from the regular credit student can study/prefer extra elective papers and gain extra credits. Thereby KSRCAS, has laid a plan for adopting New Education Policy 2020. KSRCAS has 19 departments, where it has a large scope for offering more non-major electives, interdisciplinary courses, core courses, elective courses, vocational courses, NPTEL, and SWAYAM. Where KSRCAS is quick in adopting changes, soon it will satisfy the regulation and will register itself in the academic bank of credits. In the future, measures are taken to implement the system of ABC, to facilitate the multiple entry and exit process.</p>  |
| <p>3. Skill development:</p>              | <p>Skill Development is the process of identification of the skills gap in students and providing skilled training &amp; employment benefits to them. Skill development programs aim to acknowledge the ability of the students and extend their support by serving them with the proper guidance, infrastructure, opportunities, and encouragement that help them achieve their ambitions. Education and skills are essential for everyone, and they both walk hand in hand in everyone's career journey. By keeping all this in mind, KSRCAS has implemented Skill-based elective courses from the academic year 2015 – 2016. The Skill based elective course starts from the third and progresses up to the final semester where Students will be learning 4 skill-based courses. Further to boost this, the students are motivated to undergo internships in the final year. This internship will help the students to overcome the skill gap between industry and institute. All the Undergraduate and Postgraduate students should undergo projects in the final year. This will help them to develop their skills like analytical skills, research skills, problem-</p> |

|   |  |
|---|--|
|   | <p>solving skills and experimenting with designing skills, etc.,</p>   |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>The new education policy 2020 has emphasized on the use of mother tongue or local language as the medium of instruction, thereby the student can understand the subject without any difficulty. A few developed countries are practicing local language and mother tongue instruction in their teaching methodologies. Thereby their innovation and productivity have improved a lot. Nowadays students are up to date with the latest technologies and new advancements. We must inculcate the culture of India to young minds. Through this we can mould students into responsible citizens. To enhance this, Indian language literature, local language literature, culture, human values, Yoga and ethics are included in the curriculum for inculcating the values.</p>  |
| <p>5. Focus on Outcome based education (OBE):</p>   | <p>Outcome-Based Education method is followed from the academic year 2018-19 with Programme Educational Objectives (PEOs) Programme Outcome (PO), Programme Specific Outcomes(PSOs) for each Programme and Course Objectives and Course Outcomes(COs) for each Course while framing the curriculum. The COs of each course is mapped with POs and PSOs of every Programme with three levels as High, Medium and Low. The attainment of COs, POs and PSOs are calculated in each semester. The college has developed Attendance and Internal Mark System (AIMS) software to obtain the marks of every question scored by each student for each course along with the associated Course Outcomes (COs). The target level of each student (among three target levels) is calculated for all the Course outcomes with the threshold value of the minimum pass percentage in a subject. The Average is calculated for all individual Course outcomes and the values are mapped with the corresponding POs and PSOs (based on CO- PO/PSO matrix defined in the syllabus) and the average level for each PO and PSO are calculated. Based on the score whether the PO or PSO attainment (it is attained or not) is described. The institution is planning to use the results from PO/PSO Attainment values for Graduate Attribute (GA) and Program Educational Objectives (PEO) using respective matrices. Also, it is planned to introduce an indirect method that represents a part of Program Outcome which is purely survey oriented. Hence the</p> |

|   |  |
|---|--|
|   | calculations are based on data and surveys collected from the exit survey from the passing out students, stakeholders, alumni and survey from employers etc.,  |
| 6. Distance education/online education: | At present KSRCAS is operating in regular mode and it is ready to extend its services and help to spread its quality education beyond boundaries. As per the direction of NEP 2020, all autonomous colleges will be elevated to degree-awarding colleges. we have a plan of introducing PG Diploma and Certificate course (6 months – 1 year). Due to this distant mode/online mode, more students can be benefited from this mode. As the motto of KSRCAS is knowledge is power,we always focus on quality education. |



## Extended Profile

### 1 Program

#### 1.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 29                                      | 25      | 25                            | 25      | 25      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

##### Number of departments offering academic programmes

Response: 19

### 2 Students

#### 2.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 4244                                    | 4661    | 4645                          | 4582    | 4406    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1515                                    | 1595    | 1479                          | 1382    | 1473    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

## 2.3

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 4031                                    | 4457    | 4219                          | 4172    | 4044    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

## 2.4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 83      | 166     | 336     | 226     |

**3 Teachers**

## 3.1

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 935                                     | 915     | 893                           | 972     | 944     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

## 3.2

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 202                                     | 217     | 212                           | 198     | 197     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

## 3.3



**Number of sanctioned posts year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 202                                     | 217     | 212                           | 198     | 197     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1287                                    | 1655    | 1644                          | 1833    | 1600    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 1471                                    | 1357    | 1357                          | 1357    | 1357    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**4.3****Total number of classrooms and seminar halls****Response: 107****4.4****Total number of computers in the campus for academic purpose****Response: 539**

## 4.5

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 150.60  | 307.84  | 260.33  | 236.26  | 230.50  |

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

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

**Response:**

The prime motto of K.S.Rangasamy College of Arts and Science (Autonomous) is to provide a wide spectrum of quality education for the students from rural background. The college offers 19 Undergraduate Programmes (Banking and Insurance Programme has been introduced during the academic year 2021-2022), 11 Postgraduate Programmes, 7 M.Phil Programmes and 7 Ph.D., Programmes to blend and impart intellectual skills. The curriculum is designed to provide a holistic and inclusive education for the students, based on the guidelines laid down by the UGC, Periyar University and TANSICHE.

The College follows Choice based Credit system pattern from 2009 with the strong foundation of the curriculum developed to meet the local, regional, national and global needs. The curriculum is designed to enhance the students' core competency skills, employability skill, ethical & human values and societal responsibility at par with the institutional vision and mission. The curriculum is revised every year, based on the feedback taken as a need-based input from the stakeholders, subject experts and industrial experts. The departments carry out the necessary revisions and modifications in the curriculum structure and syllabus, pass it in the Board of Studies and Academic Council. The Board of Studies is convened with the Subject experts from Institutions/Universities, technical experts from Industry, competent student alumnae and members of the Department with the Head of the Department as Chairman of the Board. The recommendations from the Board are authenticated, affirmed and are duly presented in the Academic council for ratification. The curriculum hence endorsed will be followed from the subsequent academic year. Being an Autonomous Institution, the Curricula and Syllabi are designed to meet the industrial expectations, problem solving abilities and Entrepreneurial skills through which the solution for the societal problems can be identified.

The college follows Outcome Based Education system. To acquire knowledge and to enrich skill development of the learners, Programme Outcomes (POs), Program Specific Outcomes (PSOs), Course Objectives and Course outcomes (CO) are chalked out in the curriculum. The Program Educational Objectives (PEO), describe the career goals and professional success of the programme. The Programme Outcomes are established to relate with the skills, knowledge, and attitude that the student acquires at the end of the program. Course design involves defining contents, Course objectives & Course outcomes, which describe as to what the students are expected to know and be able to do at the end of the course.

The course structure of the College includes Languages, Major and Allied Courses, Environmental Studies, Value Education, Skill Based Courses, Non-Major elective courses, Research projects and Extension activities. The curriculum was further strengthened by adding Projects and Summer/Winter Internship for UG and PG Programmes to enhance the industry-academia interface. Apart from the regular programmes offered with the curriculum framework, the additional Value added courses are offered to enhance the skill sets of the students.

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

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

**Response:** 100

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

Response: 29

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

Response: 29

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

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

**Response:** 8.03

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 56      | 118     | 56      | 45      | 98      |

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

## 1.2 Academic Flexibility

| <p><b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>Response: 5.35</b></p>                                     |                               |
|--|-------------------------------|
| <p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 102</p>   |                               |
| <p>1.2.1.2 <b>Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Response: 1907</p>   |                               |
| File Description   | Document                      |
| Minutes of relevant Academic Council/BOS meetings  | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for Additional Information  | <a href="#">View Document</a> |
| <p><b>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p><b>Response: 100</b></p> |                               |
| <p>1.2.2.1 <b>Number of Programmes in which CBCS / Elective course system implemented.</b></p> <p>Response: 29</p>   |                               |

| File Description                                  | Document                      |
|---|-------------------------------|
| Minutes of relevant Academic Council/BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format           | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |
| Link for Additional Information                   | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

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

#### Response:

The content of the course imbibes the importance on gender issues and women empowerment. To meet the competition in this ever-changing technological world, the college offers courses that inculcate professional ethics to enable the young generation to work better in an organization. Human values are treated as an asset in any organization which is also imparted to the students.

#### Gender

Gender Studies enables us to examine and challenge social norms around what it means to be a woman or man in society. The courses offered by different departments related to gender issues are **Women's Literature and Womens writing in English** which describes feminism and helps to understand the different phases of feminist criticism, **Human Rights** teaches the gender equity and women's rights, **Entrepreneurial Development** emphasizes on Women Entrepreneurship and **Employee Relations Management** focus on legislations related to women employees in working environment. Some more Tamil Literature courses such as **Tholkappiyam, Bharathiyar and Bharadhidhasan kavithaigal and Pudhumaipithan Sirukadhiagal** lay emphasis on Womens' Rights and equal treatment of women in the society. The College celebrates **International Women's Day** and organizes programmes on women's rights, gender equity, female hygiene and cyber protection for women.

#### Environment Sustainability

In order to integrate the cross cutting issues relevant to environment and sustainability, various departments are offering courses such as **Physics of nanoscale, Advanced electronics, Nuclear and particle physics, Thermal Physics, Plant Biochemistry, Environmental Studies, Marketing Management, Environmental Biotechnology, Geo Physics and Eco Literature**. **Physics of nanoscale** aims to provide the knowledge to the students to develop Nano materials for future challenges including the search for renewable energies for environmental protection. **Advanced electronics** is focused on imparting knowledge on semiconductor devices including LED, Solar cell for making sustainable and environment friendly lightings whereas **Nuclear and particle physics** creates awareness about nuclear radiations and nuclear power for energy production with environmental safety. **Eco Literature** discusses the relationship between literature and environment. **Environmental Studies** deals with focusing and

sustaining on Green Environment and controlling pollution to keep the mankind healthy.

### Human Values and Professional Ethics

Good Ethics is a fundamental requirement of any profession. A quality based education consequently helps the graduates to justify the moral judgment concerning the profession. Ethics consists of the standards of behavior our society accepts. It represents the interpretation of “right and wrong” and prescribes what humans ought to do. The College offers a course on **Human Rights** for all first year postgraduate students and **Yoga** for all first year undergraduate students as **Value Education**. Besides these various courses that focus on Human Values and Professional Ethics are Journalism and Mass Communication, Organisational Behaviour, Human Resource Management, Company Law, Retail Management, Genetic Engineering, Clinical Lab techniques, Recombinant DNA technology, Food Processing and Quality Control, Corporate Biotechnology, Income Tax, Auditing. The framework of the curriculum strives to ensure that the institution helps the students to shape the ethical standards of the human society.

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum | <a href="#">View Document</a> |
| Link for Additional Information   | <a href="#">View Document</a> |

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

**Response:** 90

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19      | 19      | 18      | 17      | 17      |

| File Description   | Document                      |
|--|-------------------------------|
| List of value added courses (Data Template)                    | <a href="#">View Document</a> |
| Brochure or any other document relating to value added courses | <a href="#">View Document</a> |
| Any additional information                                     | <a href="#">View Document</a> |
| Link for Additional Information                                | <a href="#">View Document</a> |

**1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.****Response:** 15.79**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 776     | 782     | 731     | 632     | 632     |

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| List of students enrolled       | <a href="#">View Document</a> |
| Any additional information      | <a href="#">View Document</a> |
| Link for Additional Information | <a href="#">View Document</a> |

**1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)****Response:** 30.96**1.3.4.1 Number of students undertaking field projects / internships / student projects**

Response: 1314

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

**1.4 Feedback System****1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above



| File Description  | Document                      |
|---|-------------------------------|
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | <a href="#">View Document</a> |
| URL for stakeholder feedback report   | <a href="#">View Document</a> |
| Link for Additional Information   | <a href="#">View Document</a> |

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 80.56

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1287    | 1655    | 1644    | 1833    | 1600    |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2132    | 1966    | 1966    | 1966    | 1966    |

#### File Description

#### Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Link for Additional Information

[View Document](#)

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

**Response:** 82.18

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1161    | 1136    | 1128    | 1123    | 1118    |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Link for Additional Information

[View Document](#)

## 2.2 Catering to Student Diversity

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

#### Response:

The Institution caters comprehensive need based education for all the students including advanced learners and slow learners. The college gives equal priority for both men and women in their pedagogy. Admissions are based on the Reservation Policy of the Government and Quota System. Each class consists of heterogeneous group of students. Teachers perpetually assess the learning level of the students and then they devise strategies to carry on effective teaching-learning process.

