



# **SELF STUDY REPORT**

**FOR**

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

**PSGR KRISHNAMMAL COLLEGE FOR WOMEN  
(AUTONOMOUS)**

AVINASHI ROAD PEELAMEDU COIMBATORE

641004

[www.psgrkcw.ac.in](http://www.psgrkcw.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

PSGR Krishnammal College for Women, Coimbatore (PSGRKCW) is one of the premier institutions of higher education in the country. The college was established by Shri G.R. Govindarajulu and his wife, Smt. Chandrakanthi Govindarajulu on 28th June 1963 under the auspices of the GRG Trust, with the motto of '*empowering women through education*'. The college has continued to grow under the effective leadership of the Managing Trustee, Shri. G. Rangaswamy and Founder Trustee, Dr. Nandini Rangaswamy.

PSGRKCW is an autonomous institution since 2004 affiliated to Bharathiar University, Coimbatore with ISO–9001:2015 certification. The college offers **28 UG, 12 PG, 1 PG Diploma, M.Phil and Ph.D. programmes in 11 disciplines**. Innovative programmes such as - B.Com Business Analytics, M.Sc. Data Analytics, B.Sc. Food Processing Technology & Management, B.Sc. Computer Science with Cognitive Systems and B.Sc. Costume Design and Fashion have been introduced.

### KEY MILESTONES

- Accredited with **A Grade by NAAC with CGPA of 3.58 in the third cycle** and maintaining A Grade status for the past 15 years.
- UGC certified **College of Excellence in 2016** in the second phase itself.
- **Ranked 10 in NIRF2020**.by the Ministry of Education, Government of India.
- Supported by DST – FIST and DBT **Star College Status** for all the Science Departments.
- **International Accreditation** for MBA programme by Accreditation Council for Business Schools Programs (**ACBSP**), USA valid till 2029.

Programmes and courses, co-curricular and extra-curricular activities, industry-institute interaction and active involvement with the community/society have ensured the empowerment of women. Keeping in pace with the changes in educational environment, governmental policies and the demographic shift, the college has transformed itself in terms of infrastructure, technology support, curriculum design and has provided opportunities for personal growth and development including inculcation of values and ethics. Office of International Affairs develops global networks of collaborative partnership thus ensuring the international visibility of the college. PSGRKCW has evolved over the past six decades as a leader in higher education for women through academic excellence coupled with best practices.

### Vision

**To empower young women with a value-based educational opportunity that provides necessary knowledge and skills, builds hope and confidence, and confers stature and dignity to become responsible global citizens.**

The march towards the vision of the college is paved on a path of academic excellence with focus on entrepreneurship development, research and community service.

PSGRKCW is an acknowledged pioneer in women's higher education, known for its academic rigour and value-based education. Focus on industry linkages and service to the community/society has been the gold standards by which the college is committed in its systems and processes. The college has incorporated skills required by the industry into the curriculum by including Skill- Based Subjects in all UG programmes and each student has to do an Add-on or Job – oriented course. About 120 job-oriented/add-on courses are offered, around 50 courses offered are interdisciplinary in nature and around 40 job-oriented/value added courses are conducted in collaboration with the industries.

UGC Sponsored Skill-Enhancing Programmes: -

- B.Voc (Garment Designing)
- B.Voc (Beauty Therapy & Aesthetics)
- Diploma in Beauty Therapy
- Garment Designing & Multimedia and Animation programmes under Community College Scheme:

The college encourages innovation and entrepreneurship among students and women in the community through the Centre for Innovation, Incubation and Entrepreneurship Development (CIIED). The Incubation and Start-up wing, Innovation & Entrepreneurship Development Centre (IEDC), and Institution's Innovation Council (IIC) help in development of innovative business ideas through incubation support, mentoring and infrastructure support. Two Campus Companies - *Magical Shades and Vogue & Style* promote entrepreneurship skills.

The college has taken a lead role in integrating extension activities into the syllabus which requires every student to complete mandatorily **30 hours of community service**. Over 70000+ hours per year of service have been completed. Students are sensitized to social causes by involving them in various campaigns launched by the government. The college has adopted five villages for technology transfer and outreach activities under the **Unnat Bharath Abhyan Programme of Ministry of Education**. Community engagement of students is ensured through extension activities and outreach programmes organised by NCC, NSS and other Co-Curricular clubs.

## Mission

- **We shall empower the underprivileged in our communities through access to quality education that is thoughtfully, sensitively and efficiently delivered**
- **We shall develop and nurture enthusiastic life-long learners at undergraduate, graduate, and doctoral levels and fortify them with knowledge, skill, competencies and values for the times**
- **We shall help young women develop a potential to make meaningful contribution to the society**

Academic excellence is ensured through the curriculum that integrates industry requirements and expectations. Life-long learning is realized through technology enabled learning methodology, real-time projects and skill-based training. The underprivileged and disadvantaged sections of the society are helped through special programmes and processes.

## UGC Sponsored Extension Centres

- **Centre for Women Studies** since 2004 strives to empower women through capacity building programmes. It has been elevated to phase II by UGC in 2016.
- **Centre for Gandhian Studies** since 2006 aims to instill Gandhian values among students and works to uplift the less privileged through extension activities.
- **Centre for Dr. Ambedkar Studies** since 2006 disseminates the concept of social humanism through lectures and awareness programmes.
- **Regional Geriatric Care Centre** since 2008 is recognized as a **collaborative agency by National Institute of Social Defence (NISD)**. It conducts short term courses to develop professionals in geriatric care.

### **DST sponsored Rural Women Technology Park (RWTP)**

Entrepreneurship development initiatives assumed a big stride with the campus-to-village concept in action at the Rural Women Technology Park (DST-sponsored) initiative established at Annur taluk on 1.5 acre of land donated by the villagers in appreciation of the developmental activities carried out by the NSS team in the village over the years. Since 2015, more than 6,000 women have been trained in technology and skill development, nearly 300 women have become entrepreneurs. The concept of campus to village, through community service accredits rural women with financial independence thereby enabling the empowerment of the less privileged women.

The mission of the college resonates with UN Sustainable Development Goals such as gender equality, upliftment of the marginalised, environmental concern, rural development, women empowerment thus rendering education accessible to all.

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

### **Institutional Strength**

- **Multi-faculty autonomous college exclusively for women** strategically located in the heart of the city – Coimbatore.
- Maintained consistent **A grade in all the three cycles of NAAC Accreditation.**
- Attained **College of Excellence status in the 2nd phase** itself.
- Ranked **10 in NIRF2020** and **5 in ARIIA**
- **Progressive and supportive management committed** towards **empowering women** through higher education.
- State of the art **infrastructure with well-maintained science and computer laboratories, libraries and sports facilities.**
- **Qualified, experienced and dedicated faculty** with good number of **publications in indexed journals** and research projects funded by national agencies.
- College is recognized and well supported by **UGC, AICTE, DBT, DST and Ministry of Social Justice and Empowerment.**
- Clean, **green, plastic free campus with effective energy conservation** through environmental initiatives, bio-waste and e-waste management.

- **Disabled friendly campus** with ample ramps and lifts.
- During the pandemic the college seamlessly shifted to **online mode of knowledge dissemination**.
- **OBE curriculum** is **industry relevant, updated and syllabus** is validated by subject experts at national and international level.
- **Academic flexibility** through **Choice Based Credit System** is implemented with **promotion of self-learning through MOOC**.
- **Add-on courses, Job-oriented courses and Professional Courses** are offered in **collaboration with professional bodies and industries**.
- **Examination process** is integrated with technology through **ERP**.
- Consistent **high pass percentage (>95%)** over the years.
- **Excellent student support services** such as **mentoring, scholarships, career counseling** are in place.
- **Decentralized administration** with well-established administrative, academic policies and procedures.
- **Proactive IQAC** takes initiatives and conducts various activities to maintain **quality of education** imparted.
- **MoUs** signed with **National and International organizations** to strengthen research.
- Seed money provided by the Management for research projects to the tune of **Rs110.68 lakhs**.
- Establishment of **Rural Women Technology Park (DST sponsored)** through the public private partnership model to **enhance livelihood of rural women**.
- **Innovative eco-system** in the campus is nurtured through **Centre for Innovation, Incubation & Entrepreneurship Development (CIED)**.
- **Active alumni connect** has been recognized as the core strength of the college.
- Positioned **second in the top performing institution** category by **National Digital Library of India**.for 2019-2020.

### **Institutional Weakness**

The following areas need further improvement:

- Collaborative research
- Revenue through consultancy
- International research fellowships
- Number of patents

### **Institutional Opportunity**

- Potential for increasing student and faculty diversity
- Product based Research and consultancy can be improved
- Possibility of mobilizing more research grants
- Students to be placed with higher pay packages
- Promoting Start-ups
- Developing collaborative ventures with foreign universities.

### **Institutional Challenge**

- Being located in an educational hub stiff competition exists

- Attracting and retaining competent faculty
- Patriarchal society is a hindrance for vertical mobility of women

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

**New programmes** to produce industry ready graduates were started in tie-up with industry. In collaboration with Tata Consultancy Services (TCS) - Business Process Management (BPM) and B.Sc Computer Science with Cognitive Systems were introduced. **B.Voc, Community College Programmes and NSDC approved courses** create possibilities for life-long learning and skill orientation for specified job roles with multiple entry and exit points. B.Voc and Community College programmes are offered at 3 levels (certificate, diploma, advance diploma) with vertical mobility option.

**Outcome Based Education was introduced in 2016-17** in order to promote innovative thinking, develop analytical and problem- solving skills and e-learning . Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are in line with local, regional, national and global needs. **Foundation courses in Part IV** of the curriculum instill societal concern through *Value Education and Human Rights, Environmental Studies, Women Studies, Information and Cyber Security and Entrepreneurship*. **Part V** of the curriculum ensures holistic development by enrolling students in NSS/ NCC/YRC/Eco-watch/ Rotaract/Yi-Net/Yoga Club/ Institution Innovation Cell/Well-Being Campaigner Club /Gender Champion Club/ Sports and Fitness Club. *Job Oriented, Add on Courses, Coaching for All India Service exams, NET/SET Coaching, Foundation courses for CA/CPT/ACS/ACCA/ICAI/Actuarial Science* are offered by the departments in collaboration with professional bodies.

**Choice Based Credit System** is followed in all programmes. Curriculum is updated periodically based on feedback from students, faculty, industry experts,parents,peers, alumnae and members of Board of Studies as per the guidelines of UGC. **Feedback on curriculum design** is sought from all stakeholders. **Additional credits** are provided for online courses - SWAYAM, NPTEL, IIT - Spoken Tutorials. Additional credits were offered for 197 Students who participated in the **13 Study Abroad programmes** organized in collaboration with 7 International universities.

The college realises the necessity of up skilling the students with competencies required to face the VUCA world. The curriculum incorporates the basic tenets of **Industry 4.0** such as IoT, automation, artificial intelligence, machine learning, robotics and nanotechnology so that students are adept with advanced technological skills. **70% of courses** in Basic Science, Computer Science, Management and Commerce programmes **are mapped with the vision of Industry 4.0.**

### Teaching-learning and Evaluation

**Admission** - The college adheres to Government and University admission norms. 2 students were admitted (2019- 2020) through *Prime Minister's Special Scholarship Scheme for J &K students*. The college is among the eight Tamilnadu institutions selected for MHRD - Study in India programme.

**Faculty strength** -Full time teachers are 371, among whom 181 are doctorates. Senior professors from academia are appointed as adjunct faculty. Effective mentoring system is in place with mentor-mentee ratio of 1:20.

**Student Induction Programme** orients the newly admitted students regarding the curriculum design, teaching-learning process and other opportunities available to ensure smooth transition.

**Content delivery**-The content delivery is based on 60% lecture and 40% participatory learning. **Participative learning** is accomplished through industrial visits, field training, guest lectures, seminars, video conferencing etc. **Experiential learning** is accomplished by encouraging students to take up real time projects and internships in reputed industries/laboratories. Specific portions of each course (up to 30%) are covered in **blended/flipped mode**. **E-content**s developed by faculty covers 70% of the course and are available in **LMS**. Value-added/job-oriented/add-on courses are offered under CBCS to facilitate **inter-disciplinary study**. Social engagement of students is ensured by mandatory enrolment in **co-curricular activities**. Mandatory completion of two online courses for UG and one for PG students enable **self-paced learning**. Those completing online courses in SWAYAM, NPTEL are given an additional one credit for each course, subject to a maximum of two credits.

**Remedial coaching** provided for slow learners has reduced the dropout rate and has helped students to complete their course. **Advance learner courses** are provided for fast learners with extra five credits for each course, subject to a maximum of ten credits.

**Evaluation** - Academic Calendar notifies important academic events and examination dates. Examination procedures are technology integrated. ERP software is deployed for examination process. Technology integrated seating arrangement; dummy number generation and bar code system of shuffling answer papers are followed. Examination section facilitates fool - proof transparency in evaluation with declaration of results generally within 15 days of the examination. Assessment is based on Bloom's Taxonomy knowledge levels. Average pass percentage is about 97% consistently.

## **Research, Innovations and Extension**

### **Research**

The college has instituted research policies related to **Research and Consultancy, Intellectual Property Rights, Code of Ethics** and has a functional **Ethics Committee** to address the grievances of the researchers.

Research accomplishments during the accreditation period: -

- **74 Research projects** were sanctioned by UGC, CSIR, DST, DBT, CSSR, TNSCST, NCW for approximately **Rs.3.67 crores**.
- A **seed money of Rs. 110.68 lakhs** was provided by the **Management** leading to **130 Projects**, benefitting around **200** young researchers.
- 120 faculty are **Ph.D Research guides**. 218 students had registered for Ph.D and 111 were awarded

degree.

- **Research Publication: 1069** articles published in **Scopus, Web of Science & UGC Care Listed Journals**.
- **Journals Published by the Institution-** *PRERANA & Advances in Applied Research*
- **Consultancy and Corporate training** are provided by Departments of Chemistry, Botany and Management.

**117 functional MoUs** established with institutions of national/international importance, other universities, industries/corporate houses support collaborative research work.

## INNOVATIONS

- **Centre for Innovation, Incubation and Entrepreneurship Development (CIIED)** funded by DST and Management promotes entrepreneurship by providing skill training and incubation support for innovative business ideas.
- **Innovation & Entrepreneurship Development Centre – 10 out of 25 ideas** developed by students were selected for technology transfer. College received **4.5/5 Golden Stars** for its accomplishments from **MHRD Institute Innovation Council (IIC) 2.0**.
- The college has established a apiary unit and a butterfly garden at **Nilgiri Biosphere Nature Park, Anaikkatti**, provides entrepreneurship training.
- **Two Indian patents published** in mobile technology and biodegradable food packaging materials **and one patent filed** in biodiesel applications.

## EXTENSION

- **NCC, NSS and Co-curricular Clubs** organised **370** programmes including government schemes and served more than **1.50 lakh** people.
- About **50,000** students were involved in community oriented service benefitting around **2.5laks** people spread across **nine blocks**, comprising **83 villages** in Coimbatore district.
- **RWTP** conducted 237 programmes; benefitting 6000+ rural women and promoted around **300 entrepreneurs**.
- **Centre for Skilling and Development** provided skills training for more than 600 women and **40 are self-employed**.
- **UGC Sponsored Centres** organised more than **87 awareness and training programmes**.
- NISD recognised **Geriatric Care Centre** trained **950** professional caregivers.

## Infrastructure and Learning Resources

### Infrastructure

- The campus has a built-up area of nearly 33,500 sq.m.
- College works in shift system ensuring maximum utilization of infrastructure.

- All the 99 **classrooms**, 10 **Seminar Halls** and 6 **Board Rooms** have LCD with Wi-Fi/LAN facilities
- IQAC office is equipped with a Board room.
- **Two outdoor grounds** with 1.70 lakh sq. Ft space are available.
- **GRG Centenary Sports Arena** (30,000 square feet) has synthetic courts for badminton, basketball, table tennis and boxing.
- **GRG Purple Hues Fitness studio** has two gymnasiums.
- **Golden Jubilee Alumni Auditorium** has 4,000 seating capacity.
- **GRG Centenary Sports Arena auditorium** has 2,000 seating capacity.
- **GRG Cafeteria** is **FSSAI certified** and **two Dining Halls** which can accommodate around 500 members are available
- **Broadband** with 250 Mbps internet speed with 107 access points is available.
- Entire college campus is under 24-hour **surveillance** through **CCTV** .
- Lifts, Ramps, Wheel chair and Braille software are available for the differently abled.

### Learning resources

GRG Govindarajulu Memorial General **Library** and Chandrakanthi Memorial Professional Library have **83,264 books, 194 journals & periodicals** with sufficient e-resources. Library is automated with integrated Library Management Software. **DSpace**, open-source software and **OPAC** facilitates access to the entire library database. Digital repository of the library provides e-books, e- journals, and e- database for remote access. **IRINS web-based Research Information Management (RIM)** service is integrated with academic identities such as **ORCID ID, Scopus ID, Researcher ID, Microsoft Academic ID, Google Scholar ID** to exhibit the research accomplishments of the faculty.

**Science and Computer laboratories** are furnished with advanced equipments funded by **DBT-STAR, CPE, DST-FIST** and the management. Zoology lab has an **e-museum** with digitized repository of **400** specimens and **200** slides.

### SPECIALISED LABORATORIES

- **The Central Instrumentation Facility (CIF)** has high-end instruments worth **Rs.2 crores**
- **Bioinformatics lab** promotes interdisciplinary research in science.
- **GRG Food Quality Testing Laboratory** is engaged in food testing, research and consultancy.
- **The laboratories set up for Internet of Things, Data Analytics, Robotics** are focused on cutting-edge technology and promotes research in emerging areas of technology.
- **CIED** has facilities for promoting innovation through **Ideation centre** and **pre-incubation laboratory**.

### Student Support and Progression

The college has a vibrant **Student Forum** of elected representatives, entrusted with various responsibilities. Student forum is actively involved in conducting annual intercollegiate cultural events, rallies, awareness programmes, organ and blood donation camps, green environment initiatives and other society oriented activities.

**Counseling Cell** functions with a counseling psychologist to ensure the mental well-being of students. Conducive and unprejudiced environment is ensured through the effective functioning of the **Grievance Redressal Committee**. Grievances represented by students in the Class Committee and Student Quality Cell are redressed. **Chandrakanthi Centre for Development and Excellence** organizes **career guidance and personality development programmes**. 'Campus to Corporate Connect' training programme is organized for the final year students and guidance is provided for competitive examinations and career counseling. Also support students under *earn while you learn scheme and pre-incubation centre*.

**Government scholarships** worth **Rs 1.73 crores** has benefited 12797 students. **Management scholarship** to the tune of **Rs 1.67 crores** has 9135 student beneficiaries. 11 students received **Scholarships provided by NGOs** worth Rs.38,000.

**Alumni Association** is an active association which contributes significantly to the overall growth and development of the college, financially and otherwise. The Association is represented by a large number of alumni spread across the globe. Alumni meets were organized in **USA** and **Singapore**.

**Alumni Association** contributed **Rs 50 lakhs** towards the construction of **GRG Centenary Sports Arena** and **Rs 5 lakhs** towards the infrastructure development of **RWTP**.

Alumni Association provides 4 grams **Gold Medal for Best Outgoing Student**. Students with outstanding performance and 100% attendance are given cash awards worth **Rs 1.5 lakhs**.

Alumni association initiated '**Vidhyadhan**' and contributed **Rs.9 lakhs** during 2017-19 to support needy students

Alumni Meets at the department and college level are conducted annually.

## **Governance, Leadership and Management**

The governance of the college is aligned with the vision and mission of the institution. The college has **statutory and non-statutory committees** to ensure proper management of academic, financial and general administrative affairs. The system of policy evolution is structured into a hierarchy, starting with the College Committee, Governing Body, Academic Council, Boards of Studies, College Council, IQAC, Groups of Deans, and Heads of Department. Representatives of industry and society are associated at almost all levels of decision making and policy evolution. Teachers are part of effective management of college affairs including strategic planning for growth and development, academic process, research activities, career progression and capacity building of staff, student progression and collaborations (industry, international). Policies, rules, procedures and schemes related to recruitment, promotion, service, research, travel, and Grievance Redressal Mechanism are in place.

The college is practicing **participative management and decentralization** over the years. Academic and co-curricular activities are supported by Deans of various functional areas including academic affairs, student support, research and consultancy, alumni relations, vocational programs and international affairs.

Administrative responsibilities are discharged effectively by teams of non-teaching staff headed by general

managers and senior managers and ably assisted by superintendents and others.

**Curriculum Development Cell** in the institution plays an imperative role in curricular planning and implementation. **OBE** was implemented based on the strategic plan of the institution in the year **2016 -17** and further **revamped in 2019-20** with the approval of the academic and administrative bodies of the college. **OBE** proved to be a **successful model** and hence after four years of its implementation, the institution started mentoring other colleges.

