

## EXECUTIVE SUMMARY

### The Trust

The vision and the single minded devotion of the founder trustees Sri. G.R. Govindarajulu and Smt. G. Chandrakanthi has broadened the frontier of women's education in Peelamedu with the establishment of GRG Trust and starting a school for girls PSGR Krishnammal Higher Secondary School in the year 1956. True to the illustrious lineage of the family, organizational capability, leadership qualities, sense of devotion and commitment to society the educational institutions have been diversified and today the trust has ten institutions under its fold. As an off shoot of the high school the college was founded in 1963 with a *futuristic goal of 'Educate to Empower'*. These institutions in the past 5 decades have brought in several innovations and have been a *trendsetter in the field of women's education*. With the changing times, new dimensions and directions to the functioning of the institutions are provided by the present trustees Sri. G. Rangaswamy and Smt. R. Nandini. *Thus the institution is heading towards an international recognition as a centre for academic excellence.*

### Institution – A Profile

The Institution started its journey in the year 1963 with the introduction of pre university course with a batch of 35 students and 10 faculty members. *Ever since its inception, the college has been excelling in academics and extra curricular activities and has won the recognition of being one of the leading colleges of Bharathiar University*. Though the institution started with only traditional courses, restructured contemporary courses are being added every year at the undergraduate as well as post graduate levels. The college provides a dynamic learning environment to its students *not only to gain knowledge and navigate towards academic excellence but also to acquire skills together with values, to transform them into committed and compassionate citizens of the society to meet the challenges of the 21<sup>st</sup> Century.*

The college keeps on par with the changing times, exploring new possibilities, expanding new horizons and continues to make a difference through new initiatives propelled by the process of accreditation and autonomy. The institution was accredited *in 2001 by NAAC with a 'Five Star Status'* which is an important milestone in the annals of the institution. *The high academic standards that were maintained from the very beginning and the quest to excel led to the autonomous status which was conferred in 2004.* This witnessed a shift in the educational scenario with reforms in academic and administrative activities. *A restructured curriculum with CBCS was introduced* so as to provide an *education on level with global standards* to mould resourceful

human resources. As a post accreditation process *to foster Total Quality Management (TQM) IQAC was established* in 2003 to create a quality consciousness amongst the stakeholders and to set valid bench marks to assess quality. A *SQC (Student Quality Cell)* was also set up to compliment the effort. To set in further systematisation of academic and administrative procedures the institution opted for *ISO certification, ISO 9001 : 2000 by TUV Rhineland, Germany in March 2007 which was further upgraded to ISO 9001 : 2008 in the year 2009*. In 2008, the institution was *reaccredited by NAAC with an 'A' grade with a CGPA of 3.55*. The *crowning glory of the institution is the prestigious status conferred by UGC in 2011 as the 'College with Potential for Excellence'* because of the excellent track record that the institution has maintained in all its activities. The college has been *included under the 'Star College Scheme' of DBT, in 2012*. Under this scheme the college has received financial support to strengthen undergraduate programmes of all science disciplines. GRGSMS has been given A+ rating in the survey conducted by India Today and is awaiting the results of NBA accreditation. *The college is celebrating its golden jubilee in the current academic year renewing its commitment to the values and goals that it was founded upon and has stood for since its inception.*

### Academic Ambience:

The well maintained college campus in a sprawling 10 acres of land along the national highway in Avinashi Road provides a lively and competitive *eco- friendly environment* enabling students to carve a niche for themselves in their chosen areas. The college was initially offering only traditional courses but gradually restructured contemporary programmes have been added , thus today , it has acquired the *reputation of a national institution attracting students from far and near*. It offers a number of programmes in Humanities, Science, Commerce and Management streams that includes 10 UG and 4 PG courses in the aided category. With the introduction of MBA exclusively for women in the self financing stream in 1993, *the college is on its way to expansion which continues till date*. Today there are 11 UG and 9 PG courses in the self financing stream. Besides, 10 departments are recognized as research departments that offer M. Phil and Ph.D programmes of Bharathiar University. Nineteen job oriented and sixteen career oriented add – on courses sponsored by UGC are conducted. Besides, the college, under the convergence scheme of IGNOU offered MBA course. *Another milestone of the college is developing Industry oriented curriculum jointly with TCS and HCL for B.Com and BBM programmes which is to take off from the next academic year.*

The learning process includes lectures, seminars, workshops, video conferences, web based education etc., *to acclimatize the students to developments in ICT and to create an academic ambience of international standards*. Continuation of MoUs established with universities in USA

and China are *other landmark events to cope up with globalization*. In addition to academics, the *required soft skills are imparted* through out-sourced programmes *which provides the students an edge over others in the employment arena*. *Openings are also provided to mould entrepreneurs through the innovative projects of DST– IEDC*. *Two products developed under this programme are in the process of getting patented, an achievement in a short span of time – all these play an integral role in the realisation of the institution's quest for excellence*.

## CRITERION – I

### Curricular Aspects

Following the direction of the vision of the founders, the institution has been *continuously striving to empower women through quality education*, by offering a total of 34 programmes which include 21 UG programmes, 12 PG programmes, one PG Diploma and a cluster of other certificate courses, job oriented and career oriented add on courses. Contemporary courses offered under the self financing stream are innovative and market oriented. *Besides these, the college independently offers a short term course on ' Geriatric Care' fully sponsored by the Ministry of Social Justice and Empowerment*. Special coaching classes are also conducted to prepare students for competitive examinations and entrance examinations of professional courses, *thus facilitating students' holistic progression*. *All these academic programmes offered reflect the mission and vision of the institution to innovate and meet present day trends*.

*Curriculum is a critical issue in determining the 'quality of education'*. IQAC has devised a 'quality policy' based on the mission and vision of the institution which is integrated in the curriculum development. Much attention is given to design a *flexible curriculum that meets the present day global trends and the core values of NAAC* based on inputs from academic and individual experts and feed back from stake holders.

The College follows semester systems for all programmes and a trimester pattern for MBA. As per the UGC X plan guidelines Choice Based Credit System was introduced in 2005 - 06. This model has been adopted giving the students a *wider choice in their allied courses*, (2 to 4 options) non -core subjects (5 options) and open electives (20 options) and co-curricular activities (6 options). The open electives provide an *interdisciplinary flavour with a view to expand the knowledge base of the student in a wider perspective*. Adequate provision is made in the curriculum for *value oriented courses, vocational courses and skill based courses that tend to enhance corporate readiness and individual self esteem*. Two new programmes have been conceptualized under B.Com and BBM so as to open the gates to the much awaited need –industry ready human resources and will be introduced in the next academic year. *Improving the analytical skills through project work and*

*internships are the value additions in the curriculum.* All these ultimately make the students suitable for a career and *imbibe values that will develop them into responsible citizens of the society.*

*IQAC has institutionalized a mechanism to monitor the quality* of the academic programs through academic audit, peer review and seminar and discussion sessions with the students and faculty. The syllabus is complemented through *value added courses to enrich knowledge management.* Once in three years, the curriculum is thoroughly revised and reforms introduced as per *societal needs and with relevance to the employment opportunities.*

According to National Skill Development Council “Skill development is not an additional course but it needs to be integrated into the training and education of the youth”. Hence *skill development has been integrated in the curriculum* - communicative skill through language courses, computer literacy through the computer based courses for UG programmes and soft skills through personality development programmes etc. The *college - industry neighborhood network* has been established in certain professional courses like MBA. *The collaboration unveils a platform for industry - academic interaction and provides opportunities for on -the -job training to students.*

## CRITERION – II

### Teaching, Learning and Evaluation

Admission procedures are transparent and for most of the programmes marks secured in the qualifying examination, reservation policy of the government and the guidelines of the University form the basis of selection. In professional courses like MBA and MCA performance in the common entrance examination such as CAT / MAT/TANCET etc., are considered. Differently abled students and students excelling in sports and athletics are admitted under the special quota available as per government norms. *Special concession is shown to students belonging to economically weaker sections.* Wide publicity for the programmes offered by the college is given through advertisement in newspapers, college web site and participation in the educational fairs conducted within and outside the state. After completion of the admission procedures, the demand ratio for every programme is analysed and remedial measures initiated to popularize programmes which show consistently poor demand ratio.

