SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

ARIGNAR ANNA GOVERNMENT ARTS COLLEGE, NAMAKKAL

ARIGNAR ANNA GOVERNMENT ARTS COLLEGE MOHANUR ROAD SANYASI
KARADU (POST) NAMAKKAL
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Arignar Anna Government Arts College, Namakkal, named after the former Chief Minister of Tamil Nadu, Thiru. C. N. Annadurai, started functioning from the academic year 1968-69 onwards.The college was established as a result of the tireless effeorts of local administration minister Thiu. P. Muthusamy. The philanthropists of the area and officials and educationalists contributed in no uncertain measures to establishing this centre for higher education, which is situated 5 km away from the town on the Namakkal – Mohanur highway. A surrounded hillock, this college has sprung up in a peaceful atmosphere with a naturally beautiful idyllic backdrop. The government of Tamil Nadu initially established this college for men. Later, considering the need to provide women in higher education on an equal footing, the State Government declared it a co-educational institution and renamed it Arignar Anna Government Arts College in 1996. At present, the college has a student strength of 2410. A total of 114 teachers and 25 non-teaching staff are working here. It is a much sought-after college for this area's socially and economically poor section.

The college completed 54 years of valuable educational service. The college now offers fourteen UG programs, viz., Tamil Literature, English Literature, Economics, History, Commerce, Business Administration, Mathematics, Statistics, Physics, Chemistry, Botany, Zoology, Geography, and Computer Science. The college offers eleven PG programmes in Tamil Literature, English Literature, Economics, Commerce, Mathematics, Physics, Chemistry, Botany, Zoology, Geography, and Computer Science. The college also offers M. Phil in English, Economics, Commerce, Mathematics, Physics, Chemistry and Botany. The college also provides Ph D in English, Economics, Mathematics, Physics, Chemistry, Botany and Zoology.The college aims to mould the student community,mainly hailing from the marginalised and weaker sections of society, into better individuals and guide them to contribute constructively towards national goals by upholding the values of secularism, national integration and social commitment. The institution's primary objective is to enable the students to cope with the demands of the contemporary global scenario through the effective transaction of the curricular and co-curricular aspects. Academic excellence, personality development and social orientation are our guiding principles.

Vision

To provide value-based quality education of global standard and to enable wholesome development of the students.

Mission

Our college provides knowledge to many first-generation learners from diverse backgrounds.

It strives to make students as responsible citizens of India by acquiring the best knowledge through higher education and practice-based learning skills.

To partake in the ever-evolving world of science, technology, and aesthetics, we impart dialogic and participatory education to the students with the help of classroom lectures and a modern curriculum.

Our college enables the students to secure the position of impartial competitive individuals and evolve them to serve society diligently.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Well-qualified and committed faculty members.
2. Many faculty members are Chairpersons and Members of the Board of Studies of Periyar University. So theyplay a pivotal role in redesigning and revamping the syllabi to meet the demands of the new era.
3. Hard-working administrative staff
4. The college has a high-tech infrastructure, a well-equipped college library with an INFLIBNET facility, interactive smart classes, high-speed internet access 24 X 7 facilities, and Computer Center to develop computer literacy.
5. Well-stocked department library.
6. Digital Language Lab for developing communication skills
7. UGC and the state government funded various student support programmes, an excellent academic environment, and enthusiastic students.
8. The college has always been on the frontline in fulfilling its social objectives regarding educational attainments and producing quality individuals who can contribute to the students who belong to BPL families.
9. A new block housing 16 classrooms have been constructed to accommodate the increasing strength of students and scholars.
10. Free boys' hostels for OBC and SC/ST students run by the Tamil Nadu Government are available on campus. Free girls' hostels for OBC and SC/ST students hostel available in Namakkal Town. It is an added feature of the college as students from Kolli Hills and nearby districts can continue their higher education.
11. Sports and games are equally important as there is a permanent Physical Directress. Under his guidance, our students have brought laurels to us by clinching gold medals at National and International events.
12. The faculty members are focused on improving the research insight of the scholars and students. Two staff has received funded projects, and four students have received funds for their mini-projects sanctioned by TANSCHE.
13. Co-curricular activities have shaped rural students to render service to society and act as responsible citizens. RRC volunteer bagged a cash prize of Rs. 3000 and Rs. 1000 by winning the Quiz competition organised by Tamil Nadu AIDS Control Society, Chennai.
14. Our students represent university, state, national, and international level events. Every effort is taken to promote sports activities among the students. It brings more laurels to the college.

Institutional Weakness

1. **Low Participation of Students from Economically Disadvantaged Backgrounds:** The majority of students come from below poverty line (BPL) families, resulting in their low involvement in academic activities. This situation may indicate a lack of support and resources for these students to participate actively in their education.
2. **Inadequate Communication Skills Among Students:** The communication skills of the students need improvement, which may affect their ability to express themselves, interact with others effectively, and

comprehend instructions during classes.

3. **Low Interest in Higher Education:** After completing their Higher Secondary Education (HSC), a significant number of students prefer daily wage work instead of pursuing higher education. This trend may indicate a lack of awareness about the benefits of higher education, financial constraints, or a lack of motivation to continue their education.

4. **Limited Choice of College for Female Students:** Female students tend to prefer government colleges located in the city or colleges that provide transportation facilities. This trend may indicate a lack of safe and accessible transportation options for female students, leading to limited choices for education.

5. **Shortage of Permanent Teachers for Specific Subjects:** The college has a shortage of permanent teachers for specific subjects, which can impact the quality of education and limit the range of courses offered to students. This situation may indicate a need for better recruitment and retention strategies for qualified and experienced teachers.

6. **Limited Parental Involvement in Students' Growth:** Many parents of the students come from illiterate backgrounds, resulting in limited support and involvement in their children's education and growth. This situation may indicate a need for better outreach and engagement efforts by the college to help parents understand the value of education and how they can support their children's academic and personal development.

Institutional Opportunity

1. Dedicated Faculty Members with 80 per cent Ph.D Holders
2. We also hope to elicit more funding from different agencies for infrastructure enhancement and academic projects.
3. We strive to sustain our student support activities and improve the quality of our services.
4. The college has plenty of opportunities to boost research activities in various departments.
5. Periodically conducting Special training programmes and coaching classes to uplift poor students
6. To curb the dropout of students, all the departments regularly conduct special motivational and personality development programmes.
7. The college follows the Educational curriculum designed by the university from time to time.
8. Various departments propose to do research-oriented activities by applying for minor and major projects. Seven departments in the college are research departments,of which one newly started its research activity in the last five years. Three more departments have submitted proposals to upgrade as research departments.
9. The college is confident that it can sustain and improve its services to the students and the general public in the coming years.

Institutional Challenge

1. Due to the mushrooming of private colleges, receiving the number of applications in certain departments is less.
2. Upgrade the library to international standards
3. Make efforts to improve the research engagements of the faculty members by winning Minor/Major research projects.
4. Organise national / UGC-sponsored seminars.
5. Achieve 100 % results

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The collegeis affiliated with Periyar University, Salem, and follows the syllabus prescribed by the affiliated university. The university revises the syllabus every three years to update the latest information and uplift the students' knowledge. It includes experiential learning to provide hands-on experience and confidently conquer competitive examinations and interviews by developing the student's communicative ability, improving personality development, and teaching ethical and moral values. Sports and yoga make the students physically fit. Teachers use audio-visual aids, internet sources, movies, and research outcomes as their teaching aids. There are smart boards and computers in the departments that aid in the teaching and learning process. Internships in industry, auditing, research institutions and other organisations allow students to gain first-hand experience in fields of interest related to their subjects. There are projects done by the students, some individually and some in groups. Group projects develop team spirit and a sports mindset among the students, while individual projects bring out their originality and individuality. With all of the teaching techniques adopted by the institution's teachers, as well as the students' training and experiential learning, the institution's students consistently achieve university rankings. Courses leading to a Ph. D are being introduced to meet the needs of rural aspirants. The institution gets feedback from its stakeholders. This feedbackis analysed, and the necessary actions are taken to fulfil the stakeholders' expectations. Based on feedback, the members of the Board of Studies at this institution evaluate the necessity of changing the syllabus during BOS sessions. Because many members of the faculties serve on boards of studies, they represent the needs of the stakeholders. All faculty members serve on the board of examiners that evaluates the answer scripts for end-of-semester examinations.

Teaching-learning and Evaluation

The teaching, learning, and evaluation procedures examine the teaching-learning-evaluation approach employed by the teachers. The use of both conventional and contemporary teaching techniques is combined. Chalk-and-talk techniques, dialogue and interaction, and more contemporary teaching methods like Google Classroom, online classes through Google Meet and Zoom, and other platforms, all take place in the classroom. The institution uses the mentor-mentee system, and the concerned departments maintain student profiles. Each staff member looks after the pupils assigned to them as mentees. Meetings between parents, teachers, and students are held twice a year: following the semester examination results and the first day of the student's first year in the institution. Every time a student's issue continues despite counselling and mentoring, the same is communicated to the parents wherever necessary.

Each department conducted a student satisfaction survey. Both internal and external evaluations are part of the evaluation process. Each subject receives 100 marks, of which 25 are from continual internal assessment, and external exams determine the other 75 marks. There are ongoing internal assessment tests, two internal tests, and one model exam covering the entire syllabus. Giving seminars and assignments is essential for students as part of their internal evaluation. End-of-semester exams are offered at Periyar University and are worth 75 marks for each subject.

Ten days bridge course conducted for the first-year undergraduate students to develop their confidence, communication ability, competencies, and basic knowledge in their core areas. The students are motivated to learn online courses like Swayam and MOOC under the credit transfer scheme, per UGC norms. For slow learners, remedial classes are offered to enhance their learning and improve the student's participatory response.

The college also provides extra credit courses for advanced learners with two additional credits per semester.

Research, Innovations and Extension

Arignar Anna Government Arts College offers research through 7 M.Phil. and 6 Ph.D., Programmes. The college maintains a well-defined research policy to encourage a culture on campus. The college has established a Research and Development cell, a separate entity under the leadership of the Principal and the Research Coordinator, under the institution's vision and mission to foster a research-friendly environment, encourage and sustain a research culture, and inspire staff and students to participate in research activities.