As an implicit tool, curricular and co-curricular activities are designed to suit the changing trends in higher education and the new education policy. In the commencement of the academic year, orientation programs are conducted for new entrants. During that program the students acquire thorough knowledge about the college infrastructure, ethos, evaluation procedures, rules and regulations of the institution. An entry behavior test is conducted for them and based on the test score the students are classified into slow, intermediate and advanced level learners.

The teachers are able to detect the student's qualitative skills, knowledge level, and the understanding skills on the basis of students' interactions in their regular classes. Teachers assess the students continuously through internal test, classroom test/quizzing, presentations, assignments etc.,

#### Programmes for Slow Learners

After identifying the slow learners remedial measures are taken to improve the students' performance in their class tests, Continuous Assessment Tests and also in the end Semester Examinations. Extra tutoring sessions are arranged to enhance the learning level of slow learners. Peer group study, assignments, slip test and quizzes are also conducted in the tutoring session. Spoken English classes are conducted for all the students to strengthen their communicative skill. Classes of all Saturdays are utilized as "Creative Saturday" to train the Communicative, Interview and Soft Skills. Students are separately monitored through mentoring ward system. Students are allowed to get guidance and motivations from their mentors whenever needed. Before the commencement of the semester, course reference materials are uploaded in the intranet. Slow learners are also encouraged to clear their doubts, clarify the concepts and difficulties even after the class hours. To evolve the concentration power of the students yoga programs are conducted and placement cell organises learning level programs to increase the employability. Through this slow learners are moulded to obtain high marks.

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

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

**Response:** 21:1

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

## 2.3 Teaching- Learning Process

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

**Response:**

The faculty members are well trained to adopt student-centric approach in their class rooms. It is a regular practice of IQAC to organize orientation and skill training programmes for the faculty members before the commencement of the semester to enhance their pedagogy of teaching. Due to technological development incredible changes have taken place in the teaching learning process.

For the welfare of the students, the teaching methodologies are made more student-centric rather than teacher-centric. Every student has his/ her own learning practice based on their preferences. The conventional chalk and talk method of teaching is supplemented with information and communication technology (ICT) tools such as LCD projectors, language laboratory, Smart Classrooms (with interactive boards) and Wi-Fi connectivity. Besides the lecture method, group discussion, role plays, subject-based quizzes and assignments, open book tests etc. are followed in order to make interactive and participative learning more effective.

#### **Experiential Learning**

By doing experiments on and off the fields, students clearly understand the scientific fact. The college adopts methods for experiential learning such as Practical Courses and Hands on training which are prominently handled by faculty members. The following experiential learning methods are adopted:

- Labs are equipped with scaled models and illustrative charts.
- Field projects and internships
- Field/industry visits
- Language Lab with audio visual learning.
- Mock press to develop the skill of questioning and listening
- Demonstration for conceptual clarity
- Virtual labs
- Models and exhibits to promote creativity

- Movie making

### **Participative Learning**

International, National and inter/ intra collegiate events are organized by the departments. Students are encouraged, motivated and guided to work in a team. To establish the inner talents of the students, programmes like drama (both in Tamil and English), verse writing, Ad-act and Photography competitions are conducted. Every year, Trade fairs are arranged in the campus for the students to exhibit their marketing skills. Hence the college adopts the following participative teaching methods:

- Role plays for conceptual clarity and participative approach.
- Guided group discussion to promote communication ability, generate ideas, interpersonal skills.
- Expert lecture/ Workshop
- Online selection of preferred faculty for the non major courses
- Mock interviews
- Panel discussions to present ideas
- Puzzles, Drama, Debates, Games
- Group Projects

### **Problem solving skills**

Problem solving involves memory, knowledge, application, top down and bottom up approach which facilitates the students to learn the concept in a deeper sense. Students are given assignments based on problem solving. For each semester, students have to submit 2 assignments that can also be added in the internal assessment mark. Club and association activities are also arranged to develop creativity.

Students are motivated to involve in:

- Major & Mini Projects
- Tutorial hours in courses to hone the problem solving skills
- Debugging & Mind-mapping
- Case studies to develop problem solving skills
- Brain storming to generate ideas

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

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

#### Response:

The college adopts ICT enabled tools for improving the teaching learning environment for the betterment of the students. Continuous efforts are being made to promote the E-learning atmosphere in addition to traditional classroom teaching such as chalk and talk method.

- Blended teaching method is an instructional approach that uses ICT enabled tools.
- Flipped classroom teaching is an instructional strategy, where a video content is played before the class session and followed by interactive explanation, solving exercise, etc., are given for the students to make the classroom an active learning environment.
- Web conferencing tools (Net Meeting) are used to conduct live laboratory experiments.
- Events such as Annual budgets are being projected with the help of ICT tools to the students of Commerce and Management.
- Visualizing teaching technique is followed to enhance the memory of students. The faculty members interact with the students using video clips or images related to the subject displayed on smart board.
- Language Lab plays a vital role in upgrading the language skills (LSRW) of the students which helps them to improve their pronunciation and be the master of the language skills.
- By using the intranet portals, students can easily access the lab manuals at the beginning of the semester.
- PPTs with animations are projected to improve the effectiveness of teaching.
- Media centre is available to create video lectures and all the videos are uploaded in appropriate platforms for the students' benefit.
- Google classroom enables the faculty members to manage learning resources, quizzes, and assignments etc., for the students. Google meet has helped the faculty members to deliver their lectures in online platform during the lockdown period.

| File Description   | Document                      |
|--|-------------------------------|
| Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process | <a href="#">View Document</a> |
| Link for Additional Information  | <a href="#">View Document</a> |

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

academic year )

**Response:** 21:1

### 2.3.3.1 Number of mentors

Response: 202

| File Description   | Document                      |
|--|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                         | <a href="#">View Document</a> |
| Link for additional information  | <a href="#">View Document</a> |

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

**Response:**

The College academic calendar is prepared before the commencement of every academic year. The calendar contains different academic, administrative and exam related activities. This procedure also facilitates the departments to plan their curricular and co-curricular activities. Faculty members and students could execute their teaching and learning process with the help of the academic calendar.

The academic year consists of two semesters. The beginning and end of the semester are mostly inline with the academic calendar of the parent university. Each semester consists of 16 weeks which include Continuous Assessment Examination process also. So the calendar consist of details such as beginning of the working day, the startup days of three Continuous Assessment Tests, commencement date of practical examination, end semester examinations and the date for examination application. Based on this calendar, the faculty members can plan their work plan, course plan, and lesson plan and disseminate that to the students. The academic calendar is prepared and distributed by the planning and evaluation committee of IQAC.

The teaching plan for each course is prepared by the faculty member and it is verified and authenticated by the Heads of the respective departments. The teaching plan of a course consists of a course plan, work plan and lesson plan based on the academic calendar. The course plan consists of the contents of the syllabus with course outcomes, Assignments with the dates to be submitted, details of the reference books and web links for additional materials. In the Work plan, the total teaching hours available in the semester are divided and assigned to every topic in the syllabus depending upon the complexity of the course. Based on the work plan, the lesson plan is then prepared in the class record of the faculty member which contains the planned dates and hours of the theory topic or laboratory experiment to be handled. As a follow up, the dates and hour of the topic handled is updated daily by the faculty member and it is authenticated by the head of the department during every last working day of the week. The lesson plan of the head of the department is authenticated by the Principal. If a faculty member is not able to handle the class in the planned hour (casual leave/ On duty), the class will be handled by an alternate faculty member and the class hour should be compensated by the faculty member.

| File Description   | Document                      |
|--|-------------------------------|
| Upload Academic Calendar and Teaching plans for five years | <a href="#">View Document</a> |
| Link for Additional Information                            | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

| File Description  | Document                      |
|---|-------------------------------|
| <b>2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years</b> |                               |
| <b>Response: 100</b>  |                               |
| Year wise full time teachers and sanctioned posts for 5 years(Data Template)                              | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI  | <a href="#">View Document</a> |
| Link for Additional Information   | <a href="#">View Document</a> |

| <b>2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</b> |                               |         |         |         |
|--|-------------------------------|---------|---------|---------|
| <b>Response: 18.63</b>   |                               |         |         |         |
| <b>2.4.2.1 Number of full time teachers with <i>Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.</i> year wise during the last five years</b>  |                               |         |         |         |
| 2020-21  | 2019-20                       | 2018-19 | 2017-18 | 2016-17 |
| 48   | 39                            | 36      | 32      | 36      |
| File Description   | Document                      |         |         |         |
| Institutional data in prescribed format (Data Template)  | <a href="#">View Document</a> |         |         |         |
| Link for Additional Information  | <a href="#">View Document</a> |         |         |         |

|   |
|---|
| <b>2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</b> |
| <b>Response: 4.53</b>   |



**2.4.3.1 Total experience of full-time teachers**

Response: 915

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

**2.5 Evaluation Process and Reforms****2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

Response: 24.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 40.5    | 18.5    | 18.5    | 21      | 23      |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format (Data Template) | <a href="#">View Document</a> |
| Link for Additional Information                         | <a href="#">View Document</a> |

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

Response: 3.89

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 83      | 166     | 336     | 226     |

| File Description   | Document                      |
|--|-------------------------------|
| Number of complaints and total number of students appeared year wise | <a href="#">View Document</a> |
| Link for Additional Information                                      | <a href="#">View Document</a> |

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

#### Response:

The college management system and examination process are well-defined and technologically updated. Before the commencement of the academic year, all necessary information are conveyed to the faculty members, students and parents through the college calendar.

#### Reformation through IT Infrastructure

The following reformations are introduced in the last 5 years

**Consolidated Mark statement** – Synthetic Polymer based Consolidated mark statement with advanced security features (Photo, QR Code, Bar Code, etc.,) are provided to the students for enhanced security and better durability.

**Automation for Continuous Assessment** – Attendance and Internal Marks System (AIMS) software was developed for consolidating and generating the Internal Assessment marks for the entire semester.

**Examination squad** – Examination Squad is introduced for Internal and End Semester Examinations for foolproof conduct of examinations.

**Online Examination** – Multiple choice questions are prepared to test the memory and understanding capacity of the students and the examinations for the same conducted through online mode.

**Outcome Based Education (OBE)** – Question papers are based on OBE parameters and action verbs. Bloom's Taxonomy is followed for Question Paper Setting and Mapping. Mapping of Course Outcome (CO) and Programme Outcome (PO)/ Programme Specific Outcome (PSO) is done for every courses using internally developed software with a detailed analysis.

Course Registration, Attendance, Continuous Assessment Test, Collection of Question Papers, Examination Application forms, Examination Time Table, Hall tickets and Result declarations are automated through IT Infrastructure.

- Three Continuous Internal Assessment (CIA) examinations are conducted for each semester, in which CIA III is conducted through online with Multiple Choice Questions (MCQs) to evaluate the memory power and the understanding capacity of the students and it creates a base for the students to attend competitive examinations in future.
- Internal marks are generated automatically, based on CIA tests, assignments, student seminars and

hourly attendance which are continuously updated in our Intranet.

- Remedial Measures are taken for the students who have failed or obtained below 50% of marks and special classes, additional assignments and tests are given to enhance the knowledge of the slow learners.
- Chief Examiners are appointed for the Examination and Evaluation process.
- Flying squad consists of department heads, senior faculty members who are assigned to inspect the transparency and fairness in examination for each session of the examination.
- Dummy numbers are provided for all the scripts and the question papers are scrutinized through the board chairman.
- Result passing board meeting with the external nominee from the university before declaring the semester results.
- Declaration of results, printing and distribution of mark sheets are carried out within a month.
- Revaluation and answer sheet transparency facilities are available for the students to secure revaluation benefits.
- Fast track examination process is available for final year arrear students to complete their course in a short period of time to continue their higher studies.
- Practical examinations are conducted by both internal and external examiners.

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

## 2.6 Student Performance and Learning Outcomes

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

### Response:

Programme Educational Objectives(PEOs), Programme Outcomes(POs), Programme Specific Outcomes(PSOs) for each programme, course objectives and Course Outcomes(COS) for each course are prepared after several meetings conducted at departments, institution level meetings and Board of Studies(BOS). The various components of curriculum are designed based on Outcome Based Education(OBE).