**IQAC** has contributed incessantly towards the sustainable quality development of the institution by conducting **Academic and Administrative Audits (AAA)**, Equipments, ICT and ISO audits, faculty and department appraisal and feedback from stakeholders. The quality initiatives of **IQAC** are - initiating international exposure for students and promoting gender equality through UGC sponsored Centre for Women's Studies. The significant reforms that **IQAC** has brought in teaching learning process include introduction of **OBE**, innovative programmes, industry tie-up, faculty training and project based learning.

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

**Inclusive development** is the watchword of the college. The college is gender sensitive and provides a safe and conducive environment to students and employees. Students with disabilities are also given equal opportunities.

### **Energy conservation**

**Green, Energy and Environment audits** are conducted regularly. The college follows Green campus initiatives and maintains a clean and green landscape. The college has adopted energy conservation measures such as usage of Solar energy, Scientific Management of degradable and non-degradable waste and well monitored water conservation facilities.

**Best practices of the college** are:-

- **Institutional Community Engagement and Social Immersion**
- **Women Empowerment through Skill Development**

**30-hours of community-oriented programme** included in the curriculum enables students to develop strong societal consciousness. Students help in promoting and implementing some of the Government schemes for benefit of the public.

Institution ensures that all the students are equipped to think critically, communicate effectively, collaborate with diverse peers and adopt a global mindset. Market oriented curriculum hones industry-ready skills. Apart from Skill Based Subjects offered in the curriculum, completion of one Job oriented /Add-on Course is mandatory. Some Job oriented courses are **NSDC certified** and around **40 job oriented courses/Value added courses** are conducted in collaboration with the industries. Specialized training is offered in 3 levels through Add on courses - certificate, Diploma and Advanced Diploma, in tie up with industries / professional bodies. Innovative courses like **Artificial Intelligence, Machine Learning., Augmented Reality /Virtual Reality are offered under CBCS**. Through B.Voc programmes vocational training is combined with formal education thus providing career opportunities. Skill training is given in RWTP, to rural women making them self reliant and empowered.

The Distinctiveness of the institution is the unique utilization of **The Star College scheme** by the Department of Biotechnology of the Government of India. The scheme has improved **critical thinking and 'hands on' experimental work** for sciences programmes. The support provided strengthens physical infrastructure in laboratories, library, teaching aids and promotes networking with neighbouring institutes.

Star College status has helped introduction of **Trans disciplinary Programmes** such as **Food Processing Technology Management, Computer Science with Cognitive Systems, Data Analytics**, etc., dissolving the boundaries between conventional disciplines.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |                                                          |
|---------------------------------|----------------------------------------------------------|
| Name                            | PSGR KRISHNAMMAL COLLEGE FOR WOMEN (AUTONOMOUS)          |
| Address                         | Avinashi Road Peelamedu Coimbatore                       |
| City                            | Coimbatore                                               |
| State                           | Tamil Nadu                                               |
| Pin                             | 641004                                                   |
| Website                         | <a href="http://www.psgrkew.ac.in">www.psgrkew.ac.in</a> |

| Contacts for Communication |                      |                         |            |               |                         |
|----------------------------|----------------------|-------------------------|------------|---------------|-------------------------|
| Designation                | Name                 | Telephone with STD Code | Mobile     | Fax           | Email                   |
| Principal                  | S. Nirmala           | 91422-4295959           | 9789680808 | 0422-4295888  | principal@psgrkcw.ac.in |
| IQAC / CIQA coordinator    | J. Balavijayalakshmi | 91422-4295860           | 9042036778 | 91422-4295873 | iqacdesk@psgrkcw.ac.in  |

| Status of the Institution |                          |
|---------------------------|--------------------------|
| Institution Status        | Private and Grant-in-aid |

| Type of Institution |             |
|---------------------|-------------|
| By Gender           | For Women   |
| By Shift            | Regular Day |

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

| Establishment Details                        |            |
|----------------------------------------------|------------|
| Date of Establishment, Prior to the Grant of | 28-06-1963 |

|                                                                                                                            |                                                                      |                                       |                           |                              |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|---------------------------------------|---------------------------|------------------------------|
| 'Autonomy'                                                                                                                 |                                                                      |                                       |                           |                              |
| Date of grant of 'Autonomy' to the College by UGC                                                                          |                                                                      | 30-08-2004                            |                           |                              |
| <b>University to which the college is affiliated</b>                                                                       |                                                                      |                                       |                           |                              |
| <b>State</b>                                                                                                               | <b>University name</b>                                               | <b>Document</b>                       |                           |                              |
| Tamil Nadu                                                                                                                 | Bharathiar University                                                | <a href="#">View Document</a>         |                           |                              |
| <b>Details of UGC recognition</b>                                                                                          |                                                                      |                                       |                           |                              |
| <b>Under Section</b>                                                                                                       | <b>Date</b>                                                          | <b>View Document</b>                  |                           |                              |
| 2f of UGC                                                                                                                  | 28-06-1963                                                           | <a href="#">View Document</a>         |                           |                              |
| 12B of UGC                                                                                                                 | 28-06-1963                                                           | <a href="#">View Document</a>         |                           |                              |
| <b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b> |                                                                      |                                       |                           |                              |
| <b>Statutory Regulatory Authority</b>                                                                                      | <b>Recognition/Approval details Institution/Department programme</b> | <b>Day,Month and year(dd-mm-yyyy)</b> | <b>Validity in months</b> | <b>Remarks</b>               |
| AICTE                                                                                                                      | <a href="#">View Document</a>                                        | 30-04-2020                            | 12                        | Approval obtained every year |

|                                                                                   |                                                                                                                                 |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Recognitions</b>                                                               |                                                                                                                                 |
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | Yes                                                                                                                             |
| If yes, date of recognition?                                                      | 16-09-2011                                                                                                                      |
| Is the College recognized for its performance by any other governmental agency?   | Yes                                                                                                                             |
| If yes, name of the agency                                                        | UGC CE Ministry of Education Institutions<br>Innovation Council DBT Accreditation Council for Business Schools and Programs USA |
| Date of recognition                                                               | 01-04-2017                                                                                                                      |

| <b>Location and Area of Campus</b> |                                    |                  |                             |                                 |
|------------------------------------|------------------------------------|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>                     | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Avinashi Road Peelamedu Coimbatore | Urban            | 10.5                        | 37961.6                         |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                             |                              |                            |                                |
|-------------------------------------------------------------------------------------------|---------------------------------|---------------------------|-----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>                                                                    | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b>  | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG                                                                                        | BA,English                      | 36                        | Higher Secondary Completion | English                      | 120                        | 114                            |
| UG                                                                                        | BA,Economics                    | 36                        | Higher Secondary Completion | English                      | 66                         | 66                             |
| UG                                                                                        | BA,History                      | 36                        | Higher Secondary Completion | English                      | 60                         | 50                             |
| UG                                                                                        | BSc,Chemistry                   | 36                        | Higher Secondary Completion | English                      | 60                         | 51                             |
| UG                                                                                        | BSc,Botany                      | 36                        | Higher Secondary Completion | English                      | 60                         | 45                             |
| UG                                                                                        | BSc,Physics                     | 36                        | Higher Secondary Completion | English                      | 120                        | 90                             |
| UG                                                                                        | BSc,Mathematics                 | 36                        | Higher Secondary Completion | English                      | 120                        | 100                            |
| UG                                                                                        | BSc,Zoology                     | 36                        | Higher Secondary Completion | English                      | 60                         | 53                             |
| UG                                                                                        | BCom,Commerce                   | 36                        | Higher Secondary Completion | English                      | 66                         | 64                             |

Self Study Report of PSGR KRISHNAMMAL COLLEGE FOR WOMEN (AUTONOMOUS)

|    |                                 |    |                             |         |     |     |
|----|---------------------------------|----|-----------------------------|---------|-----|-----|
| UG | BCom,Com merce                  | 36 | Higher Secondary Completion | English | 66  | 62  |
| UG | BCom,Com merce                  | 36 | Higher Secondary Completion | English | 60  | 59  |
| UG | BCom,Com merce                  | 36 | Higher Secondary Completion | English | 132 | 125 |
| UG | BCom,Com merce                  | 36 | Higher Secondary Completion | English | 60  | 59  |
| UG | BCom,Com merce                  | 36 | Higher Secondary Completion | English | 204 | 194 |
| UG | BCom,Com merce                  | 36 | Higher Secondary Completion | English | 132 | 125 |
| UG | BCom,Com merce                  | 36 | Higher Secondary Completion | English | 60  | 60  |
| UG | BBA,Manag ement                 | 36 | Higher Secondary Completion | English | 60  | 58  |
| UG | BBA,Manag ement                 | 36 | Higher Secondary Completion | English | 60  | 57  |
| UG | BBA,Manag ement                 | 36 | Higher Secondary Completion | English | 69  | 62  |
| UG | BBA,Manag ement                 | 36 | Higher Secondary Completion | English | 60  | 59  |
| UG | BSc,Costum e And Apparel Design | 36 | Higher Secondary Completion | English | 66  | 62  |
| UG | BVoc,Costu me And Apparel       | 36 | Higher Secondary Completion | English | 66  | 64  |

Self Study Report of PSGR KRISHNAMMAL COLLEGE FOR WOMEN (AUTONOMOUS)

|    | Design                     |    |                             |         |     |     |
|----|----------------------------|----|-----------------------------|---------|-----|-----|
| UG | BSc,Food Processing        | 36 | Higher Secondary Completion | English | 60  | 51  |
| UG | BSc,Psychology             | 36 | Higher Secondary Completion | English | 66  | 65  |
| UG | BVoc,Beauty And Wellness   | 36 | Higher Secondary Completion | English | 60  | 15  |
| UG | BSc,Computational Sciences | 36 | Higher Secondary Completion | English | 120 | 120 |
| UG | BSc,Computational Sciences | 36 | Higher Secondary Completion | English | 132 | 121 |
| UG | BCA,Computational Sciences | 36 | Higher Secondary Completion | English | 120 | 120 |
| PG | MA,English                 | 24 | UG Completion               | English | 50  | 49  |
| PG | MA,History                 | 24 | UG Completion               | English | 36  | 22  |
| PG | MSc,Chemistry              | 24 | UG Completion               | English | 54  | 50  |
| PG | MSc,Botany                 | 24 | UG Completion               | English | 30  | 28  |
| PG | MSc,Physics                | 24 | UG Completion               | English | 44  | 41  |
| PG | MSc,Mathematics            | 24 | UG Completion               | English | 60  | 60  |
| PG | MSc,Zoology                | 24 | UG Completion               | English | 40  | 27  |
| PG | MCom,Commerce              | 24 | UG Completion               | English | 60  | 59  |
| PG | MBA,Management             | 24 | UG Completion               | English | 120 | 112 |
|    |                            |    |                             |         |     |     |

Self Study Report of PSGR KRISHNAMMAL COLLEGE FOR WOMEN (AUTONOMOUS)

|                                                                   |                            |    |                        |         |    |    |
|-------------------------------------------------------------------|----------------------------|----|------------------------|---------|----|----|
| PG                                                                | MSc,Computational Sciences | 24 | UG Completion          | English | 60 | 44 |
| PG                                                                | MSc,Computational Sciences | 24 | UG Completion          | English | 50 | 45 |
| PG                                                                | MSc,Computational Sciences | 24 | UG Completion          | English | 0  | 0  |
| PG Diploma recognised by statutory authority including university | PG Diploma, Management     | 12 | UG Completion          | English | 60 | 7  |
| Doctoral (Ph.D)                                                   | PhD or DPhil,English       | 36 | PG or MPhil Completion | English | 32 | 7  |
| Doctoral (Ph.D)                                                   | PhD or DPhil,Economics     | 36 | PG or MPhil Completion | English | 20 | 0  |
| Doctoral (Ph.D)                                                   | PhD or DPhil,History       | 36 | PG or MPhil Completion | English | 16 | 6  |
| Doctoral (Ph.D)                                                   | PhD or DPhil,Chemistry     | 36 | PG or MPhil Completion | English | 22 | 2  |
| Doctoral (Ph.D)                                                   | PhD or DPhil,Botany        | 36 | PG or MPhil Completion | English | 22 | 1  |
| Doctoral (Ph.D)                                                   | PhD or DPhil,Physics       | 36 | PG or MPhil Completion | English | 22 | 4  |
| Doctoral (Ph.D)                                                   | PhD or DPhil,Mathematics   | 36 | PG or MPhil Completion | English | 14 | 6  |
| Doctoral (Ph.D)                                                   | PhD or DPhil,Zoology       | 36 | PG or MPhil Completion | English | 16 | 4  |
| Doctoral (Ph.D)                                                   | PhD or DPhil,Commerce      | 36 | PG or MPhil Completion | English | 40 | 3  |
| Doctoral                                                          | PhD or DPhil               | 36 | PG or MPhil            | English | 41 | 6  |

|                       |                                      |    |                        |         |    |   |
|-----------------------|--------------------------------------|----|------------------------|---------|----|---|
| (Ph.D)                | I,Management                         |    | Completion             |         |    |   |
| Doctoral (Ph.D)       | PhD or DPhil, Computational Sciences | 36 | PG or MPhil Completion | English | 24 | 4 |
| Pre Doctoral (M.Phil) | MPhil, English                       | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Economics                     | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, History                       | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Chemistry                     | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Botany                        | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Physics                       | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Mathematics                   | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Zoology                       | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Commerce                      | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Management                    | 12 | PG Completion          | English | 0  | 0 |
| Pre Doctoral (M.Phil) | MPhil, Computational Sciences        | 12 | PG Completion          | English | 0  | 0 |

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

| <b>Teaching Faculty</b>                                         |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|-----------------------------------------------------------------|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|                                                                 | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|                                                                 | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 10               |        |        |       | 46                         |        |        |       | 315                        |        |        |       |
| Recruited                                                       | 4                | 6      | 0      | 10    | 2                          | 44     | 0      | 46    | 3                          | 312    | 0      | 315   |
| Yet to Recruit                                                  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| 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                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
|                                                                 | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 58           |
| Recruited                                                       | 10          | 14            | 0             | 24           |
| Yet to Recruit                                                  |             |               |               | 34           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 247          |
| Recruited                                                       | 77          | 170           | 0             | 247          |
| Yet to Recruit                                                  |             |               |               | 0            |

| <b>Technical Staff</b>                                          |             |               |               |              |
|-----------------------------------------------------------------|-------------|---------------|---------------|--------------|
|                                                                 | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited                                                       | 0           | 0             | 0             | 0            |
| Yet to Recruit                                                  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 16           |
| Recruited                                                       | 4           | 12            | 0             | 16           |
| Yet to Recruit                                                  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt.                 | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 3                | 4             | 0             | 2                          | 36            | 0             | 1                          | 135           | 0             | 181          |
| M.Phil.                      | 0                | 2             | 0             | 0                          | 7             | 0             | 0                          | 148           | 0             | 157          |
| PG                           | 1                | 0             | 0             | 0                          | 1             | 0             | 2                          | 29            | 0             | 33           |

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

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

| <b>Details of Visting/Guest Faculties</b>                         |             |               |               |              |
|-------------------------------------------------------------------|-------------|---------------|---------------|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
|                                                                   |             | 12            | 4             | 0            |

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

| Programme                                                                        |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|----------------------------------------------------------------------------------|--------|-----------------------------------------------|-------------------------------|--------------|---------------------|-------|
| Pre Doctoral<br>(M.Phil)                                                         | Male   | 0                                             | 0                             | 0            | 0                   | 0     |
|                                                                                  | Female | 0                                             | 0                             | 0            | 0                   | 0     |
|                                                                                  | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| Diploma                                                                          | Male   | 0                                             | 0                             | 0            | 0                   | 0     |
|                                                                                  | Female | 0                                             | 0                             | 0            | 0                   | 0     |
|                                                                                  | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| Doctoral (Ph.D)                                                                  | Male   | 2                                             | 0                             | 0            | 0                   | 2     |
|                                                                                  | Female | 38                                            | 3                             | 0            | 0                   | 41    |
|                                                                                  | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| PG Diploma<br>recognised by<br>statutory<br>authority<br>including<br>university | Male   | 0                                             | 0                             | 0            | 0                   | 0     |
|                                                                                  | Female | 7                                             | 0                             | 0            | 0                   | 7     |
|                                                                                  | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| PG                                                                               | Male   | 0                                             | 0                             | 0            | 0                   | 0     |
|                                                                                  | Female | 1090                                          | 46                            | 0            | 0                   | 1136  |
|                                                                                  | Others | 0                                             | 0                             | 0            | 0                   | 0     |
| UG                                                                               | Male   | 0                                             | 0                             | 0            | 0                   | 0     |
|                                                                                  | Female | 6205                                          | 86                            | 12           | 4                   | 6307  |
|                                                                                  | Others | 0                                             | 0                             | 0            | 0                   | 0     |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--------------------------------------------------------------------------------------------------------------|--------|---------------|---------------|---------------|---------------|
| <b>Programme</b>                                                                                             |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC                                                                                                           | Male   | 0             | 0             | 0             | 0             |
|                                                                                                              | Female | 129           | 155           | 154           | 177           |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| ST                                                                                                           | Male   | 0             | 0             | 0             | 0             |
|                                                                                                              | Female | 4             | 5             | 5             | 5             |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| OBC                                                                                                          | Male   | 0             | 0             | 0             | 0             |
|                                                                                                              | Female | 819           | 829           | 805           | 785           |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| General                                                                                                      | Male   | 0             | 0             | 0             | 0             |
|                                                                                                              | Female | 246           | 242           | 255           | 266           |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| Others                                                                                                       | Male   | 0             | 0             | 0             | 0             |
|                                                                                                              | Female | 1425          | 1338          | 1259          | 1242          |
|                                                                                                              | Others | 0             | 0             | 0             | 0             |
| Total                                                                                                        |        | 2623          | 2569          | 2478          | 2475          |

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| <b>Department Name</b>     | <b>Upload Report</b>          |
|----------------------------|-------------------------------|
| Beauty And Wellness        | <a href="#">View Document</a> |
| Botany                     | <a href="#">View Document</a> |
| Chemistry                  | <a href="#">View Document</a> |
| Commerce                   | <a href="#">View Document</a> |
| Computational Sciences     | <a href="#">View Document</a> |
| Costume And Apparel Design | <a href="#">View Document</a> |
| Economics                  | <a href="#">View Document</a> |
| English                    | <a href="#">View Document</a> |
| Food Processing            | <a href="#">View Document</a> |
| History                    | <a href="#">View Document</a> |
| Management                 | <a href="#">View Document</a> |
| Mathematics                | <a href="#">View Document</a> |
| Physics                    | <a href="#">View Document</a> |
| Psychology                 | <a href="#">View Document</a> |
| Zoology                    | <a href="#">View Document</a> |

## Extended Profile

### 1 Program

#### 1.1

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

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 41                                      | 40      | 38                            | 37      | 36      |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

##### Number of departments offering academic programmes

Response: 15

### 2 Students

#### 2.1

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

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 7362                                    | 7244    | 6883                          | 6383    | 6152    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 2602                                    | 2515    | 2245                          | 2029    | 1928    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 7329                                    | 7145    | 6733                          | 6260    | 5742    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 57      | 117     | 148     | 160     | 101     |

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

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 949                                     | 897     | 857                           | 804     | 756     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 371                                     | 342     | 312                           | 294     | 273     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**3.3**

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

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 371                                     | 342     | 312                           | 294     | 273     |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 13323                                   | 10710   | 10850                         | 8240    | 6861    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

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

| 2019-20                                 | 2018-19 | 2017-18                       | 2016-17 | 2015-16 |
|-----------------------------------------|---------|-------------------------------|---------|---------|
| 1200                                    | 1211    | 1176                          | 1146    | 1083    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

**4.3****Total number of classrooms and seminar halls****Response: 109****4.4****Total number of computers in the campus for academic purpose****Response: 992**

## 4.5

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

| 2019-20    | 2018-19    | 2017-18    | 2016-17    | 2015-16    |
|------------|------------|------------|------------|------------|
| 3632.94439 | 2706.29369 | 2479.19916 | 2627.06197 | 2261.78169 |

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

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

**Response:**

PSGR Krishnammal College for Women(PSGRKCW) has evolved its curriculum based on teaching-learning processes that is founded on carefully chosen parameters of socially relevant outcomes. This evolution has been strengthened over nearly six decades of academic experience. The curriculum is intended to address the requirements and needs of the local, national and international standards of academic excellence.

The programme curricula,based on **Choice Based Credit System(CBCS) and Outcome Based Education(OBE)**,are regularly updated once in three years to include updated inputs from all the stakeholders–industry,alumni,faculty,students and the academics(domestic and international). The curriculum focuses on critical thinking, problem solving,creativity and innovation, and interpersonal skills so as to provide a multidisciplinary and interdisciplinary exposure.