*The college organizes a three day orientation programme for the new entrants* wherein the faculty are introduced to the students and a friendly atmosphere is created by the seniors guiding the new entrants, *assuring a totally ragging free ambience in the campus.* Still, adequate precaution is taken by the anti – ragging committee by exercising a strict vigil until the freshers get themselves acclimatized to the new environment. The students get to know about the rules and regulations of the institution, the facilities available, the additional courses and coaching classes conducted and the extra - curricular activities offered through the orientation programme. This help the students in

making their stay in the college comfortable and fruitful.

Teachers assess the academic capabilities of the students based on their academic performance in the classroom and in examinations and the teaching and instructional practices are suitably altered to meet the learning needs of the students. ***Free remedial coaching and constant guidance through mentors for slow learners, Communicative English and Spoken English programmes for students with linguistic problems are provided.*** Advanced learners are advised to take up additional courses to gain extra credits, encouraged to consult reference works and websites to widen their knowledge as well to participate and present papers in seminars and conferences. End semester examination results, placement records, progression into higher studies and performance in entrance / professional examinations are the indicators of the learning outcome of the students.

The college has 24 departments under the faculty of Humanities, Science, Computer Science, Commerce and Management. It offers 34 programmes out of which 19 are self funded. There are 221 full time teachers with 50% of faculty from other colleges either within or outside the state who are selected as per Government and University guidelines through a selection commission.

At the beginning of the academic session detailed teaching schedule for the entire semester is worked out by every department. Teaching plan for every fortnight for each course is prepared by the faculty and displayed on the notice board. The college has ***introduced several innovative methods of teaching in addition to the conventional lecture method.*** The ***interactive learning approach*** through discussion, seminar, quiz etc are practised. ***Use of overhead projectors, LCD and audio visual aids, charts, maps, models etc., and an efficient library system with multi-media educational resources supplement classroom teaching.*** The college has ***established an e – development centre*** and faculty avail this facility to develop e – learning resources pertaining to their subject. Open source course management system such as ***MOODLE to support student collaborative learning*** is promoted in professional courses like MBA and MCA. The college is taking steps to extend this to other courses by ***creating a campus culture that encourages faculty to use computers, smart devices and other innovative tools in teaching.*** This would provide an ***attractive brand image since students so trained are well prepared to participate in a technologically advanced global economy.***

During the last four years 30% of the faculty members have participated in seminars and workshops and 15% of the teachers have attended the refresher courses, orientation programmes and training programmes organized by universities and colleges to update themselves. The college has organized 12 faculty development programmes in the last 4 years. Seven teachers were recognized for their services and honoured by various associations.

***The mentor – ward system***, one of the outstanding practices of the institution promotes and sustains interaction between teacher and student in ***an atmosphere of care and concern.*** With a transparent system in place as well as open channels for communication at all levels, the institution makes ***quick response to students' grievances.***



Evaluation procedures are communicated to students through the handbook on curriculum design and is also discussed in classroom by faculty members. The college practices fool – proof methods for conducting continuous assessment tests and communicating the same to parents and guardians. ***Online examinations, question bank for all courses with a software to generate question papers on the spot, multiple question papers, publication of results on the website and display of best answer scripts are some of the best practices of the examination wing.***

### CRITERION – III

#### Research, Consultancy and Extension

Our Prime Minister Manmohan Singh while launching the National Knowledge Commission in 2005 had said, “At the bottom of the knowledge pyramid, the challenge is one of imparting access to primary education. At the top of the pyramid, there is the need to make our institutions of higher education and research world class.”

True to the above statement the ***college has been taking a keen interest to promote research and extension activities since 2004.*** It has taken initiatives to encourage and build a scientific temper amongst the higher secondary school students, so that students are motivated to take up science courses. ***Between the years 2011 – 13 three such residential programmes – 'INSPIRE' - sponsored by DST were organized by the institution.***

***An all out effort to nurture research oriented talents such as creativity and innovation has been taken by the research cell instituted by the management.*** This is headed by Dean, Research. This unit is vested with the responsibilities of making the faculty aware of the grants available from national and international agencies and also provide assistance in the preparation of project proposals to funding agencies. ***A strategic plan is chalked out to improve the research culture in the campus*** by motivating student and faculty to involve in research continuously and build up resources that will raise the institution to world class level.

The following are the milestones in our journey:

- ◆ In a phased manner the number of faculty members with Ph.D qualification has been improved. 81 faculty members are recognized guides for M.Phil programme and 38 members for both M.Phil and Ph.D programme. ***The number of M.Phils and Ph.Ds awarded during this period is 243 and 37 respectively.***
- ◆ Institution has ***entered into a collaboration with reputed research institutions to promote research at international standards.***
- ◆ ***Formation of a Research Advisory Committee*** comprising of renowned scientists from research laboratories, universities and industries to ***oversee the research activities in the campus and offer suggestions to improve research productivity.***
- ◆ Research spirit is instituted in students at the ***UG level through group / individual projects and***

***outstanding students are provided with financial assistance to carry on their project.***

- ◆ Recognition provided for outstanding research.
- ◆ Financial support for faculty and research students to attend conferences , publish their research findings and get patents for their products/procedures.
- ◆ Opportunity to undergo short term training programmes for faculty and research scholars.
- ◆ Improved access to electronic journals and databases.
- ◆ ***Refurbishing the laboratories and investing in equipments and softwares at the cost of ₹2 crores.***
- ◆ ***24x 7 Wi-Fi connectivity in the campus.***
- ◆ A centralized instrumentation laboratory has been established with funds from UGC.
- ◆ 40–45% of the total annual budget is earmarked for research.
- ◆ Several interface meetings organized with eminent scientists.
- ◆ Lecture workshops, refresher courses and conferences organized in thrust areas.
- ◆ Training programmes organized on IPR and practice of patent registration, fund raising and research publications.
- ◆ Departments ***collaborate with several organizations at the national level*** to provide experiential learning to students. ***The college has also established linkage with Toledo University, USA San Diego University, USA and Oregon University, USA for collaborative research and faculty- student exchange programmes.***

All these facilities have a ***significant impact on research outcome.***

#### **Research output:**

- ◆ The Department of ***Botany has been elevated to the status of DST-FIST sponsored department under FIST scheme*** with a grant of ₹32.8 lakhs. The college has also received grant of ₹ 50 lakhs under FIST at 'O' level for improving the infrastructure of the science departments. The college is ***included under the Star College Scheme of DBT*** to strengthen the physical infrastructure to motivate students into research at the UG level.
- ◆ ***2 biannual research journals are published*** for the past four years and 12 faculty members are on the editorial board of one or more journals.
- ◆ 75 research papers on an average per year and 9 books have been published.
- ◆ ***Consultancy services or offered*** in vermicompost and organic manure production, analysis of statistical and spectral data, biodiesel production , mentoring of senior executives etc.
- ◆ ***Major and Minor projects have provided rupees one crore backup*** which has been channelised

to strengthen the infrastructure of the laboratories. During the past four years period, **7 UGC sponsored minor projects have been completed and there are 2 on going projects. 10 major projects are in progress while 5 projects have been completed.** These projects are financed by various funding agencies such as UGC, DRDO, DST, ICSSR etc. With a focus to promote entrepreneurship and create jobs by students, **DST – IEDC motivates students to develop products utilising new and emerging technologies.** 15 such products have been developed.