The BOS members are appointed from the University, Premier Institutions, Industries along with senior faculty members from the department and an alumni member.

The Department Advisory Committee prepares the templates for course objectives and course outcomes based on the Revised Blooms Taxonomy.

The course outcomes are mapped for each theory and practical course with programme specific outcomes.

The faculty members are allotted for their specialized subjects and they prepare work plan, detailed course plan and lesson plan which are made available to the students through intranet.

The feedback of various stakeholders such as students, parents, alumni, faculty members and employers are obtained before performing a major revision in the syllabus. It is ensured that the curriculum of each program is aligned with vision and mission of the department as well as institution.

The suggestions from the stakeholders and experts are incorporated in the final version of curriculum.

The entire POs, PSOs and COs are communicated to all the stack holders by displaying in the college website.

| File Description                                     | Document                      |
|--|-------------------------------|
| Upload COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |
| Link for Additional Information                      | <a href="#">View Document</a> |

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

#### Response:

The College accesses the attainment of Course Outcome (CO) through Continuous Internal Assessments (CIA) examinations in each semester.

The college has developed Attendance and Internal Mark System (AIMS) software. Based on the entries made on the marks for CIA test, the marks of every question scored by the students has been associated with the Course Outcomes (COs). The following procedure is adopted to evaluate the attainment of PO and PSO for each course.

- In the AIMS system, the marks scored by every student is entered for each question
- All the questions are assigned with course outcome
- Target level of each student is calculated for all the Course outcomes
- The target level fixed as given below
  - If the percentage of the particular course outcome is greater than or equal to 40 then the target level is set as 3
  - If the percentage lies between 30 and 40, then the target level is set as 2
  - If the percentage goes below 30, then the target level is 1.
- Average calculated for individual Course outcomes
- The course outcomes are mapped with corresponding POs and PSOs and the average level for each PO and PSO are calculated.
- Based on the score the attainment level for each PO and PSO are described.

The attainment reports are generated and disseminated to the concerned Head of the Departments. Based on the attainment reports additional classes, tutorial or remedial measures are taken. The target level of COs can be increased or decreased for the next batch of students based on the attainment. The Question Papers are prepared based on the Bloom's cognitive level. For each course, two assignments are given at higher cognitive levels which include seminar presentation, review of journal papers, case studies, survey

etc.,

All programs have one compulsory project for which three internal reviews and one external review are conducted.

Outcome Based Education pattern is followed to frame the curriculum with Programme Outcome(PO), Programme Specific Outcomes(PSOs), Course Objectives and Course Outcomes(COs) from the academic year 2018-19.

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

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

**Response:** 100

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

Response: 1507

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

Response: 1507

| File Description  | Document                      |
|---|-------------------------------|
| Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template) | <a href="#">View Document</a> |
| Link for the annual report  | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

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

**Response:** 3.64

| File Description                                   | Document                      |
|--|-------------------------------|
| Upload database of all currently enrolled students | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

##### Response:

The backbone of academics is research. It streamlines design and converts fresh insights into breakthroughs in the pursuit of a new age of research passion. For the promotion of research, K.S. Rangasamy College of Arts and Science (Autonomous) (KSRCAS) has initiated the Research and Development Cell (R&D Cell) in 2011 – 2012. The cell is actively involved in monitoring and developing research activities in KSRCAS. R&D Cell strives to foster the research culture by encouraging research in newly developing and challenging frontier areas across all Arts and Science departments. The cell motivates students and the faculty to undertake projects, mini-projects, and case studies in their interdisciplinary domain and also improves the general research competence of the aspiring faculty by allowing them to participate in conferences, seminars, workshops, project competitions, and so on.

##### The Scope of the Research Policy is as follows

- This policy scheme applies to all researchers in the college
  - Staff, who are involved in teaching, research, and consultancy.
  - Ph.D., M.Phil. research scholars, undergraduate and postgraduate students registered with the college.
- This policy applies to all the research and related activities of the college such as
  - Basic, strategic, and applied research are all examples of research activities that are carried out either to meet academic degree requirements or to develop innovative solutions to social problems.
  - Creative works include the invention of new ideas, innovations, hypotheses, performances, or objects and the development of new knowledge, or understanding the existing knowledge.
  - Publication, presentation, and communication of research findings and related activities in the form of IPR.

##### Objectives of the Policy are as Follows

- To bring awareness and possibilities for research and development among faculty and students, as well as to foster a research and development environment in each department.
- To provide an environment in which the faculty can pursue research projects and enhance their knowledge, skills, and credentials by registering for a Ph. D.
- To achieve excellence in multi-disciplinary/inter-disciplinary and applied research.
- To support the promotion of technology transfers and industry-collaborative research in high-quality journals, patents, and copyrights.
- To conduct research and development initiatives given by different sponsors.
- To assist, to apply for and receive grants from various funding organizations for Seminar/Workshop/FDP.
- To coordinate workshops at the faculty level and research-related personnel development

initiatives.

- To incubate innovative ideas and advance them towards start-ups, enterprises, and consultancy.

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

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

**Response:** 1.34

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.181   | 3.368   | 1.50841 | 1.21422 | 0.40408 |

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

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

**Response:** 0.78

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 3       | 2       | 2       |

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

### 3.2 Resource Mobilization for Research

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

**Response:** 90.48

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6.521   | 9.769   | 27.93   | 33.4095 | 12.85   |

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

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

**Response:** 2.14

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 3       | 5       | 7       | 6       |



| File Description                           | Document                      |
|--|-------------------------------|
| Names of teachers having research projects | <a href="#">View Document</a> |

### 3.2.3 Percentage of teachers recognised as research guides

Response: 7.43

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

Response: 15

| File Description   | Document                      |
|--|-------------------------------|
| Upload copies of the letter of the university recognizing faculty as research guides | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

Response: 22.44

#### 3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 3       | 4       | 5       | 4       |

#### 3.2.4.2 Number of departments offering academic programmes

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18      | 15      | 15      | 15      | 15      |

| File Description                              | Document                      |
|---|-------------------------------|
| List of research projects and funding details | <a href="#">View Document</a> |

## 3.3 Innovation Ecosystem

### 3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge

supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

**Response:**

K.S. Rangasamy College of Arts and Science (Autonomous) offers a stimulating ecosystem that encourages creativity and innovation. The college supports numerous frontiers of education, research activities and skill-based projects by providing knowledge, the most up-to-date technologies, and the necessary infrastructure. KSRCAS developed and executed a dynamic research promotion policy that promotes fundamental and translational research. The policy treats research articles and citations in the same way as it treats invention leading to technology transfers. Furthermore, the research strategy encourages innovation and entrepreneurship by providing seed funding for proof-of-concept projects, which are then developed into patents, etc. As a part of an outcome based education system, the institution encourages students to participate in co-curricular activities such as theme-based projects that result in the development of creative information beneficial to society. The institution has a practice of holding numerous workshops and conferences regularly to promote knowledge development and exchange. As a part of this endeavor, they are also encouraged to participate in national and international conferences held outside of the institution. Similarly, as part of the drive for knowledge production and transfer, certain faculty members have authored technical publications.

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

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

**Response:** 50

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 11      | 9       | 8       | 13      | 9       |

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

### 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of**

**Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee****Response:** C. 2 of the above

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

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years****Response:** 3.07

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

Response: 46

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

Response: 15

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |

**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 0.55

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17      | 24      | 18      | 25      | 28      |

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

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

**five years**

**Response: 0.1**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7       | 5       | 3       | 5       | 1       |

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

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

**Response: 8.09**

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

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

**Response: 19.5**

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

### 3.5 Consultancy

**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

**Response: 0**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

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

**Response:** 1.23

#### 3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.10    | 0.409   | 0.24    | 0.312   | 0.169   |

| File Description  | Document                      |
|---|-------------------------------|
| List of training programmes, teachers and staff trained for undertaking consultancy   | <a href="#">View Document</a> |
| List of facilities and staff available for undertaking consultancy  | <a href="#">View Document</a> |
| Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy | <a href="#">View Document</a> |

## 3.6 Extension Activities

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

**Response:**

K.S. Rangasamy College of Arts and Science (Autonomous) provides an environment conducive for the holistic development of students. Individual holistic development is the goal for which students are encouraged to participate in extension activities through organizations such as NSS, NCC, and clubs. Students' participation in extension activities is acknowledged and credits are provided under the autonomous curriculum, according to specific established criteria. The institution has an active NSS wing that takes up projects like keeping the college clean and green, doing community service by conducting awareness drives and also visiting the local community to educate people on literacy and cleanliness, organizing blood donation camps and the like. The college has four NSS units and an NCC unit apart from the Red ribbon club and YRC which mould the students in nation-building activities. The college is the forerunner in implementing various outreach activities namely, Eye Camp, Blood donation camp, Nutrition Consultation Awareness Program, Election Awareness Programme, Helping for Covid - 19 Vaccine Camp, Helping to Polio Camp, Rally for World Cancer Day, Pledge and Speech for Covid – 19 Awareness, Rally for say no to alcohol and drugs, Webinar on “HYGIENE & YOU” and Hand Wash Awareness Programme.

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

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

**Response: 5**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 2       | 1       |

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

### 3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

**Response: 24**

#### 3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 8       | 2       | 3       | 7       |

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

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

**Response:** 34.6

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2435    | 2234    | 998     | 1091    | 987     |

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

## 3.7 Collaboration

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

**Response:** 2.6

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 3       | 4       | 1       |

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

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

**Response:** 9

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 3       | 2       | 2       | 2       |

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



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institution, which is located in a rural area and spans 10.70 acres with a built-up area of 14,386 Sq. mts, provides an environmentally pleasant atmosphere with trees and plants. There are 19 departments, 103 classrooms, 26 laboratories including 09 Computer Labs, and four research laboratories, 02 Hostels, two libraries, one administrative office, an air-conditioned Principal's office, two air-conditioned seminar halls, an auditorium, and 19 staff rooms. A separate wing houses the office of the Controller of Examinations. The institution also has separate rooms for NCC, Placement Centre, stationery store, transport office, maintenance department, Yoga and the Department of Physical Education.

#### **Classrooms**

For a conducive teaching-learning environment, spacious, and well-ventilated classrooms are made available. Classrooms are kept in good working order to ensure optimum visibility and audibility. The classrooms have enough furniture, a blackboard, projectors, fans, lighting, and power supply. Wi-Fi connectivity is available in all the blocks.

#### **Infrastructure and Learning Resources**

Among 103 Spacious classrooms, ICT facilities are available in 72 classrooms. Smart classrooms, an auditorium and 2 Seminar halls are also available to enhance teaching and learning process. Wi-Fi Zone, Intranet Connectivity, and CCTV facilities are among the institution's distinguishing features.

The College maintains an amazing sports environment with various playgrounds, an indoor stadium, outdoor gym, a fitness centre with cardio and exercise equipment, as well as an aerobics centre.

#### **Laboratories**

The college has 26 laboratories, including 9 computer laboratories, Biotechnology laboratories, Biochemistry laboratories, Microbiology laboratories, Physics laboratories, Chemistry laboratories, Electronics laboratory, Textile and Fashion laboratory, Media Studio (Visual Communication laboratory); all of which are equipped with the latest equipments and resources to facilitate the teaching and learning process.

#### **Library and Information Centre**

The Central Library aims at enhancing readership and encourages the research and academic activities in the College by rendering information service to students and faculty. The Library has a stock of more than 31744 books, including 26225 titles and a supply of 100 plus National and International journals and 45 plus magazines. CD/DVDs, e-journals, on-line database and audio-visual resources are also available for reference.

## Library Facilities

- Library has an exclusive space for learning
- Exclusive Discussion Room
- Wi-Fi & Wired Internet
- Database Access
- Remote access to e-resources
- OPAC
- Open Access
- CCTV surveillance

## Media Centre

The Department of Visual Communication has established a Media Center to create E-content videos for the institution in order to improve teaching and learning. A spacious, acoustic and air-conditioned studio with advanced technology for capturing and recording E-content videos is the special features of the Media Centre.