Fourty professors are guiding both M.Phil. and PhD scholars. Thirty-five scholars have completed their Doctoral Degrees during the last five years, and 47 Ph.D Research Scholars are pursuing their research under all Research Guides. Four research scholars are receiving a scholarship amount of RS.1 lakh per annum. Three scholars have passed the NET/CSIR /SET exams. Research supervisors receive grants from various funding agencies of both State (TANSCHE & TNSCST) and Central government (UGC) for their minor and major research projects. Scholars and faculty members do research and have published the results in 258 papers in the UGC CARE-listed journals. The Faculty members have published 27 books and Book Chapters. Our staff members have successfully registered three patents with the following topics.

1. Design and development of a bin model for a solarinstant water heater.
2. A smart business control technique for payments
3. Artificial Intelligence and IoT based Aautomatic smart Health care system to prevent and predict the chances of getting chronic gastrointestinal disorders and chronic cancer using Image processing and Deep Learning Algorithms

The institution has created an ecosystem for innovations, communication skills, public speech, artistic skills, writing skills etc. 7 MoUs have been signed with different organisations to promote students' research intentions. NCC, four NSS units, RRC, YRC and Eco clubs are conducting the extension activities. The programme officers and the departments are conducting awareness rallies, blood donation camps, a cleanliness drive, tree plantation, voter awareness, corona awareness, vaccination camps, supply of kabasurakudineer, etc. It also conducts programs on disaster management and gender sensitisation. Independence Day and Republic Day are celebrated every year to promote the idea of national integration and patriotism.

Infrastructure and Learning Resources

The college is on a sprawling 35.1851 acre campus with 14765.83 sq meters of constructed area. The college has adequate infrastructure and a vibrant academic environment. The college periodically augments the infrastructure facilities to fulfil the growing needs of classrooms and laboratories. Public Works Department completes the maintenance of the academic and physical facilities as a Government Institution.

- For 2017-18 Tamil Nadu Government sanctioned 486 Lakhs for constructing 20 classrooms and 5 Laboratories under the scheme named after the late Chief Minister Puratchi Thalaivar M.G.R. Centenary Building.
- In 2018-19 Tamil Nadu Government sanctioned 122.40 Lakhs for construction 900 mt compound wall.

The college used various funds from the Government of Tamil Nadu to maintain the academic and physical

facilities.

- 2017-18–The college spent Rs. 18.91 Lakhs for civil repair and Rs.2.95 Lakhs for electrical work.
- 2018-19 - The college spent Rs. 18 Lakhs on civil works and Rs. 2.96 Lakhs on electrical works using government funds. Received a grant of Rs. 5 lakh to bolster and uplift the Science and Technology (S&T) infrastructure facilities in government arts colleges.
- 2018-19 – The alumni association funded the women's restroom construction, got completed and inaugurated grandly.
- 2019-20 - The college spent Rs. 17 Lakhs for civil work and Rs. 19 Lakhs for electrical work.
- 2020-21- Rs. 7.50 Lakhs and Rs. 0.50 Lakhs were spent on civil and electrical works, respectively.

- 2021-22 –civil and Electrical works were completed with 7.00 Lakhs and 2 Lakhs, respectively.

Library Resources:

- The college introduced a computerised digital library in the year 2012. The library uses Autolib Software System's automation software.
- The library has been designed with Network facilities for access to online resources. The Digital Library has over 3000 books, and A periodic section operates with this library.
- The library is one of the member institutes of the **INFLIBNET** digital Library Consortium. Through this consortium **N-List** project can access more than 3800+ e-journals, 80,000 e-books and a Bibliographic Database called MathSciNet containing more than two million reviews of research articles in mathematics.
- Nearly every year, Rs. 2 Lakh is allotted for purchasing books, journals and e-journal subscriptions.

Student Support and Progression

- The college encourages student involvement and participation in all academic and administrative groups and committees.
- As a government institution, the college serves the requirements of students from underprivileged sections of society. 95% of students are eligible for a scholarship directly deposited into their bank account.
- Students who study in the Tamil medium receive special scholarships.
- According to state government regulations, students from the SC/ST, MBC, and BC categories receive financial aid from the government.
- Four PhD scholars received Rs. 100000 SC/ST scholarships. **Ms. A. Nisha,** Research Scholar in Botany received Savitribai Jyotirao Phule Single Girl Child Fellowship (SJSGC) first April of the selection year 2022-2023.
- Students apply for welfare scholarship programmes for farmers, weavers, folk artists, and construction workers, and the funds are paid into their parents' bank accounts.
- The financial assistance has improved enrollment in UG, PG, and PhD programmes, particularly among female students.
- Many undergraduates enrol in B.Ed. Programmes and return to their undergraduate institution for graduate studies.
- Students are eager to obtain a government position. Therefore, they prepare for and participate in the UPSC, TNPSC, and other government exams. Numerous individuals have joined the Police Department after clearing the examinations. Some students choose to continue their studies at state and national

colleges.

- The expansion of technology has inspired students to enrol in institutions abroad. Two English graduates have joined university programmes in the United Kingdom. The NET and SET examinations are diligently prepared for and taken by scholars and students. Even though only four students have passed the exam, they continue to take it. Students flourish as participants and victors in athletic and cultural competitions.
- To improve and expand the student's skills in event planning, administration, and execution, many clubs in the university are actively arranging awareness activities and events. Students are encouraged to participate in various extra-curricular cultural and athletic events. Students gained accolades, medals, and cash rewards in inter-university, state, national, and international competitions.
- The alumni association holds annual reunions and supports various college programmes financially.

Governance, Leadership and Management

The leadership and governance of the college are built on democratic, transparent, and participatory values. Transparency and accountability are ensured to the satisfaction of all students at the college. The college's administrative structure is well-defined. Academic Council is another name for the college's governing body, which comprises the principal and all department heads. All working days, holidays, examination dates, numerous committee meetings, norms, etc., are specified on an academic calendar. Following government/UGC standards, the authorities and responsibilities are decentralised among several committees and cells to ensure successful operation. Leave and service regulations outlined in government regulations are rigorously adhered to. All academic advancements, completed courses, dates of professional development, and awards received by instructors are recorded in the service register. The school has a variety of methods to ensure the comfort, tranquilly and happiness of its teaching and non-teaching faculty members. The Academic Council holds consistent meetings. The IQAC is vital in institutionalising quality assurance through decentralising roles, quality control systems, and management participation in decision-making. Periodically, it also reviews the teaching-learning process. Members of IQAC regularly convene to launch various academic activities and offer departments guidance for the proper implementation of annual goals. In addition to reviewing student performance, infrastructure availability, and academic conformity, IQAC meetings are held. The various college committees help foster leadership characteristics and instil ideals among students. Faculty members are invited to participate in conferences, seminars, SWAYAM courses, faculty development programmes, orientation, and refresher courses toinvestigate new thrust areas and expand their knowledge. The vision of the institution is realised through a transparent mode of operation. As the institution is a government college, it is entirely government-funded. Consequently, a team of auditors assigned by the Director of Collegiate Education and Auditor General of India, Chennai, conducts periodic government audits on campus. Corrective actions are carried out based on the comments in the audit report, and the college submits the rectification report to the relevant authorities.

Institutional Values and Best Practices

Our institution engages in diverse projects by organizing various activities that promote human dignity, equality, social justice, human rights, and the principles of equity and respect. These activities aim to sensitize students and staff members to become socially responsible individuals. The college has implemented a systematic approach for securely disposing of solid, liquid, electronic, and chemical waste. To effectively manage waste, two committees have been established on campus, focusing on solid waste management and e-waste management respectively. Additionally, the usage of LED lamps has significantly reduced energy

consumption.

In our college, students exercise their freedoms and nurture their faith. Every Tuesday morning, the college conducts prayers, providing us with an opportunity to share all aspects of our college activities, and promoting departmental activities, sports, cultural events, and more. Our college takes pride in planting tree saplings, conserving medicinal plants, and providing irrigation facilities to promote water conservation.

All circulars are distributed to departments and faculty members via email. Class notes and study materials are also provided in digital formats. In order to cater to the needs of disabled individuals, all buildings on campus are equipped with ramps and handrails. During examinations, scribes are made available to visually and physically impaired candidates, and kind-hearted classmates assist by sharing and reading instructional materials aloud.

The Department of Tamil follows a practice of writing Thirukkural couplets on the notice board every day. This practice is highly beneficial for students as it enriches their knowledge and guides them in their daily lives, aligning with the teachings of the sage Tiruvalluvar, who emphasize the importance of following a code of conduct and ethics.