As an incentive, the **management has introduced awards for outstanding performance of faculty members as well as departments.** Six faculty members and 2 departments – Botany and Chemistry have won this award. **One faculty member in Chemistry received the Young scientist Award of TNSCST in 2013.**

The institution makes an all out effort to take education beyond the classrooms to make **students realize their social responsibilities through its service wings** such as the NSS, Yi-Net Rotaract, Ecowatch Club and the UGC sponsored centres – Centre for Women Studies, Gandhian Studies Centre and Dr. Ambedkar Studies Centre. Extension activities form an integral component of the curriculum. **The objective is to sensitize all students to social problems.** The institution has implemented numerous projects in selected areas that includes - providing medical facilities to rural areas, setting up of libraries under the rural education scheme, **skill training to SHG women** to improve their livelihood, a number of awareness programmes on environment, health and hygiene etc. **A rare award has been the gift of 1.5 acres of land at Pillaiyappanpalayam of Annur taluk to the GRG Trust,** an appreciation of NSS activity during 2000 – 2002, by philanthropists of the village with an objective to elevate the status of the village and its less privileged sons of the soil. **A Women's Technology Park** has been proposed in this adopted village. The structure will be tentatively ready by March 2013 and the project will take off soon, thus **establishing a lifelong bondage with the rural community.**

A noteworthy feature is the **participation of one or more NCC cadets in RD parade every year and NSS volunteers also form a part of the team.** A team of NSS volunteers undertake **trekking expedition to the Himalayas every year, and the maximum height scaled by them is 17,357'.** The outstanding performance by NSS in the institution – community network has been recognized at the state and national levels. **5 volunteers received the best NSS volunteer award and a faculty received the best programme officer award of the Tamil Nadu Govt. in the past 4 years. National recognition to NSS activities came through the Indira Gandhi National Award for the best volunteer in 2011, and for the best programme officer in 2012 and the best college award for NSS in the country for 2011 – 2012.** The other social service wings have also received awards. National level best coordinator award was received by Yi-Net and Rotaract Club. **In recognition of the meritorious services rendered by the Institution – the Best Institution Award was bestowed by Yi-Net and YRC in 2011 and 2012** and awards in several areas by the Rotaract Club. The staff and students take pride in rendering yeomen service and this renders our women **students with necessary values to become responsible citizens.**



## CRITERION IV

### Infra structure & Learning Resources

During the past 50 years the college has gradually expanded its physical infrastructure keeping pace with the introduction of new courses and changes in the scenario of higher education. Revamped laboratories with modern facilities, spacious libraries, conference halls, open air auditorium, playground with flood light facilities, audio- visual rooms with enhanced ICT facilities, gymnasium, hostel blocks etc., provide adequate support to existing programmes. There are separate administrative blocks to host Principal's office, AC Board room with rest room facilities, office of the Controller of Examination, Playground and HR & Placement cell. ***There are 87 spacious classrooms with 68 of them provided with LCD facilities and Smart Boards in certain rooms to promote experimental learning.*** Computer facilities are constantly upgraded to meet the growing needs of the students. The college ***effectively maintains its infrastructure with an active 'Estate Management' division*** that includes a team of civil engineers, gardeners, sweepers, electricians, plumbers and carpenters under the control of a supervisor excising round the clock vigil on the campus. Every year adequate funds are allotted for maintaining and upgrading the infrastructure facilities. ***The college ensures optimum use of its infrastructure facilities by holding classes in three shifts with slightly staggering timings from 7.00 am to 5.00 pm.***

There are 5 computer labs that are equipped with general as well as domain specific software to promote quality teaching and research. Besides, all the departments are provided with computers, round the clock internet facilities and campus networking with automation of all administrative work. ***The campus has Wi-Fi connectivity, so that students can use their lap- tops anywhere in the campus, thus providing IT enhanced learning.*** Centralized computer and browsing facilities are also available to all faculty and students and the information resource centre is also open from 7.30 am to 6.00 pm on all working days except government holidays. An English language laboratory and Commerce lab are other value additions to the institution. ***The college has state-of-art seminar halls and multimedia halls with video -conferencing facilities.***

There are two libraries on the campus with a stock of 85,347 books, 145 journals and 240 periodicals. On an average 2000 books are added to the libraries every year. Besides, each department has a library. The library provides Book bank, reprographic facilities audio-video cassettes and CDs. ***They are fully automated*** and follows the open access system and the OPAC is user friendly and provides all information about the titles available in the library. Online journals like EBSCO, IEEE, DELNET, ACM, ELSEVIER and data bases, namely CMIE are also available. The Electronic Resource Management (ERM), the practices and software systems used in the library to keep track of important information from e-journal and internet based resources are value additions. Inter library browsing facilities through DELNET is available. INFLIBNET facilities are also available in the library. Separate username and passwords are given to the students and staff to share this network. There are 16 computers in the library with internet facilities. ***All these ensure the successful usage of ICT into the education system of the institution.***

The college lays special emphasis on physical fitness and ***excellent sports facilities are available*** that include courts for basketball, badminton, football, throwball, volleyball and a flood lit basketball court. There is an indoor gymnasium. Year after year sports students have distinguished themselves at the state, university, national and of late at international level as well. Every year the institution conducts a basketball tournament at the national level with a rolling trophy in commemoration of the founder Sri. G.R. Govindarajulu. ***Outstanding sports students are given incentives such as free education, free boarding and lodging in the hostel and supply of sports accessories free of cost. Sports infrastructure has been upgraded in 2011-12 at a cost of ₹ 15 lakhs.***

The college maintains an extensive hostel complex in an adjacent campus with 204 rooms for students and faculty. A spacious dining hall, reading room, facilities for entertainment and a beauty parlour are available. There is a browsing centre with broad band connectivity. The college has installed 3 generators of 180, 110 and 125 KVA capacity for an uninterrupted power supply.

## CRITERION V

### Student Support and Progression

***The college has a well organized support service system providing an opportunity for students to excel in every sphere.*** The college prospectus published annually gives detailed information about the courses offered, eligibility criterion for admission, infrastructure and other relevant information. The 'curriculum design' handbook distributed to students contain information on the choice of courses offered, credits, assessment, rules and regulations of the examination etc. The book is updated every year. The college has maintained a high pass percentage and the dropout rate is negligible. 44 % of the students have progressed to higher studies.