## Other facilities

- Wi-Fi facility
- Server rooms and power house
- Staffrooms with computers and printer
- Media Centre
- Stationery Shop
- Canteen
- Boys Restroom
- Girls Restroom
- ATM within the campus
- Free transport facility

| Description          | Nos |
|----------------------|-----|
| Principal Room       | 1   |
| IQAC Room            | 1   |
| Administrative Rooms | 1   |
| Classrooms           | 103 |
| Smart Classroom      | 1   |
| Auditorium           | 1   |
| Seminar Halls        | 2   |
| Library              | 2   |
| Placement Cell       | 1   |
| NCC                  | 1   |
| Sports Room          | 1   |
| Laboratories         | 12  |

|                       |   |
|-----------------------|---|
| Research Laboratories | 4 |
| Computer Laboratories | 9 |
| Media Centre          | 1 |

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

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

##### Response:

The institution is well-equipped to coach students in both indoor and outdoor sports activities, as well as hosting tournaments and magnificent cultural events.

##### Sports Facilities

For athletic sporting activities and games, the college has a 4.5-acres playground, which includes games like Cricket, Football, Volleyball, Basketball, Handball, Tennis, Ball Badminton and Kabaddi. Indoor sports facilities such as carrom, table tennis, badminton, and chess are also offered for the students. Physical directors instruct students in different sports and encourage them to participate in intercollegiate and university-level competitions. The facilities for indoor and outdoor games were established during the year 1998. Various interdepartmental sports events are held by the Department of Physical Education. Every day students use the indoor and outdoor games facilities for practice before and after college hours.

| SNO |                | Description / Specifications                         |
|-----|----------------|--|
| 1   | Cricket        | Cricket Ground (75 m radius) with two practice nets. |
| 2   | Volleyball     | A standard volleyball court of size 18m x 9m         |
| 3   | Ball Badminton | Ball Badminton courts of size 24m x 12m              |
| 4   | Basketball     | Standard concrete basketball court of size 28m x 15m |
| 5   | Football       | Football field size 90m x 50m                        |
|     |                |  |

|    |                |  |
|----|----------------|--|
| 6  | Hand Ball      | Hand Ball court of size 40m x 20m                |
| 7  | Kabaddi        | Kabaddi court 12.50m x 10m                       |
| 8  | Carrom         | carrom boards of size 34 inches x 34 inches each |
| 9  | Table Tennis   | Table of size 2.74m x 1.525m                     |
| 10 | Chess          | Five chess boards                                |
| 11 | Badminton      | Badminton court of size 13.4m x 16.10m           |
| 12 | Hockey         | Hockey Court of size 91.4m x 55m                 |
| 13 | Standard Track | 400m Standard Track                              |
| 14 | Kho-kho        | Kho-kho court of size 27m x 16m                  |
| 15 | Swimming pool  | Measurement of swimming pool is 25m x 15m        |

### Gym facilities

Gym is a place where students can get regular physical activity. A well-equipped hydraulic indoor gym and outdoor open gyms are available to everyone on campus, and all members have access to a trainer.

| S.No | Gym         | Description                                      |
|------|-------------|--|
| 1    | Indoor Gym  | Hydraulic gym                                    |
| 2    | Outdoor Gym | Cycling, Rambler, Twisters, Leg Press, ABS Bench |

### Cultural Activities

Cultural activities have a vital role in students' overall development. The College offers a number of dedicated clubs to strengthen our country's cultural heritage. These committees organize a variety of activities in which students play an active role. During the college annual day, students participate in a variety of cultural events. They are also encouraged to compete in other college competitions.

The college features one auditorium (Founder Hall) with a seating capacity of 1500 people for large cultural events to help to promote cultural activities. The national festivals and cultural significance are celebrated in the campus in a very grand manner by the students (Pongal, Vijayadasami).

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Geotagged pictures                    | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)****Response:** 71.03**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 76

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

**4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)****Response:** 0**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Upload Details of Expenditure , excluding salary during the last five years | <a href="#">View Document</a> |
| Upload audited utilization statements                                       | <a href="#">View Document</a> |
| Upload any additional information   | <a href="#">View Document</a> |

**4.2 Library as a Learning Resource****4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The Library and Information Centre of K.S.Rangasamy College of Arts and Science is automated and uses the Integrated Library Management System (ILMS)

**Response:**

The Library and Information Centre of K.S.Rangasamy College of Arts and Science was established in 1995. It is housed in the ground floor of C Block in KSRCAS in a vast area of 576 sq.mts. The library can accommodate about 180 students at a time. The library is furnished with appropriate ventilation, lighting, and fans.

**4.2.1 Integrated Library Management System**

The library was automated in the year 2009 using the software “NIRMALS Pro”.

Name of the ILMS software: NIRMALS Pro

Nature of automation (Fully/Partially): Fully

Version: 02

Year of automation: 2009

**The ILMS software contains the following modules**

1. **Electronic -Gateway register** – to keep track of the users entering and leaving the library.
2. **Book Entry** – Details of newly arrived books like title of the book, author, publisher, date of purchase are entered and an accession number is generated for the book.
3. **Book Search** – Books can be located by title, accession number, author, subtitle, publisher, or subject.
4. **Book Issue** – Details of issue of books to students, research scholars and staff are recorded.
5. **Book Return/renewal** - Details of the book returned by students and book renewal is entered based on the request of the students.
6. **OPAC** – Online Public Access Catalogue helps the students and staff to view the availability of books and other library resources.
7. **Report Generation** – Weekly, monthly and annual reports can be generated, based on the information requested by the user, for book purchase, stock verification, usage of report by students/staff and scholars.

The old version “NIRMALS Pro” software was an exclusive library based system which automated library related processes. The college has membership and subscription for Proquest Management Collection, INFLIBNET-N-LIST and DELNET.

The college has Open access e-resources like CSIR Journals, ePG Pathasala, SWAYAM, NPTEL, Open Library, PDFDrive, Z-Library, DOAB, DOAJ and Shodhganga.

| S.No | Department | Books  |        | Periodicals |    |    |    | Total |
|------|------------|--------|--------|-------------|----|----|----|-------|
|      |            | Titles | Volume | NJ          | IJ | NM | IM |       |
| 1    | Tamil      | 2373   | 2414   | 2           | 0  | 9  | 0  | 11    |

|              |  |              |              |           |           |           |          |            |
|--------------|--|--------------|--------------|-----------|-----------|-----------|----------|------------|
| 2            | English                                | 1693         | 1943         | 4         | 2         | 0         | 0        | 6          |
| 3            | Biological Science (MB,BC,BT)          | 2640         | 3121         | 13        | 0         | 3         | 0        | 16         |
| 4            | Computer Science                       | 6097         | 7394         | 1         | 18        | 7         | 0        | 26         |
| 5            | Mathematics                            | 1142         | 1501         | 1         | 0         | 3         | 1        | 5          |
| 6            | Electronics and Communications         | 572          | 700          | 2         | 3         | 2         | 0        | 7          |
| 7            | Physics                                | 1356         | 1795         | 4         | 0         | 2         | 0        | 6          |
| 8            | Chemistry                              | 670          | 800          | 4         | 0         | 1         | 0        | 5          |
| 9            | TFD                                    | 215          | 293          | 2         | 2         | 3         | 0        | 7          |
| 10           | Business Administration and Management | 6573         | 7723         | 25        | 5         | 2         | 1        | 33         |
| 11           | Commerce (CA, PA)                      | 2399         | 3428         | 10        | 0         | 10        | 0        | 20         |
| 12           | General                                | 387          | 463          | 5         | 0         | 11        | 0        | 16         |
| <b>Total</b> |  | <b>26225</b> | <b>31744</b> | <b>73</b> | <b>30</b> | <b>53</b> | <b>2</b> | <b>158</b> |

Reference Books - 1466 (Reference Books is included in Volumes)

Back Volumes - 1432

CDs / DVDs - 2922

#### E- Resources Subscription (Remote Access)

1. N-LIST - <https://nlist.inflibnet.ac.in/>
2. DELNET - <https://delnet.in/>
3. Proquest Management - <https://www.proquest.com/>

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste Link for additional information | <a href="#">View Document</a> |

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

**Response:** A. Any 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc | <a href="#">View Document</a> |

#### 4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-

**journals during the last five years (INR in Lakhs)****Response:** 4.2**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1.03    | 3.70    | 4.58    | 4.58    | 7.13    |

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

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response:** 1.6**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 71

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

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

Yes, the Institution has an IT policy addressing standards on Cyber / Information Security, Network Security, Intranet (AIMS) and Software Management.

K.S.Rangasamy College of Arts and Science (Autonomous) is equipped with efficient IT infrastructure. In



the Institution, every computer in campus is connected to Network.

A separate Software Development Wing takes the responsibility of running the Institute's intranet and Internet services. The Computer Server Room is running DHCP, DNS, email, web and application servers and managing the network of the institute.

The Institution is getting its Internet bandwidth from Pink Broadband Pvt Ltd. Total bandwidth available is 50 Mbps. The Institution has 09 computer labs equipped with 539 computer systems. The computer systems are periodically stock verified by the department.

### **IT Infrastructure aims**

- To provide all required IT resources (Wi-Fi, Internet) as per the academic programs.
- Also, introduce new IT technologies which will benefit the students and research students.
- To effectively have an annual plan of introducing new technologies in-line with the Academia.
- Create provision for priority up-gradation of the products.
- Create Provision for Annual Maintenance expenses to ensure maximum uptime of the products.
- Leveraging information technology as a tool for the socio-economical development of the Institute.

### **AIMS – Attendance and Internal Management System**

This software named “AIMS” is used for Mainting Attendance of students and for processing Continuous Assessment marks.

#### **Attendance Monitoring**

1. After completing each hour, the faculty will mark the absentees.
2. Students can view his/her attendance percentage by logging into the system
3. Report generated in various file formats
  - I. Daily absentees report send through SMS
  - II. Individual student's attendance percentage
  - III. Class wise percentage of attendance
  - IV. Monthly attendance report

#### **Internal Processing (Continuous Assessment)**

- Students can view his/her internal marks and semester marks by logging into the system.
- Time Table entered for each Class, It reflects on Individual staff Timetable
- Continuous assessment test mark entered class and course wise.
- Report generated in various file formats
- Course wise marks given with different categories such as first, second and third class
- Consolidated mark statement given for all courses

- Course wise Result Analysis given with Faculty name, Strength, Appeared, Pass count, Fail count, Absentees count and Pass percentage
- Overall Analysis of Continuous assessment marks given with Total Strength, Appeared, Absent, Pass, Fail, distinction, First, second and third class with Pass percentage

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

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

**Response:** 8:1

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student - computer ratio          | <a href="#">View Document</a> |

#### 4.3.3 Bandwidth of internet connection in the Institution.

**Response:** 750 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

#### 4.3.4 Institution has the following Facilities for e-content development

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

**Response:** A. All of the above

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Link for Additional information         | <a href="#">View Document</a> |

#### 4.4 Maintenance of Campus Infrastructure

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

Response: 88.53

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 128.23  | 285.47  | 233.42  | 208.46  | 200.26  |

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

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

Response:

K.S.Rangasamy College of Arts and Science has established a well planned System for up keeping the physical, academic, and other support facilities in the campus. All Laboratories in the college are well furnished as per the academic requirements and statutory rules. Each Department maintains a separate stock register. Regular maintenance of equipment is done by laboratory attendants. Annual stock verification is done by the Heads of the Departments concerned. Qualified Technicians and Electricians are appointed to ensure the smooth running of the laboratories. The College has a separate Software Development Wing (SDW) for automation of the process. The SDW has indigenously developed software's for Attendance Management, for COE and for mapping of COs and POs. Apart from this collaborating the various processes of the institution is also on the anvil.

A team headed by a qualified librarian makes the college library an epitome of academic excellence. Fully

automated Integrated Library Management System (ILMS) and Online Public Access Catalogue (OPAC) facilitate the easy location of books that are categorized and cascaded according to subjects and titles. The book stock is continuously updated. The library uses barcode technology for easy transactions.

All the matters related to sports like organizing, planning, and conduct of competitions are done by the Physical Education Department of the college. Required sports articles are purchased and maintained regularly through competent suppliers. The equipment in the fitness center is maintained and serviced by authorized dealers.

The classrooms are equipped with LCD projectors maintained by the college technicians. The Management makes sure that an ambient environment for academic performance is ensured to students. The maintenance of buildings and classrooms is done under the governance of the college-appointed qualified engineer. The various facilities like reprography, canteen, stationery, Post office, Bank and ATM facilities are maintained by respective service providers.

Classrooms and premises are cleaned on regular basis by the team of cleaning staff headed by a supervisor. College premises are frequently used by National Service Scheme groups for the conduct of social awareness programs in coordination with various departments of the College. Classes are conducted for higher secondary students to make them aware of the options in higher education. Yoga and Meditation classes are conducted as a part of curriculum.