Each morning, the Department of Botany displays a plant on the parapet, along with information about its therapeutic characteristics. This enables students to identify different species. With an inclusive mindset, the college caters to the needs of its faculty and students. The college has made sincere efforts to raise awareness about women's rights, self-defense, cybercrime, consumer rights, as well as the significance of gender equality and human values. Over the years, numerous programs have been organized to promote gender equality among students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ARIGNAR ANNA GOVERNMENT ARTS COLLEGE, NAMAKKAL
Address	Arignar Anna Government Arts College Mohanur Road Sanyasi Karadu (Post) Namakkal
City	NAMAKKAL
State	Tamil Nadu
Pin	637002
Website	https://aagacnkl.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	A. Raja	04286-266313	9865210146	04286-266323	manimadhavan@gmail.com
IQAC / CIQA coordinator	M. Chandrasekaran	-	9487022100	-	chandrualgae@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Periyar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-01-1976	View Document
12B of UGC	01-01-1976	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Arignar Anna Government Arts College Mohanur Road Sanyasi Karadu (Post) Namakkal	Rural	35.1851	14765.83

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	HSC Pass	Tamil	75	73
UG	BA,English	36	HSC Pass	English	60	36
UG	BA,Economics	36	HSC Pass	English + Tamil	120	120
UG	BA,History	36	HSC Pass	English	60	59
UG	BCom,Commerce	36	HSC Pass	English	75	74
UG	BBA,Business Administration	36	HSC Pass	English	75	75
UG	BSc,Mathematics	36	HSC Pass	English + Tamil	80	33
UG	BSc,Statistics	36	HSC Pass	English	24	9
UG	BSc,Physics	36	HSC Pass	English + Tamil	80	36
UG	BSc,Chemistry	36	HSC Pass	English + Tamil	80	77
UG	BSc,Botany	36	HSC Pass	English + Tamil	80	65
UG	BSc,Zoology	36	HSC Pass	English + Tamil	64	62
UG	BSc,Geography	36	HSC Pass	English + Tamil	80	65
UG	BSc,Computer Science	36	HSC Pass	English	38	38
PG	MA,Tamil	24	UG in Relevant Discipline	Tamil	25	16
PG	MA,English	24	UG in Relevant Discipline	English	36	21

PG	MA,Economics	24	UG in Relevant Discipline	English	20	11
PG	MCom,Commerce	24	UG in Relevant Discipline	English	36	18
PG	MSc,Mathematics	24	UG in Relevant Discipline	English	25	25
PG	MSc,Physics	24	UG in Relevant Discipline	English	30	29
PG	MSc,Chemistry	24	UG in Relevant Discipline	English	24	24
PG	MSc,Botany	24	UG in Relevant Discipline	English	30	21
PG	MSc,Zoology	24	UG in Relevant Discipline	English	30	6
PG	MSc,Geography	24	UG in Relevant Discipline	English	20	20
PG	MSc,Computer Science	24	UG in Relevant Discipline	English	30	14
Doctoral (Ph.D)	PhD or DPhil,English	36	PG or M. Phil in Relevant Discipline	English	8	0
Doctoral (Ph.D)	PhD or DPhil,Economics	36	PG or M. Phil in Relevant Discipline	English	14	0
Doctoral (Ph.D)	PhD or DPhil,Mathematics	36	PG or M. Phil in Relevant Discipline	English	20	1
Doctoral	PhD or	36	PG or M.	English	26	2

(Ph.D)	DPhil,Physics		Phil in Relevant Discipline				
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	PG or M. Phil in Relevant Discipline	English	12	2	
Doctoral (Ph.D)	PhD or DPhil,Botany	36	PG or M. Phil in Relevant Discipline	English	24	2	
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	PG or M. Phil in Relevant Discipline	English	4	0	
Pre Doctoral (M.Phil)	MPhil,English	12	PG in Relevant Discipline	English	2	0	
Pre Doctoral (M.Phil)	MPhil,Economics	12	PG in Relevant Discipline	English	3	0	
Pre Doctoral (M.Phil)	MPhil,Commerce	12	PG in Relevant Discipline	English	2	0	
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	PG in Relevant Discipline	English	5	0	
Pre Doctoral (M.Phil)	MPhil,Physics	12	PG in Relevant Discipline	English	6	0	
Pre Doctoral (M.Phil)	MPhil,Chemistry	12	PG in Relevant Discipline	English	3	0	
Pre Doctoral (M.Phil)	MPhil,Botany	12	PG in Relevant Discipline	English	10	0	

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				4				142			
Recruited	0	0	0	0	2	2	0	4	95	14	0	109
Yet to Recruit	0				0				33			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				42
Recruited	14	11	0	25
Yet to Recruit				17
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	1	0	61	7	0	72
M.Phil.	0	0	0	0	1	0	5	0	0	6
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	12	4	0	16
M.Phil.	0	0	0	0	0	0	15	5	0	20
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	603	0	0	0	603
	Female	218	0	0	0	218
	Others	0	0	0	0	0
PG	Male	122	0	0	0	122
	Female	83	0	0	0	83
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	93	74	92	110
	Female	25	29	31	20
	Others	0	0	0	0
ST	Male	16	14	16	12
	Female	3	4	1	2
	Others	0	0	0	0
OBC	Male	159	178	223	236
	Female	56	55	55	50
	Others	0	0	0	0
General	Male	233	248	257	268
	Female	100	98	109	102
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		685	700	784	800

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP envisions a holistic and multidisciplinary education that aims to integrate the development of all human capacities (intellectual, aesthetic, social, physical, emotional, and moral). To achieve this objective, the college has implemented all knowledge demand-related initiatives. The faculty members who are chairpersons and members of the Board of Studies of the affiliating Periyar University have been instrumental in implementing interdisciplinary and multidisciplinary courses for UG and PG Programs. These courses are offered as elective and extra-disciplinary papers. CBCS is adopted by all programs,ensuring students' freedom of choice. Further, to achieve a holistic personality,the

	internship is introduced for UG and PG Programs, preparing the learners to face real-life challenges and enhancing their employability skills. The institution is unquestionably progressing to become an integral part of the global landscape.
2. Academic bank of credits (ABC):	National Education Policy and the Government of Tamil Nadu have devised a plan to reduce students dropping out of Higher Education Institutions. Preserving the Academic Bank of Credits is the only viable solution. The exponential development of technology has enabled the storage of student information, grades, and earned credits. So that the details of the learners can be easily saved and retrieved when necessary, the learners will also be eligible to receive the appropriate certification based on the year of completion. It will eliminate the boundary between rural and urban colleges. This opportunity would be a boon for economically and socially disadvantaged college students. Because of the digital information storage facility, prospective students can pursue higher education at any institution. Periyar University supervises the execution of the project. The college has taken measures to enrol students and faculty in various courses through the Swayam and NPTEL portals. The college already has sufficient storage space with Google classrooms for students to transfer credits.
3. Skill development:	NEP claims that "new technologies involving artificial intelligence, smart boards, handheld computing devices, adaptive computer testing for student development, and other types of educational software and hardware will alter what students learn in the classroom but also alter how they learn."Students needto develop their communication and computational skills to face the challenges of the digital age. Considering this challenge, the curriculum is redesigned to include these two skills. The students must complete Both Professional English and Communicative English papers for graduation. Other than this, To ensure effective implementation of ABC, the institution will introduce skill-based courses under the popular Nanmudhalvan scheme, under the direction of the Tamil Nadu Higher Education Department. The skill development courses are included in the B. Com and BBA programs, like industrial visits and internships. A well-structured soft skills development program for

	graduation second and third-year students supported by the Tamil Nadu State Council for Higher Education and encouraged the staff members to attend orientation and refresher programs to enhance their competency. Students enrol in the Tamil Nadu Government's Computer Literacy Program to improve their computer literacy.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The college provides studies in the arts and sciences in both regional and English languages. The professors use multilingual wherever necessary. The government of Tamil Nadu has established scholarships for students who are learning a language other than English. The departments conduct a variety of competitions to promote our culture. The college encourages students to display their artistic and creative talents during the festivities of numerous national and cultural festivals. The students have the opportunity to expose their skills in the annual magazine. To foster qualities like cooperation, self-discipline, self-initiative, self-direction, responsibility, teamwork, and citizenship, the institution used an integrated approach to attain the goal of Fit India.
5. Focus on Outcome based education (OBE):	The NEP aims to foster in students a deep respect for one's nation, a sense of belonging, and a conscientious understanding of one's roles and responsibilities in a changing world through the curriculum and pedagogy of our educational institutions. The curriculum designers created a syllabus that specifies each paper's course purpose and outcome while keeping this guideline in mind. Value education, environmental studies, and human rights papers are included as required papers to accomplish the specific goal outlined in the NEP. It will create a positive effect on the students. Through their employment in jobs like teachers, entrepreneurs, and members of the uniformed workforce, students are demonstrating their development as morally and ethically responsible citizens.
6. Distance education/online education:	The college offers no separate distance education program. During the COVID-19 pandemic, the college conducted classes and examinations online mode. The students are encouraged to submit their assignments and report online. NEP emphasises the need to assess the advantages of online/digital education. The college's instructors and students

learned how to manage online classes through the digital platform. After overcoming the early obstacles, the faculty successfully finished two academic years. The teacher and the student have been forced to upgrade themselves out of need. Therefore, the instructors intend to provide online classes. For their specific subjects, some of them are already engaged in the creation of electronic content. The pupils have also mastered the art of attending lessons online.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. It was started during the academic year 2020-2021.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. Dr. P. Nagarajan, Assistant Professor of Commerce, Arignar Anna Government Arts College, Namakkal is the Coordinator of the Electoral Literacy Club. Mr. J. Dharanidharan, II B. Com, is the student Coordinator of the Electoral Literacy Club.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Yes, we organized a few innovative programs related to the Electoral Literacy Club. Our college's NSS, Electoral Literacy Club, and the Election Department of Namakkal District, Tamil Nadu state jointly conducted a workshop entitled "Demonstration of Elector program through an Android Phone" on 13.10.2022 on our college campus. The Election Commission's new mega Electors Verification Programme (EVP), which aims to update electoral rolls through crowd sourcing, was recently launched nationwide. Under the program, each family will receive a username and password for a voter to upload all documents related to electoral registration and provides similar details about their family members. Voters can register online through the National Voter Service Portal (NVSP) website or the Voter helpline mobile app of the EC. The Electoral Literacy Club, IQAC, and the Election Department of Namakkal District jointly organized a "Special Awareness Camp for voter's list inclusion, deletion, and correction of names" in the Electoral Roll held on our college campus on 22.04.2021. Forms for New Voters Enrolment (Form 6A) were distributed by the Village Administrative Officer of Laddivadi Village,

	Namakkal District. Nearly 100 students who have reached the age of 18 have utilized that opportunity.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Yes, the Election Department of Namakkal District and the Electoral Literacy Club of our college jointly organized a "Wall magazine in poster form" with the theme "My vote is my right – power of one vote". The event took place on 28.09.2022 at Arignar Anna Government Arts College, Namakkal. Twelve students from our college enthusiastically participated in the singing and wall magazine competitions.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Yes, for the past 2 years, we have been collecting Form 6A from new voters, along with their Aadhar Card and recent photograph. After collecting the filled-in proforma(s) of Form 6A, we submitted them to the Village Administrative Officer in Laddivadi Village, Namakkal District. Many students who have turned 18 years old have benefited from this program. All the beneficiaries belong to the Assembly Constituencies of Namakkal, Rasipuram, Tiruchengode, Paramathi-Velur, and Sendamangalam, which are connected to the Namakkal Parliament Constituency in the Tamil Nadu state. In the future, we will continue to organize this type of program annually for the sake of new voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2410	2060	1967	1768	1709

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

2 Teachers

2.1

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

Response: 130

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
114	113	113	115	115

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
9.00	8.00	36.00	148.36	507.86

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The academic planning committee prepares the annual academic calendar and students' handbook, ensuring a well-structured and organised academic year and collaborating closely with the college timetable committee. At the beginning of the academic year, meticulously planning curricular and co-curricular activities occurs while staff members diligently maintain work records. Assignments and Internal exams are carried out regularly.