PSGRKCW made substantive changes to its curriculum design **in 2016** with the **introduction of OBE and in 2019** to align with the emerging needs of **Industry4.0**. The curriculum facilitates the process of “discovery”–encouraging “exploration” and “experimentation”.

PSGRKCW is situated in Coimbatore,an entrepreneurial District with about 3,25,000 small,medium and large–scale enterprises.Programmes in **Garment Designing,Costume Designing and Fashion,Food Processing Technology and Management,and Psychology** have been introduced to meet the needs of many of these enterprises. The **B.Voc programmes** with multiple entry and exit options,and providing 70% practical experience with internship,are intended for skill oriented learning for specified job roles in industry.

To harness the job opportunities and cater to the needs of the IT sector and special economic zones,Computational Science programmes and **TCS-supported Innovative programmes like Business Process Management and Computer Science with Cognitive Systems** have been introduced.

The evolution of data science has led to the introduction of **Data Analytics and Business Analytics** programmes to meet the demand for skilled analysts across business domains.

**Accounting&Finance accredited with ACCA**,Professional Accounting,Actuarial Management and Financial Services programmes cater to the ever-growing demand of financial sector at the national and international levels.

Contemporary subjects and topics are introduced and updated such as GAAP,IFRS,Financial Modeling in **Commerce and Management** programmes,R Programming,Artificial Intelligence,IoT,Virtual/Augmented

Reality,Robotics,Automation, and Information and CyberSecurity in **Computer Science, Physics** and other applicable programmes.

The delivery of the curriculum is founded on a **student-centric and experiential learning pedagogy** that includes seminars,project work,internship and field trip. The institute also offers many **need-based interdisciplinary,multidisciplinary**,allied,elective,skill-based,co-curricular,extracurricular and self-study courses/activities in addition to the vast array of core subjects. **Extension activities incorporated in the curriculum** enable learners to be ethical,rational,compassionate and caring.

About **120 job-oriented/value-added/add-on courses** in addition to coaching for civil service examinations, foundation courses for CA-CPT/ACS/ACCA/ICAI/ASI are offered in tie-up with professional bodies. **Self-learning**,assisted by faculty,is encouraged through mandatory completion of online courses from NPTEL and MOOC with credits. **Thirteen study-abroad** programmes are offered in collaboration with **seven International Universities/institutions** to provide global exposure and benefitted **197 UG/PG Students with additional credits**. **Three international programmes** are offered benefitting 63 students.

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

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

Response: 100

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

Response: 41

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

Response: 41

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

**1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years****Response:** 100**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 949     | 897     | 857     | 804     | 756     |

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

**1.2 Academic Flexibility****1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 65.54**1.2.1.1 How many new courses are introduced within the last five years****Response:** 622**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.****Response:** 949

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

### 1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

**Response:** 100

#### 1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 41

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

## 1.3 Curriculum Enrichment

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

**Response:**

A graduate passing out of PSGRKCW, on an average, would have completed equivalent of ten credits of courses relating to **Professional ethics, Women/Ambedkar/Gandhian Studies, Value Education and Human Rights, Environmental Studies, Information and Cyber Security, and Entrepreneurship.** The college has also published **ten books** relating to these courses.

#### *Professional Ethics*

**Professional ethics** are inculcated through various personality, career development and campus-to-corporate programmes, encompassing personal and corporate standards of behavior required for the development of a firm *ethical* base to enhance the students' self-confidence and self-esteem and to imbibe in them a sense of responsibility towards the society.

The **Chandrakanthi Centre for Development and Excellence (CCDE)** provides training to equip and prepare the students for a successful career through carefully designed personality development, career orientation and corporate readiness programmes.

### ***Inclusiveness and Gender Equality***

**The courses on Women/Ambedkar/Gandhian studies are intended to** enable the students appreciate the importance of inclusiveness and gender equality in society. Issues such as women empowerment, self-worth, assertiveness, constitutional rights and obligations, individual dignity and deep concern for society are covered in these courses. The Centre for **Women Studies** also organizes programmes which ensure protection of women's rights, inclusiveness and development of women in Phase II. Awareness and sensitization programmes are organized to understand gender issues and health status of women and to ensure protection of women's rights in collaboration with various government and non-government bodies.

### ***Human Values***

The course on **Value Education and Human Rights** is designed to inculcate social, cultural and national values and life skills, which help the students to live in harmony in today's world.

### ***Environment and Sustainability***

**The course on Environmental Studies** enables the students to understand the inter-linkage between the humans and their environment. Issues relating to ethical, cultural, legal and historical relevance of environmental conservation and preservation are discussed and practiced through **community-based research projects**.

### **Empowerment and Skilling Courses**

- The courses, **Information Security** for UG and **Cyber Security** for PG students create awareness on the protection of information systems and to resolve cyber security threats, especially for women.
- **Entrepreneurship related courses** impart entrepreneurial skills and create a positive mindset for the aspiring students to become entrepreneurs.

### ***Community Engagement Programme***

Students demonstrate their concern for the community and the society by actively engaging themselves through the mandatory **30-hour community service** in various fields including Literacy Drives, Public Health, Digital India, Swachh Bharat Abhiyan, Environmental Issues, Water Conservation, Geriatric Care, etc.,

As a part of the **Community Engagement and Immersion programme**, about 250 skill training programmes had been organized and over 6700 rural population benefitted through the **DST-sponsored-Rural Women Technology Park, Annur (RWTP) and Unnat Bharat Abhiyan scheme (UBA)**. The college organized about 370 programmes at the institutional and departmental levels-AIDS awareness and Environment conservation, International Women's Day, Human Rights Rally, Inter-departmental Cultural Competitions for Women etc.,

Strong foundation of values, environmental sustainability, societal consciousness and professionalism in the curriculum emphasizes re-establishing our students as respected members of the society as the NextGen citizens.

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

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

**Response:** 106

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 8       | 22      | 12      | 13      | 51      |

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

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

**Response:** 60.41

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 4354    | 4391    | 4345    | 4159    | 3323    |

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

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

**Response:** 94.04

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

Response: 6923

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

## 1.4 Feedback System

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

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

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

**1.4.2 The feedback system of the Institution comprises of the following :****Response:** A. Feedback collected, analysed and action taken and report made available on website

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

N  
A  
A  
C

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 90.66

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2728    | 2718    | 2612    | 2583    | 2393    |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 3012    | 3003    | 2924    | 2828    | 2614    |

#### File Description

#### Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

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

**Response:** 82.31

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 946     | 989     | 964     | 967     | 917     |

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

## 2.2 Catering to Student Diversity

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

#### Response:

A three day “**Student Induction Programme**” organised for first year students familiarizes them with the college ambience, thereby ensuring them a smooth transition from school to college. They are oriented regarding the structure of the curriculum, the learning opportunities available in the campus and the several online learning platforms.

Over the three years of their study, slow learners and advanced learners are continuously identified, mentored and and vested with the following opportunities.

The college has a Counselling Cell and an **effective mentoring system**. Each faculty is a **mentor for 20 students**, facilitating improvement of their overall performance.

#### Slow learners:

In the first week of the first semester, learning levels of the students are assessed. Bridge courses are offered in Communicative English for slow learners of English, Mathematics course for non-mathematics students in Computer Science programmes and Accounting classes for MBA students.

Value added programmes beyond curriculum, Effective English Communication, Aptitude Coaching and Career Counselling are offered to all the students in the first, second and third years respectively, each of 30 hours duration by our training division, the Chandrakanthi Centre for Development and Excellence.

**Affirmative training in collaboration with TCS for slow learners** in their final year has facilitated placement of around 180 students from 2015-2020.

Remedial coaching in core subjects has reduced the dropout rate and has helped around 4800 students to complete their course.

Encouraging peer learning enhances learning skills.

#### Advanced Learners:

- Opportunity is provided to register for higher level courses in Part II English and Allied Mathematics.

- Over 2800 UG and 500 PG students have completed Advance Learner Courses choosing from a total of 75 offered for UG programmes and 21 for PG programmes with extra five credits for each course subject to a maximum of ten credits.
- Those completing **online courses in SWAYAM, NPTEL** (More than 5600 students registered and around 3900 students have completed) etc., are given an additional one credit for each course, subject to a maximum of two credits.
- In the MBA programme, **40 select students have completed MBA+ programme** and 28 advanced learners of the 2018-20 batch have completed Audit courses choosing from among 13 offered.
- Customised **Study Abroad Programmes** offered by the college at eight foreign universities have helped 21 students secure extra 5 credits.
- 4100 students benefitted by coaching classes for NET/SET(3709) and Civil Service and Bank examinations(391).
- Additional training is given for pursuing **CPT/IPCC, ACCA, CMA Foundation and ACS Foundation/Executive programmes** by the Institute of Chartered Accountants of India, Association of Chartered Certified Accountants, Institute of Cost and Management Accountants of India and Institute of Company Secretaries of India. Around **230** students have cleared the CPT/Foundation (Level I), around **130** the IPCC (Level II) and 3 students are now auditors.
- More than 250 students have cleared Business English Course (BEC), of British Council resulting in placement of around 25 students and admission of around 20 to research programmes.
- **472 students** have secured **DELF A1** international certification, an employment oriented French course offered by **ALLIANCE FRANCAISE**.

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

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

**Response:** 20:1

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

## 2.3 Teaching- Learning Process

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

#### Response:

PSGR Krishnammal College for Women (PSGRKCW) adopts **student centric teaching learning**, enabling students to learn at their own pace. The teacher acts as a facilitator who promotes **self-learning**, **nurtures their holistic development** and brings out their latent skills through participatory learning. Implementation of **Outcome Based Education** favours the paradigm shift in teaching methods from the conventional lecture method to latest methods of Andragogy and Heutagogy.

- The table above shows the learning styles and the pedagogy for the overall programme. However, a few programmes such as vocational/skill-oriented/job-oriented will adopt more of experiential and participative learning.
- The percentages shown in the table reflect the average in current practices. These percentages are in the process of change due to the **implementation of the CBCS, OBE, and the continuous evaluation and assessment systems.**
- In the recent past, technology-enabled learning is increasingly being adopted in the traditional, experiential, and participative styles.
- In addition to delivery of the approved curriculum, students are motivated and encouraged to learn additional courses by opting for a specified number of **value added/ job oriented /add-on courses from a set of around 50 interdisciplinary courses offered**
- Students are also urged to participate and augment their learning through membership of the **Innovation Council, the Associations, and the Clubs** representing a diverse range of interests.
- **Skill development** is integrated into the **framework of the curriculum** by the mandatory skill-based courses.
- Group projects at the undergraduate level help students to tackle complex problems, and develop skills specific to joint efforts.
- The postgraduate students are facilitated to take up their **project work** at top-ranking research institutions such as **ARCI, IGCAR, CMET, IISc and BITS PILANI**. The experience and exposure motivate them to take up research.
- NCC and NSS units provide additional opportunities for students to enhance their societal concern through participation.
- Participation in the workshops of renowned **Science Academies** provides advanced senior learners

a window to gain further insights into their chosen area of specialization.

- A few of the students also undergo Summer Internships with stipend in premier institutions such as **IISc, IIT, NIT, CECRI, and IGCAR.**
- The **NSDC certified B.Voc Degree Programmes** have the flexibility to enable multiple entry and exit points such as Certificate/Diploma/Advanced Diploma levels under the National Skill Qualification Framework (NSQF). The students are awarded with Diploma on completion of the first year, Advanced Diploma on completion of the second year and Bachelor of Vocation Degree on completion of the third year.

The Community College provides opportunities to the learners to move directly to the employment sector in different job roles with NSDC assessment and certification or to higher education. After Advanced Diploma level, the students gain direct entry to third year of the B.Voc. Degree course.

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

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

#### Response:

The PSGRKCW campus provides a fully technology-enabled learning environment. Students, faculty and administrative staff are provided with **24/7 Wi-Fi connectivity** which enables them to be effective in the discharge of their responsibilities. In addition to the technology-enabled classrooms, the **GRG Tech Centre** houses computational systems powered with latest hardware and software.

Teaching is further enhanced by the large-scale use of the **e-studio** which helps in the enhancement of learning resources including pre-recorded lectures. Use of online resources for the teaching/learning process allows personalized learning at one's own place and pace without constraints of time and space. In our college, specific portions of each course (**up to 30%**) are covered in **blended/flipped mode**. Online teaching skills of the faculty members have been enhanced through Faculty Development Programmes and workshops with hands-on training.

The Learning Management System using **MyClassRoom/Moodle** portals have been in operation since 2011. Due to the recent situation caused by covid pandemic, teaching-learning process has increasingly been through **online/virtual platforms**, such as Zoom, GoToMeeting, Google Meet and Google Classroom, facilitating anytime/anywhere learning.

- Faculty members post class notes, presentations, **e-content modules and online subject links which can be downloaded by the students**
- Components of the **Continuous Internal Assessment** such as assignments, quiz, case studies, etc., are evaluated **online**.
- Lectures, seminars, conferences, workshops, webinars, etc., are conducted online
- Faculty members continuously update their knowledge to improve the teaching learning process, through **online courses on MOOC platforms like Coursera and Edx, NPTEL and Swayam**.
- About **60** faculty members have participated in the **training programmes on Digital Teaching Techniques** organized by the HRDC-University of Hyderabad (24), ICT Academy (12) and Coimbatore Institute of Technology (22) and in turn they have trained nearly **300** faculty members to use online teaching platforms, resulting in 100% usage of these platforms by faculty.
- **Online feedback** is obtained from students for every course about teaching/learning parameters and the required corrective measures are taken.
- Around e-content 550 modules have been created by faculty members so far and are made available on the MyKlassroom platform.
- GoToMeeting and Zoom platforms have been used for the conduct of the project viva-voce examinations.
- Students of both UG and PG programmes have undertaken **virtual internships** with Internshala, CSIR etc.
- Online summer project work has been undertaken by the MBA students with **All India Management Association (AIMA) in virtual mode**.
- Frequent interactive sessions with students have been conducted using open-source interactive presentation software like Mentimeter, Kahoot etc. which make the experience of online classes similar to face to face learning.
- The entire academic process, from preparation of the time table, lesson plans and programme delivery to the students' attendance and uploading of internal marks is implemented through ERP software.
- All academic and administrative communications are made through email, SMS and intranet website; Records have been digitized.
- Video conferences have been organized with eminent subject experts as resource persons from **national (92) / international (106)** universities/institutions
- Online counselling, health and fitness related events, and other awareness programmes have been offered to students, faculty and general public by the co-curricular clubs

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

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

**Response:** 20:1

#### 2.3.3.1 Number of mentors

Response: 371

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

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

**Response:**

The Academic calendar is prepared in January/February, well in advance of the commencement of the academic year with the involvement of all the faculty members. The purpose is to plan all the teaching-learning and assessment activities at every course level. This helps in allotment of adequate resources for every academic activity, mid-course correction and attainment of the desired level of performance. Academic activities are planned and scheduled in consultation with the Controller of Examinations and duly approved by the College Council and the Principal. The plans and schedules are then disseminated by mail to all the faculty members through the Heads of the Departments and to the students as printed copies.

The academic calendar shows the working days, the government holidays and institutional holidays. Day-order system (with six-day order) is followed, preventing undue cancellation of classes in case of repeated holidays on a particular week day. Any unexpected deviation is compensated by additional working days on Saturdays, or extension of the semester as decided by the Principal and the College Council.

The dates of the General Awareness tests, internal assessment tests, model and End Semester Examination

(ESE) are fixed following the guidelines issued by the university. Dates of conduct of the various value-added programmes like personality development and aptitude and career guidance are also planned and strictly adhered to.

Session plans for each course are prepared during curriculum framing. The teaching schedules, time table and workload for each semester are prepared based on this by the departments and approved by the Principal before the end of the previous semester. Lesson plans of the courses are prepared two weeks ahead and approved by the Heads of the Departments. The lesson plan is prepared such that two units are completed in each course before the 35th working day on which the first Continuous Internal Assessment (CIA) test begins. Similarly, two more units are completed before the 70th working day on which the second CIA test begins and the remaining unit before the 89th working day on which the model examination begins.

In case of unexpected leave availed by faculty members, alternate arrangements are made with the other faculty members and compensated later. Alternate arrangements, completion status of syllabus and coverage of all the topics, are shown in the lesson plan and execution report. Adherence to lesson plan is checked by the Heads of the Departments once in every two weeks and the Principal once in a month.

All Department and co-curricular activities like seminars, workshops and field visits are planned as per the academic calendar.

The systematic planning and perfect execution of the teaching-learning process and evaluation-assessment process is audited twice internally and the corrective measures taken in case of non-adherence are reported in the Management Review meetings. The Annual Audit done by TUV Rheinland (ISO 9001:2015 certification) promotes progressive changes for the future. Online feedback from the students ensures strict adherence of the academic calendar.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 100

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

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

Response: 42.06

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 181     | 159     | 129     | 110     | 99      |

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

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

Response: 9.04

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

Response: 3353.84

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

## 2.5 Evaluation Process and Reforms

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

**Response:** 12.9**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 7       | 12.5    | 10.5    | 18      | 16.5    |

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

**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years****Response:** 1.79**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 58      | 117     | 148     | 160     | 101     |

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

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

The examination procedures and processes at PSGRKCW are fully technology-enabled using a tested ERP

system. The examination management system has demonstrated significant improvement in recent years with the integration of technology into the process.

Some of the reforms in the Examination Management System through IT integration are,

- Subject entries are made at the beginning of each semester with course code to facilitate attendance and mark entries.
- Online Registration and fee payment for exams.
- Preparation and updating of digital Question Banks.
- The availability of data base of question paper setters assures their easy identification and access.
- Automated generation of question papers
- Exam related information like time table, examination hall plan and seating for every exam/session are intimated to the students through SMS.
- IT integrated seating arrangement facilitates the change of rooms allotted on a daily basis, facilitating the avoidance of malpractice.
- Request forms for name corrections and duplicate mark sheets, application for revaluation, arrear application form, etc., are available online.
- Online entry of marks for different components of the CIA.
- Integration of library and attendance marks to the CIA is done using the ERP software.
- Dummy number generation and shuffling of answer papers by bar code system ensures confidentiality.
- CIA and ESE marks are entered in ERP and the results are made available on the college website.
- End semester marks are computed at different knowledge levels of Bloom's Taxonomy to evaluate the dominant skills such as understanding, application and analytical skills of the student and a skill score card is generated for each student.
- Calculation and allocation of marks/grading is automated through the ERP software.
- Digital transcripts of mark lists are made available online.
- IT based security features like encryption and random numbers are easily incorporated in the mark sheets.
- Online General Awareness and Comprehensive Examinations of one-hour duration containing 100 MCQ train the students for competitive examinations.
- Proctored invigilation of online CIA and ESE.
- Provision of student credentials on the college website allows direct verification by employers.
- Transcripts are quickly provided on request for the students going abroad for higher studies.
- IT integration and automation process has enabled the publication of results within 15 days from the last date of examination.
- Data access, data editing and report generation are under the direct control of the Controller of Examinations

#### **Examination Reforms:**

- Integration of COs, POs with assessment tools; the COs are attained by fixing the knowledge levels which are incorporated in the CIA and ESE question papers.
- Result analysis of students' performance in the ESE provides inputs for continuous improvement in curriculum design and teaching methods.
- Open book exam for the PG students provides necessary challenge and helps to check the level of their understanding of the subject.
- Question paper validation by the scrutiny team before exams for content and construct validation.

- 5% of answer scripts are evaluated by the chairmen of the respective board of evaluation.

### **Improvement in the Examination Management System:**

- The necessary reports for the effective conduct of the examinations are generated before and after the Examinations for planning, decision making and control.
- The reports generated before the conduct of exams are
  - Course entry for each programme
  - Elective list, Nominal roll, Time table and Subject control
  - Condonation list
  - Assignment of question paper setter for each course; Sending the syllabus and receiving the question papers by mail
  - Information regarding seating and invigilators list for End Semester Examination shared online by the departments with the CoE office
  - Schedule of practical examination and assignment of external and internal examiners
  - Question paper multiplication
  - Hall Ticket generation
  - Publication of CIA marks
  - Assignment of Chief Superintendent of Examination and invigilators
- The reports generated after the conduct of exams are
  - Dummy number list using barcode
  - Assignment of chairmen and examiners for central valuation
  - Publication of results
  - Mark statements
  - Conduct report of special supplementary Examinations
  - Provisional and final degree recommendation to the university
  - Audit report of the answer scripts by external experts
  - Arrear lists
- **Data Portability - ERP facilitates data portability as follows**
  - Course details for each programme from CoE to departments
  - Student details, list of electives , CIA marks from academic departments to CoE
  - Register numbers from system admin to CoE and academic departments
  - Nominal roll list from CoE to academic departments
  - List of fee defaulters from administrative office to CoE
  - List of discontinued students and temporary stoppage list from system admin to CoE
- **Early warning system**
  - Warning is given to students with less than 75 % attendance to apply for condonation
  - Fee defaulters list is circulated to the respective departments and the students are instructed to pay before the commencement of examination
  - Warning regarding non-completion of any particular component of the continuous internal assessment.
- **Quick response system**
  - Genuineness verification of mark sheets issued by the college through 'Direct Verify' system
  - World Education Service verification

- e-Transcript generation
- Name correction, issuance of duplicate mark sheet and CGPA to percentage conversion.
- **Audit of the answer scripts**
  - For improvement of the evaluation process audit of 10% of evaluated answer scripts from each course is done once in two years by external subject experts and compared with the uploaded central valuation marks. Suitable corrective measures are taken.
- **Feedback from stakeholders for continuous improvement**
  - Feedback from external and internal examiners and students regarding conduct of examination and question paper helps in improvement of the process.
  - Feedback from examiners about students' performance in the ESE helps in continuous improvement.