The College premises are used for various State Government exams like Police, TNPSC and exams for distance education programs of different Universities. Maintenance of several gadgets including the generators, Reprography machinery, computers, printers, CCTV cameras, audio systems, and fire fighting equipments, air conditioners, and water purifiers are done regularly by the college appointed technicians and by the personnel of service providers when required. Separate restrooms are available for the staff and students of both gender and are cleaned regularly as per duty schedules. Incinerators are effectively used for disposing. The security system of the institution is well taken care of by the security guards appointed by the management.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 2.14

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 72      | 72      | 86      | 109     | 142     |

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

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

Response: 10.21

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 348     | 407     | 534     | 529     | 489     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Number of students benefited by scholarships and freships besides government schemes in last 5 years | <a href="#">View Document</a> |
| Institutional data in prescribed format  | <a href="#">View Document</a> |

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

**Response:** A. All of the above

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

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

**Response:** 24.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1234    | 2543    | 998     | 345     | 367     |

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

**5.1.5 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                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

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

**Response:** 43.38

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 913     | 908     | 483     | 588     | 361     |

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

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

**Response:** 9.7

#### 5.2.2.1 Number of outgoing student progressing to higher education.

**Response:** 147

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

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7       | 6       | 3       | 0       | 0       |

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

### 5.3 Student Participation and Activities

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



**Response:** 100**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 33      | 32      | 19      | 16      |

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

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

In order to improve the academic environment, the Institute encourages student representatives to participate in various decision-making, academic, and administrative committees. Student opinions and suggestions are taken into account when making decisions based on their perceptions. The institute makes efforts for the development of a student by involving them in various academic committees/cells. Participative management of students of KSRCAS is enhanced by the organization of co-curricular and extracurricular activities through various academic and administrative bodies of the Institution.

The Following committees have student representatives

1. IQAC
2. Anti-ragging Committee
3. Grievance Appeal Committee
4. Department Association
5. Class Committee Meeting

The Internal Quality Assurance Cell (IQAC) is responsible for the overall monitoring of the system and it guides the institution properly. Student representatives are nominated for IQAC cell, who participate in the discussion regarding the quality initiatives of the institution. Also, Grievance Redressal Committee and Anti-ragging committee are functioning well with the participation of the students and Faculty members as members of the Committee. Each class has a Class Committee, wherein the members consisting of HoD as Chairperson, and four student representatives to address the academic-related issues including conduction

of classes, syllabus coverage, and students' grievances. Discussions take place twice in a semester to identify the problems and queries of the students. This discussion helps for the betterment of the students and issues of the students are rectified at as the earliest. The solutions for the problems are discussed in the HoD's meeting. Also, it is forwarded to the concerned faculties of the department. Further, remedial measures are taken for the issues occurred and it is monitored by the Committee Heads.

All the departments have a Department Association to promote and encourage students to develop their leadership skills and teamwork by organizing curricular and co-curricular activities at the intra and inter-departmental levels. The Department association conducts programs such as seminars, workshops, conferences, guest lectures, intra and inter-collegiate programs, etc., The students play a vital role in this association with the guidance of their department faculty members. The Department Association has student co-coordinators as the President/Secretary/member who is assigned by their respective departments. They guide other students and make them involved in the association activities. The Association aims to enhance the learning level of the students and also helps them to stay connected with other department students through competitions and events. The institution also encourages the students to participate in various cultural and sports activities which take place in other colleges. The students represent their suggestions and leadership in various academic committees, coordinating with the heads of various committees and effectively participating in decision making and execution of various programs.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional Information | <a href="#">View Document</a> |

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

**Response:** 13

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 12      | 16      | 17      | 15      |

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

## 5.4 Alumni Engagement

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

**Response:**

- The institute has an active Alumni association in which every alumnus is enrolled as a member every year. The Alumni Association acts as a channel for building a connection between the institute's alumni, faculty, and current students. Further, each alumnus makes a financial contribution of 500 rupees. Apart from that they donated books for libraries, printer, projector, system UPS, other electrical items, etc, to the department . Alumni contribution happens in various non-financial forms also.
- Alumni association meetings take place once in year and future plans are discussed in the meetings at the department level. Alumni are also included as members in the Board of studies of all departments and they are invited for meetings at the college and they interact with their teachers and express their suggestions on curriculum revision.
- During the interaction, alumni have highlighted the importance of current trends and developments in their respective disciplines. They advised students on employment options in their respective fields and guided the students about the career opportunities in different fields. They also shared their personal experiences with students.
- A few Alumni gave Guest lecturers to the existing students on some technological developments and career guiding focuses. They inspire students to continue on their intended careers for the betterment of their future
- Whenever these alumni visit the campus they motivate students and help them in their career planning.
- The Alumni member help by suggesting changes in the curriculum to make the current students population in tune with the current industry requirements. Through that they express the relevance of the curriculum in the job scenario.
- Alumni are working in organizations at various capacities. They keep the faculty and the placement officer abreast about the available job opportunities. They assist and guide the students to do well in the interviews.

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

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

**Response:** A. ? 15 Lakhs

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

NAAC

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

##### Vision:

We strive for nurturing the potential of students by designing and delivering current, relevant and creative learning inputs. This is to achieve excellence in academics and to create socially responsible citizens. We are committed to shape global leaders and entrepreneurs, who create sustainable and fulfilling environment to the society.

##### Mission:

- Design and deliver learning inputs that are on par with global standards.
- Interface with business organizations, universities, research institutions, Government and non Government organizations. Design current, relevant inputs to transform students into entrepreneurs, employable and socially responsible citizens.
- Promote innovation and research in various areas of basic sciences, life sciences, computer science and humanities by way of interfacing with various funding organizations, universities and other research institutions.
- Provide equal importance for academics and individual development among students. Academics are supplemented with extracurricular and co-curricular activities.

##### Quality Policy:

K.S.Rangasamy College of Arts and Science is committed to provide quality education with global standards of excellence which empowers the students with the corner stones of value learning and self discipline. We dedicate ourselves to meet or exceed the requirements of the student community which enables them to make productive contributions to the society.

##### Governance:

KSRCAS strives to provide quality education by imparting discipline, value, knowledge and skills. We provide a vast array of courses in Life Sciences, Humanities and Management Studies with Co-curricular activities to enhance the soft skills of the students and created an excellent learning environment with positive support and direction for the growth of our students. The College is known for its academic excellence and character building, providing learner-centered education with high integrity, ethics, professional and societal commitments.

The Principal is the Executive Head of the institution and is vested with authority to ensure the proper conduct of the academic programmes, research and extension activities. To ensure effective governance, the institution has a Governing Council, Academic Council, IQAC and several committees like the Planning and Evaluation, Academic Audit, Anti Ragging, Finance, Curriculum Development, Grievance

Appeal, R&D, SDW, Anti Sexual Harassment Cell, Training and Placement Cell etc.,

The senior faculty team assists the principal in administration. Bottom-up approach is followed in the decision making in all departments guided by the Head of the Department. Academic, administrative, co-curricular and extra-curricular activities are conceived, planned and executed by conducting regular meetings and frequent interactions with all the stake holders. The examination related responsibilities are shouldered by the controller of examinations assisted by his team.

### **Perspective Plan:**

For betterment of educational services, the institution has plans to

- Strengthen research, consultancy, innovative practices and industrial collaborations by establishing start ups
- Strengthen extension activities and social outreach programme to inculcate social responsibility in students
- Increase focus on entrepreneurship development

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

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

#### **Response:**

The college solidly believes in teamwork and work sharing for its growth, success, sustainability and excellence. The functioning of the college has been categorically segregated and entrusted with a team of dedicated teachers. The organizational structure covers Management, Principal, Controller of Examinations, Heads of the Departments, Coordinators of various programmes and committees.

In accordance with the norms of the Periyar University and Government of Tamil Nadu, the Governing Council is constituted, with the composition of two senior teachers of the college nominated by the Principal, one University nominee, State Government nominee, UGC nominee, one educationalist, management representative and the Principal of the College.

The Academic Council consist of Principal as Chairman, and members one each from Industry, Education, Engineering and Law, nominated by the Governing Body, three University representatives nominated by Vice-Chancellor of Periyar University and all the Heads of the departments.

The IQAC coordinates meetings of Governing and Academic Council and monitors the execution of minutes of the meetings. The IQAC of the college initiates quality initiatives and they are implemented by HoDs, CoE and respective committees and staff-in-charges. The department coordinates with the Planning

and Evaluation committee in preparing the general timetable in accordance with the language papers, allied, core, laboratory, SBC, NMEC and Value Education courses.

The Training and Placement Cell takes care of the students' training like Soft Skill, General Aptitude, Group Discussions, conduct On and Off Campus and Mock Interviews and also arrange External Training for the students.

The students are encouraged to participate in various committee activities like Anti Ragging, Library, Equal Opportunity Cell, NSS, NCC, CCM and department associations. It helps the students to build confidence, develop initiatives and decision making skills.

### **A Case Study on the Academic Curriculum Design Process**

The process of designing and developing the curriculum happens once in a year vividly. The following steps describe the process, highlighting the decentralized academic structure.

- Each department with its Chairperson and faculty members is assigned with the responsibility of reviewing and framing the syllabus for the programmes it offers.
- Faculty members have department level meetings to conduct a preliminary review and discussion on the revision of the syllabus.
- Faculty members interact with their colleagues and taking into consideration the feedbacks received from the stakeholders and subject experts from outside the college, compile a preliminary outline of the syllabus.
- The BoS is constituted with members including the Head of the department, all faculty members, two subject experts nominated by the Academic Council, one University representative nominated by the Vice-Chancellor, one meritorious Alumni and one Industrialist. The syllabus is finalized BoS after careful deliberations and discussions.
- The syllabus is then presented at the standing committee and the academic council for final approval.

### **Process of Curriculum Design**

- Feedback from Stakeholders
- Department Level Meeting
- Board of Studies
- Approval of Standing Committee
- Approval of Academic Council

The above steps show the process of designing and developing the curriculum of our College.

| File Description  | Document                      |
|---|-------------------------------|
| Any additional information                                      | <a href="#">View Document</a> |
| Link for strategic plan and deployment documents on the website | <a href="#">View Document</a> |
| Link for additional information                                 | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

*Perspective/Strategic plan and Deployment documents are available in the institution:*

Yes, the institution has a perspective Strategic Plan and deployment document clearly drafted reflecting the pathway for the prospect of the institution. The document specifies the plans and programmes designed to understand the goals and objectives extrapolated from the vision and mission of the college.

#### Five Year Plan (2016-2021)

- To achieve A++ in the next NAAC reaccreditation with higher points.
- To implement an office automation system for effective functioning of the institution.
- To Start additional UG/PG Programmes in accordance with a changing industry – scenario.
- To introduce Outcome Based Education so that the institution can focus on what a student should be able to do in the real world upon completion of the course or program.
- To introduce job oriented courses to cater to the needs of the stake holders.
- To conduct various activities under Unnat Bharat Abhiyan through student community with the support of management
- To make the campus WiFi enabled
- To install CCTV to monitor the activities of the students in and around the campus.
- To develop Virtual and Digital Classrooms.
- To enhance Teaching-Learning process by introducing subject wise videos and make it accessible to students at their convenience in the internet labs.
- To avail the provision of seed money to encourage faculty members in research.
- To create awareness about clean and green campus, and conduct green audit of the campus.

#### 10 Year plan (2016-2025)

- To implement “Paperless Office” through 100% office automation
- To update curriculum to make the student competent enough to meet local problems and global challenges
- To increase ICT facilities for efficient teaching and administration in terms of effectiveness. This will ensure the delivery of quality education at an affordable cost to socially and economically weaker students of the region.
- To establish an institution-industry connect and its effectiveness by way of MoUs to benefit the



student community. This will provide Real-time exposure to the students and transform them into reliable, suitable and employable human resources.

- To execute a project in nearby villages to fulfil the institution's social commitment as part of CSR.
- To encourage the faculty indulge in R & D activities by identifying the local problems and making an attempt to solve the local needs.
- To increase the research grant to faculty and students.
- To provide Financial support for international sports events.
- To increase the number of research projects in basic and life sciences.
- To increase publications in national/international journals and conference proceedings.
- To develop successful start-ups creating innovative products.
- To intensify the involvement of alumni in all aspects of the Institute's development.

| File Description  | Document                      |
|---|-------------------------------|
| Any additional information                                      | <a href="#">View Document</a> |
| Link for Strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Link for additional information                                 | <a href="#">View Document</a> |

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

#### Response:

*The main institutional bodies are as follows.*

**Governing Council:** Governing Council of the college is constituted as per the norms of the University. Its main function is to ensure that stakeholders are satisfied with the functioning of the Institution. The Chairman of K.S.R. Educational Trust is the Chairman of the Governing Council of KSRCAS.