Teachers in our College employ traditional and innovative teaching methods to ensure effective curriculum implementation. They use the standard reference books prescribed by the university while incorporating the latest information available through online resources.

Through a semester-wise result analysis, the college identifies weaker students and offers them additional support through bridge courses and remedial classes to bridge any knowledge gaps.

To ensure that faculty members stay updated with current teaching techniques, they are actively encouraged to participate in refresher courses, faculty development programs, webinars, workshops, and seminars.

The institution strictly follows the curriculum designed and approved by the Board of Studies of Periyar University for its diverse range of programs. The curriculum adheres to the Choice Based Credit System (CBCS), which encompasses language, English, major and allied papers. It also places significant emphasis on value education (Yoga), environmental studies, elective subjects, non-major elective courses, skill-based elective courses, and various extension activities such as NSS, NCC, YRC, RRC, ECO Club, Women's Club and Sports.

In addition to the university syllabus, the institution offers a Computer Literacy Programme as a certificate course specifically designed for first-year UG students who are not majoring in computer science from 2000-2001 under the direction of the Directorate of Collegiate Education, Chennai, Tamil Nadu.

Embracing Outcome-Based Education (OBE) as a student-centric educational model from the academic year 2021-22 onwards, our college ensures a well-structured and student-centred learning environment. OBE focuses on mapping and measuring students' performance at every stage of their education, prioritising the development of knowledge and skills to maximise learning outcomes.

Through its comprehensive approach to education, our college provides a well-rounded and student-

centred learning environment that prepares students for success while meeting the evolving needs of society.

Within the above said framework, the institution upholds the principles of Continuous Internal Evaluation (CIE), employing a judicious blend of objective and subjective evaluation methodologies. By embracing varied approaches like assignments, internal tests, and seminars, the institution's dedicated faculty members diligently conduct the CIE, fostering an environment of academic rigour and scholarly growth. The revered Internal Quality Assurance Cell (IQAC) fervently advocates for adherence to this academic calendar, recognising its indispensable role in attaining academic excellence.

Embracing this system, the institution demonstrates its unwavering commitment to the holistic development of its students and the continuous pursuit of educational distinction. With a well-crafted academic calendar serving as a guiding beacon, the institution's academic community marches forward with renewed purpose and unwavering dedication to educational excellence.

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

1.2 Academic Flexibility

1.2.1

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

Response:

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1899	1214	451	380	336

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Response:

Our esteemed institution's curriculum enrichment empowers students with a comprehensive understanding of crosscutting issues. Offering diverse courses in Arts, Science, Commerce, and Business Administration, guided by Periyar University, our curriculum integrates Professional Ethics, Gender, Human Values, Environment, and Sustainability. Environmental Studies is a vital subject for first-year undergraduates, fostering environmental consciousness. Crosscutting issues are seamlessly woven into various subjects, and engaging activities enhance the learning experience. This empowers students to navigate the world's complexities, cultivating socially conscious individuals capable of shaping a brighter future.

Professional Ethics

Teachers and their Responsibilities:

The teachers across all departments are profoundly committed to upholding professional ethics and discharging their responsibilities diligently. They strive for continuous professional growth through dedicated study and research, thereby enriching their knowledge and expertise. Actively engaging in professional gatherings like FDPs, Orientation Programs, Refresher courses, seminars, and conferences, they freely express their opinions and contribute to the collective pool of knowledge. Furthermore, they wholeheartedly collaborate in fulfilling educational obligations, such as evaluating admission applications and providing guidance and counselling to students. Additionally, they actively engage in extension activities, co-curricular endeavours, and community service, thus exemplifying their commitment to holistic education.

Teachers and Students:

Faculty members respect student rights and dignity, fostering an inclusive environment where voices and opinions are valued. They promote justice, treating students equitably regardless of religion, caste, gender, politics, economic status, social background, or appearance. Encouraging holistic growth, faculty inspire students to excel academically and beyond, empowering them to contribute to the community. With unwavering support and guidance, faculty create a nurturing space for student success.

Gender Sensitivity

To promote gender sensitivity, our college introduces a Women's Empowerment subject in the BA Economics curriculum. The Red Ribbon Club organises programs such as stress management, yoga, herbal medicine, and awareness of HIV/AIDS. The Women's Club celebrates International Women's Day and emphasises human values and professional ethics. Additionally, the college offers a Human Rights course for first-year postgraduate students and Value Education (Yoga) for first-year undergraduate students. The Red Ribbon Club also conducts a program on Cyber Crimes and Human Rights.

Human Values

YRC regularly organises Blood Donation Camp. NCC and NSS units are active and periodically arrange social and cultural activities in the college and adopted village. Career Guidance and Placement Cell provides training, carrier guidance, conducting free coaching classes,etc.All the students actively participated in all the social movements and college campus cleaning under NCC, NSS, YRC, RRC, ECO club and Women's Club.

Environmental Sustainability

The college emphasises environment and sustainability by making Environmental Studies compulsory for first-year undergraduate students. Various clubs and organisations like YRC, RRC, NSS, NCC, and ECO Club promote environmental values through programs and practices. All departments and clubs conduct tree plantation drives, and the Eco Club raises awareness about maintaining a green environment. Departments offer courses such as Plant Biochemistry, Environmental Studies, and Marketing Management to address relevant environmental and sustainability issues.

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

1.3.2

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

Response:

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

Response: 1046

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

1.4 Feedback System

1.4.1

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

Response:

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1027	799	784	700	685

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

2021-22	2020-21	2019-20	2018-19	2017-18
1297	1233	1239	1149	1075

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

2.1.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
622	429	414	352	349

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

2021-22	2020-21	2019-20	2018-19	2017-18
886	841	844	787	735

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

2.2 Student Teacher Ratio

2.2.1

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

Response:

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Student centric methods

All the departments and various supportive service clubs conduct various student-centric activities throughout the year. The learning becomes more experiential, participatory and socialistic by organising activities like group discussions, industrial visits, debates, quiz, assignments, seminars, workshops, micro-level sample surveys, publication of wallpapers, writing about various scientist and their findings, writing about applications of various formulae, discussion about PowerPoint presentation.

The students of all the departments are assigned to work for stage decoration of the seminar reception committee, forcelebrating the Pongal festival, Fresher's Party, and Valedictory functions, which improves their creative and administrative skills. To imbibe patriotic, academic and social values among the students, various special days like Teachers" Day, Independence Day, Republic Day, World Statistics Day, and National Statistics Day. Women's Club, NSS, YRC, RRC, Fine arts club, Eco Club and Consumer Club organise co-curricular activities, extra-curricular activities, sports and cultural events which help students develop their all-around personality.

Women's Club, POCSO Act, YRC and RRC conduct various activities like Blood Donation Camps, AIDS Awareness Campaigns, Safety Awareness, Gender equity, Tree Plantation, Health awareness programmes, and Observance of Vigilance Awareness Week in order to make the students responsible citizen.

Periyar University has prescribed the "Environmental Studies" subject for first-year UG students as a foundation course. The institution provides a blended learning environment encompassing traditional face-to-face classrooms and ICT-enabled online learning resources. Assignments and question banks are provided to the students. As part of their learning activity, they have planted saplings on the campus and are maintaining them regularly.

Using ICT-enabled tools

In response to the pandemic, our institution has embraced using ICT-enabled tools to ensure an effective teaching-learning process. With the transition to online learning, smartphones and laptops have become essential tools for conducting classes. Each department is equipped with smart classrooms that facilitate interactive and engaging sessions, which helps to enhance the student's learning experience,.

WhatsApp groups are created for each course to maintain communication and facilitate efficient information sharing. These groups are platforms for students and teachers to interact, discuss course-related queries, and share updates. Soft copies of study materials, including textbooks, notes, and reference materials, are regularly sent to students. Additionally, educational resources such as short films and PowerPoint presentations are shared, enhancing understanding and promoting visual learning.

PowerPoint presentations are crucial in simplifying complex concepts and presenting information in a structured manner. These presentations are often shared with students through cloud computing platforms, enabling easy access and retrieval of educational content.

Through the integration of ICT-enabled tools, teachers strive to create an interactive and

immersive virtual learning environment. They utilise various software applications and online platforms to conduct assessments, provide feedback, and engage students in collaborative activities. Using multimedia resources, interactive quizzes, and virtual simulations further enriches the learning experience, making it more dynamic and engaging.By leveraging the power of technology, the institution endeavours to foster a seamless teaching-learning process that empowers students to excel academically and adapt to the digital era.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
146	146	146	145	130

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

2.4.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
94	91	88	91	84

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Our college's assessment and evaluation process adheres to the rules and guidelines set by Periyar University, Salem, to ensure transparency and fairness. These rules are effectively communicated to the students, ensuring they know the evaluation criteria. Internal assessments are conducted for theory courses, practical courses, seminars, group discussions, assignments, and attendance to maintain a systematic evaluation approach.

At the beginning of each academic year, an academic calendar is prepared and made available to students, containing the dates and schedule for internal assessments of theory and practical courses, seminars, assignments, and model examinations. These schedules are communicated to students well in advance through notices and displays.

Three internal assessment tests are conducted for undergraduate (UG) and postgraduate (PG) students. As per university regulations, UG students are awarded 15 marks for internal exams, five for periodic assignments, and five for attendance. Similarly, PG students and M.Phil scholars receive 10 out of 25 marks for internal tests, five for attendance, five for regular assignment submissions, and five for seminars conducted for each paper.