Financial assistance available to students includes BC, MBC and SC/ST students' scholarship of Tamilnadu Government, Management scholarships for economically weaker section of students and Ph.D scholarship of Govt. of India. Scholarships are also made available from the endowments of donors. Student aid fund helps a slice of students. On an average 16 % of students are receiving govt. scholarships and 7% of students are helped by the Management. ***Above all no student discontinues her studies on economic grounds.***

The college follows the tutor – ward system for mentoring the students. The mentor helps the student to overcome any problem she faces whether personal or related to academics. Efficient mentoring to fully utilise the academic services provided by the institution is given at every stage by the staff advisor, senior faculty and heads of departments of different disciplines. There is an ***effective system of serving the weak students through remedial coaching.***

The Placement Cell of the college functions efficiently with a HR officer and Placement coordinator. 30-35 % of the students opt for placement every year. Placement Cell organizes programmes on career counseling, training to prepare resume, development of soft skills, finishing school training, performance appraisal of students, on the campus career fairs etc. All these ***aim at***

**gainful employment for students as shown by the placement record of 2011 – 2012, wherein 95% of students registered for employment were successfully recruited.** The college is also a springboard to build entrepreneurs through the DST-IEDC and e-Cell by conducting awareness programmes and organizing student interactions with successful entrepreneurs.

Other available support services are the Counseling Cell, Grievance Redressal cell and the Anti-Ragging Committee. The Career Guidance Cell provides guidance on available opportunities for higher studies and conducts coaching classes for Civil Services, NET/SET and Banking Services.

The college encourages students through several means to participate in sports and extra-curricular activities. **Many of the students are outstanding achievers in sports and athletic activities at the state, national and international levels.** Qualified coaches impart training in several sports. **Outstanding students in all spheres are duly recognized by the college.**

Student Forum of the college comprises of 45 members representing every discipline in the college and through its activities the institution provides them **an opportunity to take up responsibility.** They are involved in all the major decisions taken by the college. They co-ordinate with the college administration in **maintaining discipline, organising cultural events, creating awareness amongst students to desist from ragging etc., thus augmenting their leadership qualities and organization skills.** Annual magazine and in-house magazines published by language departments to hone the writing skills of the students are sustainable good practices of the institution that facilitates students' progress. 8 newsletters are published annually by various units like UGC centers, Alumni Association, IQAC etc., which highlight the activities, **innovations introduced and the creative talents of teachers and students.** Students exhibit their talents in cultural activities by participating in inter-collegiate programmes as well as in programmes conducted by the college.

**The Alumni Association of the college is active and regular alumni meetings are held. It has mobilized ₹45 lakhs towards the construction of an open auditorium on the occasion of the Golden Jubilee celebrations of the college that is testimony to the strong bondage of the alumni with the institution.** The Alumni Association has instituted prizes and awards to encourage students excelling in sports, extra curricular and cultural activities. The Alumni also help in students' placement, scholarship to needy students and in organizing seminars, guest lectures, etc. **Among the alumni are outstanding educators, administrators, lawyers, chartered accountants and social workers.**

The college collects online feedback from all students annually on academic and other issues. Student evaluation of teachers' performance has evoked good response. The college also collects feedback on a structured format whenever innovative changes are introduced in the curriculum, examination system etc. and student centric decisions are taken. Feedback from parents are also collected every year.

## CRITERION – VI

### Governance, Leadership and Management

The college is a grant – in – aid institution belonging to the GRG Trust. As per the vision statement, ***the institution aims at providing a holistic education to its learners to empower them to be value based citizens of the nation.*** All the activities of the institution are channelized to reach this goal. At the top of the governance, the college has a well structured governing body which meets at regular intervals and takes policy decisions. Day -to- day activities are monitored by the Principal who is assisted by the Deans and Heads of the Departments who constitute the college council. Planning and execution of activities are carried out in consultation with various non- statutory committees and most of the faculty are members of one or the other committee. The college has a dedicated team of administrative and service staff. ***The high level of understanding and the dedicated work of all the functionaries to excel and the leadership role of the organizations' management system has helped the rapid growth of the institution after autonomy.*** Governance is participatory and all members of the institution are involved in decision making.

***The college has an inbuilt mechanism of quality check at various levels, which contributes to excellence in all its endeavors.*** In- service training is offered to faculty to improve their ***leadership qualities***. The activities of the UGC sponsored centers and the service wings of the institution are directed towards creating a societal consciousness amongst students and faculty- an endearing quality of national significance. The quality of the programmes offered, Governance and Management are enhanced through effective ICT tools, thus effectively keeping pace with the global trends.

An effective strategy for knowledge management and a built- in quality policy to channelise all its developmental activities to reach excellence are noteworthy organizational features. Creating an environment supportive to professional development of the faculty, practice of faculty appraisal helping them to scale greater heights with their creativity ingrained by a constant quest to excel are certain healthy practices of the institution.

Finance of the college is managed by the management and the finance committee. Financial outlay and budget keeping in line with the academic planning and proposed activities for the ensuing academic year are made in advance. Finances of the college are subject to audit by qualified auditors. ***The IQAC of the college has institutionalised a mechanism to monitor the quality of its academic programmes through peer review, academic audit and feed back services –an effective means of quality sustenance.***

## CRITERION – VII

### Innovations and Best Practices

The institution strives hard to achieve excellence in education through innovations in academic and co – curricular activities that are directed towards creating a knowledge society with employable skills. Civil responsibilities and social commitment are fostered through the activities of the service

wings and celebrations of the days of national importance. ***In an attempt to excel, the institution combines traditions with modernity by reinforcing moral and spiritual values through curriculum and ensuring access to appropriate technology in all its activities, thus conforming to the new policies set by globalisation of education. There is an effective quality assurance mechanism through internal quality checks by organizing meetings and discussions at various levels*** – class committee meetings by students, faculty meetings at the department level and college level and academic council and governing body at the managerial level. One of the healthy practices of the institution is the participatory nature of the administration with a provision for the faculty and students to voice their opinion in making decisions.

The stewardship of our trustees both past and present lays emphasis on a sustainable green campus coupled with energy saving devices. Hence the Institution demonstrates its commitments to ecological sustainability through its academic programmes, research and campus activities. ***Faculty, students and administrators play a key role in maintaining an eco-friendly campus.***

***These innovative practices have paved the way for a planned growth of the institution as well as to nurture students of high caliber and human values with societal consciousness who not only better the society but are also an asset to the nation.***

## Conclusion

With a munificent and benevolent management at the head, combined with their persistent desire to raise the institution to golden standards, the college unveils targets, plans and innovates in tune with the present times and gets back periodically to measure success and challenges of the forth coming programmes. This ensures that it is always a step ahead in all its endeavours. ***A supportive, hard working and dedicated faculty both teaching and non-teaching, chaired by a dynamic Principal, the institution strives continuously to scale greater heights.***



## A. Profile of the Autonomous College

### 1. Name and address of the College :

Name : PSGR Krishnammal College for Women  
 Address : Peelamedu  
 City : Coimbatore  
 State : Tamil Nadu  
 Website : www.psgrkcc.com

### 2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. N. Yesodha Devi	O:0422-4295959 R: --0422-2564937	09994283962	0422-2591255	principal@psgrkc.com
Vice Principal	---	O:-- R:--	---	---	---
Steering Committee Co-ordinator	Dr. R. Santha	O: 0422-4295959 Ext.137 R:0422-2580687	09003940250		santhamrs@gmail.com

### 3 Status of the Autonomous College by management.

- Government
- Private ✓
- Constituent College of the University

### 4. Name of University to which the College is Affiliated

Bharathiar University, Coimbatore - 641046. Tamil Nadu.