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

## 2.6 Student Performance and Learning Outcomes

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

#### Response:

Outcome based education (OBE) has been implemented from 2016 in our college. The faculty members have been provided with an orientation to the OBE process through a series of workshops organised by the IQAC. On implementation of OBE (following Bloom's Taxonomy), the Graduate Attributes (GAs) have been specified based on the vision and mission of the college and Programme Outcomes (POs), Course Outcomes (COs), and Programme Specific Outcomes (PSOs) have been specified based on the vision and mission of each department.

The POs, COs and PSOs are initially framed by the respective Boards of Studies and then recommended to the Academic Council. The final approval is given by the Governing Body of the college. The GAs are displayed in prominent places in the college and the POs are displayed in the departments. The syllabus incorporating the POs, COs and PSOs is communicated to the faculty members by the Heads of the Departments. Both hard and soft copies of the syllabi are made available to the faculty members. The syllabi can also be accessed by the students and faculty members through the LMS portal. The students are made aware of the POs and GAs during the induction programme organized for the first-year students. The POs are also conveyed to the students by the class in charge. A booklet with all the curriculum details is distributed to all the students in their first year.

At the beginning of the semester, the teaching-learning and assessment methods are planned and the session plan is included in the syllabus. The mapping of the POs with the COs is incorporated in the

syllabus along with the unit wise division of the syllabus, the hours allotted and the text and reference books. Every course teacher, in the first class, communicates elaborately on the COs that have to be demonstrated by the students on course completion.

The POs and Cos for all the programmes and courses at PSGRKCW are aimed at enabling the students with entrepreneurial, administrative and decision making skills. Some of the programme outcomes are described below.

The students,

- Gain expertise in their chosen field to sustain in the continuously changing global environment.
- Acquire a high level of comprehension and competence in the usage of languages and demonstrate the same in oral and writing skills, communicating in an effective manner.
- Gain skill in the use of modern computational tools and high-end instruments and become adept in solving qualitative and quantitative problems as demanded by the industry.
- Gain confidence with hands-on training in state-of-the-art technologies and manage/utilize resources effectively.
- Can design and conduct experiments skilfully.
- Can establish themselves as effective professionals by solving real problems through the development of a broad range of skills. Are able to function meritoriously in multidisciplinary settings, both individually and as a member or leader of a team. Special attention to leadership, effective communication, critical thinking and problem-solving skills with a commitment to excellence helps students to have a successful career.

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

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

#### Response:

- Attainment of Course Outcomes (COs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) is evaluated by internal and external methods. Internal evaluation is done by the faculty members, Heads of the Departments, and the internal members of the Boards of Studies and the Academic Council.
- The external members of the Boards of Studies, the Academic Council and the College Committee examine the POs and COs and give suggestions for improvement.
- The CO of each course is correlated with knowledge levels K1 to K6 of Bloom's Taxonomy and assessment of students at various knowledge levels is directly linked with the COs.

#### Attainment of Course Outcome

A correlation is established between COs and POs on a scale of 1 to 3, 1 being slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared for every course in the program including the elective subjects. The COs are written and their mappings with POs are reviewed by a committee of senior faculty members before they are finalized.

Attainment of COs is evaluated on the basis of the performance of students in CIA and ESE. Under direct mode of assessment, two internal tests and one model exam are conducted along with assignment, seminars, and quiz at different knowledge levels to cover the COs.

The laboratory courses are evaluated on the basis of experiments done and the submission of record of practical work and the ESE. Projects are evaluated through three reviews and a viva-voce.

Rubric are used in the evaluation process to measure the level of attainment of performance. The threshold value is the minimum pass percentage for each CO in a subject. The rubrics employed are given below:

Attainment level 1 (low): 50% of students score more than 50% marks out of the maximum relevant marks in a course.

Attainment level 2 (moderate): 60% of students score more than 50% marks out of the maximum relevant marks in a course.

Attainment level 3 (Strong): 70% of students score more than 50% marks out of the maximum relevant marks in a course.

A skill score card showing the student's strengths in various skills is given to every student, at the end of every year, helping them to plan their career.

Indirect assessment tools such as feedback from students and alumni help to evaluate the PO.

### **Attainment of Programme Outcome (PO)**

PO is achieved and demonstrated through integration of course components and COs. The POs are framed based on Graduate Attributes (GA). The CO is linked to the PO using the CO vs PO matrix as stated in the course syllabus blueprint. For each course, CO is mapped with the appropriate PO to ensure that all POs are achieved. The PO attainment is calculated by using the predefined CO/PO matrix and the value of final CO attainment for the course.

MBA has tie up with the globally recognized **Peregrine Academic Services** to assess and compare the inbound, midpoint and outbound scores and learning outcomes of students

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

**2.6.3 Pass Percentage of students(Data for the latest completed academic year)****Response:** 98.19**2.6.3.1 Total number of final year students who passed the examination conducted by Institution.**

Response: 2555

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

Response: 2602

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

**2.7 Student Satisfaction Survey****2.7.1 Online student satisfaction survey regarding teaching learning process****Response:**

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

??????

- PSGRKCW has established an exclusive science block at a cost of approximately Rs. 11 crores and refurbished 14 science and 10 computer laboratories with high-end equipment and systems to facilitate research. **The Central Instrumentation Facility (CIF)** houses a wide range of high-end instruments worth approximately Rs.2 crores including IR and UV-Visible Spectrophotometers, Potentiostat/Galvanostat, TG-DTA, AAS, HPLC etc.
- Bioinformatics Lab established in **2016 at the cost of Rs.25 lakhs** promotes interdisciplinary research among students with several databases and tools such as NCBI, PDB and BLAST, FASTA, JMOL, RASMOL, VISTA, PHI-BLAST, CLUSTALW, GENSMART.
- **GRG Food Quality Testing Laboratory (2018)** is engaged in research and consulting related to microbiological analysis, water testing and food product development.
- **Internet of Things lab (2019)** is equipped with Raspberry Pi kits, sensor assembly kit with micro-controller, bluetooth add-on kit, 433 MHz RF module, SIM800L GPRS module add-on kit and a high-end system for visualization and facilitating interdisciplinary research projects by students in technology.
- **Data Analytics Lab** with high end software accelerated towards the power of data analytics and AI techniques.
- **Robotics lab (2018)** has latest simulation software to develop skills in robotics research.
- The college has a stated **Research Policy** duly approved by the Governing Council to provide overall guidelines for research activities.
- The **Research Advisory Committee/Research Council** of the college promotes a culture of research, through an interdisciplinary and multidisciplinary approach, and aims at motivating students and faculty at undergraduate and post graduate levels to undertake and pursue research. The Council also oversees maintenance of integrity and ethical practices.

The **Research Council** meeting is conducted every year to plan the strategy for setting up the trajectory for innovative research. The Research Council plays a prominent role in mentoring faculty to apply for research projects. The college has a well-defined **Code of Ethics** to be followed by the researchers and has a functional **Ethics Committee** to address the grievances of the researchers.

The faculty of the college have undertaken nearly 120 management-funded projects and about 74 government-funded projects. They have also published about 1000 research articles and forty nine books. This outcome has been enabled with a **seed money** of approximately **Rs. 110 lakhs** provided by the **GRG Trust**. About 100 postgraduate students and research scholars have also received Rs.12 lakhs from the GRG Trust.

- **Consultancy policy (2016)** of the college has well defined parameters for undertaking consultancy and revenue sharing.

- The college has instituted a well-defined **Intellectual Property Rights Policy** (2017) to help researchers to apply for patents and copyrights and enable commercialization of their research outcomes.

The GRG Memorial General Library and Chandrakanthi Memorial Professional Library provide additional research facilities with a significant collection of about 150 print journals and a host of e-databases such as EBSCO, CMIE etc. The libraries are connected through INFLIBNET and DELNET to access research materials from external sources. A digital library provides additional resources. **DSpace** open source software installed in the library supports research by building institutional repository.

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

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

**Response:** 22.14

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 49.31   | 35.00   | 22.07   | 4.30    | 0       |

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

**3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years****Response:** 0.25**3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

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

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

**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 367.91**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

| 2019-20  | 2018-19  | 2017-18  | 2016-17 | 2015-16   |
|----------|----------|----------|---------|-----------|
| 171.6989 | 5.127760 | 85.54904 | 1.13934 | 104.39921 |

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

**3.2.2 Percentage of teachers having research projects during the last five years****Response:** 8.61**3.2.2.1 Number of teachers having research projects during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 40      | 15      | 22      | 10      | 50      |

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

**3.2.3 Percentage of teachers recognised as research guides****Response:** 32.35**3.2.3.1 Number of teachers recognized as research guides**

Response: 120

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

**3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years****Response:** 74.81**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 13      | 9       | 12      | 6       | 11      |

## 3.2.4.2 Number of departments offering academic programmes

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 15      | 14      | 13      | 13      | 13      |

| File Description                              | Document                      |
|-----------------------------------------------|-------------------------------|
| Supporting document from Funding Agency       | <a href="#">View Document</a> |
| List of research projects and funding details | <a href="#">View Document</a> |
| Any additional information                    | <a href="#">View Document</a> |
| Paste link to funding agency website          | <a href="#">View Document</a> |

## 3.3 Innovation Ecosystem

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

**Response:**

- Institution has created an innovation ecosystem through establishment of Centre for Innovation, Incubation and Entrepreneurship Development (CIIED) which is funded by DST and management. The science departments of PSGRKCW, which are recognized centres of research, engage in product based/technology-oriented research and transfer the knowledge so created to the community and the society for a wider usage. Ranked 5th under government and government-aided institute category of Atal Ranking of Institutions on Innovation Achievements (ARIIA-2020), the college is recognized for nurturing a culture for innovative research.

***Innovation, Pre-Incubation & Incubation Facilities***

- The college has provided well equipped infrastructure and facilities for promoting the innovative spirit among the stake holders through incubation and experimentation of ideas. The college is registered with the **Institution's Innovation Council (IIC)** of MHRD in November 2018 and received the first golden star award for activities like webinars (30), idea competitions (3) and product expos (1).
- Our students received USD 250 as prize for having been in top five selected entries in **La Trobe Grand Challenge** conducted by Australian High Commission.
- **The IIC in PSGRKCW was awarded 4.5 stars for overall performance and self-driven activities for 2019-20 by Ministry of Education.**
- **Two patents published and one have been filed in India for innovation related to** mobile technology, biodegradable food packaging material, and biodiesel applications.

**Pre-incubation centre**

- PSGRKCW has established **Innovation & Entrepreneurship Development Centre (IEDC)** supported by DST provide opportunity for students to gain insight and understanding into the process of innovation and entrepreneurship. Regular interaction with practicing entrepreneurs and experts from the academia. Programmes on entrepreneurship and innovation skills are also organized in association with the Entrepreneurship Development and Innovation Institute (EDII) of Tamilnadu
- Seven out of 25 products developed by students through IEDC were selected for technology transfer, skilling and commercialization through PSGRKCW's **Rural Women Technology Park (RWTP)**.
- Nearly 300 rural women have benefited from the incubation facilities provided at RWTP.
- Under a scheme of TNSCST, a project for exploration of banana fibre as an alternative for cotton has been undertaken.
- **'GRG Village Foods'**, a start-up in RWTP, has been engaged in producing value added products such as ready to eat food and food mixes/powder at affordable prices by the rural women trained at RWTP.
- PSGRKCW is a recipient of an award from **ASSOCHAM consecutively for three years (2017-20) for being 'the Best Institute in Women Skilling'**.

**Campus Company**

Two campus companies – Magical Shades, Vogue & Style – have been established by students interested in pursuing a career in entrepreneurship. Infrastructure and facilities to support the venture have been provided by the management.

- **PSGR School of Beauty Therapy** provides training & income generating opportunities through **'Earn While You Learn'** scheme and conducts programs to ensure that students are prepared to enter the professional beauty industry.
- The college has established apiary unit at **Nilgiri Biosphere Nature Park, Anaikkatti**, provides entrepreneurship training and also produces pure honey and bee wax.
- **Entrepreneurial Inspire, Feb Fiesta and Industry day** are annual events which showcase the entrepreneurship spirit of the students.

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

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

**Response:** 286

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 95      | 70      | 57      | 38      | 26      |

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

### 3.4 Research Publications and Awards

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

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

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

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

**Response:** 1.79

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

Response: 215

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

Response: 120

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

**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the**

**last five years****Response:** 3.36**3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 453     | 261     | 158     | 117     | 80      |

**File Description****Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[View Document](#)**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years****Response:** 1.81**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 141     | 177     | 120     | 71      | 68      |

**File Description****Document**

List books and chapters in edited volumes / books published

[View Document](#)

Any additional information

[View Document](#)**3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response:**

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

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

**Response:**

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

## 3.5 Consultancy

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

**Response:** 40.86

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

| 2019-20 | 2018-19  | 2017-18 | 2016-17 | 2015-16 |
|---------|----------|---------|---------|---------|
| 9.72382 | 21.64985 | 6.2462  | 2.0705  | 1.1660  |

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

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

**Response:** 46.11

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

| 2019-20 | 2018-19  | 2017-18 | 2016-17 | 2015-16 |
|---------|----------|---------|---------|---------|
| 0       | 46.10975 | 0       | 0       | 0       |

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

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

Extension activities are an integral component of the educational process in PSGRKCW. Students learn and become aware of social reality, challenging issues and the need for inclusiveness of the underprivileged sections. The focus of PSGRKCW is on Education, Environment, Health & Safety, and Women Empowerment. These are also amplified by aligning them with the UN sustainable Development Goals. The programmes conducted include awareness, involvement, engagement and implementation of strategies.

**Community Service in the Curriculum:** A 30-hour community service activity is integrated into the curriculum and is mandatory for all students. On an average, about 2,400 students commit nearly 72,000hours benefitting about 81,500 rural and urban population.

**DST-sponsored Rural Women Technology Park (RWTP)** supports in technology transfer through skill training and promotes entrepreneurship among rural women. RWTP has conducted health and entrepreneurship awareness programmes to nearly 1,000 women and skill training programs in various trades to over 6,000 women. The incubation facilities provided at RWTP has benefitted nearly 300 women entrepreneurs who earn about Rs.12,000per month.

About 600 urban women have also been provided with training in vocational skills at the **Centre for Skilling and Development**. About 40 of them have turned entrepreneurs earning about Rs.10,000 per month.

**UGC-sponsored Centre for** addresses on gender consciousness and promotes women empowerment. **Gandhian Studies Centre** inculcates ideology and values. **Ambedkar Studies Centre** instills social justice and national integration to the students. The Centres through advocacy have organized more than 87 sensitization, awareness and skill training programmes. College Bazaar and National Handloom Day programmes helped in promoting sales of about Rs.2lakhs by SHG women and about Rs.10lakhs by weavers respectively.

**NISD-sponsored Regional Centre for Geriatric Care** focuses on developing appropriate aptitude and skill for elderly care. The Centre has benefitted about 950 youth and many of them have taken up a professional career with an average monthly income of Rs.10,000.

**NCC & NSS, and Co-curricular Clubs** conducted over 370 programs with student's participation of about 25,000 reaching around 1.5lakh people. Club students participated in **Digital India** (1500nos.), **Swachh Bharath** (about 3500nos. and four students were recognized as best volunteers by **MHRD**), **NCW-sponsored Legal Awareness program** (425nos.), **Education for Rural Children** (1400nos.), **Self Defense & Yoga** (2590nos.) and **Health & Sanitation** (about 1530students participated in eye and blood donation camp and 865students signed up as Organ Donors in **Guinness World Record**).

**Environmental Conservation**-over 3600 students participated in planting 3000 saplings covering five villages and prepared 1lakh seed balls. In Disaster Management programme over 300 students participated and a student's directory was created. In **Unnat Bharat Abhyan** 1500 students participated in Lake Restoration and conversion of fish waste to bio fertilizer training in Thondamuthur Block.

During the assessment period, about **35,000 students of PSGRKCW** have committed over **23 lakh hours** targeted at benefitting about **2.5 lakhs people spread across nine blocks, comprising 83 villages in Coimbatore** district. Using the utilization of hours as the basis for calculation of Social Return on Investment (SROI), it is evident that the active engagement of students in socially relevant causes has high return.

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

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

**Response:** 72

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

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

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

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

**Response:** 374

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 124     | 61      | 69      | 57      | 63      |

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

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

**Response:** 100

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 7362    | 7244    | 6883    | 6383    | 6152    |

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

### 3.7 Collaboration

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

Response: 959

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 1497    | 1436    | 805     | 757     | 300     |

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

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

Response: 118

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 34      | 26      | 22      | 13      | 23      |

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

PSGR Krishnammal College for Women (PSGRKCW) is situated on a verdant, green 10-acre land and provides all the necessary infrastructure and facilities for an effective teaching-learning environment. The campus has a built-up area of nearly 33,500 sq.m.

**Facilities for Teaching and Learning:**

- The campus is technology-enabled with a 250Mbps, 24/7 Wi-Fi connectivity through 137 campus-wide access points.
- There are about 100 classrooms that are fully equipped with modern teaching aids including integrated LED/LCD projectors and screens.
- There are 14 science laboratories with modern and most contemporary equipments and instrumentation. Science laboratories house sophisticated DST-FIST, UGC, DBT-STAR, BSR-funded instruments besides other instruments.
- Specialized laboratories to provide skill training to students of UGC sponsored skill development programmes B.Voc and Community College.
- Central Instrumentation Centre with advanced equipments such as IR affinity with ATR (IR spectra of solids, liquids, fibres & polymers), AutoLab (Potentiostat, Galvanostat with inbuilt impedance analyzer), Atomic Absorption Spectroscopy, UV – Visible spectrophotometer, Trinocular Microscope with Camera, HPLC, Instron and TGA-DTE to carry out high level research in applied sciences.
- The campus consists of around 35 faculty rooms (departmentwise) with comfortable work space to facilitate student interaction and to enable faculty members to pursue their research work.
- The college has integrated LMS Myclassroom portal. Faculty members and students are oriented towards the application and methods of dissemination of learning via the Myclassroom portal. This modernistic approach enables the faculties to post their electronic resources online thereby providing unlimited access to students to go through contents 24x7.
- To promote online and self learning the institution is recognized as Super Resource Centre for Spoken Tutorial Project, of IIT, Mumbai and a nodal centre for NPTEL courses of IIT, Madras with training provided for more than 23047 students through 428 workshops.
- The campus has an e-studio for preparation and dissemination of teaching resource materials.
- Nearly 20 halls on campus are used for seminars, conferences, workshops, and large academic sessions.

**a. Library Facilities:**

- The GR Govindarajulu Memorial General Library and the Chandrakanthi Memorial Professional Library, along with departmental decentralised libraries house over 80,000 volumes of books, nearly 200 journals, and other learning resources.

**b. Computer Facilities:**

- The GRG Tech Centre is equipped with about 1000 computers and has specialised computational laboratories for IoT, AR/VR, Robotics, and Machine Learning

**c. Support Facilities:**

The PSGRKC Alumni Golden Jubilee Auditorium can accommodate over 4,000 students.

- The GRG Cafeteria with a seating capacity of nearly 300, provides an environment of relaxation and camaraderie.
- Medical aid centre, Student and Faculty lounges, gymnasium, yoga and meditation halls provide support for health and wellness.

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

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

The College has modern state-of-the-art infrastructure for sport facilities. The sports ground is spread over **15,500 sq.m.** for playing basketball, volleyball, Ball badminton, Handball, Throw ball, Football, Kho - Kho, 200m Track, Shot put and Discus.

**a. Indoor Auditorium:**

The GRG Centenary Sports Arena, a world-class indoor sports facility is spread around 2787.1 sq.m. area which is meant for playing Badminton, Basketball, Volleyball, Table Tennis, Boxing and Yoga is available in the campus exclusively for Indoor games. Entire arena is hanged up with **resin-hardened, acoustic baffles** for excellent ceiling sound proofing to provide clear audio visualization. It also includes a first **aid section** with Hi-tech equipment's. High quality **imported** Indoor games equipment's with safety measures. The gallery has a seating capacity of **1,500** members. It has **Air-conditioned VIP room** with a **pantry**. **Convenient rest rooms** with lockers separately for Team I, Team II and Ladies Spectators and for Gents Spectators with **provisions for physically challenged persons**.