Question papers are prepared in line with the university's pattern, ensuring alignment with the

curriculum. The college strictly follows the schedule outlined in the academic calendar, adhering to the university norms. To provide opportunities for improvement, students who do not perform well in their assessments can retake the exams and enhance their results.

The evaluation process critically assesses students' knowledge, skills, and participation. It encourages regular attendance, active engagement in assignments, and effective performance in internal exams. By following the university's guidelines and providing opportunities for improvement, the college aims to foster a conducive environment for students to excel academically and strive for continuous growth.

The evaluation process is continuously reviewed and updated, considering any reforms the university or educational authorities introduced. This ensures that the assessment methods remain relevant and in line with current standards, supporting students' overall development and preparing them for future challenges.

Examination-Related Grievances Redressal

The college has evolved a mechanism for the redressal of grievances related to internal

and external evaluation is as follows:

- The teacher distributes evaluated answer scripts to students, and the teacher addresses any clarifications or grievances.

- In case of any grievances regarding internal assessment and discrepancies like mistakes in the question paper, the student is free to interact with the teacher and resolve it.

- The unresolved grievance, if any, is referred to the Head of the Department.
- All such representations are taken positively and are reassessed by another teacher if necessary

As per the university norms, the following are the methods of grievance redressal Regardinguniversity assessment:

- Right to apply for re totalling
- Right to apply for verification with a photocopy of answer books
- Right to apply for Revaluation.

The candidate who appeared inthe university examination can apply to the university within ten days from the declaration date of the concerned examination result in the prescribed form to verifythe marks of his answerbooks.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Response:

After extensive discussions at various administrative levels, the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are created. The departments make the PSOs and COs following the principal's instructions and approval by the college council.

Curriculum and Syllabus:

As an affiliated institution, the syllabus is crafted by Periyar University, Salem. However, we take pride in our dedicated professors who serve as chairmen or members of the Board of Studies. They diligently gather the necessary information from relevant departments and present it during the BOS meeting. The Program Educational Objectives (PEOs), Program Outcomes (POs), and Program Specific Outcomes (PSOs) of the program are perfectly aligned with the department's esteemed mission and vision. Each course's desired outcomes are meticulously defined and linked with the program's POs and PSOs. These valuable resources are readily accessible to our students on the official Arignar Anna Government Arts College website. Our esteemed course faculty are responsible for meticulously preparing lesson plans that effectively cater to these key outcomes.

POs, PSOs, and COs are displayed:

The institution's website lists and displays PEOs, POs, and PSOs created by particular departments and course outcomes for every course it offers.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution periodically assesses student performance using a variety of approaches to determine the

attainment of each programme.

Evaluation Process:

The POs and the PSOs outcomes are assessed with the help of the CO through the direct evaluation process through university exams, final exams, internal assignments, unit tests, etc.

Average Attainment in Evaluation Process:

The evaluation process of the students includes 75 per cent of their total marks as external evaluation and 25 per cent of those marks as internal assessment.

The Methods of measuring attainment:

1. **Direct / External Evaluation Process**: The affiliating university conducts the examinations on a semester basis to measure programme outcomes based on the course attainment level set by the programme.

2. **Internal Evaluation Process**: Assignments are given to the students, aligned with the programme outcomes of the respective subject.

3. **Feedback Evaluation**: The institution collects feedback from students, alumni, employers, and parents to understand the impact of the teaching-learning process.

4. **Internships**: As part of the curriculum, the students are encouraged to take up internships, projects, fieldwork, etc. It helps them obtain the necessary skills and practical experience in their chosen discipline.

5. **Higher Studies**: Students' progression towards higher studies is another measurement parameter.

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

2.6.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
458	555	442	139	165

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
647	583	504	441	481

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.45	0.15	0.3	2.575	8.25

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our esteemed institution has diligently cultivated an innovative ecosystem that nurtures and supports knowledge creation and transfer. We take immense pride in highlighting some noteworthy achievements in this regard:

The Department of Tamil, housed in our main building, showcases a daily display of Thirukkural verses accompanied by their profound meanings. This activity enriches our students' knowledge and instils discipline within them.

To promote biodiversity conservation, the Department of Botany actively maintains a Green House and conducts comprehensive surveys of the flourishing flora found on our campus.

In adherence to virtual dissection norms, the Department of Zoology has empowered students to create an informative video highlighting the diverse fauna thriving within our college premises.

The Youth Red Cross has conducted enlightening sessions for students, imparting valuable knowledge on first aid techniques and essential safety measures such as operating fire extinguishers.

The Red Ribbon Club has orchestrated an impressive array of 16 programs dedicated to promoting physical and mental health among our students.

Furthermore, the Red Ribbon Club organised a special program through online training classes that exclusively catered to Tamil Nadu's uniformed personnel examinations.

Our esteemed Eco Club, National Service Scheme (NSS), and the Departments of Physics, Botany, and Chemistry have collaborated to organise insightful webinars on various contemporary topics. These webinars have proven immensely beneficial for our students and faculty members, keeping them updated with the latest developments in their respective fields.

These remarkable initiatives collectively contribute to our vibrant and dynamic innovative ecosystem, fostering a knowledge creation and transfer culture that resonates throughout our college.

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

3.2.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	16	1	1	17

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	46	51	58	58

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

3.3.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	17	0	4

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

3.4 Extension Activities

3.4.1

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

Response:

The Youth Red Cross of our college is dedicated to safeguarding the lives and health of students, promoting mutual understanding, friendship, cooperation, and peace. As part of our efforts, we organize vaccination camps for students and professors, ensuring their well-being and protection. These camps contribute to the participants' physical health and foster a sense of community and interconnectedness.

The Red Ribbon Club has successfully organized 16 impactful physical and mental health programs nationally and internationally. These programs have significantly influenced the participants, enhancing their overall well-being and promoting mental wellness. Additionally, the club conducted a special online training class for the Tamil Nadu uniformed personnel examinations, aiding aspiring candidates in their preparation and career development.

The Eco Club and NSS have collaborated to organize a series of informative webinars on various updated topics. These webinars serve as valuable learning opportunities for both students and staff, enabling them to stay informed about important issues and acquire new knowledge and skills.

We are proud to announce that the NSS of Arignar Anna Government Arts College, Namakkal, has received special recognition from the Mahatma Gandhi National Council of Rural Education, Hyderabad. This recognition acknowledges the NSS's active participation in the Beat COVID Campaign initiatives. The NSS has played a crucial role in supporting COVID-affected families through hospital and non-hospital management, providing medical supplies, and offering psychological support to patients and their family members. This recognition highlights the significant contribution made by our college in mitigating the impact of the pandemic and fostering community resilience.

The overall outcomes of these events are:

1. It enhanced awareness and knowledge among students regarding social issues, leading to their holistic development.
2. It improved the health and well-being of the college community through vaccination camps and health programs.
3. It has strengthened bonds and mutual understanding between students and members of society through the efforts of the Youth Red Cross.
4. It increased the preparedness and success of Tamil Nadu uniformed personnel examination candidates through the Red Ribbon Club's special program resulting in two of the participants getting through the examinations and becoming members of the uniformed service.
5. It has enhanced understanding and engagement with current topics and issues through the webinars organized by the Eco Club and NSS
6. Recognition and appreciation for the NSS's contribution to the Beat COVID Campaign initiatives, reflecting the college's commitment to community service and support during the pandemic

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

3.4.2

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

Response:

Our student, Mr. V. Udyakumar, proudly represented India in the **International Taekwondo competition** held in Nepal from June 2nd to 6th, 2022. He showcased exceptional skills and determination, securing the **gold medal** and bringing great honor to our college.

Our college was honored with a special certificate of recognition for actively participating as a member of the Beat Covid Campaign. This nationwide initiative, spearheaded by the Mahatma Gandhi National Council of Rural Education, under the Department of Higher Education, Government of India in Hyderabad, aimed to combat the effects of the pandemic. Our institution played a crucial role by forming five student volunteer teams, each dedicated to various areas of expertise. These teams encompassed Hospital Management, Non-Hospital Management, Support to Covid-Affected Families, Medical Supplies, and Psychosocial Support to Covid Patients and their Families. Through their commendable efforts, our student volunteers provided invaluable services during the challenging times of the pandemic.

Through the collective efforts of our students and staff members from the Youth Red Cross (YRC), National Service Scheme (NSS), National Cadet Corps (NCC), and Red Ribbon Club (RRC), a remarkable contribution of 321 units of blood was made to the Government Medical College and Hospital in Namakkal. This selfless act of donating blood not only exemplifies the spirit of altruism but also underscores our commitment to serving the community. In recognition of our noble endeavour; we

were bestowed with a special appreciation award from the esteemed Namakkal District Administration on National Voluntary Blood Donation Day 2019. This prestigious accolade was granted in conjunction with the esteemed Tamil Nadu State AIDS Control Society and the Tamil Nadu State Blood Sharing Group, further highlighting the significance of our compassionate contribution.

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

3.4.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	28	29	11	5

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

3.5 Collaboration

3.5.1

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

Response:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Response:

The college, over the span of five decades, elevating its status to that of a prestigious research center. With a keen focus on adapting to the evolving demands, the institution has consistently expanded its physical infrastructure. This steadfast commitment has fostered an environment conducive to seamless teaching and learning experiences, ensuring the smooth progression of knowledge dissemination within its hallowed halls.

Classrooms:

Within the walls of this esteemed college, knowledge thrives in the embrace of 45 diverse programs, complemented by an enlightening add-on course known as the Computer Literacy Program (CLP). A vibrant community of 2206 students in the current academic year, the college is adorned with 60 meticulously designed classrooms. These sanctuaries of learning, thoughtfully crafted to facilitate academic excellence, provide a nurturing environment for exploring and disseminating knowledge.

Laboratories:

In the realm of practical education, the college leaves no stone unturned. Each department boasts a bountiful array of well-equipped laboratories catering to the needs of scientific exploration at both undergraduate and postgraduate levels. The Department of English proudly houses a specialised language lab, enhancing linguistic proficiency. Furthermore, a dedicated CLP Lab thrives on the campus, ardently fostering computer literacy among the students. These dynamic laboratories serve as bastions of experiential learning, propelling intellectual growth and innovation.