### 5. a. Date of establishment, prior to the grant of 'Autonomy'

28 June 1963

### b. Date of grant of 'Autonomy' to the College by UGC:

September 2004 (Refer Enclosure 1)

### 6. Type of institution:

#### a. By Gender

- For Men
- For Women ✓
- Co-education

#### b. By shift

- Regular ✓
- Day
- Evening

**c. Source of funding**

- i. Government
- ii. Grant-in-aid ✓
- iii. Self-financing ✓
- iv. Any other (Please specify)

**7. Is it a recognized minority institution?**

Yes

No ✓

*If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.*

Does not arise

**8. a. Details of UGC recognition:**

Under Section	Date, Month & Year	Remarks (If any)
i. 2 (f)	1965	Lr. No. F,1-1/2004(CCP-1) dated 02-12-2007 ( Refer Enclosure 2.)
ii. 12 (B)	1965	

**b. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE,NCTE,MCI,DCI,PCI,RCI etc.)**

Under Section/clause	Day, Month and Year	Validity	Programme / Institution	Remarks
i. AICTE	6-8-1993	2012-13	MBA	Yearly renewal
ii. AICTE	7-9-1995	2012-13	MCA	Yearly renewal

( Refer Enclosures 3 and 4.)

**9. Has the College been recognized****a. By UGC as a 'College with Potential for Excellence'(CPE)?**Yes ☒ No ☐

(Refer Enclosure 5.)

**If yes, date of recognition :**

16 September 2011

**b. For its contributions/performance by any other governmental agency?**Yes ☒ No ☐

**If yes,**

S. No	Particulars	Name of the agency	Date of recognition
1		NAAC	2001-Accredited 5 star status
2		UGC	Conferred autonomous status- Sep 2004
3		NAAC	2008 – Reaccredited 'A'grade
4	MBA	NBA	Awaiting results of accreditation
5		Institute of Chartered Accountants of India	2009
6		Institute of Company Secretaries	2009
7		Institute of Cost Accountants of India	2012
8	Short term course on Geriatric Care.	National Institute of Social Defense, New Delhi	2007
9	Department of Botany	DST – FIST Sponsorship	2009
10	GRG -IEDC	National Science and Technology Entrepreneurship Development Board (NSTEDB)	2009
11	Science Departments	DBT – recognition under Star College Scheme	2012

**10. Location of the campus and area:**

Location *	Urban
Campus area in sq. mts or acres	10 acres
Built up area in sq. mts.	297888 sq. ft.

(\* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

**11. Does the College have the following facilities on the campus (Tick the available facility)? In case the College has an agreement with other agencies in using such facilities provide information on the facilities covered under the agreement.**

♦ Auditorium/seminar complex ✓

- ◆ **Sports facilities**
  - \* play ground ✓
  - \* swimming pool
  - \* gymnasium ✓
- ◆ **Hostel**
  - \* Boys' hostels
  - \* Girls' hostels ✓
- ◆ **Residential facilities**
  - \* for teaching staff ✓
  - \* for non-teaching staff
  - \* Cafeteria
- ◆ **Health centre**
  - \* First aid facility ✓
  - \* Inpatient facility
  - \* Outpatient facility
  - \* ambulance facility
  - \* emergency care facility
- ◆ **Health centre staff**
  - \* Qualified doctor Full time / Part-time ✓
  - \* Qualified Nurse Full time / Part-time ✓
- ◆ **Other facilities**
  - \* Bank
  - \* ATM
  - \* Post office
  - \* Book shops ✓
- ◆ **Transport facilities**
  - \* for students ✓
  - \* for staff ✓
- ◆ Power house ✓
- ◆ Waste management facility ✓

**12. Details of programmes offered by the institution: (Give data for current academic year)**

Refer Annexures Ia, Ib and Ic for details.

Sl.No.	Programme Level	Name of the Programme / Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student intake	No. of students admitted
1	UG	Refer ANNEXURE Ia for details	3 years	Pass in +2	English	Refer ANNEXURE Ia for details	
2	PG		2years MCA -3yrs	UG degree	English		
3	Integrated Masters		---	----	---		
4	M.Phil.		1 year	PG Degree	English		
5	Ph.D.		3 years	PG degree / M. Phil.	English		
6	Integrated Ph.D.		---	----	---		
7	Certificate		6 month	UG / PG students	English		
8	Diploma		---	---	---		
9	PG Diploma		1 year	UG degree	English		
10	Any other (please Specify) i. Career oriented Add on Courses at three levels ii. Job oriented Courses	Refer ANNEXURE Ib & Ic	360 hrs at each level 60 hours	UG Students	English		

**13. Does the institution offer self-financed Programmes?**Yes ☒No ☐*If yes, how many?*

UG – 11 programmes      PG -9 programmes

**14. Whether new programmes have been introduced during the last five years?**Yes ☒No ☐*If yes*

Number : 6

**15. List the departments: ( Do not list facilities like library, Physical Education as departments unless these are teaching departments and offer programmes to students)**

Departments	Particulars	Number	Number of students
Science	Under Graduate	8	1430
	Post Graduate	7	437
	Research Centre(s)	4	105
Arts	Under Graduate	3	441
	Post Graduate	2	89
	Research Centre(s)	2	49
Commerce	Under Graduate	6	1226
	Post Graduate	1	76
	Research Centre(s)	1	42
Any Other Management	Under Graduate	3	450
	Post Graduate	1	183
	Research Centre(s)	2	84
Computer Application	Under Graduate	1	347
	Post Graduate	1	104
	Research Centre (s)	1	18

**16. Are there any UG and/or PG programmes offered by the College, which are not covered under Autonomous status of UGC? Give details.**

Nil



**17. Number of Programmes offered under (Programme means a degree course like B.A., M.A., B.Sc., M. Sc., B.Com etc.)**

- |                     |    |                          |
|---------------------|----|--------------------------|
| a. annual system    | 16 | (Add on Courses)         |
| b. semester system  | 33 | (including all branches) |
| c. trimester system | 1  | (MBA)                    |

**18. Number of Programmes with**

- |                                     |     |
|-------------------------------------|-----|
| a. Choice Based Credit System       | 34  |
| b. Inter/multidisciplinary approach | 4   |
| c. Any other ( specify)             | --- |

**19. Unit Cost of Education**

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component : ` 72,611

(b) excluding the salary component : ` 12,311

**20. Does the College have a department of Teacher Education offering NCTE recognized degree programmes in Education?**

Yes ☐ No ☒

If yes,

**a. How many years of standing does the department have?**

..... years NA

**b. NCTE recognition details (if applicable)**

Notification No.: NA

Date:

**c. Is the department opting for assessment and accreditation separately?**

Yes ☐ No ☐ NA

**21. Does the College have a teaching department of Physical Education offering NCTE recognized degree programmes in Physical Education?**