In accordance with the norms of the Periyar University and State Government of Tamilnadu, the Governing Council is constituted, with the composition of two senior-most teachers of the college nominated by the Principal, one university nominee, state government nominee, UGC nominee, one educationalist, management representative and the Principal of the College.

#### ***Administrative Set-up***

At the institutional level, the Principal as the head of administration acts as a bridge between the management and staff. The Principal is assisted by well experienced and qualified members in the Academic Council, which include IQAC and all the HoDs. IQAC is functioning as the advisory body for various policy matters, structures, and documentation as mandated by the statutory authorities.

#### ***Service Rules, Procedures, Recruitment, Promotional Policies***

The Institution strictly follows the service rules in accordance with the University norms. The teaching and

non-teaching faculties have the benefits of Provident Fund, Casual Leave and Group Insurance.

### ***Academic Council***

The Academic Council comprises of the Heads of the Departments and Internal Quality Assurance Cell. The Principal executes all academic and administrative plans and policies with the help of the Academic Council. Academic Council helps the Principal in administration, teaching-learning, Assessment, and organizing Co-Curricular and Extra-Curricular activities. Academic Council also makes sure that the quality of Teaching-Learning is sustained.

### ***Student Welfare & Support Committees***

#### ***Grievance Appeal Cell***

In order to ensure that grievances are promptly attended and are resolved effectively, the Institution has a separate Grievance Appeal Committee. The majority of the grievances are addressed through formal interactions such as Parents-Teacher meetings, Mentor meetings.

#### ***Anti-Ragging Committee***

It makes sure that there is no incident of ragging in the College and complaints, if any, are resolved through discussions in the Academic Council. For the past 10 years there is no ragging observed/compliants received by the college.

#### ***Women Empowerment Cell***

As our Institution belongs to the rural community, the maximum strength is from the rural population. The role of the cell is to empower the women from rural background. We empower the women by conducting guidance and awareness programmes on health issues, improving their personality skills, social needs etc. Apart from this, space for them is provided to prove their talents through various activities periodically.

#### ***Anti - Sexual Harassment Cell***

It ensures that no such incidents of sexual harassment occur by creating awareness about the issue and promptly taking stringent action for the same if necessary.

***Alumni Association*** – Creating an engaged, supportive alumni network is crucial to an institution's success. KSRCAS has an Active Alumni Association, which supports its Alma mater.

| <b>File Description</b>                       | <b>Document</b>               |
|---|-------------------------------|
| Any additional information                    | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |
| Link for additional information               | <a href="#">View Document</a> |

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

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

**Response:** A. All of the above

| <b>File Description</b>                     | <b>Document</b>               |
|---|-------------------------------|
| Screen shots of user interfaces             | <a href="#">View Document</a> |
| Institutional data in prescribed format     | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document | <a href="#">View Document</a> |
| Any additional information                  | <a href="#">View Document</a> |
| Link for additional information             | <a href="#">View Document</a> |

**6.3 Faculty Empowerment Strategies****6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression**

**Response:**

K.S.Rangasamy College of Arts and Science has taken various effective measures for the professional development and welfare of the teaching and non-teaching staff. Faculty members are encouraged to pursue Ph.D. The management also encourages all cadres of non-teaching staff to improve their qualifications for departmental promotions.

In addition to the professional development, steps have also been taken to implement welfare schemes for the teaching and non-teaching staff by improving their health, efficiency, economic betterment, and social status to enhance the performance of the workforce. Some of the welfare measures for teaching and non-teaching staff include:

| <b>S.No</b> | <b>Document Description</b>  |
|-------------|--|
| 1           | Provident fund as per government norms   |
| 2           | The amount of seed money provided by the institution to its teachers for research during the year  |
| 3           | OD is provided for attending the examination, valuation, BoS meeting, workshop, seminar, conference, orientation course, refreshers course, faculty development program, etc |
| 4           | Orientation programs/Staff development programs for non-teaching staff   |
| 5           | For teaching staff, 15 CL and 10 OD and for non-teaching staff, 15 CL facility is extended apart from regular holidays.  |
| 6           | Fees Waiver/ Concession to the needy and deserving children of staff   |

|    |  |
|----|--|
| 7  | Internet & Computing facility to all faculty members   |
| 8  | Group Insurance: A group accident policy exists for the employees and their family                                       |
| 9  | Incentive: Special increment on award of PhD.  |
| 10 | Medical Benefits: Medical benefits to the faculty members and their family through K.S.R. Dental and Research Institute. |
| 11 | Free transport facility for teaching and non-teaching staff.   |
| 12 | Staff members provided with financial support to Publications  |
| 13 | All the teaching staff with hundred percentage result is rewarded yearly on Annual day.                                  |
| 14 | Group Personal Accident Policy for Faculty and Non-Teaching Staffs   |

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

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

Response: 7.99

#### 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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8       | 19      | 18      | 19      | 18      |

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

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

Response: 18

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17      | 18      | 18      | 18      | 19      |

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

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

**Response:** 17.64

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 76      | 54      | 19      | 16      | 17      |

| File Description  | Document                      |
|---|-------------------------------|
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | <a href="#">View Document</a> |
| IQAC report summary   | <a href="#">View Document</a> |
| Institutional data in prescribed format   | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The institute conducts regular financial audits. The institute has a formal mechanism for internal and external audits. The accounts are regularly audited to ensure financial compliance. The expenditure concerning departmental activities, excluding the salary, are budgeted in the beginning of the financial year, with the Principal directing the HOD's to submit the budget proposal which includes equipment, software, maintenance expenses and cost of spares. The Principal consolidates the budget received from various Departments and presents to the Governing Council for approval.

#### Internal Audit

Copy of Budget proposals, invoice and vouchers, and supporting documents of every purchase /event is

maintained in the respective Departments and the original documents are sent to the accounts Department of the Institution. The accountant of the institution verifies every document, observations if any, is brought to the notice of HODs for immediate rectification. The details of all the expenditures / transactions of the entire financial year is consolidated and maintained at the accounts office and submitted for external audit at the end of the financial year. Tally ERP software is used for the accounts related functions in order to achieve paperless office and for reliability.

### External Audit

External audit of the institution is conducted once in a year post March 31st, by the chartered accountants. The External Auditors express their opinion on the financial Statements of the Institution based on their Audit. They conduct the Audit in accordance with Standards on Auditing issued by the Institute of Chartered Accountants of India. The Audit involves performing procedures to obtain audit evidences about the amounts and disclosure in financial Statements. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. The institution did not come across with any major audit objection during the preceding years.

All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The financial records are certified i.e., income and expenditures, balance sheet and prepared notes to accounts are certified. The audited statement is duly signed by the authorities of the management and chartered accountant.

As a part of statutory procedure, the finance committee is constituted, wherein the finance officer of the affiliating university is the nominee. The MoM of the finance committee is prescribed before the Governing Council for ratification.

There are no audit objections since the institution follows a good system of internal controls like calling quotations, comparison of rates, preparation of purchase order etc.

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

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

Response: 0

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

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

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

#### Response:

Institute maintains and follows a well-planned process for the mobilization of funds and resources. The process involves various committees of the institute as well as the Department Heads and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization.

#### Mobilization of funds

The institute being a private or self-finance college and not getting any financial aid/grant from the state or central government, fee collection is the only major source of revenue/income generation for the institute. The other sources of funds for the college are schemes or grants received for conducting workshops-seminars & conferences.

Institute maintains & follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the Department Heads and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization.

- Mobilization of Funds, the student Tuition fee is the major source of income for the institute.
- Various government and non-government agencies sponsor events like seminars and workshops.

#### Utilisation of Resources

The college has a proper system for effective and efficient use of available resources like Human Resources, Library Resources, Physical Resources, Intellectual Resources and Financial Resources. The Finance Committee and the Governing Council constantly monitor the proper utilization of allocated funds as per the requirements and norms. Budget from each department, CoE and library is collected and submitted to finance committee for approval. The funds are allocated to each department, CoE and library during the preparation of yearly budget. In case of any additional financial need, proper demand is made from the concerned Department and it is fulfilled. For e.g. in case of any requirement, the details of the requirement of the equipments, maintenance infrastructures etc are prepared and proper procedure for purchase is adopted. The allocated funds are utilized to purchase equipments, chemicals, organize seminars, workshops and conferences etc.

#### Process for Purchasing of Consumables and Instruments

The College is committed to providing suppliers and contractors every opportunity to compete for College's business. In support of the philosophy, KSRCAS maintains purchasing procedures and practices which encourage vendor opportunities for business. During the course of the year, there will be many instances when it will be necessary to make purchases for the department/programme. Based on the

student's strength in individual department, required consumables and instruments will be calculated. Different quotations will be received from minimum three different companies and the highest percentage of discount will be considered. The permission for requirements will be obtained from Vice Chairman of the institution. Then the order will be placed to the chosen company. After receiving materials, stock register will be completed and the bill will be submitted to Administrative office for payment.

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

## 6.5 Internal Quality Assurance System

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

### Response:

The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in overall performance of the Institutions. The IQAC makes a significant and meaningful contribution in the post-accreditation phase of the Institution. During the post accreditation period, the IQAC channelizes all efforts and measures of the Institution towards promoting its academic excellence. As the agency of quality enhancement, the IQAC of our college has identified and implemented many initiatives for institutionalizing the quality in the campus. Out of these, two important quality initiatives have been discussed here.

- Outcome Based Education
- Media Centre

### Practice 1: Outcome Based Education

#### Preamble

Internal Quality Assurance Cell (IQAC), set up in this College on the direction of NAAC, has been institutionalizing several far reaching reforms in the teaching – learning – evaluation processes. One such reform is the implementation of Outcome Based Education (OBE) in the College.

#### Outcome Based Education (OBE)

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels. OBE enhances the employability of the students



besides helping them to imbibe necessary skills in their personality. In order to adopt OBE, KSRCAS has fixed the Programme Educational Outcomes, Programme Outcomes, Programme Specific Outcomes and Course Outcomes.

The Blooms Taxonomy is followed in the setting of question papers in compliance with the OBE system. The attainments of PO's, PSO's are mapped after the evaluation. Moreover, well-articulated Feedback mechanism has been prepared with scope for expressing opinion by all the stakeholders of the institution. Based on the feedback, provision has been made for the course correction, if any.

## 2 Practice: Media Centre

Technology implementation is pivotal in educational background and strong, innovative digital devices have the potential to remarkably enhance the educational outcomes. In the recent years, online education is being widely established among students, teachers and parents. The use of E-content has changed the style of education in numerous ways. The use of e-content has changed education in a number of ways. A structured and validate E-content acts as an efficient virtual teacher in the E-learning process.

Department of Visual Communication of KSRCAS has established a Media Centre to produce E-content videos for the institution to enhance teaching learning process. The Media centre is coordinated by one faculty member and two technical faculties from Visual Communication Department, KSRCAS.

### Activities:

- E-Content Production.
- Uploading the Video into YouTube Channel 'KSRCAS MEDIA STUDIO'

### Objectives:

- To create awareness among teachers and students about LMS platforms.
- To understand the standard of E-Content & digital resources for teaching learning process.
- To develop the content for producing E-Content videos

### Outcome:

- Encourage students to learn through new media technologies.
- Developing learning styles and active participation of learning through online resources.
- Motivate teachers and students to access and produce the online resources for teaching and learning process

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

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made**

**for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

The effective periodical review of Teaching-Learning process, structures and methodologies of operations and learning outcomes are executed through IQAC based on established norms. The following case studies are the examples of the review mechanism of our institution:

**Example 1: Feedback from Stake Holders**

The feedback mechanism includes the opinion from all the stakeholders for ensuring the quality of teaching-learning. The following are the procedures of obtaining feedback by IQAC:

- Feedback from the stakeholders on the quality of teaching, standard of the Curriculum, and the teaching-learning process is collected periodically. No participation from the faculty members is allowed in the process of obtaining feedback from the students thereby eliminating any opportunity for subjective influence.
- Parents' feedback on curriculum is received during the parents-teachers meetings. The quality of the curriculum is validated by the feedback from the members of Board of studies- Subject Experts, Industry experts, Alumni and all the faculty members.
- The collection of data is analyzed and reports are prepared periodically with recommended corrective measures and discussed in the HoDs meeting.