Library:

Within the realm of knowledge, the college's library reigns supreme, fortified by the cutting-edge Autolib Software System, a testament to its commitment to efficient library management and information processing. A treasure trove of intellectual wealth, the library embraces the digital era with over 3000 books in its Digital Library. It also carves a niche for competitive exam aspirants with a dedicated section. As a proud member of the esteemed INFLIBNET Digital Library Consortium, the library opens

doors to a vast realm of learning, offering access to over 3800+ e-journals and 80,000 e-books through the esteemed N-List project.

Cultural Activities:

All cultural events are conducted in the Multipurpose Seminar Hall, which has audio-visual aids organised by the Women's Club and fine arts.

Sports and Games:

The institution has provided many facilities for sports and games, both indoor and outdoor. The institution has conducted numerous activities for both students and staff members. The college ground includes a wide space of 6 acres for athletics, track and field events, and games.In 2020-2021, a District Level Mini Marathon was held to promote physical fitness and voter awareness. Around 750 school and college students participated.

The indoor sports have fully equipped sports equipment for games like table tennis, carrom and chess.

Infrastructure for the physical education department includes

- An athletic track for 200 meters.
- A cricket ground.
- A separate ground for Kabbadi, Kho-Kho, Volleyball, Basketball, and Football

Gymnasium:

The college gymnasium is fully equipped with essential fitness equipment like a bench press, dumbbell set, treadmill, stationary bicycle, and weight lifting set.

Yoga:

The institution has a Multipurpose Seminar Hall for meditation and yoga, and yoga courses were added to the curriculum as common.

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

4.1.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.00	8.00	10.25	8.25	8.00

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The computerised digital library was declared open during the year 2012. The library uses automation software called **Autolib Software System** (Library Management and Information Processing System). The library has been designed with network facilities for accessing online resources. The Digital Library hasover 3000 books; a periodical section has been functioning with this library.

A Competitive Exam Book section has been created for students who are preparing for competitive exams. The collection includes the Encyclopedia Britannica, yearbooks, handbooks, dictionaries, general knowledge and current affairs, maps, and other resources that aid students in their preparation for exams such as GATE, GRE, TOIFEL, GMAT, UPSC, TNPSC, and other Staff Selection Commission exams.

The library is one of the member institutes of the **INFLIBNET** digital library consortium. Through this consortium, the **N-List** project can access more than 3800+ e-journals, 80,000 e-books, and a bibliographic database called MathSciNet, which contains more than two million peer-reviewed research articles in mathematics. Details of e-resources accessible through the Inflibnet proxy server:

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

- The institution's policy is to lay a strong foundation for students' growth and to foster an environment in the classroom where knowledge and character can be developed. According to this perspective, the institution constantly works to modernise its infrastructure.
- The Government of Tamil Nadu and UGC support the institution's ongoing efforts to improve its infrastructure. With this support, the institution has
- The Tamil Nadu government provides all students with SIM cards with enough data to attend online classes.
- The Computer Literacy Program Lab has 30 computers with Internet access and a speed of 20 Mbps.
- In the UG and PG Lab of the Computer Science Department, 40 computers are used.
- Language Laboratory for developing communication skills
- Laboratories with adequate equipment for UG and PG courses to enhance the quality based on practical knowledge
- The library uses automation software called **Autolib Software System**. The library has been designed with network facilities for accessing online resources. The library is one of the member institutions of the **INFLIBNET** digital library consortium.
- All the departments are provided with portable generators.
- Inverter facilities are available in the office, CLP lab, library, and language lab.
- Smart classrooms are available in all 13 departments.
- All the departments have adequate computers, printers, and scanners.

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

4.3.2

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

Response:

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

Response: 89

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.25	0.1	0.24	0.3	0.19

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
2131	1807	1675	1632	1535

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

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response:

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

5.1.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
180	85	0	0	0

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

5.1.4

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

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

Response:

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

5.2 Student Progression

5.2.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	100	55	42	34

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

2021-22	2020-21	2019-20	2018-19	2017-18
458	555	442	139	165

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

5.2.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	**View Document**
Institutional data in the prescribed format	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	1	13	13	13

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

In our esteemed college, we are proud to have a vibrant and registered Alumni Association that plays a crucial role in the continuous development of our institution through their valuable financial contributions and various support services. Under the esteemed leadership of our principal, who serves as the association's chairperson, and with the dedicated coordination of three staff members, the alumni association functions effectively to foster a strong bond between the college and its alumni.

Our alumni are distinguished individuals who have achieved remarkable success in various fields. They include highly accomplished businessmen, influential politicians, esteemed municipal chairpersons, as well as officers in both state and central government organisations. Notably, our alumni association also boasts the participation of a former central minister, adding prestige and experience to the association's endeavours.

The commitment and generosity of our alumni members are truly commendable. In recognition of the needs of our college community, they have pooled their resources to construct a specialised restroom exclusively for the use of our female students and staff. This state-of-the-art facility includes a spacious dining room, well-appointed toilets, and an emergency rest area, ensuring that the comfort and well-being of our female community members are prioritised.

Furthermore, our alumni association has generously donated computers, printers, sturdy almirah, table, and chair to various departments within the college. These contributions have greatly enhanced the learning and administrative environments, empowering students and faculty with modern technological resources and efficient storage solutions.

Our alumni association's active engagement and support continue to propel our college forward, enabling us to provide a conducive learning environment and promote holistic development. We express our heartfelt gratitude to the members of our alumni association for their invaluable contributions, and we look forward to their continued partnership in shaping the future success of our institution.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The governance structure of the institution aligns harmoniously with its vision and mission. It is meticulously planned, executed, and assessed by an effective governing body, viz., College Council. The governance adheres to government regulations while wholeheartedly embodying the essence of the college's vision and mission. Through thoughtful decision-making and strategic leadership, the college council ensures that every administrative action resonates with the overarching goals and aspirations of the institution.

The institution has centralised leadership that is effective. The college council that makes decisions is comprised of all department heads. The college's senior members are assigned consolidated leadership responsibility for the growth of the campus.

In the absence of the principal, the next senior-most staff member acts as the principal-in-charge to monitor the routine functioning of the institution. Further, separate faculty members are entrusted with the duty to organise the activities of different student organisations like the Internal Quality Assurance Cell (IQAC), NCC, NSS, Youth Red Cross, Red Ribbon Club, Eco Club, Sports Club, etc. The faculty members, who are in charge of these organisations, lead the activities. At many levels, the decisions are examined and discussed.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan is diligently implemented, and the functioning of the institutional bodies is highly effective and efficient, evident through well-defined policies, streamlined administrative setup, transparent appointment processes, comprehensive service rules, and standardised procedures.

The management of government colleges in Tamil Nadu is overseen by the Directorate of Collegiate Education (DCE) under the Government of Tamil Nadu. The principal acts as the direct point of contact with the DCE, gathering necessary information, organising activities, and effectively implementing them at the institutional level. The DCE regularly communicates with colleges through circulars and updates its website with essential information regarding government programs aimed at ensuring quality in higher education and the necessary plans of action that individual institutions and colleges must adopt.

The college council, comprising the principal and heads of departments, convenes to discuss various issues related to curriculum, student welfare, resource mobilisation, infrastructure development, campus facilities maintenance, faculty improvement, and emerging crises. Based on these discussions, the council passes resolutions to guide further activities, as directed by the DCE or the Regional Joint Director of Collegiate Education, Dharmapuri.

The principal serves as the administrative head responsible for managing the institution within the campus. The institutional hierarchy consists of various bodies, each functioning efficiently within its defined scope to ensure the seamless and effective operation of the institution.

Several committees play a crucial role in the internal organisational structure and decision-making processes.

The Teachers Recruitment Board, Chennai, takes charge of recruiting teaching faculty, while the non-teaching staff is appointed by the Tamil Nadu Public Service Commission, following government instructions through the Directorate of Collegiate Education.

In adherence to promotional policies, the college aligns with UGC regulations, ensuring faculty members submit their self-appraisal reports annually in the prescribed format. After thoroughly scrutinising these reports, the Director of collegiate education formulates proceedings that determine the career advancement benefits for the staff members.

The promotion policy for non-teaching staff strictly adheres to the guidelines established by the Director of Collegiate Education, Government of Tamil Nadu.

The institution operates with a well-structured framework, fostering effective communication channels and streamlined processes to facilitate its growth, development, and provision of quality education.

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

6.2.2

Institution implements e-governance in its operations

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

Response:

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution upholds a comprehensive performance appraisal system, ensuring the well-being of both teaching and non-teaching staff members and providing avenues for career development and progression.

To prioritise the welfare of employees and their families, the Government of Tamil Nadu has implemented the National Health Insurance Scheme (NHIS). Additionally, members of the Employee Cooperative Thrift Society can avail of low-interest personal loans that effectively support their financial needs.

Employees can receive festival-specific cash advances during festive occasions like Deepavali and Pongal. Moreover, all staff members are entitled to purchase new dresses from Khadi stores with attractive discounts and flexible EMI facilities. The government also facilitates access to loans for vehicle purchases and home construction to benefit staff members.

Both teaching and non-teaching staff are actively encouraged to participate in periodic training programs organised by the UGC and the state government. Non-teaching personnel receive specialised computer training to enhance their efficiency and effectiveness in carrying out their duties.

Supporting staff members are provided with encouragement and support to pursue advanced degrees and engage in training programs, enabling them to capitalise on appropriate career advancement opportunities. Such initiatives receive approval from the Director of Collegiate Education.

Faculty members must complete self-evaluation forms, per guidelines from the University Grants Commission (UGC) and the Directorate of Collegiate Education, to assess their research and teaching performance. These evaluations serve as a basis for career advancement opportunities, including the availability of Academic Grade Pay (AGP). The self-evaluation report is submitted to the relevant authority after appropriate certification by the Head of Department (HOD) and authentication by the principal and evaluation committee. Upon review of the self-evaluation report, the Director of Collegiate Education formulates proceedings that determine career advancement for the faculty member.