Yes ☐ No ☒ NA

If yes,

**a. How many years of standing does the department have?**

..... years NA

**b. NCTE recognition details (if applicable)**

Notification No.: NA

Date:

**c. Is the department opting for assessment and accreditation separately?**

Yes ☐ No ☐ NA

**22. Whether the College is offering professional programme?**Yes ☒No ☐

*If yes, please enclose approval / recognition details issued by the statutory body governing the programme.:*

Refer Enclosures 3 and 4

**23. Has the College been reviewed by any regulatory authority? If so, furnish a copy of the report and action taken there upon.**

- UGC - Extension of Autonomy – Extended upto 2017. Refer Q. No. 6.1.11; Enclosures 6 and 7.
- Bharathiar University – For sanctioning new courses and extension of affiliation for the new courses
- NAAC -Accreditation and Re accreditation

**24. Number of teaching and non-teaching positions in the College**

Positions	Teaching faculty						Non- teaching		Technical Staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC /University/State Government <i>Recruited</i>		1*		29		65	59 (M&F)			
<i>Yet to recruit</i>		1		29		38	14	10		
						27	35(M&F)			
Sanctioned by the Management/Society or other authorized bodies <i>Sanctioned&amp; Recruited</i>	1				2	161	33	24		

\*Principal \*M-Male \*F-Female

**25. Qualifications of the teaching staff**

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.		1		20	1	37	59
M.Phil.				6		136	142
PG	1			1	1	26	29
Temporary teachers - Nil							
Part-time teachers - Nil							

**26. Number of Visiting Faculty/ Guest Faculty engaged by the College.**

Visiting Faculty - 48  
 Guest Faculty - 100 per year on an average

**27. Students enrolled in the College during the current academic year, with the following details:****Student strength in the year 2012-13**

Students	UG		PG		M.Phil.		Ph.D. ( PT & FT)		Certificate		Diploma		PG Diploma	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
From the state where the College is located		3917		870		104		30		432				3
From other states of India		77		68		4		2						1
NRI students		6												
Foreign Students		7												
Total		4013		938		107		145		432				4

**28. Dropout rate in UG and PG (average for the last two batches)**

UG : 7.41% PG : 5.3%

**29. Number of working days during the last academic year.**

190 days

**30. Number of teaching days during the last academic year**

180 days

**31. Is the College registered as a study centre for offering distance education programmes for any University?**

Yes ☒ No ☐

*If yes, provide the*

**a. Name of the University**

Indira Gandhi National Open University

**b. Is it recognized by the Distance Education Council?**

Yes ☒ No ☐

**c. Indicate the number of programmes offered.**

IGNOU – 1;

**32. Provide Teacher-student ratio for each of the programme/course offered**

S. No	Department	Teacher: Student Ratio	S. No	Department	Teacher: Student Ratio
1	English Literature	1 : 27	1	Computer Science & Information System Management	1 : 30
2	History	1 : 17	2	Information Technology	1 : 28
3	Economics	1 : 29	3	Computer Application	1 : 35
4	Mathematics	1 : 29	4	Commerce (PG) & Commerce with Computer Application	1 : 29
5	Physics	1 : 22	5	e-Com & Accounting & Finance	1 : 28
6	Chemistry	1 : 17	6	Actuarial Management	1 : 26
7	Botany	1 : 17	7	Professional Accounting	1 : 30
8	Zoology	1 : 26	8	Mathematics ( PG)	1 : 17
9	Commerce	1 : 39	9	MCA	1 : 8
10	Business Management	1 : 33	10	MBA	1 : 12

**33. Is the College applying for?**

**Accreditation :** Cycle 1 ☐ Cycle 2 ☐ Cycle 3 ☒ Cycle 4 ☐  
 Re-Assessment: ☐

**34. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)**

Cycle 1: 21-5 -2001 Accreditation outcome **ANNEXURE II**  
 Results - 5 star status  
 ( Refer Enclosures 8 & 9.)  
 Cycle 2: 16-9-2008 Accreditation outcome **ANNEXURE III**  
 Results – A grade with a CGPA of 3.55  
 ( Refer Enclosures 10 & 11)  
 Cycle 3: ..... (dd/mm/yyyy) Accreditation outcome/results  
 \* Kindly enclose copy of accreditation certificate(s) and peer team report(s)

**35. a. Date of establishment of Internal Quality Assurance Cell (IQAC)**

23 -12 -2003

**b. Dates of submission of Annual Quality Assurance Reports (AQARs).**

- (i) AQAR for year 2008-09 on May 2009
- (ii) AQAR for year 2009-10 on June 2010
- (iii) AQAR for year 2010-11 on June 2011
- (iv) AQAR for year 2011-12 on May 2012

**36. Any other relevant data, the College would like to include. (Not exceeding one page)**

**UGC Sponsored Centres**

**Centre for Women Studies**

Centre for Women Studies was established in the year 2004. The main objectives of the Centre is to introduce gender perspective in the curriculum, awareness to students on women's rights and responsibilities, strengthen the data base on women's issues and to undertake advocacy and outreach programs concerning women in the rural and urban areas.

**Gandhian Studies Centre**

The Gandhian Studies Center was established in 2006 with sponsorship from UGC. The objective of the centre is to disseminate gandhian thoughts and ideals to student community. The centre is reaching out to the public through its community oriented programmes. The other activities of the centre include conduct of seminars, lectures competitions, research etc.

**Ambedkar Studies Centre**

The centre was established in 2007 with UGC funding. The centre aims at acquainting the teachers and students with the thinking, philosophy and the works of Dr.B. R. Ambedkar through several programmes such as conduct of conferences, lectures, research activities and field work based extension service programmes.

**Regional Centre sponsored by NISD, New Delhi.**

**Geriatric Care**

The institution is recognized as a Regional centre for offering courses on Geriatric Care sponsored by the National Institute of Social Defense, under the Ministry of Social Justice and Empowerment, New Delhi. A wide range of programmes in terms of its duration - a six month schedule, a week long course, a month long trainer's training programme etc. are conducted. Aimed particularly to cater even to the lower sections of our economy, it guarantees training in psychological and physical nurturing care of the elderly. ***Over the years there are more than 1000 beneficiaries by these programmes.*** The candidates passing out of the short duration Certificate course find their placement at old age homes, hospitals etc.

**Innovative Entrepreneurship Development Centre (IEDC)**

Establishment of GRG –IEDC to promote innovation and entrepreneurship which are the key driving forces in Indian Economy as per the recommendations of National Knowledge Commission (NKC). This is achieved through the grants sanctioned by National Science and Technology Entrepreneurship Development Board & DST under the scheme **'Establishment of Innovation and Entrepreneurship Development Centre'**



## CRITERION I : CURRICULAR ASPECTS

### Curriculum Design and Development

#### 1.1.1 How are the Institutional vision / mission reflected in the Academic Programmes of the College?

The vision and the mission statement of the institution are as follows:

**Vision:** To mould a future generation of empowered women through sound education adhering to the underlying principles of truth and traditional values, revitalized by scientific outlook and strengthened by moral and social responsibility.

**Mission:** The Institution aims at the all-round development of students, empowering them with entrepreneurial and decision making skills by providing an excellent academic environment, inculcating values of discipline, dignity, dedication and devotion to higher causes along with sportsmanship to make them better citizens.