**Furnished Dormitory** for the outstation teams to provide accommodation during tournaments. **Electronic scoreboard** is available for scoring.

Weight Reduction Program, Weight Management Program including machine work-outs, group fitness, aerobics, Zumba etc are given by fitness experts in **GRG Purple Hues Fitness studio** to the registered students and faculties to maintain fitness and health.

**Equipments available in GRG Purple Hues Fitness studio** are as follows. Cycle (4), Twister (3), Abdomen Bench (2), Treadmill(1), Seated Rowing (1), Upper Back Strength (1), Weight bar(3), Weight Training Plate Set, Weight Plates-7.5 Kg (4), Weight Plates-5 Kg(4), Weight Plates-4 Kg (4), Weight Plates-3 Kg (4), Weight Plates-2 Kg(4), Weight Plates-2.5 Kg(4), Weight Plates-1.5 Kg (2), Weight Plates – 1 Kg (3), Weight Plates – 0.5 Kg(2), Weight Plates -0.25 Kg(4), Dumbbells (10), Medicine Balls (5)

#### **b. Cultural Facilities:**

To facilitate the cultural activities of the students the college has an **outdoor auditorium of 891.9 sq.m. area** with a capacity of **4000** students. To showcase the talents of students every year the college conducts fresher's meet, karishma - an intercollegiate event and other festival related cultural events. Every year the department of Tamil conducts 'MuthamizhVizah' to cherish tamil culture.

#### **c. Yoga Centre:**

Separate **training hall** and a **full-time yoga trainer** is available to conduct yoga classes. Under graduate students are given yoga training every year to have healthy and sound mind. Refresher course in yoga is conducted for faculty members periodically to have a healthy mind and soul

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

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

**Response:** 100

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

Response: 109

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

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

**Response:** 41.07

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

|            |           |           |            |            |
|------------|-----------|-----------|------------|------------|
| 2019-20    | 2018-19   | 2017-18   | 2016-17    | 2015-16    |
| 1640.99876 | 740.29143 | 962.46396 | 1276.15025 | 1026.91648 |

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

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

At PSGRKCW, both the GRG Memorial General Library and the Chandrakanthi Memorial Professional Library are automated using an integrated ERP- IMPRES Library Software. The software consists of the following modules such as *Bibliographic Control, Circulation Management, Report Generation, and Digital Resources* are technology-enabled. Library software provides OPAC facility to access to the libraries and the resources within.

In addition to the two main libraries, there are departmental libraries are partially automated.

**Library Management Module**

The above module provides the following features

- ? Tagging of the Books and Patron Cards.
- ? Check in Check out and self check in-check out (Self Circulation)
- ? Security System (Anti Theft)
- ? Stock Verification & Shelf Management.
- ? Library books search and access
- ? Transaction history like access status, books due, and books returned, overdue
- ? Utilisation history of the faculty can be maintained through ERP.

? The library is **technology-enabled** and **bar-coded all its operations** using a Library Management Software. It facilitates access to common digital resources for arts and humanities, social sciences and physical and natural sciences through subscription to digital databases.

? The inhouse and remote access digital library of our institution offers the online resources like e-books, e-journals and e-databases and **8017 end semester question papers for reference** can access remotely.

? The General Library initiated an **IRINS web-based Research Information Management (RIM) service**. This web portal helps the faculty members to collect, and exhibit their research contributions to the society through the scholarly network.

? IRINS enables the administrator to build research report, performance assessments and research impact analysis.

? **Research Management system is integrated with academic identities such as ORCID ID, Scopus ID, Researcher ID, Microsoft Academic ID, Google Scholar ID** to exhibit their publications to the teaching community and society.

? **The DSpace open source software is installed** which is more supportable to the academic, to build digital repositories. DSpace institutional repository helps to customize the academic needs of the organization.

? **OPAC** facilitates to access the entire library database.

? The Major Collections of E-books, E-Journals and E-databases can be accessed through LAN, and can also access remotely.

? **Multimedia resources** can be accessed using over head phones.

? **Digital library system** is equipped with Core 2 Duo processor systems with higher end graphics card and 17" wide Screen LCD monitors with Multimedia facility.

? The Library has **CCTV Surveillance System** to monitor users' activities which provides a safe and secure environment for resources and equipment.

?Visually challenged persons can access the computers using inhouse open source software installed in the library.

### **Key features of Library Management software-IMPRES**

- Acquisition management
- Catalogue management
- Barcode management
- Search Facility
- Online Access
- Inventory
- Patron Management
- Reports Generation

*The details of the software are presented below:*

Name of the ILMS software-**IMPRES ERP**

Nature of automation (fully or partially)-**FULLY**

Version- Windows to Web application

Year of automation-**2006,**

Updation-2014

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

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

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

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

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

**Response:** 18.7

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

| 2019-20  | 2018-19  | 2017-18  | 2016-17  | 2015-16  |
|----------|----------|----------|----------|----------|
| 30.70932 | 19.36060 | 14.89707 | 14.24220 | 14.29878 |

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

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

**Response:** 41.45

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

Response: 3205

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

### 4.3 IT Infrastructure

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

**Response:**

The extensive IT infrastructure of the college owns **11** laboratories built around a **modular concept** that simulates a near industry environment. To provide a practical exposure to students, the college has **992** computer workstations. All the systems are fully networked under LAN environment with branded high capacity server **WINDOWS ADV SERVER 2000** in a Client / Server architecture using **STAR Topology**.

**7 Windows Domain controllers** ensure the windows authentication. The **4 IBM RAC servers** for ERP, Moodle, Econtent, Campus Antivirus and **Intranet server** to facilitate technology oriented campus. ERP server inter links the management services of the faculties and the students. The online examination and question bank servers are used to conduct online examinations. Moodle and the Econtent server offer more effective teaching learning platform. **3 backup servers** are available for backing up and restoring databases and hard drives on a network.

**Microsoft Campus license**, Java, C, C++, Oracle, XAMPP, NetBeans, Rapid Minor, R, R Studio, Scilab, Wireless toolkit, MongoDB, weka, Cryptool, Tanagra, Python, Anaconda, Perl, KNIME, SPSS 23, Flash, TukaCAD, Pagemaker, 3D Max, CorelDraw. Auto CAD, Tally, Tableau Public Desktop, Photoshop, ESRI -Arc GIS 10.1, **Urkund**, are some of the software available in the repository. **Eset anti-**

**virus server console** is configured for catering security of the centralized server. The **hardware firewall “Fortigate500e”** has been installed for threat management of the entire network.

**Broadband internet connectivity** with high internet speed of **250** mbps has been provided in all laboratories. A campus-wide wifi with around **141** access points connected with fibre optic cables is in place to facilitate with internet services.

The eLearning Studio with **IBM X3650M3 – 79451CS server** offers a portfolio of learning technology by utilizing electronic technologies to access educational contents from outside the traditional classroom. **Master Collection CS5.5 Edu, Corel Draw 2 yr Subs Edu, CorelDraw Graphics Suite X5 Edu FPP, Videostudio Pro X4 Corel Video Studio Professional X4** are the software used for capturing the lecture videos.

The **GRG Tech Centre** of the college includes specialized laboratories **Bioinformatics lab, Data Analytics lab, IOT, Robotics lab, Augmented reality and Virtual reality laboratories**. The Bioinformatics lab is intended for integration of science streams with computer stream with tools such as **NCBI, BLAST, FASTA, Bioperl, BioPython, Bioconductor, R**. The Data Analytics Lab is established to carry out data analysis on a large scale. This lab is provided with the tools such as **Hadoop, Map reduce, Pig, Hive, MongoDB, HBase, Scilab, R, Spyder, Jupyter notebook** that are used in analysing big data through machine learning. **Robotics lab** is established with the latest simulation software like **Sim Pro and Sim layout** which is utilized by UG physics, mathematics and computer science students. **IoT Laboratory** is equipped with ultra-low power embedded devices connected to internet that allows the users to access 'smart' data and simultaneously control the system independently. **Augmented and Virtual reality laboratories** equipped with technologies that include various software and design platforms, multiple headset configurations and workstations to help students experiment and create innovative applications.

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

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

**Response:** 7:1

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

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

**Response:** 250 MBPS

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

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

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

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

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

#### 4.4 Maintenance of Campus Infrastructure

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

**Response:** 58.93

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

| 2019-20   | 2018-19   | 2017-18   | 2016-17   | 2015-16   |
|-----------|-----------|-----------|-----------|-----------|
| 1991.9456 | 1966.0023 | 1516.7352 | 1350.9117 | 1234.8652 |

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

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

**Response:**

Our institution committed to quality enhancement and sustenance has established systems, procedures and committees with adoption of ISO since 2007 as a proper method of governing the system by preventing the non-conformity at all stages. The college has Quality Management System in accordance with ISO – 9001: 2015 which is arranged according to Plan, Do, Check, Act cycle integrating Risk management.

The institution has constituted committees such as purchase committee, building committee, maintenance committee for maintaining various facilities. Planning and implementation of activities are carried out in accordance with the quality policy and Strategic plan of the institution. Internal audit is scheduled once in every semester with focus on planning, implementation and risk assessment of quality activities of the campus.

**Physical Facilities**

**Maintenance**

**Civil Engineering department** comprising of a team of Engineers, supervisors, and maintenance officers are responsible for the construction and maintenance of buildings, classrooms and laboratories. A team of service providers like plumbers, electricians, carpenters, and other service providers play a major role in physical maintenance of the institution. Annual maintenance of lifts, air conditioners, generators, water purifiers, CCTV, power backup, and intercom facility, Regular refurbishment of desks, tables, chairs and LCD's are undertaken during semester vacation. Any problem identified in the department or in the campus the concerned department head informs the Principal or Trust office for maintenance work and rectification. If the maintenance requires any additional commercial commodities, further action is taken as per the direction of the Secretary.

**Purchase Procedures**

As per the syllabi requirement, the nature of equipments or consumables required for various disciplines in the College are forwarded by the HOD to the Principal. Placing purchase order, payment as per the terms stipulated in the purchase order, procurement of the ordered equipment in good working condition and delivery to the respective departments are carried out by the purchase department in a centralized manner.

**Academic Facilities**

All departments provide an annual budget and it is periodically approved through proper channel to allocate funds to ensure optimal utilization and also to maintain the existing facilities in laboratories. The instruments are properly maintained by the lab assistants. They are periodically serviced and maintained annually (AMC). Laboratory safety rules and SoP's to operate instruments are displayed in the laboratories. The stock registers duly maintained by the departments are counterchecked annually.

The **Central Instrumentation Facility (CIF)** equipped with state-of-art sophisticated instruments

functions in our institution with a mission to promote research and development. This facility is extended to all academic and research institutions for maximum utilization of the instruments.

### **Computer Laboratories –**

Network administrator leads a trained team of staff members for regular maintenance of computers, servers, network facility, high-speed internet, firewall, licensed software, data backup and recovery. The software in the computer systems are regularly updated based on the need of the students and curriculum.

The Lab in charge will take care of the breakdown maintenance. The software maintenance is carried out by the Lab personnel, whereas any hardware replacement is done by the external agency after the approval by the Principal. The Machine History card will be verified once in a semester for repetitive errors on a particular instrument / equipment.

### **Library**

Books are purchased annually by every department and maintenance of the books is done periodically. A digital library section also offers the latest online reading material. E-resource database like **INFLIBNET** and **DELNET** provides access to thousands of online journals. Departments have their own library to cater to the instant reference needs of faculty members.

All Departments are to give their recommendations for procuring books, periodical and Non Book Materials to the library whenever required. Consolidation of recommendations and purchase of books are carried out by the librarian with the approval of the Principal. Stock entry register along with the invoice/bills are maintained for further actions. All books are classified using DDC (Dewey Decimal Classification). For circulation of books Open access system is being followed. Back issues of all the journals are sent for binding once in a year. These back volumes are kept in reference. Every year stock verification is processed. Missing books and damaged books are identified. Library committee chaired by the authority approves discarding of damaged books and replacement of missing books.

### **E-governance**

The institutional e-governance system covers the entire process from admissions to graduation. The system is operated through a high bandwidth Wi-Fi enabled environment.

### **Support Facilities**

The institution has a separate housekeeping and maintenance team for the maintenance of Clean and Green Campus. Fire safety equipments installed in various blocks is maintained by the respective department. Cafeteria, library, auditorium and other areas are continuously monitored. Pest control measures are taken to minimise the risk of pest infestation.

### **E-waste Disposal**

Electronic waste (e-waste) which includes discarded computer monitors, motherboards, mobile phones and chargers, compact discs, headphones, television sets, air conditioners and refrigerators are recycled through certified vendors.

**Transport Facility**

Buses are piloted by experienced drivers and conductors to ensure safety of the students. Annual maintenance of vehicles and other transport facilities are monitored and maintained by transport officer.

**Friendly Campus for Physically Challenged**

Our college provides additional facilities to students with special needs. It provides them with specially equipped rooms, bathrooms, ramp, elevators, wheelchairs and well laid tar roads for easy access.

**Water and Waste Management**

Our Institution adopts the following **five R's of waste management**.

- 1.Reduce
- 2.Reuse
- 3.Recycle
- 4.Recover and
- 5.Residual **management**

Some worth mentioning policies are given below.

- 1.Usage of plastics is banned.
- 2.Synthetic Banners are replaced by digital display boards
- 3.Installation of solar panels to reduce power consumption.
- 4.Progress towards paperless campus.

**Wi-Fi connectivity**

On request through proper channel, system administrators will provide the Wi-Fi connectivity.

**Grievance redressal system**

Satisfaction level of all the stakeholders regarding the infrastructure facilities are monitored based on the feedback received from all stakeholders through online grievance redressal system. If there is any dissatisfaction, corrective actions shall be taken by concerned departments. The level of customer satisfaction is reviewed in the Management Review meeting and the target is fixed from the current level.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 37.92

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2422    | 2421    | 2562    | 2671    | 2721    |

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

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

**Response:** 30.11

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2631    | 2648    | 2012    | 1475    | 1595    |

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

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

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

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

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

**Response:** 68.2

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 5791    | 6048    | 4548    | 3089    | 3960    |

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

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

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

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

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

## 5.2 Student Progression

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

**Response:** 23.08

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 1014    | 662     | 562     | 405     | 315     |

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

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

**Response:** 29.52

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

**Response:** 768

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

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

**Response:** 92.99

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 63      | 57      | 4       | 10      | 5       |

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 97      | 57      | 4       | 10      | 5       |

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

### 5.3 Student Participation and Activities

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

**Response:** 580

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 204     | 142     | 91      | 79      | 64      |

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

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

**Response:**

#### STUDENT FORUM

- The college has a vibrant Student Forum whose office bearers are elected by the students every year according to the guidelines framed by the College Council.
- **Constitution of the Forum:** The forum is headed by the President, assisted by the Vice President (both from the final year of UG programme). It comprises a General Secretary from the second year of UG programme and secretaries of subject associations and clubs representing extracurricular activities like Sports, NCC, NSS, Yoga, Rotaract and Yi Net. The representatives of these clubs are unanimously elected. The Student Forum acts upon the advice of the staff-in-charge of the clubs in consultation with the Principal, Dean of Student Affairs and heads of the departments. The election for the Forum takes place in the month of June followed by the inauguration of the activities of the Forum. The members take the oath of office and commit themselves to work for the student community in accordance with the principles of the college.
- **Activities of the Forum:** The elected representatives are free to plan the activities starting from the inauguration, followed by the Freshers' Meet and departmental activities like the Planning Forum, Commerce Week, etc. upon the advice of the staff- in-charge and the Head of the Department. The Forum organises major activities including celebrations and observance of various days of national and cultural importance like the Independence Day, Republic Day, Teachers' Day and Gandhi

Jayanthi; festivals like Onam, Pongal, Deepavali and Guru Purnima as well as intercollegiate events such as KARISHMA (cultural), EVANZA (fashion) and URJITH (management). The forum plans and takes responsibility for the students' discipline and in keeping the campus clean and green.

- **Imparting Human Values:** The Student Forum engages in inculcating human values like compassion and empathy by organising rallies, awareness camps on social relevance like blood donation and physical fitness and other voluntary initiatives. They also volunteered to serve in disaster management efforts during the Gaja and Kerala floods.
- **Involvement in Academic Bodies:** The students are represented, by nomination, and play a vital role in the academic bodies like Board of studies. Their recommendations for further improvement in the teaching learning processes, curricular and non- curricular processes are well received and wherever possible, implemented.
- Students are selected to be members of the editorial board of the magazines of the departments and college and other publications as well. *She Scapes* is the college magazine. It serves as the platform for showcasing the creativity of the students.
- **Engagement in quality initiatives:** Students are members of the quality initiatives like the Class Committees and Student Quality Cell. Concerns related to curricular and co-curricular activities are raised and addressed.
- As the vision and mission of the Institution is to impart holistic education to the student community, to enable them to hone their skills, to suit the fluid trend of the society, education and the job market, the institution deems it important to recognise the voice of the students in its various activities.

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

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

**Response:** 58.2

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| 108     | 60      | 46      | 41      | 36      |

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

## 5.4 Alumni Engagement

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

### Response:

PSGR Krishnammal College for Women Alumni Association is registered under TamilNadu Societies Registration Act 1975 (TN Act 27 of 1975 – SI. No.49/1975). It is an active association with over 500 life members and contributes significantly to the overall growth and development of the college, financially and otherwise.

The PSGRKCW alumni are the goodwill ambassadors for the college. They are the outstanding examples of the college's motto of 'empowerment through education'.

The PSGRKCW Alumni Association is spread across the globe, beyond the national geographical borders. The Association is represented by a large number of alumni in places like California in the USA, Dubai in the Middle East, and Singapore in Asia.

**Distinguished Alumni:** Many of the PSGRKCW alumni have made a mark in their chosen fields. They occupy top executive positions in the corporate sector including banks and financial institutions. Many have carved for themselves a successful entrepreneurial career. PSGRKCW Alumni can also be found among senior officers of central services like the IAS and IPS. Heads of a significant number of educational institutions in the region are alumni of PSGRKCW.

**Alumni as Subject Experts:** PSGRKCW Alumni are often invited to be members of the Academic Council, IQAC, and Departmental Boards of Studies. They are also invited regularly to deliver guest lectures and participate as resource persons in various programmes. During 2019-20, 153 alumni were resource persons in guest lectures and expert talks at conferences and seminars hosted by the college.

The Alumni also provide internship opportunities to students. Alumni entrepreneurs also sensitize the students through awareness programmes on entrepreneurship development and innovation. Over 100

alumni have taken the students as interns in their organizations and are mentors supporting them with their expertise. Currently, over 100 alumni are serving this college as faculty and support staff.

Through 'Professional Conclave' organized in 2019, 50 experienced alumni professionals were identified to share their experience with 2,500 students. Entrepreneurial Conclave served as a platform for 50 successful entrepreneurs to share their experiences with students. Nearly 100 alumni have volunteered to be mentors to our students in their chosen professional and business field.

#### **Financial contribution:**

A major part of the financial contribution from the alumni is in the form of scholarships and donations for specific causes. The Association has contributed over Rs. 50 lakhs towards the construction of the GRG Centenary Sports Arena and Rs. 5 lakhs towards infrastructure at RWTP. Every year, the Association also honours the 'Best Outgoing Student' with a 4-gram gold medal and cash awards to the tune of about Rs. 1.5 lakhs to students with outstanding performance and 100% attendance.

The Alumni project, 'Vidhyadhan' was initiated during 2017-18 and supports needy students. It has contributed over Rs. 9 lakhs for this cause during 2017-19.

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

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

**Response:** A. ? 15 Lakhs

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

**Governance at PSGRKCW is structured and synchronized with the vision and mission of the institution.** The structure is founded on an enabling strategy for a continuous march towards achievement of the institution's objectives and goals. At the core of the governance system is the motto of 'empowering women through education'

The governance system at PSGRKCW is inclusive and participative with equitable representation of all key stakeholders – the GRG Trust, industry, academia, governmental nodal agencies, faculty, alumni and students. The system is structured into a hierarchy that reflects levels of decision making. Starting with the College Committee and the Governing Body and through the Academic Council, Boards of Studies, College Council, IQAC, Group of Deans and Heads of Departments, the issues for discussion and policy evolution are laid so as to enable decision making that is qualitatively superior and faster for execution.

No system of governance of an educational institution will be effective without the active involvement and meaningful contribution of the industry. PSGRKCW's governance system, at every level, integrates this belief in its structure. Representatives of industry and society are associated at almost all levels of decision making and policy evolution.