In adherence to UGC regulations, employees must complete orientation and refresher courses within a specified time frame to progress in their careers. The career advancement evaluation period encompasses participation in professional development courses, academic activities and programs, projects, research guidance, and publications. Employees are also mandated to submit their self-evaluation reports in the prescribed format. After a review and approval process by the Directorate of Collegiate Education, the Director frames the proceedings, leading to career advancement for the staff member.

Non-teaching personnel are subject to a performance evaluation system established by the Director of Collegiate Education, Government of Tamil Nadu. Newly recruited non-teaching staff members must undergo a compulsory orientation program, while those aiming for career progression must pass an account test.

Overall, the institution diligently implements performance appraisal measures, fosters the well-being of its staff through various welfare initiatives, and provides avenues for career development and progression, creating an environment conducive to personal and professional growth.

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

6.3.2

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

Response:

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
51	38	23	33	14

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The UGC provides financial assistance for various academic development activities as well as student welfare. The Tamil Nadu government runs the institution. Government agencies are responsible for all recurring expenditures. The following are some of the methods used by the college to secure additional funding:

The college regularly receives contributions from the MLA and MP funds for student furniture. The Parents Teachers Association also contribute to purchasing student furniture, providinga salary for non-teaching staff and constructing rest room for ladies.

The university encourages its faculty to apply for various projects funded by government and non-government organisations.

The fee collected from students is another source of funding. Because it is a government college, tuition fees are collected from students each year and deposited in the Government account Fund.

The Alumni Association also generated the fund, Old college students contributed money to the college's benefit.

The funds raised are used under the government's policies and the respective funding agencies.

The Finance Committee ensures the optimum utilisation of funds. After utilisation, a utilisation certificate is obtained from a qualified auditor to be submitted to the funding agencies. The assets generated through the funds are recorded appropriately into the stock register of the concerned department.

The institution conducts internal and external financial audits as part of its regular practices. External audits are carried out by esteemed entities such as the DCE, Chennai, the RJD, and the Account General Office. These audits ensure compliance with government guidelines, particularly for essential and emergency expenditures. To enhance financial control and transparency, the TN government has established the position of BURSAR, responsible for overseeing financial activities and procedures within the institution.

Additionally, the institution conducts an annual internal audit led by a committee which includes the teaching staff.In the aftermath of the external audit, the principal is empowered to address any department issues. This proactive approach allows for efficient resource allocation based on the audit findings.

In cases where audit objections arise, the institution has a mechanism in place to settle them effectively. This comprehensive approach to financial audits and objection settlement guarantees financial integrity and fosters a culture of transparency and compliance within the institution.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalising robust quality assurance strategies and processes within the institution, contributing significantly to its overall excellence. The institution's commitment to quality assurance is reflected in its comprehensive policy, encompassing various essential elements.

To foster a structured and cohesive academic environment, the institution diligently ensures the systematic presentation of the university's approved study programs. This approach promotes consistency and coherence in the teaching and learning process.

A feedback system is actively implemented to solicit valuable input from students regarding teaching quality and syllabus coverage. This feedback mechanism enables continuous improvement by addressing student concerns and adapting instructional methods accordingly.

The IQAC actively promotes the cultivation of values and positive attitudes among students through a diverse range of activities. Regular webinars, seminars, and workshops organised by the IQAC inspire and motivate students to deepen their subject knowledge and refine their research skills, contributing to their overall personal and academic growth.

Moreover, the IQAC supports the college administration in expanding and improving campus facilities and guides departments in organising parent-teacher meetings. These collaborative platforms facilitate constructive discussions on students' academic performance, fostering strong partnerships between parents, teachers, and students.

The institution's commitment to quality assurance is evident in the continuous incremental improvement observed in various activities. The IQAC periodically reviews the teaching-learning process, operational structures, methodologies, and learning outcomes. This evaluation process records the progress made and identifies areas for further enhancement, ensuring a continuous cycle of improvement.

As the chairperson of the IQAC, the principal assumes the responsibility of implementing the decisions and recommendations of the cell. The principal conducts regular meetings with department heads to assess instructional methods employed by faculty members. Drawing on student feedback, the principal provides guidance to departments during discussions to enhance curriculum delivery procedures.

The IQAC conducts internal and external academic and administrative audits on an annual basis. Internal academic audits are carried out by senior staff members, led by the principal. These audits help the institution evaluate its current status, introduce new courses, adjust section capacities, appoint additional staff, and strengthen the overall teaching-learning process.

Furthermore, the IQAC organises webinars, seminars, and workshops to enhance the quality of education and prepares the Annual Quality Assurance Report (AQAR) in accordance with NAAC guidelines.

Overall, the institution's IQAC-driven initiatives and policies reflect a strong commitment to ensuring and enhancing the quality of education. The cell's active involvement fosters a dynamic and enriching learning environment that nurtures the holistic growth of students.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response:

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Over the past five years, our institution has taken significant strides in fostering gender equity and sensitization. We have implemented various measures and initiatives to ensure a supportive and inclusive environment for all our students. This article highlights the key steps we have taken to promote gender equity in our curricular and co-curricular activities, as well as the provision of facilities dedicated to women on campus.

Facilities and Support:

Acknowledging the importance of a safe and comfortable space for female students, we have established a dedicated hall exclusively for them. This hall serves as a sanctuary where female students can find respite and access necessary medical aids, ensuring their well-being is prioritized.

Additionally, to facilitate open communication and address any concerns, each department maintains a separate WhatsApp group specifically for female students, which also includes female staff members. This platform provides a direct line of communication for female students to voice their grievances and seek support from the relevant staff members who understand their unique perspectives.

Ensuring Safety and Addressing Harassment:

We recognize the paramount importance of ensuring a safe environment for everyone on campus. To this end, we have established a well-functioning sexual harassment cell led by senior women staff members. This cell serves as a reliable resource for reporting and addressing any incidents of harassment promptly and effectively.

Promoting Gender Sensitization:

Promoting gender equity extends beyond providing facilities and support; it also requires sensitizing the entire campus community. Our institution has taken a multi-faceted approach to achieve this goal. The Red Ribbon Club (RRC) has been actively involved in organizing approximately 20 events focused on gender equity and sensitization. These events serve as platforms for open discussions, workshops, and awareness campaigns to foster a deeper understanding of gender-related issues.

In addition, the Youth Red Cross (YRC), National Service Scheme (NSS), and Women's Club have played instrumental roles in promoting gender equity on campus. These student-led organizations

actively engage in initiatives and activities aimed at raising awareness, challenging stereotypes, and creating an inclusive space for all students.

Effective Communication Channels:

To encourage open communication and ensure accountability, a suggestion and complaint box prominently adorn the principal's chamber. This convenient mechanism empowers students to express their concerns and ideas directly to the principal, with the assurance that their feedback will be heard and promptly addressed. The principal diligently monitors the contents of the box, taking swift and appropriate action to meet the needs and expectations of the student community.

In nutshell, our institution has made significant strides in promoting gender equity and sensitization within the last five years. By providing dedicated facilities, establishing effective communication channels, and engaging in various initiatives, we strive to create an inclusive environment where every student feels supported and empowered. Moving forward, we remain committed to further enhancing our efforts, ensuring that gender equity remains a cornerstone of our institution's ethos.

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

7.1.2

The Institution has facilities and initiatives for

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

Response:

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The institution takes proactive measures to foster an inclusive environment that embraces diversity in all its forms, promoting tolerance, harmony, and mutual respect. Each year, special induction programs are organised to orient newly joined students, emphasising the values of tolerance, harmony, and significance.

Students are motivated to join clubs such as NSS, NCC, YRC, RRC, and the ECO Club to encourage inclusivity further.

The institution also celebrates "Samaththuva Pongal" annually, a festival symbolising student equality. This celebration serves as a powerful reminder of the institution's commitment to creating an inclusive space where all students feel respected and valued.

Furthermore, during Ethnic Week, the staff and students are encouraged to wear traditional attire, promoting the richness of different cultures. This vibrant period transforms the entire campus into a festive atmosphere where diversity is celebrated and cherished.

Through these initiatives and efforts, the institution actively promotes an inclusive environment that embraces cultural, regional, linguistic, communal, socioeconomic, and other diversities. By fostering a sense of unity amidst diversity, the institution prepares students to become global citizens who appreciate and respect the richness of human differences, contributing to a harmonious and inclusive society.

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

7.2 Best Practices

7.2.1

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

Response:

Title of the Practice I: Special Weakly Prayer Meeting

We believe in celebrating the achievements of our faculty and students, and to that end, we regularly organize prayer meetings where each department shares their accomplishments from the previous week. The purpose of these meetings is to celebrate exceptional contributions to the college and society. These

contributions can be in the form of academic excellence, quality research work, and publications in prestigious journals. Contributions can also include public service activities such as blood donation drives. Individuals who have made exceptional contributions are recognized and appreciated during these meetings. Recognitions are a way of showing appreciation for those who go above and beyond to make a difference. Recognition and appreciation help motivate individuals to continue striving for excellence. These prayer meetings promote community and togetherness among the faculty and students.

The Objective

To foster a positive learning environment for students and promote community engagement.

The Context

- Arignar Anna Government Arts College in Namakkal serves students from the most backward areas of Namakkal, Dharmapuri, and Trichy Districts.
- Many of these students may not have had the same opportunities for exposure, encouragement, and recognition as students from more privileged backgrounds.
- Consequently, many students may not have had the chance to showcase or develop their talents to their full potential.

Advantages

- Recognizes the exceptional contributions of individuals who excel in academics, research, and public service activities.
- Encourages a culture of appreciation and recognition, motivating individuals to strive for excellence.
- It fosters community and togetherness among faculty and students from different departments.
- It provides an opportunity for individuals to showcase their accomplishments and share their knowledge and expertise.

Disadvantages

- It may not be feasible or appealing to all faculty and students.
- It may not accommodate individuals who are not comfortable with public recognition.