The Vision statement gives emphasis on the following:

1. Empowerment of Women through Quality Education
2. Inculcating Values & Ethics
3. Promoting Scientific Outlook
4. Taking up Moral & Social Responsibility

Keeping this vision in mind, the institution drives to achieve its mission by ***providing advanced knowledge***

***and skills through modern education.*** It also promotes self imposed discipline, human dignity, work ethics and competitive spirit in all its pursuits in order to develop young women into ***responsible citizens of the society.***

In order to achieve the above, the college offers programmes at various levels - Undergraduate (UG), Postgraduate (PG) and Research levels. At the UG level, the college lays emphasis on teaching fundamentals thoroughly and provides an application oriented approach which has market relevance. The college follows choice based credit system providing a learning experience of a blend of related subjects. Equal emphasis is also given to practicals. It also provides opportunities for field work/ internship, industrial visit, project work, add-on / job-oriented courses for a period of six months to one year. High achievers are given opportunity to earn extra credits through Advanced Learner Courses. Foundation courses are also offered in all the first four semesters at UG level in the areas of General knowledge and current affairs, Women studies/Ambedkar studies/Gandhian studies /Environmental studies and Value education that exposes the students to a variety of topics of current relevance.



To ***promote holistic development of students*** training programmes to impart interpersonal and communication skills and Finishing School Training for a smooth transition of students from campus to corporate termed as 'corporate readiness programme' are organized.

Field training / institutional training for a period of two weeks is compulsory at the undergraduate level which enable students to get practical insights. ***This helps them for their entry level jobs preferably in business/service/manufacturing units.*** Individual and group project work in the final year of study is compulsory to enable them ***to gain a scientific outlook and comprehensive knowledge of a particular function.***

To promote entrepreneurial skills, an innovative scheme funded by DST under the Innovative and Entrepreneurship Development Centre (IEDC) is in operation in the institution for the past four years. Under this scheme students are encouraged to come with innovative business ideas which will be translated into a business activity with funding assistance from DST. ***Few of the student projects like preparation of Tofu products have been very successful and are marketed through the college cafeteria.***

To create social responsibility and commitment to serve the disadvantaged and for group learning, co-curricular activities like NCC, NSS, YRC, Yi- Net, Eco-watch, Sports etc., are made available and participation in one of the activities is mandatory. ***Our NSS programme officers and volunteers were awarded State level and National level awards for their contribution to community oriented activities.*** These activities are treated as experiential learning projects for the students.

#### ***1.1.2 Describe the Mechanism used in the Design and Development of the Curriculum? Give details on the Process(Need Assessment, Feedback, etc)***

The curriculum design and implementation consists of the following stages with the participation of subject experts, faculty, industry representatives, alumni, students and employers. Being an autonomous college the institution has a lot of flexibility and freedom to update the curriculum and work with various stakeholders. There are three statutory bodies for the design and implementation of the curriculum - Boards of Studies of various disciplines (Total number of Boards - 17), Standing Committee on Academic Affairs (SCAA) and Academic Council. Each Board of Studies consists of faculty members, subject experts from other institutions, industry representatives/ employers and alumni and a university nominee. The Boards meet every year to review the existing syllabus and propose new courses or modifications in the existing courses.

After the meeting of the Boards of Studies, the Standing Committee on Academic Affairs (SCAA) and the Academic Council meet in the month of March/April every year to review the syllabi and ensure an amount of uniformity in standards. The Academic Council which is the apex body meets

after the SCAA every year to discuss policy issues related to programmes and examinations. This committee also provides guidelines for future courses/ programmes.

The stages in curriculum design and implementation are:

1. Conceptualization of designing programmes and courses
2. Review of the design
3. Verification and validation of the designing
4. Recommendations and implementation
5. Feedback

### **1. Conceptualization of designing programmes and courses**

The chairpersons of the various Boards of Studies with their senior colleagues chalk out a conceptual framework for the overall curriculum based on the feedback received from the various stakeholders such as students, teachers, academic experts, syllabi of other autonomous colleges, universities, model curriculum of UGC and above all mission and vision of the institution. This will be the basis for redesigning the existing courses and instituting new programmes. ***Clear objective of each course is framed in tune with the regional, national and global demands and trends.***

### **2. Review of the design**

Once the conceptual framework is done, it is discussed with the Principal and faculty members to explore the possibility of the ***offering of the new course, resources required for it and the acceptance level of the new programmes by the students.***

### **3. Verification and validation of the designing**

At this stage the complete curriculum is formalized by giving due credits and positioning of courses in each semester and the evaluation methods to be followed. By this exercise redundancy and overlapping are avoided. The curriculum designed is also compared with the norms of the Tamil Nadu State Council of Higher Education (TANSCH), the UGC and the University for validation. It is also sent to Peer Review by subject experts. Though some amount of uniformity is maintained across all disciplines, opportunities are also given to opt for individual projects based on learning in few subjects.

### **4. Recommendation and Implementation**

The recommendations and suggestions made by the respective Boards are incorporated in the curriculum for approval of SCAA and Academic Council. After due approval, it will be brought to the notice of faculty for implementation.

## 5. Feedback

***Regular feedback is obtained every year from the students about the curriculum, especially in the area of teaching - learning methods, quantum of teaching, relevance and assessment methods.***

Informally whenever placement events are held, the HR managers are asked to provide feedback about the student's competency in subject knowledge, skills and attitude. This also forms one method of receiving feedback for curriculum improvement.

Once in three years the complete curriculum of all programmes is sent for '**Peer Review**' and feedback obtained through this is also taken into consideration. ***All these procedures reflect the institution's effort towards quality enhancement.***

### ***1.1.3. How does the college involve industry, research bodies, and civil society in the curriculum design and development process? How did the college benefit through the involvement of stake holders?***

Higher education is a sub system of overall society. Hence the challenges of society are the challenges of higher educational institutions of that society. ***Being an institute for empowering women, the college has a significant role in national development by providing high quality education for women***, pursuing knowledge, converting knowledge into skill, creating intellectual manpower in areas of science and technology, promoting social justice and ensuring equal opportunity for women are some of the challenges in our curriculum design and development processes.

In all the Boards of Studies there is representation from the industry, research institutions / corporate sectors and civil society. The college also has professional relationships with Confederation of Indian Industries (CII), Chamber of Commerce, South India Mills Association (SIMA), South Indian Textile Research Association (SITRA), Coimbatore District Small Scale Industries Association (CODISSIA), Department of Science and Technology (DST), Coimbatore Productivity Council (CPC), and District Industries Center (DIC), Women development projects of Government like *Mahilar Thittam* and *Pudhu Vaazhvu Project (PVP)*, Indian Agricultural Research Institute (IARI), Tamil Nadu Agricultural University (TNAU) and Central Electrochemical Research Institute (CECRI). The representatives of these bodies are members of certain Boards of Studies/ Advisory Boards, Academic Council and College Management Committee and they contribute towards the enrichment of the curriculum and training programmes for faculty and students.