**Example 2: Academic Audit**

Academic Audit is conducted by IQAC regularly to ensure the effective implementation of teaching-learning process. The expert members from the academic audit visit once in a semester all the departments to inspect the records related to academics.

The expert committee reviews the profile of the department, infrastructure and the academic activities of the preceding year of every department. The assessment of the strengths and weaknesses of the departments are reviewed by the members of the academic audit.

The review of the result analysis, best practices and future plans is audited periodically. The audit report provides a list of recommended measures for improvement – identification and eradication of weakness in teaching, learning and evaluation, student support and progression. The academic Audit ensures the effective and efficient functioning of the departments in capacity building, research, publications and curricular aspects.

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

**6.5.3 Quality assurance initiatives of the institution include:**

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

**Response:** 2 of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications | <a href="#">View Document</a> |
| Institutional data in prescribed format                  | <a href="#">View Document</a> |
| Any additional information                               | <a href="#">View Document</a> |
| Paste web link of Annual reports of Institution          | <a href="#">View Document</a> |
| Link for additional information                          | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:**

#### **GENDER EQUITY**

Gender equity is the process of being fair to women and men. Equity leads to equality. It doesn't mean that men and women become same, only that access of opportunities and priorities need to be the same. K.S.Rangasamy College of Arts and Science (Autonomous) conducts **gender equity promotion programs** for the welfare of the students. **Special Guest Lectures** are also conducted for women students that highlight the importance of women and their contribution to the society. It leads women and men to fully participate as equal partners in their co-curricular and extracurricular activities.

For the protection of students, safety norms are followed strictly inside the campus. **Squad system** is introduced and it is headed by senior faculty members to monitor the corridors of the buildings, classrooms, playground, canteens, laboratories, hostel and library. There are many securities to safeguard the entire campus and especially ladies hostel. High security processes are made for the protection of feminine gender. **CCTVs** are fixed at the entrance of the college gate, canteens, office, corridors of different floors of the College and the monitoring system is directly connected to the Principal room to ensure the safety and security of students and staff members. **Anti-Ragging, Grievance redressal and anti-sexual harassment cells** are actively functioning. It provides opportunity for the girls to voice out their problems.

The number of girl cadets in National Cadets Corps is reserved as minimum of 33 per cent in an effort to moving forward towards women empowerment. Girls, as NCC cadets, are participating in various activities. Similarly **NSS unit** encourages the girl students in successfully conducting various activities to serve the society.

The girl students are provided with Common rooms to take rest and for other personal and medical needs. Two girls hostels are provided with dispensary. Health centre is provided in the campus with qualified physician and nurses with separate treatment rooms for girls and boys. The girl students are nominated as members of various committees at department, college levels and the College encourages their participation in co-curricular and extra-curricular activities.

During orientation programs and other events, awareness is created on gender equity among the students. Entry Level Oriented Programs for the first year students prepares them for the campus life.

Department Level Counselling is given by mentors of the respective department for students by segregating them as slow learners, advanced learners etc., The mentor conducts periodic meetings to identify and rectify students' learning skills. The major objective of the counselling through mentor-mentee scheme is to facilitate Academic, Emotional, Social and cognitive development of the students hence to empower them in their learning and personal development. Counselling is an integral part of the total educational enterprise.

| File Description   | Document                      |
|--|-------------------------------|
| Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#">View Document</a> |
| Annual gender sensitization action plan  | <a href="#">View Document</a> |

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

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

**Response:** A. 4 or All of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Geotagged Photographs          | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

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

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

**Response:**

- Solid waste management
- Liquid waste management
- E-waste management
- Waste Recycling System

It is a critical process for an institution to manage degradable and non-degradable wastes. It impacts health and environment not only for the people working and residing inside the campus but also those who are living nearby. It is the duty of the institution to make healthy and safe environment. Awareness created to produce less waste among students, staff and faculty members. The institution follows several processes

to manage degradable and non-degradable waste. Our house keeping staff, gardeners and sweepers help in the segregation of waste.

### **SOLID WASTE MANAGEMENT**

The college has a dustbins in various places to make the campus clean and tidy. Wastes like plastic, metals, glass, cardboard and newspaper are systematically collected in the dustbin, segregated and sold to authorized vendors for its recycling. The house keeping staff clean and dispose all waste materials from classrooms and other places in the college regularly. The college adopts paperless concept by following office works through electronic means. The Internal communications to parents are taken care by the electronic means like SMS, Whatsapp, E-mails which promote paperless office. All staff members are encouraged to use one side sheets as a rough copy before creating a final document. Students are motivated to use waste materials in a useful way. Food and vegetable wastes are collected and used for Biogas generation.

### **LIQUID WASTE MANAGEMENT**

The Liquid wastes are generated from science laboratories, canteen, hostels and washroom. The liquid wastes are drained to improve the ground level of water. The liquid wastes of the laboratories are segregated into organic and inorganic waste. Practical labs like Chemistry, Biotechnology, Biochemistry and Microbiology have taken measures to ensure that all the chemicals are diluted before discarding the waste in washbasin

### **E-WASTE MANAGEMENT**

E-waste or Electronic waste is generated from computer, physics, chemistry, Biotech Laboratories and Administrative offices. The E-waste includes the parts of computers, printers, scanners, network cables, servers, monitors, compact discs, copiers, calculators, battery cells etc. UPS Batteries are recharged or repaired or exchanged by the suppliers. The cartridges of laser printers are refilled and used. The Equipment which cannot be reused or recycled is disposed through the authorised vendors. The E-waste is stored in computer labs for exchange or to dispose.

### **WASTE RECYCLING SYSTEM**

The Recyclable wastes such as examination papers are collected and periodically supplied to the local recycling vendors to avoid wastage dumping. One side papers are reused by the faculty members and it is used for rough copies and printing circulars in all departments. Biodegradable waste is collected and used as a source for biogas production located in our college campus.

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Geotagged photographs of the facilities | <a href="#">View Document</a> |
| Any other relevant information          | <a href="#">View Document</a> |

#### **7.1.4 Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or all of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |
| Link for any additional information              | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

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

**Response:** A. Any 4 or All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | <a href="#">View Document</a> |
| Geotagged photos / videos of the facilities                        | <a href="#">View Document</a> |

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

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

**Response:** A. Any 4 or all of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Certification by the auditing agency                                      | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

### 7.1.7 The Institution has disabled-friendly, barrier free environment

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

**Response:** A. Any 4 or all of the above

| File Description   | Document                      |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | <a href="#">View Document</a> |
| Geotagged photographs / videos of the facilities                         | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

**Response:**

KSRCAS provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

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

To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony. The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, Fresher's Day, Teacher's day, Orientation and Farewell program, Induction program, Rally, Oath, Plantation, Youth day, Women's day, Yoga day, festivals like Diwali celebration, Pongal celebration, New Year celebration, etc. religious



ritual activities are performed in the campus. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the college like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background.

Our college has a code of ethics for students and a separate code of ethics for teachers and other employees which has to be followed by each one irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

Motivational lectures are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, many strong infrastructures have been for a variety of sports activities for the physical development of the students.

Thus the Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities.

| File Description   | Document                      |
|--|-------------------------------|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

##### **Response:**

A person who is offered a quality education will be able to serve the region, the state and the nation through resourceful educational programmes. A quality based education consequently helps in upgrading the individual's growth which in turn endorses the growth of the nation.

In our college we are conducting several programs related to Human Values, responsibilities of every Citizen and their duties and Ethics to enhance the character of the students. It is hoped that because of this effort made by the Institution towards Human Values and Ethics we ensure that the students are made aware of the problems and their possible solutions through self exploration. Also we ensure that the students internalize the fact that they have to respond to situations instead of reacting. At the same time, the Institution facilitates the students to identify their societal responsibilities. Through the activities conducted an effort is made to rid society from the ills prevalent. Further through these programmes we ascertain that the students realize that they have a lot of potential which when realized will propel the society forward in a positive direction.

| File Description   | Document                      |
|--|-------------------------------|
| • Details of activities that inculcate values; necessary to render students in to responsible citizens | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

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

**Response:** B. 3 of the above

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

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

**Response:**

The college believes in celebrating events and festivals in college. It is an integral part of learning and building a strong cultural belief in a student. The College makes tremendous efforts in celebrating the national and international days, events and festivals throughout the year

Thoughts of great Indian personalities sowed into the young minds through the exhibitions and programs conducted on these days. The institution practices a pluralist approach towards all religious functions and encourages the students and faculty to showcase the same. Every year our college organizes the national festivals and birth / death anniversaries of the great Indian personalities. Staff and students get to know the importance of national integrity in the country in general and their role in it in particular.

Our institution is committed to promote ethics and values amongst students and faculty to encourage the same by organizing the National festivals as well as Anniversaries for the great Indian Personalities.

- National Teachers day
- National Science day
- International Women's day
- Independence day
- Republic day
- World environment day
- International Plantation Day
- National Youth Day
- Ramanujam Day

| File Description   | Document                      |
|--|-------------------------------|
| Geotagged photographs of some of the events  | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Annual report of the celebrations and commemorative events for the last five years | <a href="#">View Document</a> |

## 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**

#### **Best Practices of the Institution**

**1. Title of the Practice:** Media Centre – Centre for E-Content Development.

#### **2. Objectives of the Practice**

- To create awareness among teachers and students about LMS platforms.
- To understand the standard of E-Content & digital resources for teaching learning process.
- To develop the content for producing E-Content videos

#### **3. The Context**

In today's knowledge-based society, technology plays a crucial role in the dissemination of knowledge, the innovation of creative content, and the inclusion of innovative communication and information at all levels of Higher education. Now a days, access to information has become easier through new media technologies with the help of advancements of the technology. Technology implementation is pivotal in the educational background and strong, innovative digital devices have the potential to remarkably enhance the educational outcomes.

#### 4. The Practice

In the recent years, online education is being widely popular among students, teachers and parents. The use of E-content has changed the style of education in numerous ways. A structured and validate E-content acts as an efficient virtual teacher in the E-learning process.

Staff from each department will come with the contents for producing the E-Content videos on a regular basis. Videos will be uploaded in 'KSRCAS Media Centre' – YouTube channel to be viewed by the students. Videos will be uploaded in both public, private and unlisted categories.

#### 5. Evidence of Success

It encourages students to learn through new media technologies. Media Centre develops learning styles and active participation of learning through online resources. The teachers and students are motivated to access and produce the online resources for teaching and learning process.

**YouTube Channel Link:** [https://www.youtube.com/channel/UCVFdH3c4mRwTJnSgdWox\\_GQ](https://www.youtube.com/channel/UCVFdH3c4mRwTJnSgdWox_GQ)

#### 6. Problems Encountered and Resources Required

Personal interaction between students and teachers is lacking in e-learning. Physical and creative extracurricular activities are vital for a student's full development. For persons who live in rural locations, e-learning is a significant barrier. Artificial Intelligence and other technologies have created a tough media landscape. Every year, new technological tools, gadgets, and software are introduced to help for better e-learning delivery methods. However, with so much digital transformation, it can be difficult to determine which new learning technology is worth the cost, especially when it comes to equipment that is to be constantly updated.

#### 7. Notes (Optional)

Anyone with Internet connectivity can access the learning facilities / resources without any physical boundaries. E-learning is generally less expensive than the traditional learning options since it allows more people to participate in a course at the same time.

### **BEST PRACTICE - II**

#### **CAREER COMPETENCY SKILLS**

##### **1. Title of the Practice: CAREER COMPETENCY SKILLS AND CAREER READINESS**

##### **2. Objective:**

The Institute has incorporated Career Competency Skill a separate course, devised by the Training and Placement Cell. The course is taught for one hour in a week for all the courses of UG and PG. The aim of the Career Competency Skill course is to develop Placement Oriented Skills and to make them to be prepared for placement drives. The main objective of Career Competency Skill is to impart training in

- Reasoning and Aptitude Training

- Communication Skill Development
- Skill based Technical Training
- Group Discussion
- Mock Interviews
- Resume Preparation
- UPSC, TNPSC, Banking Entrance Exams

### **3. The Context:**

The Institute imparts a special training program apart from the daily academic activities, to inculcate placement training sessions through Career Competency Skill course among students. English and Mathematics department will be in charge of framing hours, where in turn Training and Placement Cell will frame the syllabus. The faculty of the respective hour will take care of the students in the classes by conducting activities and interactive sessions like Group Discussion, Mock Interviews, Resume Preparation, Quiz Programs etc., The students will be monitored and encouraged to take active participation in the Career Competency Skill based events conducted by the Training and Placement Cell.