The Outcome

- Boosts morale and motivation among faculty and students, leading to improved performance and productivity.
- Enhances the reputation and image of the college among the wider community, attracting more students and stakeholders.
- Encourages a culture of continuous learning and growth, leading to the development of new and innovative ideas that can benefit the college and society.
- Overall, the regular prayer meetings at Arignar Anna Government Arts College are an excellent best practice that promotes a positive learning environment and community engagement. By recognizing the achievements of individuals who excel in academics, research, and public service activities, the college fosters a culture of appreciation and motivation that can benefit faculty, students, and the wider community significantly.

Title of the Practice II: Green Campus

A "green campus" is a place where environmentally friendly practises and education combine to promote sustainable and eco-friendly practises on the campus. The main objectives are the maintenance of a green and clean campus and the promotion of environmental awareness through outreach and extension programmes.

Planting tree saplings, conserving medicinal plants, and providing irrigation facilities for water conservation are our hallmarks.

All the circulars were circulated to departments and faculty through the mail. Class notes and book material are also given in soft copies.

The library has a good collection of e-books and e-journals that can be accessed via INFLIBNET.

Objective:

1. Promote sustainable and eco-friendly practices on the campus.
2. Maintain a green and clean campus environment.
3. Raise environmental awareness through outreach and extension programs.

Context:

The college is located in Namakkal, Tamil Nadu, India. The campus spans over a large area, and the college has a significant student population. With the growing concern for the environment and the need to reduce the carbon footprint, the college has initiated promoting eco-friendly practices and creating awareness among students and staff.

Advantages :

- Reduces the college's carbon footprint.
- Promotes a healthy environment for students and staff.
- Planting tree saplings and conserving medicinal plants create a green and clean campus and offer hands-on learning opportunities.
- Availability of e-books and e-journals via INFLIBNET reduces paper usage, contributing to environmental conservation.

Disadvantages:

- Requires initial investment of resources and time.
- Costs involved in tree plantation and provision of irrigation facilities for water conservation.
- Long-term benefits outweigh the initial costs.

Outcomes:

- Creates a green and clean environment, promoting the health and well-being of students and staff.
- Raises awareness among students about environmental conservation and sustainability.
- Accessible and convenient learning through e-books and e-journals on the INFLIBNET platform.

- Establishes the college as an eco-friendly and sustainable institution, setting an example for others to follow.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Arignar Anna Government Arts College, Namakkal, has demonstrated exceptional performance in promoting social consciousness, national integration, and holistic development among its students. With a student enrolment of 2509, the institution has prioritized various activities and initiatives to enhance the learning experience and contribute to the overall well-being of its students.

One area distinctive to the institution's priority and thrust is its extensive involvement in extension and outreach programs through various units and agencies such as NSS (National Service Scheme), NCC (National Cadet Corps), Red Cross, and YRC (Youth Red Cross). These programs aim to address significant societal issues such as Swachh Bharat (cleanliness campaign), AIDS awareness, gender issues, and community development. The institution actively collaborates with industry, community organizations, and NGOs to maximize the impact of these initiatives.

The institution's NSS units have been instrumental in promoting social responsibility and cleanliness on the college campus. The NSS volunteers have contributed to maintaining a clean and green environment through regular activities and special camps. They have organized awareness programs on various health issues, including HIV/AIDS, tuberculosis, leprosy, and deworming. The institution has also conducted blood donation camps to meet the blood requirements of the community.

The institution's Red Ribbon Club (RRC) has played a crucial role in creating awareness about physical and mental health among the students. They have organized numerous workshops and webinars on topics like stress management, herbal medicine, vector-borne diseases, alternative medicine, and nutrition. These initiatives have empowered students to take charge of their health and well-being. The RRC has also conducted programs on HIV/AIDS awareness and prevention, contributing to the fight against the spread of the disease.

The Youth Red Cross (YRC) has actively participated in programs related to drug prevention, corona awareness, vigilance, and emergency response. They have organized rallies, seminars, and awareness

campaigns to educate students about the dangers of drug abuse and the importance of personal hygiene. The YRC has also been involved in relief efforts, such as distributing relief materials during the Gaja Cyclone.

The institution's Women's Club has organized various events and programs to celebrate and empower women. They have conducted Women's Day celebrations, awareness programs on ethics in relationships, and events promoting cleanliness and cultural activities. These initiatives aim to foster gender equality, empower women, and create a safe and inclusive environment within the institution.

In collaboration with the Tamil Nadu State AIDS Control Society, the institution has conducted numerous webinars, seminars, and awareness programs to educate students about HIV/AIDS, tuberculosis, and blood donation. These programs have helped create a sense of social responsibility among the students and contribute to the larger disease prevention and control goal.

Furthermore, the institution has actively engaged students in extension activities. The number of students participating in these programs is commendable, showcasing their commitment to community service and social development. The students have actively contributed to activities such as the World Nature Conservation Day celebration, breastfeeding awareness, leprosy awareness, blood donation camps, and various other programs related to health, environment, and social issues.

In conclusion, Arignar Anna Government Arts College, Namakkal, has excelled in its performance in promoting social consciousness and holistic development among its students. Through its active involvement in extension and outreach programs, the institution has significantly contributed to society in areas such as cleanliness, health awareness, gender equality, and community development. The institution's emphasis on collaboration with industry, community organizations, and NGOs has further enhanced the impact of these initiatives. The institution's commitment to nurturing socially responsible and conscientious individuals is evident in its students' enthusiastic participation in extension activities.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Drawing on its rich educational expertise, Arignar Anna Government Arts College is committed to uplifting the students who are below the poverty line in the surrounding districts. From its humble beginnings with four courses, the institution has grown exponentially, now offering 14 courses consisiting of undergraduate, postgraduate, and research programs. However, the college remains steadfast in its pursuit of progress, continuously striving to meet the evolving needs of the community by expanding its facilities and course offerings.

The college's dedicated team of faculty, in collaboration with the local community and the Government of Tamil Nadu, works tirelessly to achieve new milestones. Together, they envision a future where education becomes a catalyst for positive change and social transformation. Empowering those from disadvantaged backgrounds and providing them with equal opportunities is at the heart of the college's mission.

Driven by the spirit of inclusivity, the institution aims to bridge the gap between privilege and poverty, enabling individuals to break free from the constraints of their circumstances. By offering a wide range of academic programs, the college equips students with the necessary knowledge and skills to navigate an ever-changing world.

As the college looks ahead, it remains committed to meeting the future needs of the people it serves. With unwavering determination, the entire college community endeavors to create an environment that fosters growth, empowerment, and excellence in education. Through collaborative efforts and a shared vision, Arignar Anna Government Arts College continues to write a remarkable success story, enriching lives and driving social upliftment in the process.

Concluding Remarks :

Arignar Anna Government Arts College in Namakkal, Tamil Nadu, stands as a distinguished co-educational institution with a rich history and a commitment to excellence. Since its establishment in 1968-69, the college has evolved into a renowned center of higher education, offering a wide range of undergraduate and postgraduate programs in various disciplines.

With a strong emphasis on value-based education, the college strives to foster the holistic development of its students and mold them into responsible citizens. By combining academic rigor, practical learning experiences, and a focus on personal and social growth, the institution equips its students with the necessary skills to thrive in the global landscape. The curriculum, designed in accordance with Periyar University, undergoes regular updates to ensure its relevance and to enhance students' knowledge.

Arignar Anna Government Arts College gives great importance to research, innovation, and extension activities. The presence of M.Phil. and Ph.D. programs and a dedicated Research and Development cell attests to its commitment to a research-friendly environment. The college supports its students' progression through scholarships, financial assistance, and comprehensive support programs.

Underpinned by democratic, transparent, and participatory values, the college's governance, leadership, and

management ensure the smooth functioning of the institution. The Internal Quality Assurance Cell (IQAC) guarantees quality assurance and continual improvement in the teaching-learning process. Faculty members are provided with opportunities for professional development, further enriching their expertise.

In nutshell, Arignar Anna Government Arts College is a distinguished institution that provides quality education, promotes research and innovation, and fosters the holistic development of its students. With its dedicated faculty, state-of-the-art infrastructure, and commitment to excellence, the college continues to be a catalyst for growth and a beacon of knowledge in the field of arts and sciences.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :18 Remark : DVV has made the changes as per shared report by HEI.
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1899</td><td>1427</td><td>584</td><td>506</td><td>540</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1899</td><td>1214</td><td>451</td><td>380</td><td>336</td></tr></table> Remark : DVV has made the changes as per shared report.
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>622</td><td>429</td><td>417</td><td>358</td><td>352</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>622</td><td>429</td><td>414</td><td>352</td><td>349</td></tr></table> 2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year**

wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
886	841	844	787	735

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
886	841	844	787	735

Remark : DVV has select HEI input as per clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	29	35	21	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	28	29	11	5

Remark : DVV has excluded repeated and days activities.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	36	148.36	507.86

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.00	8.00	10.25	8.25	8.00

	Remark : DVV has made the changes as per excluded mainantence of all types.
5.1.2	*Following capacity development and skills enhancement activities are organised for improving students' capability* 1. *Soft skills* 2. *Language and communication skills* 3. *Life skills (Yoga, physical fitness, health and hygiene)* 4. *ICT/computing skills* Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per shared clarification.
5.2.1	**Percentage of placement of outgoing students and students progressing to higher education during the last five years** 5.2.1.1. **Number of outgoing students placed and / or progressed to higher education year wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
57	100	55	42	34 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
57	100	55	42	34 | 5.2.1.2. **Number of outgoing students year wise during the last five years** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
647	583	504	441	481 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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458	555	442	139	165	 Remark : DVV has made the changes as per shared clarification.
5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during*

the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Remark : DVV has made the changes as per shared clarification.

| 5.3.2 | **Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** |

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	1	15	14	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	1	13	13	13

Remark : DVV has made the changes as per shared clarification.

| 6.3.3 | *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years* |

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
51	38	23	33	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
51	38	23	33	14

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	2	1	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24

Remark : DVV has made the changes as per shared clarification.

7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 115 Answer after DVV Verification : 130
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	8	36	148.36	507.86

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9.00	8.00	36.00	148.36	507.86

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