In line with the stated mission of PSGRKCW, the governance system integrates all the components required to ensure the successful attainment of outcomes. Committees and teams are constituted for specific tasks with defined roles and responsibilities. Principles of ethical, moral and social responsibility towards a sustainable community are set into every decision taken by the persons governing the institution. The mission that PSGRKCW shall encourage all students to develop and imbibe values such as discipline, dignity, dedication, and diligence so as to emerge as socially conscious citizens is visible at all levels of governance.

The Managing Trustee, Chairperson and Secretary of the College are available on day to day basis for decision making.

##### Perspective Plans

- Strive to ensure every individual passes our portal carries with her knowledge, skills and competence that makes them worthy of the society they belong to
- Empower the under privileged through access to quality education
- Make the students global citizens with a mind that is concerned with justice, equality, harmony and humility to serve the society
- Our future-ready education initiatives ensure to equip and face the challenges of the future, harnessing

socio-cultural sensitivities

### **Participation of Teachers in Decision Making Bodies of the Institution:**

Our institution recognizing that teachers are the centre of the fundamental reforms in the education system, has given due recognition and representation to teachers in decision making bodies of the institution at all levels governance structure. Teachers are part of effective management of college affairs including strategic planning for growth and development, academic process, research activities, recruitment, career progression and capacity building of staff, student progression, collaborations (industry, international), infrastructure and financial management. Academic systems and processes are evolved based on the experience and wisdom of the faculty, coupled with the feedback received from the alumni and the students.

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

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

#### **Response:**

**PSGR Krishnammal College for Women (PSGRKCW) has been practicing decentralization and participative management of its leadership functions since the beginning.** The college has a well-conceived and designed organizational structure in line with its leadership style with committees and positions at different levels of decision making. The core leadership team at PSGRKCW comprises the Managing Trustee, the Founder Trustee (Chairperson), the Secretary, the Principal, and Director. Policies and processes that govern the college are initiated and debated upon by this core team before the same are disseminated to others for discussions, deployment and action at the functional levels.

The Secretary and the Principal are responsible for the operations of the college and are supported by Group of Deans, Heads of the Departments, Faculty, Staff and student representatives at various levels. Academic and co-curricular activities are supported by Group of Deans of various functional areas. Decentralization of academic and administrative functions resulted in effective coordination, professional development, sense of participation, accountability, and sharing of knowledge among the faculty. Bottom up approach is adopted in the institution

#### **Supportive Role played by Deans in the Academic and Administrative process of the Institution:**

**Dean – Academic Affairs** is responsible for ensuring the regulatory compliances regarding all academic matters, organizing Board of Studies and Academic Council meetings, conduct of Academic and Administrative Audit, monitoring the overall curriculum design process of the institution and spearheading

all quality initiatives with the support of HoDs and faculty.

**Dean – Academic Support & Alumni Relations** is responsible for all statutory compliances, extension and co-curricular activities and maintenance of overall discipline in the campus. All alumni related activities are monitored ensuring the continuous rapport of alumni with alma mater.

**Dean – Research** oversees all the research and consultancy activities of the institution. Formation of research groups, quality publications, fellowships, mentorship, good research culture, publication and promotion of in-house research journal are also taken care of by Dean Research.

**Dean – Vocational Programmes** is responsible for monitoring Vocational and Community college programmes, ensuring effective delivery of skills through workshops, hands-on training and internship with industries, establishing MOUs with industries, supporting assessment of skills by concerned Sector Skill Council and certification by NSDC for different job roles.

**Dean- Mathematical Sciences** is responsible for the overall monitoring of mathematics programme including research.

**Dean - Student Affairs** monitors activities related to student affairs such as scholarships, welfare measures and student grievances, supports institution's participation in NIRF and ARIIA Ranking as a part of brand building exercise and oversees the submission of innovative proposals to various funding agencies.

**Dean – School of Business & International Affairs** is responsible for organizing study abroad programmes, exchange of faculty and students, establishing MOUs with foreign universities and coordinating Study in India of MHRD. At present these activities are taken care by the newly established **Office of International Relations (OIR)**.

**Deans and Heads of the Departments** assist the principal in overall decision making, effective implementation and coordination of all activities leading to the successful and smooth functioning of the institution.

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

## 6.2 Strategy Development and Deployment

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

**Response:**

## **Need**

**PSGRKCW**, realizing the need for graduates to be employable and excel in their career and to emphasize more towards learner centric rather than teacher centric education has developed **Outcome Based Education (OBE)** curriculum.

## **Scope**

PSGRKCW is the **first institution** to introduce **OBE Model of curriculum** among the arts and science colleges in India. OBE was implemented based on the strategic plan for curriculum revamping in the year 2016-17 with the approval of the academic and administrative bodies of the college. The need for curriculum revision based on OBE was discussed in College Council Meeting held on 4.12.15.

## **Awareness**

A series of workshops and FDPs were conducted to orient the faculty towards OBE: 'Outcome Based Education' on 1.12.2015; 'Assessment Program on OBE' on 21.1.2016 and 'Outcome Based Teaching' on 23.1.2016.

## **Implementation**

**The institution ensured that OBE curriculum was implemented smoothly through well prepared action plan with continuous revisions and improvements.**

Cluster Departments (Humanities, Commerce, Management, Science, Mathematics and Computer Science) were formed and with the inputs received through awareness programs, sample curriculum was prepared based on OBE and sent for external experts review.

Curriculum was revamped including Programme and Course Outcomes and followed Bloom's Taxonomy in assigning knowledge levels (K1, K2 K3, K4 K5 & K6 level) for evaluation in Board of Studies held on 27.2.2016.

In the Academic Council meeting held on 6.4.2016, the introduction of OBE in curriculum and question paper pattern for both UG & PG Programmes were approved. In the Council Meeting held on 13.4.2016, it was decided to document the classroom activities involving 60% of teaching and 40% of activity and to use Rubrics method for evaluation of assignment and class room participation.

In the meeting of the Heads of the Departments with the Chairperson on 1.8.2016, emphasis was given for the allotment of marks to library usage in a tangible manner and classroom participation objectively under OBE.

In the Governing Body Meeting held on 5.8.2016, Principal explained about the revision of curriculum based on Outcome Based approach, how to split the syllabus into modules, to do assessment based on Bloom's Taxonomy for all UG and PG programmes from the academic year 2016-2017 and outlined how it would benefit the students to acquire knowledge and skill to make learning more effective.

## **Capacity Building Programmes**

Series of workshops and seminars were conducted like NAAC sponsored Two-day National Workshop on 'Technology Enablement for OBE' from 2015-18 to orient the faculty and students towards OBE.

### Evaluation:

OBE implementation was reviewed on periodical basis. Graduate attributes was defined and mapped with course outcomes. Programme Specific Outcomes were formulated during 2018-19. Question paper validation workshop was held in January 2019 by the departments to ensure that question bank covers the Course Outcomes, if questions are designed as per Blooms Taxonomy and the evaluation process of the student's performance determine their Understanding, Analytical, Competitive and Writing skills.

OBE proved to be a successful model. After four years of successful implementation of OBE pattern, the institution started mentoring other colleges.

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

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

#### Response:

PSGR Krishnammal College for Women (PSGRKCW) has now blossomed into a reputed and renowned institution of higher education. The rich heritage is carried forward under the leadership of the Managing Trustee and the Chairperson. College Committee and Governing Body occupy the top layer in the organogram of the college. Both the bodies have been constituted as per the statutory norms with adequate representation from the stakeholders. While matters of policy and governance are taken care of by these two bodies, academic matters are entrusted to the Academic Council.

College Committee is constituted as per the Tamilnadu Private Colleges Regulation Act and meets at least 4 times in a year. All the major decisions regarding appointments, courses offered, constitution of various bodies, research approvals, approval of financial statements fall within its purview.

The Governing Body (GB), the statutory decision making body of the autonomous college, meets twice a year. The minutes of the Academic Council, budget proposals of the finance committee and new initiatives for the future are presented here for approval. The GB also discusses the academic performances of the students, faculty training and development, research and other new initiatives and provides specific instructions for improvement. Based on the directions received from the GB, the Principal, in consultation with the Chairperson and the Secretary of the college, manages the day-to-day affairs.

Curriculum Development Cell in the institution plays an imperative role in curricular planning and

implements strategies, develops innovative academic programmes to meet the expanding demand, to be responsive to the needs of increasingly diverse students, to remain committed to high standards, and implement the college curriculum in an organized, efficient manner.

### **Administrative Set Up**

The Secretary and the Principal form the nucleus of the administration assisted by Group of Deans. The Principal is vested with the day-to-day running of the college. She has her team of Department Heads, IQAC coordinator and administrative department to assist her in the discharge of work.

The practice of the institution is to delegate the decision-making powers to various levels in the organizational hierarchy to foster decentralization. Frequent meetings are held at all levels to ensure a seamless and hierarchical process.

Every process in the institution has been mapped, and SOPs have been evolved to test and operationalize them. The IQAC set-up as an overarching body for the college and subsidiary cells in the constituent units, keep an overview of the functioning of these various organizational instruments and bodies.

The roles and responsibilities of various bodies are well defined in order to ensure role clarity and accountability. External members are part of various councils and committees for enhancing the broader base and bringing transparency and fairness in the system.

Policies, rules, procedures and schemes related to recruitment, promotion, service, research, travel, and Grievance Redressal Mechanism are in place. The institution has a well-structured system for professional development of faculty and staff.

The most outstanding feature of the internal organization is the openness afforded to everyone in the Institution.

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

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

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

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

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

## 6.3 Faculty Empowerment Strategies

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

#### Response:

In our institution welfare measures and capacity building measures are given foremost importance to motivate the employees, ensure career progression, increase efficiency, enhance knowledge and satisfy work force. New welfare measures are added to the existing ones from time to time (COVID Insurance in 2020).

#### The following are the welfare measures provided for teaching and non-teaching staff:

##### General:

- Contributory Provident Fund is given for management faculty and non-teaching staff
- Financial aid is provided to educate the children of supportive staff group
- Loan facilities are given
- Flexi-timings is provided
- Maternity leave is given

##### Career Progression:

- Orientation and Faculty Development Programmes are organized for the career progression of the faculty
- Faculty members are encouraged to take up FDPs and Refresher Courses
- Training programs are organized for lab assistants to handle latest lab equipments and fire extinguishers.
- Communicative English, Computer knowledge, training on statutory requirements and other professional training are also given to equip administrative staff.
- Sabbatical leave is provided for Industry Internship and Research (Faculty)

##### Health:

- Concession is given for medical expenses in sister concern hospitals. For medical ailments, institution has a tie up with PSG Hospitals wherein staff get reasonable discount on total medical expenses.
- Routine health check-up programmes :
- Eye check-up in collaboration with eye hospitals for tests like Glaucoma screening test, general vision test etc.
- Gynaecology screening test for women employees are conducted in tie up with Women's Centre, Coimbatore
- Breast Cancer Awareness programs
- Health Care and Hygiene programs
- Estimation of Bone density test
- Yoga and Meditation programs are conducted for the well-being of teaching and non-teaching staff.
- Advance is provided to meet emergency expenditure of the staff
- Accidental policy coverage is provided with a least premium of Rs.60.

#### **Finance:**

- Various annual awards like Best Department Award, Best Faculty Award, Faculty Excellence Award along with financial incentives are given for the faculty for their outstanding performance in Research and Academics
- Financial incentives are provided for faculty who secures 100 percent attendance annually
- Financial support is provided by the management for paper publications, attending national and international seminars & conferences held in India and abroad
- Annual increments are provided
- Festival advance is provided for administrative and supportive staff
- Ex-gratia is provided for administrative and supportive staff
- Admissions, scholarships and fee concessions are provided for daughters of administrative and supportive staff
- Uniforms are provided for the faculty, administrative and supportive staff
- Refreshments are given during working hours for administrative staff

#### **Facilities and Amenities:**

- Eco friendly campus
- Well-equipped staff rooms
- ATM facility in the campus
- Canteen and separate lunch room facility for teaching and non-teaching staff
- Mess facility is available for both teaching and non-teaching staff at concession rate
- 24/7 free Wi-Fi facility
- Separate sick room facility
- Gym facilities
- Facility for indoor games

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

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

**Response:** 52.88

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 170     | 278     | 123     | 151     | 127     |

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

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

**Response:** 38.6

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 70      | 43      | 32      | 25      | 23      |

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

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

**Response:** 64.07

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

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 321     | 113     | 108     | 228     | 242     |

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

#### Responsibilities

- The institution has developed strategies for mobilizing resources and ensures transparency in financial management.
- The Chairperson of the institution is the authorized person for making decisions and is responsible for overall management of funds.
- The Secretary is the authorized signatory approved by the Director of Collegiate Education for salary grant and other financial purposes of aided section and is responsible for overall monitoring and allocation of funds.
- The Principal is responsible for the approval of funds for various academic and administrative purposes, effective utilization of funds, submission of audited statement of accounts and annual utilization certificate of the funds received from various funding agencies.
- The annual budget for the institution is prepared by the Principal, recommended by the Secretary and approved by the Chairperson.
- The allocation of budget for various academic / non academic units is done at the beginning of the year. Changes are permitted in special cases.

- The statement of statutory requirements and other expenditures is submitted for prior approval of higher authorities and required funds are received from the management.
- The Institution has developed a mechanism of external and internal audit for Government and Management accounts separately.

#### Internal Financial Audit

- Chartered Accountant is appointed by the management for internal financial audit
- All the accounting documents like vouchers and invoices are audited quarterly
- Auditors verify the statutory obligation records such as Income Tax, Tax Deducted at Source, Provident Fund, and Employee State Insurance Corporation
- Deductions are carried out, complied on time and the report is submitted to the management.

#### External Financial Audit (Aided)

The institution receives funds from various sources viz., Teaching Grants, fees collection, scholarships, grants from various funding agencies like UGC, DBT, DST, ICSSR etc., and other grants received against minor and major projects. All the financial statements are scrutinized and approved by the college committee. Autonomous grant is approved by the governing body.

**Audit by Chartered Accountant:** After a stipulated time, the accounts of the funds sanctioned by the funding agencies are submitted to an external Chartered Accountant. The audit report is issued by the auditor along with the utilisation certificate and all the ratified accounts statements are submitted to the concerned sanctioned authorities.

**Audit by Joint Directorate of Collegiate Education:** Annual Audit is done by the Joint Directorate of Collegiate Education, Coimbatore. The audit team verifies all the financial documents relating to the public funds utilised. After hearing the clarification and corrections, the final accounts are settled.

**Audit by Accountant General, Tamil Nadu:** The Accountant General, Tamil Nadu also conducts periodical verifications of all the funds sanctioned by the Government. Their suggestions and directions are incorporated for further utilisation of funds.

#### External Financial Audit (Self Finance)

The management has appointed M/s B. Krishnamorthy & Co, Coimbatore, as the external auditors. At the end of every year the financial statements are finalized and submitted along with the audit report for approval in the Board Meeting of the Trust.

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

#### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the

**last five years (not covered in Criterion III and V) (INR in Lakhs)****Response:** 20.23**6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

| 2019-20 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---------|---------|---------|---------|---------|
| 2.505   | 2.28    | 5.265   | 6.5     | 3.68    |

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

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

Resource mobilization is the process by which the institution acquires and manages the financial resources effectively. The sources through which the college mobilizes funds and utilizes it for academic, co-curricular and other activities are briefed below.

**Aided Courses:** Grant-in-aid is received from state government towards salary for the aided faculty

**Self-financing Courses:** Fees collected from self-financing course students are deposited in the College Account

**Government Funding:** The institution mobilizes funds through,

- 1.grants received for various schemes such as College of Excellence, Autonomous grant, DBT Star College, DST-FIST, from University Grants Commission (UGC), Department of Biotechnology (DBT) and Department of Science and Technology (DST)
- 2.research grants from UGC, DBT, DST, Indian Council for Social Science Research (ICCSR), Tamilnadu State Council of Science and Technology (TNSCST), Council of Scientific and Industrial Research (CSIR)
- 3.seminar, symposia, workshop grants from UGC, DBT, DST, ICSSR, TNSCST, CSIR, Science Academies, Tamil Nadu State Council for Higher Education (TNSCHE), Defence Research and Development Organization (DRDO), Innovation and Entrepreneurship Development Centre (IEDC), Indian Council of Historical Research (ICHR), National Commission for Women (NCE), National Institute for Social Development (NISD).

**Contribution from Management**

- Endowments and Scholarships to meritorious students
- Fee Concession to the economically backward students and to children of the staff members
- Financial assistance for conducting extension and outreach activities, festivals, and charity activities

### **Additional Financial Support by Management**

#### **1. Infrastructure**

- Construction of Buildings
- Renovation and Modernization of Laboratories
- Purchase of Furnitures and Equipments
- Library Resources
- Hardware, Software
- Solar panels and others

#### **(B) Maintenance**

- Building maintenance and infrastructure upgradation
- Sufficient support staff to upkeep infrastructure
- Maintenance of water purifiers and mechanical equipments
- Painting, roof maintenance, plumbing maintenance and repairs, including sewer system
- Classroom maintenance including furniture and teaching aids
- General and emergency repairs
- Maintenance of water tanks and well

#### **(C) Laboratory Maintenance**

- Renovation of laboratories
- Cost effective approach for laboratory maintenance, annual stock verification of chemicals, glassware and other equipments
- Maintenance and repairs of mechanical and laboratory equipments
- Calibration and refurbishing of laboratory equipments

#### **(D) ICT Maintenance**

- Maintenance of servers, nodes, printers and other ICT devices
- Maintenance of UPS, batteries and generator

#### **(E) Library Maintenance**

- Library management software
- Maintenance and utilization of library resources following the library rules
- Fine collection if a book is damaged

#### **(F) Electrical Maintenance**

- Electrical maintenance includes testing, monitoring, fixing and replacing elements of electrical

system

- Items cover under electrical maintenance are digital communication accessories, electrical machines, generators, hydraulics, lighting system, surge protection, transformers/power back ups

### (G) Sports facilities maintenance

- Regular inspection and maintenance of sports equipments and sports field
- Renewal of protective guards
- Hiring professionals for special sports training and field maintenance
- Service maintenance of equipments in gymnasium and purchase of new equipments

**Alumni Contributions** - The Alumni Endowment Fund is mobilized from alumnus to provide scholarship for students and the statement of accounts is maintained.

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

## 6.5 Internal Quality Assurance System

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

### Response:

The IQAC has contributed continuously for the sustainable improvement of the institution and has emerged with many quality initiatives in various dimensions such as academics, facilities and learning resources, research and innovation, community and social immersion, collaboration and influence which resulted in several accolades and accreditation.

### International Exposure

The IQAC has institutionalised international exposure for students as a quality initiative to gain access to international best practices in academics and research. An Office of International Relations (OIR) which is responsible for developing global collaborations has been established.

The institution has established global partnerships with eight universities in USA, UK, Malaysia, Australia, Tanzania which enabled to move forward with international accreditation by ACBSP for MBA programme

Short term international immersion programme, designed and developed specifically for our students, is aimed to expose them to an international environment to learn cross cultural issues and global practices.

Study abroad programme is intended to enable students learn global perspectives on a specific subject. Progression programme is aimed to enable students pursue higher studies in their area of interest in our partner institutions. Faculty joint research is carried out with identified faculty of partner institutions.

Online Course on ‘Social Entrepreneurship’ has been offered to the students and faculty members of Universiti Malaysia Pahang, Malaysia and to the students of Swinburne University of Technology, Australia, CETYS University, Mexico, and San Diego State University, USA.

Around 250 students are benefitted under the international exposure programmes and 100 students have participated in short-term programmes earning credits. The students and faculty have gained knowledge of global cultural environment through this initiative resulting in increased number of participation each year.

### Women Initiatives

The IQAC focusses on its quality initiatives towards gender equality through UGC sponsored Centre for Women’s Studies (CWS). The center acts as a catalyst to reach out the most marginalised women by women’s studies teaching, research and extension activities focusing on women’s issues, challenges and needs. The center has been upgraded by UGC to second phase in 2015 recognizing the notable activities that has created impact in the society.

- Teaching Women’s Studies as a foundation course for the students has created gender sensitivity
- Seven Conferences, two NCW sponsored Legal awareness programmes and competitions, Nine UGC sponsored Capacity Building programmes have instilled understanding about multidimensional perspectives on women issues and challenges
- Funded research projects on the problems and challenges faced by the Transgender and Sri Lankan Refugee Women (ICSSR), Parenting of a Single Child (UGC), Challenges faced by Working Women in Organized Sectors (NCW) have identified social needs of vulnerable groups in the society

Socio economic conditions of rural women are addressed through establishment of DST sponsored Rural Women Technology Park at Annur. CWS has collaborated with RWTP for technology transfer to rural women through skill trainings on various trades. Around 3000 women have been trained and around 20% of their income on an average has increased to Rs. 10,000 per month. The skills provided to rural women have created sustainability in their better livelihood.