### **4. The Practice:**

- Pre placement training activities and knowledge on placement drives.
- Personality Development Program
- Opportunities in the public Sector Competitive Exams and training regarding exams.
- Group Discussions to motivate them to express their views in their areas of interest.
- Skill based Technical support for students.
- Mock Interview Sessions.
- Entrepreneurship Development Program

### **5. Evidence of Success:**

The incorporation of Career Competency Skill in the syllabus has resulted in the escalation of the placement record. The students' skill has been honed and they were able to face the interview well. The on-campus and the off-campus interviews were successfully faced by the students and the placement record was significantly improved. To conclude around 90 percent of the eligible students were placed and this shows that the Career Competency Skill as a subject actually helped the students.

### **6. Problems encountered and Resources required:**

Students from rural areas are in a considerable number. Those students joining from rural area feel difficult to get accustomed academically to the college curriculum. In the school level, Tamil medium students have lack of confidence in communicating in English and students have lack of confidence in expressing themselves. To improve their confidence level, Career Competency Skill classes are incorporated in to the regular curriculum apart from the academic schedule. The inputs given in the classes have been revealed in the students' active participation in various activities and their participation in Placement activities.

| File Description                             | Document                      |
|--|-------------------------------|
| Best practices in the Institutional web site | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |

## 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:

#### SOFTWARE DEVELOPMENT WING

The Software Development Wing was established in the K.S.Rangasamy College of Arts and Science (Autonomous) with the main objectives of harnessing technology for quality enhancement in the field of academics as well as administration. The Software Development Wing plays a unique role in developing softwares and creating a digital atmosphere to enhance the digitising process which was executed in the year 2006. It Strives to exceed the quality standards and guarantee the development of user friendly, safe and reliable applications.

The tasks of the Software Development Wing team can be divided into two categories: Internet based and Intranet based. The Software Development Wing manages the following domains Website management (ksrcas.edu). In this K.S.Rangasamy College of Arts and Science (Autonomous) has an updated exclusive website to display the information of the college and its current activities. Through the SMS broadcast information, parents are informed about the student marks, leave availed by them and the other activities. For online certificate verification the institution has associated with directverify.in and the authenticity of the certificates has been verified through this portal.

The institution is registered to G-suite for education and e-communication. The students and faculty members are provided with an email id by the domain name ksrcas.edu. Through Intranet Development and Maintenance, the college disseminates information among the students and faculty members. The circular from the Principal's office is circulated through the digital mode which encourages the paperless office atmosphere. Also the course notes and question bank for the students are uploaded and the students are able to view them and utilise them. Further profile of the faculty members are also uploaded in the website to be seen by everyone. The faculty members can apply for their leave through online mode and approval of the HOD and the Principal is also done in the same manner. In the year 2009, the software for the office of the Controller of Examination was developed by The Software Development Wing for taking care of applications like exam application form, generation of hall ticket and preparation of mark sheet.

The Software Development Wing has developed the Attendance and Internal Management System (AIMS). Faculty members and students are given an individual Login id with a password. Through this the faculty members can upload attendance for each hour continuous assessment test marks and assignment marks can also be uploaded through this by the faculty members. Through this the internal mark has been generated automatically at the end of the semester. Students are able to view their attendance, continuous assessment marks and assignment marks at any time. The student feedback is

received through the internal management system. Students can record their feedback about facilities, environment and faculty members for each and every subject. Faculty members can view their feedback report in their Intranet Login. The Software Development Wing has developed software to organize data of the students and the newly joined faculty members for the ID card management system. The applications created by the Software Development Wing are used to automate the process of generating Transfer Certificates. The attendance of the faculty members is recorded through the Biometric attendance system and the software to customize the attendance has been developed and maintained by the team. Various online tests are conducted frequently. Above all, the Mapping of the PO and CO under the outcome based education is indigenously done by the software development team.

This helps to identify the attainment of the POs and COs and also to go further in the enhancement of the attainments. K.S.Rangasamy College of Arts and Science (Autonomous) provides quality web and software development solutions for the enhancement of faculty and student community by creating a Centralized Database to be used for all the applications.

Web Link : [http://ksrcas.edu/upload/files/20-21/Inst\\_best.pdf](http://ksrcas.edu/upload/files/20-21/Inst_best.pdf)

| File Description                             | Document                      |
|--|-------------------------------|
| Any other relevant information               | <a href="#">View Document</a> |
| Appropriate web in the Institutional website | <a href="#">View Document</a> |

## 5. CONCLUSION

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### **Additional Information :**

After preparing the SSR for the III Cycle of assessment and accreditation by NAAC, KSRCAS is aware of its strengths, weakness, opportunities and challenges. Hence, it is able to make a few proposals towards its future growth and development, based on which it has to prepare a road map. Developing global competency in students is one of the priorities of the College. The College proposes to have international Boards of Studies and conduct the meetings of the Board through video-conferencing and update the curriculum. Based on this, the College can redesign its curriculum and the teaching-learning and evaluation processes. Thus the students will be exposed to global standards and international practices. They also will be able to take on-line courses and on-line examinations. Side by, side the faculty will also be able to conduct global classes. The College will further expand its infrastructure in this line. In line with the proposition of the New Education Policy, the College proposes to integrate new programmes. Through the efforts of the Research and Development cell, the College plans to streamline the research activities, which will lead to patents, innovations and start-ups. Simultaneously, fund generation through consultancy services will be increased. A full-fledged E-Governance system will make the administration smoother and academic practices faster and will reduce the use of paper thus moving towards a complete paperless atmosphere.

### **Concluding Remarks :**

Firmly rooted in its motto and core values, guided by the vision and mission and commitment to societal causes, KSRCAS continues its academic journey towards its Potential for excellence in academics.



## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |    |     |    |    |     |         |         |         |         |         |    |     |    |    |    |
|-----------|--|---------|---------|---------|---------|---------|----|-----|----|----|-----|---------|---------|---------|---------|---------|----|-----|----|----|----|
| 1.1.3     | <p><b>Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years</b></p> <p><b>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>97</td> <td>139</td> <td>92</td> <td>77</td> <td>153</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>56</td> <td>118</td> <td>56</td> <td>45</td> <td>98</td> </tr> </tbody> </table> <p>Remark : DVV has not considered those courses which has not focus on employability/ entrepreneurship/ skill development.</p> | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 97 | 139 | 92 | 77 | 153 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 | 56 | 118 | 56 | 45 | 98 |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |     |    |    |     |         |         |         |         |         |    |     |    |    |    |
| 97        | 139  | 92      | 77      | 153     |         |         |    |     |    |    |     |         |         |         |         |         |    |     |    |    |    |
| 2020-21   | 2019-20  | 2018-19 | 2017-18 | 2016-17 |         |         |    |     |    |    |     |         |         |         |         |         |    |     |    |    |    |
| 56        | 118  | 56      | 45      | 98      |         |         |    |     |    |    |     |         |         |         |         |         |    |     |    |    |    |
| 1.2.1     | <p><b>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p>1.2.1.1. How many new courses are introduced within the last five years<br/>           Answer before DVV Verification : 332<br/>           Answer after DVV Verification: 102</p> <p>1.2.1.2. <b>Number of courses offered by the institution across all programmes during the last five years.</b><br/>           Answer before DVV Verification : 1907<br/>           Answer after DVV Verification: 1907</p> <p>Remark : DVV has made the changes as per list of new courses.</p>  |         |         |         |         |         |    |     |    |    |     |         |         |         |         |         |    |     |    |    |    |
| 1.3.4     | <p><b>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</b></p> <p>1.3.4.1. <b>Number of students undertaking field projects / internships / student projects</b><br/>           Answer before DVV Verification : 1348<br/>           Answer after DVV Verification: 1314</p> <p>Remark : DVV has excluded duplicate students.</p>   |         |         |         |         |         |    |     |    |    |     |         |         |         |         |         |    |     |    |    |    |
| 2.6.3     | <p><b>Pass Percentage of students(Data for the latest completed academic year)</b></p> <p>2.6.3.1. <b>Total number of final year students who passed the examination conducted by</b></p>  |         |         |         |         |         |    |     |    |    |     |         |         |         |         |         |    |     |    |    |    |

**Institution.**

Answer before DVV Verification : 1508

Answer after DVV Verification: 1507

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

Answer before DVV Verification : 1508

Answer after DVV Verification: 1507

Remark : Report has not signed by controller of examination. DVV has not considered that report.

**3.2.3 Percentage of teachers recognised as research guides****3.2.3.1. Number of teachers recognized as research guides**

Answer before DVV Verification : 21

Answer after DVV Verification: 15

Remark : DVV has not considered regional language letter. Some letters are not clearly visible.

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years****3.4.2.1. How many Ph.Ds are registered within last 5 years**

Answer before DVV Verification : 46

Answer after DVV Verification: 46

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

Answer before DVV Verification : 21

Answer after DVV Verification: 15

Remark : DVV has made the changes as per 3.2.3.

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30      | 53      | 36      | 48      | 42      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17      | 24      | 18      | 25      | 28      |

Remark : DVV has cross check the ISSN Number from UGC Care list/Scopus and web sciences.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12      | 11      | 5       | 6       | 3       |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7       | 5       | 3       | 5       | 1       |

Remark : DVV has not considered ISSN and only considered those page/chapters in which reflect ISBN number.

**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).**

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0.32    | 0.5437  | 0.6515  | 0.075   | 0.16    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : Shared audited statement has not reflected amount generated from consultancy and corporate training .

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

**3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6       | 14      | 3       | 5       | 12      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 4       | 8       | 2       | 3       | 7       |

Remark : DVV has not considered days programs.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3189    | 4751    | 1727    | 2276    | 2975    |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2435    | 2234    | 998     | 1091    | 987     |

Remark : DVV has not considered days programs.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2.69    | 1.04    | 2.69    | 19.01   | 12.41   |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

Remark : DVV has given 0 as per HEI clarification.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2617    | 3252    | 1153    | 799     | 928     |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 1234    | 2543    | 998     | 345     | 367     |

Remark : DVV has only considered students whom benefitted by guidance for competitive examinations and career counselling.

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

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 5       | 3       | 3       | 0       | 0       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 0       | 0       | 0       | 0       | 0       |

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

Answer before DVV Verification:

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 7       | 6       | 3       | 0       | 0       |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 7       | 6       | 3       | 0       | 0       |

Remark : DVV has given 0 as per HEI clarification.

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should**

be counted as one) during the last five years.

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 74      | 65      | 45      | 34      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0       | 33      | 32      | 19      | 16      |

Remark : DVV has not considered awards received in inter collegiate level.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 19      | 22      | 28      | 21      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 5       | 12      | 16      | 17      | 15      |

Remark : DVV has considered events instead of activities and considered events conducted on same day as one.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 14      | 35      | 44      | 42      | 49      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8       | 19      | 18      | 19      | 18      |

Remark : DVV has excluded duplicate teachers.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 26      | 39      | 39      | 46      | 43      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 17      | 18      | 18      | 18      | 19      |

Remark : DVV has not considered duration of programs of less than 5 days and excluded duplicate teachers.

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

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

Answer before DVV Verification:

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 135     | 109     | 39      | 27      | 33      |

Answer After DVV Verification :

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 76      | 54      | 19      | 16      | 17      |

Remark : DVV has not considered programs less than 5 days and excluded duplicate teachers.

**6.5.3 Quality assurance initiatives of the institution include:**

|        |  |
|--------|--|
|        | <ol style="list-style-type: none"> <li>1. <b>Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements</b></li> <li>2. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>3. <b>Participation in NIRF</b></li> <li>4. <b>Any other quality audit recognized by state, national or international agencies (ISO Certification)</b></li> </ol> <p>Answer before DVV Verification : 3 of the above<br/>                 Answer After DVV Verification: 2 of the above<br/>                 Remark : DVV has select 2 of the above as per shared report of IQAC report and ISO Certification by HEI.</p>   |
| 7.1.10 | <p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : A. All of the above<br/>                 Answer After DVV Verification: B. 3 of the above<br/>                 Remark : DVV has select 3 of the above as per shared report of SL. No. 1, 2 and 3 by HEI.</p> |

**2.Extended Profile Deviations**

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