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

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

**quality initiatives )****Response:**

The institution through IQAC reviews its teaching learning process, learning outcomes, structures and methodologies of operations periodically through mentoring, monitoring and evaluation. Department audit, Academic and Administrative Audit (AAA), Equipment Audit, ICT audit, ISO audit are conducted to monitor and evaluate the academic and administrative processes at micro and macro levels. Faculty appraisal, department appraisal, and appraisal of the head of institution are significant elements of the system evaluation. The feedbacks are reformulated as innovations and implemented for further development.

**Example 1: Mentoring, Monitoring and Evaluation System****Department Audit:**

Micro level mentoring, monitoring and evaluation are executed for each department to ensure the progress in operations. Targets are given to the departments regarding admission, curriculum revision, pass percentage, research output, student achievements, placements, MoUs, international collaborations at the beginning of the academic year. Monthly review meeting is conducted by the Principal and Bi-annual review meetings are organized by the Chairperson and the Secretary to monitor the progress. The quality of teaching is evaluated by student's feedback every semester. The achievements of the targets are evaluated through department appraisal and the best departments are awarded annually. In this manner, the academic accomplishments are closely monitored.

**Institution Audit:**

Macro level mentoring, monitoring and evaluation are executed at the institution level through Academic and System Audits.

**Academic Audit:** Academic Audit is carried to ensure the quality of the academic performance of the institution. Internally the academic performance is monitored and reviewed by the Principal, the Secretary and the Chairperson and the departments are evaluated annually.

The external academic audit is carried out once in two years by a team of experts from academic institutions and industries. Prior to the audit, the two year compiled Self Review Report of the department is sent to the audit team to facilitate them in the audit process. The audit team conducts review on various parameters and provides suggestions.

The recommendations of the academic audit are considered for implementation by passing resolutions in the boards of studies and academic council.

As the outcome of the academic audit, various reforms have been implemented in teaching learning process in the last five years, which include Outcome based education, Evaluation based on Blooms Taxonomy and Rubrics, E-content Creation, ICT enabled Teaching and Learning, Online learning through MOOC, blended learning, enhanced industry orientated curriculum with focus on skill development, promotion of Entrepreneurship. The impact of review process has transformed the academic scenario from CBCS to OBE in 2016 and further from GA to PSOs in 2018.

**System audit:** ISO audit is carried out with two biannual internal audits and an annual surveillance audit to ensure quality and standards in various academic and administrative processes. Recertification auditing is carried out once in three years. ISO 9001:2015 has been adopted for better quality standards through risk assessment.

AAA audit is conducted by an expert committee on various academic and administrative processes and SWOT analysis is performed to identify the strengths, weaknesses, opportunities and challenges of the institution.

Various suggestions and recommendations of the system audit enable the institution in developing strategies and implementing new methodologies.

The effective mentoring, monitoring and evaluation enabled the institution to implement various reforms in teaching learning and has brought quality enhancement in academics. The system audit has shown valuable outcomes which enabled the institution to progress in various dimensions and reach greater heights.

### **Example 2: Enhancement of Industry Connect**

Modernized industry connect is one of the significant reforms that IQAC has brought in teaching learning process to meet the demands of the changing industry and provide the students with employment skills. Various dimensions that are addressed include curriculum updation, industry tie-ups, placement support and introduction of innovative programmes.

**Curriculum Updation:** Experts from industry are involved in the Board of Studies and Academic Council and their inputs are gathered to enhance the curriculum with reference to the skills requirement in the job market.

Job oriented course is a part of the curriculum designed to provide required technical skills. Around 40 job oriented courses are conducted in collaboration with the industries.

The industry based internship projects spanning four weeks and a final semester project help students to apply theoretical concepts into real world problem solving and orient towards future career prospects.

Guest lectures /video conferences / workshops / short term trainings / CXO talks provide latest technology updates.

Industrial visits to specific industries provide insights into practical working environments, workflow in organizations and employment practices.

Industry Institute Interface day organized by Management department brings industry experts into a common forum to discuss on recent themes.

**Industry tie-ups:** The institution has a long term association with reputed industries like Infosys, Cognizant Technologies Solutions, Tata Consultancy Services etc.,. The institution has signed MoUs with 78 industries, and in the last five years 1004 experts have visited the institution and shared their experiences.

**Placement Support:** Personality Development Programme for 120 hours is conducted with focus on

Communicative Skills for first year UG (40 hrs), General Aptitude for second year UG (40 hrs) and Soft Skills for Campus Placement for third year UG (40 hrs). An additional 30 hours of 'Campus to Corporate Connect' programme is offered. Over 45 corporate trainers are involved in training.

**Introduction of Innovative Programmes:** The success of BBA Business Process Management Programme designed and offered in collaboration with TCS has facilitated a robust, high quality, long-term relationship, leading to a win-win situation for both TCS and the institution. This has taken the institution to move forward with introduction of B.Sc Computer Science with Cognitive Systems in collaboration with TCS. New innovative programmes such as B.Sc Food Processing and Management, B.Voc Garment Design and B.Voc Beauty Therapy have been commenced in collaboration with reputed industries.

Enhancing the industry connect facilitated the institution with 52 recruiters and 100 % of placements. Particularly, students of BBA-BPM are hired with 25% more salary and placed one scale above in the company. Thus IQAC has played pivotal role in reformulating industry connect that provides an industry ready workforce for the current job market.

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

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

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

**Response:** All of the above

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

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

##### Response:

PSGR Krishnammal College for Women is an institution of higher education for women. Founded in 1963 under the aegis of the GRG Trust, PSGRKCW has, over the past nearly six decades, evolved on the founding motto of 'empowering women through education'.

Strongly based on core values of academic rigour, love, and service, PSGRKCW has been providing an enabling environment to a diverse population of young women to acquire knowledge, skills and overall personality development. Freedom of thought and action, opportunities for development based on discipline, dignity, sportsmanship, and devotion to higher causes make them responsible global citizens. UGC-sponsored Women, Gandhian and Ambedkar Study Centers extend support along with Gender Champion Club in promoting an equitable society. Women Studies is offered as a Foundation Course for undergraduate students.

100% of the students, 99% of the faculty, and over 75% of the administrative staff of PSGRKCW are women and the college provides a safe, conducive academic and work environment to students, faculty and staff.

##### Safety and Security

- **50 surveillance cameras** strategically placed cover the exteriors and interiors (College and hostel).
- **26 security personnel** on duty at parking and gates.
- Hostel equipped with biometric attendance and round the clock security.
- Transport provided for commuting between the hostels and the College
- 20 training programmes on self-defence and premarital guidance given to our students
- Training and usage of *Kavalan – SOS mobile app*, the Tamil Nadu State Police Master Control Room initiative - for instantaneous police assistance proves beneficial for all the faculty, students, non-teaching and support staff
- Complaint/suggestion box available.

The following committees ensure a secure academic ambience

- Anti-ragging Committee
- Internal Complaints Committee (ICC)
- SC/ST Cell
- Grievance Redressal Committee

##### b) Counseling

- Each student has an inter disciplinary faculty mentor in a ratio of 1:20 with interactions every

fortnight, to help with academics and personal issues

- A Counseling Psychologist ensures mental well being of the students.
- 10 hrs of Yoga training and regular health care programmes of the Well Being Club are offered to all students

**c) Common Room**

- Student / Faculty/ Support staff lounges are available.
- A medical inspection room is allocated in case of ailment.
- For any medical emergency the services of PSG Hospital is available next door.

**d)Any other relevant information**

- Flexi timings for faculty, helps women to balance work-life
- Sensitization programmes on gender equity, safety and security, personal issues, health and hygiene are periodically organised for all faculty, staff and students of both genders.
- Regular contact and interactions with parents is established. Absentee information is conveyed through customized ERP in college and hostel
- Facilities like napkin vending machine, Gymnasium, GRG stores, ATM and cafeteria are offered to both genders as per their convenience.
- A beauty parlour is available for personal grooming
- The campus is Tobacco and Drug Free

**Weblink**

<https://www.psgrkew.ac.in/wp-content/uploads/2021/03/Sensitization-programmes-on-gender-equity.pdf>

<https://www.psgrkew.ac.in/wp-content/uploads/2021/03/Facilities-available-in-the-campus.pdf>

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

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

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

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

**7.1.3 Describe the facilities in the Institution for the management of the following types of**

### **degradable and non-degradable waste (within 500 words)**

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

#### **Response:**

Waste segregation is the key to waste management and this also helps in turning waste into resource. Students and employees are sensitized on the need to maintain cleanliness which has been the watchword and culture of the college since inception and waste segregation happens at the source itself at all levels. Visitors are also motivated to manage waste through awareness, training, advocacy and other initiatives by the NSS, N and other clubs. This enables proper utilization of waste, post collection in a time bound manner and for recycling and upcycling as detailed below.

#### **Solid waste management**

- Inspired by Swatch Bharat Mission, Twin-bin system is being used to segregate recyclable and biodegradable waste.
- The College has an MOU with Kovai Bio Waste Management Pvt Ltd for the disposal of laboratory wastes as per the norms of Central Government, Ministry of Environment and Forests, India, and this is done twice a week.
- The campus is Wi-Fi enabled and hence maximum communication is made online minimizing paper usage.
- Used papers and paper waste are disposed through authorized vendors, under Section 25 of Tamil Nadu Pollution Control Board and only recycled papers are purchased for College internal use.
- Usage of plastic cups, plates and cutlery are banned in the campus and biodegradable material is used as a green initiative.
- Broken glassware is collected in cardboard boxes for land filling as they are not suited for recycling.
- Waste-food packing materials, containers, ice cream cups, tetra packs & hair are disposed to the Coimbatore Corporation for disposal
- Leaf shredder machine and Bio composting unit is installed - for compostable wastes like fruit and vegetable peels that helps in producing approximate 15 Kgs of bio-compost every day.
- Sanitary napkin incinerators are installed in campus and hostel.
- As per UGC guidelines, dissection is done through computer simulation and no live animal is used in the Life Science departments, hence no animal waste is generated.

#### **Liquid waste management**

- Laboratory wastage from all the labs is segregated in bar-coded color classified bags and bins as per pollution control rules. These segregates are stored in a single place for disposal. Collection is done by Kovai Bio Waste regularly (weekly twice) for disposal.
- Usage of reagents is considerably reduced through **microscale experiments** and liquid waste is washed down with water

**E-waste management**

- E-Waste (50 kgms per year) is disposed through authorized vendors with proper certification, twice a year.
- CRT monitors (350) have been replaced by LCD monitors.

**Hazardous chemicals and radioactive waste management**

- Hazardous and Radioactive materials are not used at College.
- Liquid chemicals from Laboratories are disposed as per Material Safety Data Sheet norms.
- All laboratories have **safety rules displayed** to ensure safety, including details for right disposal of chemicals and other material.

| File Description                                                                    | Document                      |
|-------------------------------------------------------------------------------------|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Geotagged photographs of the facilities                                             | <a href="#">View Document</a> |
| Any other relevant information                                                      | <a href="#">View Document</a> |

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

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

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

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

**7.1.5 Green campus initiatives include:**

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

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

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

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

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

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

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

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

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

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

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

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

**Response:**

In tune with UN SDG Goal 4(Quality Education) the college believes that greater investment in quality education is key to alleviating poverty, the campus is inclusive, and beyond all barriers of caste, community, colour, religion and language.

- Equal opportunity for all students in community immersion activities brings in a feeling of unity and togetherness.
- College provides access to education for all by strictly following the prevailing policies and rules of the government.
- Regular assembly with a prayer and thought for the day and values for the week inculcates a strong value system in the students promoting secular ideals and camaraderie.
- A 3 day orientation / induction programmes helps to overcome regional, social and cultural differences among students.
- Acceptance of the diverse culture and harmony towards the regional, communal, socio economic and other diversities, which are an integral part of the campus culture, are showcased in the 'mass dance', an annual flagship programme of the Annual Founder's day celebration. .

**Cultural and Regional**

- Students celebrate all major festivals like Pongal, Deepavali, Onam, Christmas etc.
- Students plan 'Ethnic days' which help them appreciate cultural differences.
- Handloom Day is observed when students and faculty come in handloom attire –eliminating socio economic imbalance and handloom weavers are patronised through annual on campus sales and exhibition which results in an average turnover of Rs 10 lakhs.

**Linguistic**

- Students belonging to different linguistic backgrounds, especially students from other states, are well accepted and assisted by peer support.

- A choice of languages like Tamil, Hindi, French and Malayalam offered under Part I supports students from other states / countries.
- World Literacy Day is celebrated on 8th September instilling the need to address the literacy challenges.
- German and Sanskrit courses help an average of 60 students every year, become multi-lingual.
- *Muthamizh Mandram*, Hindi, and French Clubs organize an average of 12 programmes and bring out magazines each year to promote languages and they also offer Job oriented Courses for students.
- Our College was chosen to host *Nalli Thisai Ettum* –15th year Translation Award Function in which 7 National Level translators and publishers were felicitated.
- All faculty members, students and support staff benefit from the linguistic enrichment programmes organized by National Digital Library of India club of our College.

### Socio economic

- Students from socio-economically disadvantaged backgrounds are given fee concessions and textbooks from book banks and scholarships given by the Government, NGO, Alumni Association and the Management.
- Remedial coaching classes are conducted for SC/ST students and slow learners.
- Students lend a helping hand for any need that arises – for eg, Kerala floods-students contributed two bus-loads of relief material including medicines.
- College provides funds for 'Flag Day' to The National Foundation for Communal Harmony.

### Other Diversities

The following days are observed to promote communal harmony

- Sadhbhavana Day - Readings from holy books and the pledge marks the day.
- International Day of Peace- promoting universal harmony.
- International Yoga Day - inculcates holistic approach to health and well-being.

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

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

#### Response:

The Management and faculty are role models who display accountability and responsibility in our *equitable* college environment. Students are required to follow code of conduct, be responsible and

take ownership of their actions. Academic integrity and respect for diverse ideas is insisted upon. The students at undergraduate level study 'Value Education' encompassing aspects on Human Rights and Constitution of India besides others.

**Dr. Ambedkar Studies Center** also advocates aspects on

- true meaning of the term 'Equality'
- realizing their rights and responsibility towards equality.
- fundamental rights

November 26 is celebrated as the Constitution Day or the Samvidhan Day of India. Students are sensitized to the rights that assure the protection and promotion of human dignity.

**Regional Centre in Geriatric Care** is recognized as a collaborative agency by National Institute of Social Defence (NISD), New Delhi an autonomous body under Ministry of Social Justice and Empowerment. The Centre conducts training, awareness and sensitization programmes for school students, teachers, parents and grandparents to bridge the inter-generational gap and care of the elderly.

Guest lectures on Gandhian Values, Indian Judiciary and Human Rights, Women Rights, and issues of downtrodden women are conducted for all students. Faculty and students partner with the government for camps towards opening account for Post Office Schemes, and other social activities. The Centers, Clubs, NSS and NCC have also assisted in the conduct of 61 awareness programmes to instill national fervor.

**Justice** –Rules are framed and fairness is always maintained with transparency by the Management and staff with humanitarian approach. The Student Quality Cell is set up to help students voice their grievance and receive remedial measures.. A grievance redressal mechanism is available at the Department and the College level. The mentor-mentee system ensures impartiality and corrective measures are taken.

**Liberty-** Faculty is given a free hand in the teaching-learning process. Student forum consisting elected representatives of student community has the freedom to plan and organize various programmes. Students are encouraged to participate in National and International events. Students have no prescribed dress code, however, decency has to be maintained. All stakeholders have the liberty to voice their opinions through the structured feedback mechanisms of the college.

**Equality**– All are treated equally in the institution. Code of conduct for students, teaching and non-teaching staff is displayed on the website and is adhered to at all times. Due representation in several decision making statutory and non-statutory bodies is given to faculty and students; and to support staff. Competitions and sports is organized for support staff also.

**Fraternity** –All cultural activities permit an exchange of tradition among students. The dignity of the individual and the unity of the student community is upheld through mutual respect despite differences of religion, caste, language, culture and ethnicity.

The fundamental rights, the bedrock of this democracy is deeply impressed upon the students, through every activity, academic, co-curricular and extra-curricular ensuring generations of responsible global citizens.

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

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

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

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

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

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

**Response:**

The Institution plans and sets the target for the whole year, preparing the list of National and International red letter days to be celebrated, in an appropriate manner. This is done for the welfare of the student community who celebrate these days of importance comprehensively, with speeches, and cultural programmes. Each celebration carves a niche in the minds of the students and they will carry this to the society in the future.

**Republic Day, Independence Day and Gandhi Jayanti-** the three important national days -are celebrated at the college with march-past, flag hoisting and other cultural programmes depicting respect and honour to the nation and its leaders. The college also celebrates other distinct national and international days.

**International Women's Day**(March 8th) provides students with an opportunity to reflect on progress made, to celebrate achievements of grit and determination displayed by women and to call for change. Other International days celebrated are – Day of Girl child, Human Rights day, and World Literacy Day.

The department of History observes several days to inculcate patriotism and the NCC and NSS volunteers play a significant role in organizing the same.

**Other important days celebrated at College are listed below:**

To commemorate the lives of great leaders days like Lala Lajput Rai Birth Anniversary 28th January and Dr. APJ Abdul Kalam Memorial Day 27th July, are celebrated. Some important days observed include -National Youth Day or Swami Vivekananda Birth Anniversary 12th January, Indian Army Day 15th January, Kargil Victory Day – 26th July, Indian hockey legend Major Dhyan Chand Singh Birth Anniversary- 29th August or National Sports Day, Sir Sarvepally Radhakrishnan Birth Anniversary 5th September or Teachers day, Srinivasa Ramanujan Birth Anniversary 22nd December or National Mathematics Day.

The celebration of all these days of importance helps students remember the sacrifices made by the great leaders and the lessons they learn from their lives. Apart from the events and activities organized, Endowment and other lectures are also organized to increase the national awareness, benefitting about 7000 students every year.

The observance, celebration of these days of importance instills in each student a patriotic fervor to make them better citizens and prepare them to join the nation's march to progress.

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

## 7.2 Best Practices

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

**Response:**

#### **BEST PRACTICE I**

- Title of the Practice:** INSTITUTIONAL COMMUNITY ENGAGEMENT AND SOCIAL IMMERSION
- Objectives of the Practice:**

**Experiential Learning Project** of the college creates permanent **attitudinal change** in students as they understand micro level societal reality. Through social initiatives students acquire **socio-cultural sensitivities coupled with modern scientific temperament and** join the nation's march towards progress. Primary objectives of community engagement include:

- 1.Promoting national development missions
- 2.Promoting UNSDGs such as no poverty, zero hunger, gender parity, quality education etc
- 3.Inculcating social responsibility
- 4.Creating awareness and concern for community needs
- 5.Developing health and hygiene
- 6.Building leadership and team work
- 7.Sensitisation to environmental issues and green initiative
- 8.Channelizing youth power for society

### 3. The Context:

Our founders realized that **inclusive growth requires both economic and social progress**. Our students transfer social responsibility to larger community by prioritizing basic needs which have to be addressed, by equipping citizens to improve their quality of life and providing them with opportunities and initiatives to protect the environment. This coupled with the fact that **students who serve community gain self-confidence, self-esteem, and a sense of accomplishment**, paves way for community service since inception of the college. In tune with this mission and vision, the college institutionalized community engagement. This was carried out down the ages and in 2015, the college decided to make it mandatory that every student gains experience through social immersion and community engagement with a 30-hour module embedded in the curriculum. A few challenges in designing the module were:

- Categorizing priority areas
- Identifying target groups
- Conducting survey
- Collaboration with Government Organisations and NGOs
- Volunteering and implementation

### 4. The Practice : (400 words)

Realizing **the need for huge workforce to meet these challenges**, the students are involved as change agents in 30 hours of mandatory community service. Each department identifies a village in and around Coimbatore and conducts a base line survey of the population wherever required to understand their problems and the areas of intervention. The student's involvement in community service in collaboration with NGO and local government bodies helps us to reach the community and paves the way to an empowered nation.

The uniqueness is that the college has been able to devote **70,000+ student hours of community service and engagement involving an average of 2,400 students annually, at the rate of 30 hours per student besides other club activities**. The generic areas of global and national priorities undertaken are UNSDGs, national missions, and the vision of the college. Specific areas of focus include: Education, Environment, Health, Skill Development, Entrepreneurship and Women Empowerment.

The community engagement was worked out keeping in mind the following parameters:

- 1.Activity – Awareness, Skill development, Entrepreneurial development, Environmental concern, Public welfare
- 2.Medium- Government, NGOs, School, SHGs, Media, College, RWTP
- 3.Beneficiaries- School children, Rural and Urban population (more specifically, rural women)

The Community engagement of five years in a nutshell:

| Categories                            | Programs   | Students Participated | Be        |
|---------------------------------------|------------|-----------------------|-----------|
| Health Care and Services              | 43         | 1399                  | 80        |
| Swachh Bharat                         | 22         | 2143                  | 19        |
| Environment Conservation              | 21         | 1018                  | 18        |
| Skilling and Women Empowerment        | 29         | 767                   | 80        |
| Digital India and Financial Inclusion | 16         | 1299                  | 69        |
| Community Health and Sanitation       | 28         | 1232                  | 14        |
| Child and Gender Issues               | 8          | 212                   | 1         |
| Education                             | 19         | 930                   | 60        |
| <b>Total</b>                          | <b>186</b> | <b>9000</b>           | <b>82</b> |

Constraints & Limitations:

- Area of Coimbatore : 246.8 km<sup>2</sup> : Population 16 lakhs: No of villages 295: No of NGOs more than 100 – managing the community programmes with all these parameters is a major challenge
- Most of the people in the rural areas are agricultural labourers who reach home late evening, and meeting them is an issue, in the limited time available to students.
- The illiteracy of the people is also a constraint. Because of this a very small percentage of the village population are reached in the stipulated time.

### 5. Evidence of Success:

**The benefits to people and the environment proves the efficacy of the best practice.**

**Students** are empowered when they feel they are co-creators in the process of National development and the clear defining points are:

- Community Benefit
- Environment Benefit
- Sustainability of Projects
- Women Empowerment
- Healthy society

Strength – the students in turn also gain a platform for application of their knowledge and they are enriched in the following parameters

- Effective Leadership and Supportive Stakeholders
- Knowledge and Skills
- Attitudes & Values
- Technology & Resources

- Channelizing Power for the Nation

They also portray Social Responsibility, Discipline & Self-Confidence, Value Orientation, Societal Consciousness and become Good Samaritans.

**Faculty:** Professionalism, Satisfaction & Recognition

**Community:** Community Empowerment, Improved Hygiene, Physical & Emotional well being

## **MANAGEMENT**

**College:** Enhanced Public–Private Partnerships, Community relationships, respect & trust, Enhanced brand perception, Weightage- Funding agency, Awards & Recognitions

## **PLANET**

**Environment:** Biodiversity and Habitat Protection, Nature Connect, Rejuvenate water bodies.

The target set has been achieved 100% with total involvement and commitment of the students. They returned with a resolve to continue to help the society in future, paving way for volunteering. The benefits of community engagement are evident in terms of ‘return’ for individuals, community, society and the environment.

### **6. Problems encountered:**

- Financial resources – mobilizing funds
- Coordination with Government departments and NGOs
- Documentation
- Identifying more NGOs to work in different areas of community development programmes
- Undertaking sustainable projects along with strong partners

The community reach was possible through the support of local bodies, government officials, the Contribution of Alumni and Parents living in that locality and the financial support of the Management and faculty involvement, guidance and coordination.

### **7. Notes:**

This best practice of ours can be taken as a model that can be replicated by all colleges and the government can make it mandatory for each student to complete community service for a specified number of hours. The participatory role and volunteerism, represents the joy of sharing, increases organizing ability and leadership. The Student Community engagement has educational and economic value, and this can be replicated creating waves of positive change for the future.

## **BEST PRACTICE II**

**1. Title of the Practice:**  
DEVELOPMENT

**WOMEN EMPOWERMENT THROUGH SKILL**

**2. Objectives of the Practice**

- This best practice flows from the overarching motto of GRG 'Educate to Empower'
- To train the students of PSGRKCW in Skill Development to motivate them to take up a career as an entrepreneur.
- To enable the students to compete and secure a good place in the National and International job market.
- Skill development aims at providing industry and sector specific training in different skills to women of less advantaged section for enhancing their employability
- Skilled women become self-assured and self-confident. They become less dependent on others and transform the community in which they live as economically and socially empowered citizens.

**3. The Context**

**What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?**

- To incorporate 21st century skills required for the industry into curriculum for better employment opportunities.
- Students can have flexibility and vertical mobility with pre-defined entry and multiple exit points.
- Students should have adequate knowledge and skills, so that they are work-ready at the exit point of every programme.
- Students should be equipped to think critically, communicate effectively, collaborate with diverse peers and adopt a global mindset
- To promote self-employment opportunities creating micro entrepreneurs.
- To have better industry connects through professional partnerships to hone skills, nurture creativity and inculcate ethical values.
- Equip rural women for new career opportunities, for their societal upliftment.
- Augmenting better and active engagement of social partners and building a strong public- private partnership in skill development.

**4. The Practice**

**Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?**

- Communicative English and basic computer courses offered to all the students to promote their communicative skills and digital literacy.
- Market oriented curriculum to hone industry-ready skills.
- Apart from Skill Based Subjects offered in the curriculum, completion of one Job oriented /Add-on Course is mandatory.
- Some of the Job oriented courses are NSDC certified and some are conducted in collaboration with the industries. Specialized training is offered in 3 levels through Add on courses - certificate, Diploma and Advanced Diploma, in tie up with industries / professional bodies.
- Innovative and much sought after courses like Artificial Intelligence, Machine Learning , Augmented Reality /Virtual Reality offered under CBCS.

- Aligning Vocational education with formal education and thereafter providing career guidance
- Promoting interdisciplinary curriculum for all programs.
- **Chandrakanthi Centre for Development and Excellence**, conducts Personality Development Programme, Career guidance and Campus to Corporate Connect Programmes to nearly 6000 students annually with 40+ corporate trainers.
- Signed MoU with 40 leading Garment industries, 11 corporate beautysalons and 5 multimedia companies for practical training, workshops, effective internship and placement.
- Two skill oriented vocational degree programmes and Community College programmes at three levels sponsored by UGC are offered

B.VOC (Garment Designing, Beauty Therapy & Aesthetics)

Advanced Diploma (Garment Designing, Multi Media & Animation)

- Two programmes namely BBA Business Process Management and BSc Computer Science with Cognitive Systems are offered in collaboration with TCS. Curriculum design, Content development and course delivery are planned under TCS guidance with preference in placement opportunities.
- Annual Attire shows and exhibition display the skills and creativity of the students with industry experts as judges.
- Extensive industry connect for enhanced learning is accomplished through Seminars/Workshops/Video Conferences with Industry people as resource persons.
- The institution is a Super Resource Centre of IIT, Mumbai offering NPTEL programs.
- Incubation Centre and CIIED- Centre for Innovation, Incubation and Entrepreneurial Development nurture student start-ups.
- Faculty are trained for managerial and leadership skills through 'Born to win' programmes. Technology oriented skills and the skill for work-life balance of faculty are ensured through respective programmes.
- Competitions promoting creativity, innovative ideas and skills are organized.
- The institution is registered under
  - the **SMART- NSDC** (PMKVY) as Skill Training Provider for jobs in the Beauty and Wellness Sector.
  - MHRD Institute Innovation Council and partner of – Entrepreneurship Development Institute of India, Tamil Nadu Chapter
- Skilling and technology extended to 704 students of six other colleges through RWTP and Incubation facility is also made available.
- 950 people are trained as care givers in Geriatric Care programme which is supported by National Institute of Social Defence

## 5. Evidence of Success

**Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.**

- The training given by the institution guarantees good placement for the students
- Students are made independent and equipped for self-employment which is evidenced by around 150 students becoming entrepreneurs.
- The Institution has been ranked Fifth Nationally in the Atal Ranking of Institutions on Innovation Achievements -ARIIA 2020 by MHRD, Government of India.

- The institution received the Award for Best Institute – Women Skill Development from ASSOCHAM Summit-Cum-Awards On Skilling India, New Delhi for three years in succession in 2017, 2018 and 2019.
- The success with B.Voc has led the College **align Vocational education with formal education** in the newly introduced innovative programmes like Food Processing Technology & Management and Costume Design & Fashion. The students of the CDF programme are also assessed by NSDC for Level 4 and Level 5.
- B.Voc Beauty therapy students render service to staff and students at the college and earn revenue through this.
- Two Campus companies formed with students as contributing partners render service to staff and students and they earn money and get trained to set up their own business. They have generated a turnover of Rs.2,00,000 in two years.
- 122 students of BBA Business Process Management are placed at a high positions with good salary package.
- 237 programmes benefiting 6341 people were organized, with 295 entrepreneurs through the Rural Women Technology Park (RWTP), Annur.

## **6.Problems Encountered and Resources Required**

The problem encountered are

- Recognition of prior learning and its assessment
- Partnering with professional agencies for imparting skilling programmes
- Fixing internships with industries for 60 hours per semester
- Assessment and its completion with respective sector skill council
- Obtaining NSDC certification from the sector skill council
- Delivering Consistent Training and difficulty in getting qualified trainers
- Tracking Skills Application
- Quantifying Training Effectiveness
- Diagnosing need based training
- Time constraint – for students and faculty
- Constant updation of Skill based courses

## **7.Notes (Optional)**

**Please add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions**

**Any other information regarding Institutional Values and Best Practices which the Autonomous College would like to include.**

Industrial Revolution 4.0 has impacted industries significantly and candidates with relevant skills are in demand. Skilling or upskilling is the only answer to bridge the divide between education and the industry. This can be provided with vocational courses which are based on experiential learning, on the job training and internship.

Our MBA faculty provided corporate training to 460 trainees of 35 Corporate companies through 32

programmes and generated a revenue of around 28.6 lakhs.

Employees of corporate beauty salons like Green Trends were given High level Technical Training, by B.Voc Beauty Therapy Department.

The initiatives at PSGRKCW has been tested and proven to be effective tools and processes in developing skills amongst students and other stake holders. These can be adapted and emulated by other institutions.

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

### 7.3 Institutional Distinctiveness

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

**Response:**

#### 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**

**" Science Hub and Transdisciplinary Spoke excellence model a continuum- Star College Scheme of DBT"**

#### **Our journey with DBT towards achievement of excellence in UG science programmes**

The main objective of DBT Star College scheme is to nurture excellence in science education at the undergraduate level. The holistic development of science aims at

- Improving critical thinking and 'hands on' training by strengthening the infrastructure by upgrading existing facilities in laboratory and library
  - Devising standard curricula, e-content and Standard Operating Procedures and experimental kits
  - Organizing hands on training programmes for faculty and students
  - Networking, MoUs and collaboration with neighboring institutions, research laboratories and industry
  - Encouraging students towards higher education in science.
- Initially, five basic science departments were selected for Star College Scheme in 2012. Based on their performance, the scheme was extended to three more departments (CS, IT, BCA). In view of their excellent performance, all the eight departments were upgraded to Star Status with a significant increase in grant amount.

- The need for inter disciplinary approach is part of the Scheme and students experienced deeper learning and started thinking out of the box.. Transdisciplinary Programmes like Food Processing Technology Management, CS with Cognitive Systems, Data Analytics, etc., were introduced, dissolving the boundaries between conventional disciplines.

### **Strengthening academic and physical infrastructure for excellence in undergraduate teaching and training - Financial support through a grant from DBT - Rs.2.94 Crore**

#### **Management provided the infrastructure, building, furniture, smart classrooms & technology network**

- Multiple numbers of basic equipment were procured.
- Availability of equipment and expensive chemicals facilitated individual practicals & resulted in projects and publications
- Organization of FDPs and inter-departmental, intercollegiate programmes for students & faculties
- Increased library resources – with more electronic data.

#### **Establishment & Upgradation of Laboratories**

- Dietetics and Food Processing, Microbiology & Molecular Biology and Computer Laboratories
- Equipment for Environmental Biotechnology, Physics and Chemistry, Bioinformatics and IoT laboratories
- E Lab: Digitization has helped create repository

With the help of DBT, **Summer Training, Internship, Industrial Visits and research Projects** in interdisciplinary fields has been undertaken at reputed labs, institutes & Industries like IIT, IISc, CSIR Labs, BITS PILANI, NBHM, ICMAM, CBNR, DRDO, ISRO, IGCAR, IARI, IISER, CFTRI, CCMP, BARC, ARCI, UPASI, Taiwan University, North Carolina University, Pasteur Institute, TNAU, IFGTB, Sugarcane Breeding Institute and IIFPT.

Students benefitted in Summer Internship – 2196

Research projects – **2377**

Papers presented in Seminars & Conferences – **570**

Papers Published in National & International Journals - **44**

Publication in **Scopus** indexed Journals - **14**

Sequence Submission in **NCBI** Data base - 25

Intercollegiate activities– **31**

Book published with **ISBN No: 1**

Lab Manual & SOP with **ISBN No: 22**

Higher Studies – 1333

- PG programme at Anna University, NIT Trichy, BITS PILANI, IIT, IISc.
- 2 Students have completed their final semester at Singapore University.

**Placement – 1016** (Schools, Colleges, R& D Labs, Environmental Division, Bioline and testing laboratories etc.)

Non-Teaching Staff trained in Basic Computer, Trouble shooting of equipments, First Aid and Firefighting – 279

Two SOPs of our college were published in "Life Science Protocol Manual 2018 by DBT – (one among the 19 contributing institutions and the only college in South India selected for the publication).

Three Indian patents have been filed in the areas of mobile technology, biodegradable food packaging materials and bio-diesel applications.

### **Outcome & Significant Achievements**

- The scheme enhanced Enrollment in Science Programmes (100%) with increased demand ratio and cut off mark for Admission and decreased drop out rate. Higher pass percentage resulted in 10% increase in PG admissions at reputed institutions
- Cluster formation of Star Colleges for sharing of knowledge through lectures, seminars, workshops - Networking with 11 Institutions
- Motivating colleges to apply for DBT STAR college scheme & guiding other colleges (20) recognized by DBT STAR
- Faculty members as resource persons for a workshop on DBT STAR Scheme for colleges in Patna and Jharkand
- Training students on the use of foldscope in collaboration with Mizoram and Assam Universities
- Students and faculty members benefited tremendously from guidance received in Advisory Committee Meetings, Mentoring, Task Force Meetings and Peer Learning
- Orientation for school teachers to teach science with ease

### **Outreach for Societal transformation**

Popularizing science through lectures to students of schools, general public and society at large -1439 beneficiaries.

Technology developed through the projects transferred for enhancement of the livelihood of rural community in our adopted villages

### **Rural Women Technology Park**

- Water Purification
- Community Nursery
- Multi Millet Biscuits
- Value Added Products from Banana and Coir Fibres

- Areca nut sheath bio Plates
- Bio Briquettes

### Unnat Bharat Abhiyan, MHRD, Government of India.

- Fish Fertilizer Training and Lake restoration at Thondamuthur, Coimbatore District

### Scheme Beneficiaries

|                           | PSGRKCW | Other Institutions | Others | Total        |
|---------------------------|---------|--------------------|--------|--------------|
| Students                  | 12503   | 5641               | -      | <b>18144</b> |
| Faculty members           | 1310    | 1090               | -      | <b>2400</b>  |
| Non -Teaching Staff       | 279     | -                  | -      | <b>279</b>   |
| Mentoring of Institutions | -       | 31                 | -      | <b>31</b>    |
| School & Public Community | -       | -                  | 1439   | <b>1439</b>  |
|                           | -       | -                  | 2500   | <b>2500</b>  |

### Awards & Accolades

Young Scientist - Tamil Nadu Government

Best Teacher & Research Award – Lions Club International, CTS, EET CRS, Innovative Research Developers and Publishers Group of Journals, Indian Academic Researchers Association

Outstanding Faculty in Science - Venus International Association, Chennai

Dr.APJ Abdul Kalam Award for Scientific Excellence

National Builder by Rotary Club of India

Cloud Champion in Cloud Literacy (ICT Academy)

Best Coordinator (ICTAT)

Best Student Branch Award for three consecutive years (CSI).

Highest number of Skilling awards by ICT Academy

Best Paper Award (Student Award) -19

A marked increase in admission (15 % in undergraduate and 10% in postgraduate) vouches for the successful performance of the Institution. The college provides a 100% student centric learning environment which promotes teamwork. Innovation and invention, the hallmarks of science are implemented by breaking the departmental cross walls and creating an interactive platform where basic science students interact with Computer science students, providing them an opportunity to become partners of “Make in India”.

Skilling, re- skilling and up skilling through science deliberations have radiated to other disciplines for real-time translations and applications. The various spokes (disciplines) of the wheel (College), will, as a continuum, turn the wheels of fortune of the students, faculty members and all other stakeholders. “A scientific meaning to real life situations, adaptations and adoptions!”

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



## 5. CONCLUSION

### Additional Information :

|                                                                                                                                                                                                                           | <b>ACTION TAKEN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>NAAC THIRD CYCLE RECOMMENDATIONS</b></p> <p>College may start academic programmes Fashion Design, Textile Technology, International Business Management etc., PG courses in some of the existing UG departments</p> | <p>Two programmes - Business Process Management and Computer Science with Cognitive Systems are offered in collaboration with TCS.</p> <p>Vocational education is aligned with formal education in B.Sc (Food Processing Technology and Management) and B.Sc(Costume Design and Fashion) programmes</p> <p>B.Voc Garment Designing and B.Voc Beauty Therapy &amp; Aesthetics programmes and community college programmes sponsored by UGC have been introduced.</p> |
| <p>PG Departments of science where research programmes are offered need to be equipped with additional state of tart equipment / instruments</p>                                                                          | <p><b>Central Instrumentation Facility (CIF)</b> equipped with state-of-the-art sophisticated instruments has been established to promote research.</p> <p><b>Nanoscience</b> is included as an interdisciplinary subject and Nanoscience Lab is utilized for research.</p>                                                                                                                                                                                         |
| <p>Number of research publications and projects to be increased</p>                                                                                                                                                       | <p>1039 articles published in Scopus, Web of Science &amp; UGC Care Listed Journals.</p> <p><b>27 Research projects worth Rs.3.51 crores</b> sanctioned by UGC, CSIR, DST, DBT, CSSR, TNSCST and NCW.</p>                                                                                                                                                                                                                                                           |
| <p>Indoor games and recreation facilities to be strengthened</p>                                                                                                                                                          | <p><b>GRG Centenary Sports Arena</b> (30,000 square feet) has synthetic courts for badminton, basketball, table tennis and boxing. <b>GRG Purple Hues Fitness studio</b> has two gymnasiums</p>                                                                                                                                                                                                                                                                     |
| <p>Improvement of quality and quantity of e-content for optimal utilization</p>                                                                                                                                           | <p>The College has a well-equipped <b>E-studio</b> which facilitates creation of E content modules by faculty members. Around 544 modules have been created by faculty members.</p>                                                                                                                                                                                                                                                                                 |
| <p>Auditorium of 1500 – 2000 capacities may be constructed</p>                                                                                                                                                            | <p><b>Open Auditorium</b> has 4,000 seating capacity. <b>GRG Centenary Sports Arena auditorium</b> has 2,000 seating capacity.</p>                                                                                                                                                                                                                                                                                                                                  |
| <p>Alumni Association to be registered and its activities are to be formalised</p>                                                                                                                                        | <p>PSGR Krishnammal College for Women Alumni Association is registered under TamilNadu Societies Registration Act 1975 (TN Act 27 of 1975 – SI. No.</p>                                                                                                                                                                                                                                                                                                             |

## Concluding Remarks :

The **GRG Trust** is managed by **Shri.G.Rangaswamy and Dr.Nandini Rangaswamy** who provide visionary and futuristic leadership in relentless pursuit of realising the values, dreams and ideals of the Founders. Their **able guidance and leadership** have enabled the college to achieve various accolades and to become an academic institution on par with international universities. The college has won the goodwill of the public and supported by stakeholders which are evident through the **high demand** for all programmes. The college stands out as a model institution that is adept in breaking new grounds through dexterous planning and prudent implementation while always being grounded in values that the campus celebrates.

Decentralization of administration is practiced to assure, sustain and enhance the quality of the institution. Inclusive development of the students is achieved by **instilling the values of tolerance and harmony**. Impetus is given to **learner-centric teaching methodology**. Providing **skill-training and promoting entrepreneurship** is the hallmark of the institution. Students have become change agents by actively involving in community service thereby creating a positive impact in society thus **paving way for an empowered nation**.

The college has successfully combated the challenges of the pandemic and conducted online classes using multiple platforms such as the Google Classroom, GoToMeeting and Moodle. Online examinations and continuous assessment of learning and academic performance have been successfully carried out. It is envisaged that the future of learning will continue to be hybrid – partly online and partly in-person.

The **Founder Trustees** were pioneers in **empowering women through education**. Their far-sighted and noble vision has been instrumental in establishing gender equality. The **excellent academic ambience** that prevails in the college has **nurtured elite scholars, women leaders, entrepreneurs, administrators and achievers** in various fields. The college strives forward with strategic planning and meticulous execution of innovative ideas to provide **holistic education combined with values thus creating women leaders** who would positively contribute their best towards nation building and a more sustainable future. High ranking at national level obligates the college to aspire for **international bench marking**.