#### 1.1.4 How are the following aspects ensured through curriculum design and development?

##### ✧ Employability

***All the courses are designed in such a way so as to increase the employability of the students.***

Majority of the papers offered are supported with practicals, thus promoting experiential learning and improving the analytical ability of the students. Project based learning and summer internships are offered for application oriented learning and to develop problem solving skills. At the PG level curriculum design and assessment pattern are in alignment with CSIR/UGC/NET/SET syllabi. In the science disciplines the usage of sophisticated equipments are also ensured. Aptitude testing in general mathematics, logical reasoning, mental application and domain (subject) knowledge is essential to work in industrial and business establishments. ***The students have opportunities to test themselves by undergoing model aptitude tests, and by participating in quiz programmes, inter departmental and other intercollegiate skill oriented competitions.***

***To help students to acquire varied skills and domain knowledge, the following efforts*** are undertaken by the college:

- ◆ Career oriented Add-on courses are offered.
- ◆ To enhance employability in IT services and manufacturing sectors, basic computing and data processing skills are very essential. Hence skill based courses having theory and practical components with 12 credit weightage are offered in the UG programs. The skill based subjects include - Web Designing, Business Automation, 2D Animation, Application with “C” & Business Application Software.
- ◆ For career focus and self assessment of skills and attitude, personality development programmes are organized for a period of 30 hours by involving external experts. Career related awareness programmes are also organized at the department level.
- ◆ The college gives considerable importance to develop English communication skills among students. After admission, students are assessed in English Language competency and are grouped in the following categories:
  1. Students with weak communication skill
  2. Students with adequate communication skill

The first category of students are offered Functional English courses and remedial programmes. This course is spread over 2 to 4 semesters and teaches basic grammar, vocabulary, usage pattern and reading and writing comprehension. The second category of students are offered General English papers which consists of Prose, Poetry, and Essays to



enhance their literary skills. Apart from this, the category one students are offered a short term certificate program in Communicative English of Bharathiar University which aims to improve their oral and written communication skills. Assessment of the students of this programme is based on their writing and speaking skills.

- ◆ The college is also a certified coaching centre to train students to appear for Professional examinations such as ACA, ACS and ICWA, Coaching for NET, SET, CSIR, TNPSC and other competitive examinations are also provided.

### ✻ Innovation

*Many innovations in curriculum design development and evaluation are carried out by the institution.* Some of these innovations are discussed below

- ◆ Designing new curriculum through industry-institute interaction
- ◆ Online assessment of students in general knowledge and comprehensive examination
- ◆ Competency based curriculum construction
- ◆ Introduction of innovative courses as Advanced Learner Course(ALC) in all disciplines
- ◆ Providing a wider scope to select courses in allied and non major subjects, thus making CBCS effective

### Design new curriculum through industry-institute interaction

The new programmes introduced in the last four years such as B.Com (Actuarial Management), B.Com (Professional Accounting), BBM (Retail Management), B.Com (Finance & Accounting) and B.Sc (ISM) at the UG level and M.Sc (Physics), M.Sc (Computer Science) and M.Sc (Information Technology) courses at the PG level were designed to cater to the human resource needs of business and service sectors. In 2012 -2013, in order to cater to the large scale manpower requirements of ITES / BPO sectors, a series of interactive workshops were conducted with TCS to bring a new innovative program in BBA (Business Process Management). Similarly B.Com (Financial Services) programme was designed along with HCL to cater to the needs of the financial services sectors and is likely to be introduced in the next academic session.

*A new innovative certificate programme on Finance and Accounting for Business Process Services designed by TCS was introduced by the college to the B.Com and BBM students in 2012-13. Nearly 250 students have been enrolled in this course.*

### Online assessment of students in foundation courses and comprehensive examination

Evaluation of student's performance in certain papers like General Awareness in the first year and Comprehensive Examination in the final year to assess the overall knowledge gained are done through an Online examination system with a structured soft ware to draw questions at random, so that no two students will get the same combination of questions.

### Competency based curriculum construction

The college through various forums such as Academic Council, Advisory Boards of various centers, Boards of Studies and Industry- Institute Interfaces has received ample inputs from experts on skill requirement, domain knowledge requirement, and other attitudinal expectations of students for various entry level jobs in manufacturing and service sectors. *Since student satisfaction is also an important criterion, online feedback from students, survey conducted amongst students about their anticipation provide valuable additional inputs.* These form the basis for designing the new programmes and for updation and modification of the existing curricula. For example the new programmes instituted such as B.Com (Actuarial Management) caters to the man power needs and skill requirement in the Insurance sector; B.Com (Professional Accounting) curriculum prepares the student to become a Chartered Accountant by helping her to face the professional CPT level examinations with ease; BBA (Business Process Management) and B.com (Financial Services) have been designed in collaboration with Industry to meet the skill requirements needed for the IT/ITES/BPO sectors and is likely to be introduced from the next academic year.

### Introduction of Innovative courses as Advanced Learner Course(ALC)

*The curriculum of all the disciplines gives opportunity for motivated high achievers to earn extra credits and learn more through their Advanced Learner Courses offered at the UG and PG levels.* In the Humanity disciplines subjects such as Environmental Economics, Psychology in Literature, Panchayat Raj are offered as ALC. In the Science disciplines Industrial Biotechnology, Immunology, Pharmaceutical Chemistry, Fuzzy Mathematics etc., are a few Advanced Learner's options. In the Computer Science stream Mobile Computing, Nano Technology, Cloud Computing etc., are few Advance Learner Courses.

### ✻ Research

*Project based learning is mandatory both at the UG and PG levels.* At the UG level, individual and group projects are carried out by the students in the final year of study which is given a weightage of 5 credits. At the PG level apart from Project work, students are encouraged to present papers in conferences and seminars and publish their findings.

**1.1.5 How does college ensure that the curriculum developed addresses the needs of the society and have relevance to the regional/national developmental needs?**

The college has a long history of 50 years in providing quality education for women especially in the western region of Tamilnadu. Coimbatore region is known for its textile mills, foundry units, manufacture and export of hosiery and readymade garments, private education, health services and recently for major retail outlets and ITES units. Hence there is a need for human resources to cater to the above sectors. The manpower needs are more in the areas of Accounting Processes, Merchandising, MIS, Export Documentation, Media and Advertising, Banking, Insurance and Financial Services, Medical Transcription, Software Testing, Contract Research, and Manufacturing of small electronic components.

In order to cater to the needs of these manpower requirements the college offers programmes like B.Com (Actuarial Management), B.Com (Professional Accounting),BBM (Retail Management), BBM (International Business) etc. The college has also proposed to introduce innovative programmes like B.Com (Financial Services) and BBA (Business Process Management) during the academic year 2013-14 in tie up with TCS and HCL respectively. ***The college also produces high quality women managers through its MBA and MCA programmes to serve in the middle management cadre of various manufacturing and service sectors, thus augmenting national needs as well.*** Some of the Job oriented courses and Add on courses that improves the specific skills that are in great demand for the local industries are as follows:

- ◆ Textile Chemistry
- ◆ Advertising and Sales Promotion
- ◆ Fashion Designing and Boutique Management
- ◆ DTP and Multimedia
- ◆ Accounting Packages
- ◆ Web Designing
- ◆ Computer Network Security Analysis
- ◆ Mobile Applications

**1.1.6 To what extent does the college use the guidelines of the regulatory bodies for developing or restructuring the curricula? Has the college been instrumental in leading any curricular reform which has created a National impact?**

The college follows the guidelines of the Affiliating University, Tamilnadu State Council for Higher Education, (TANSCH), All India Council for Technical Education (AICTE) for MBA and MCA programmes and the UGC.

♦ **UNIVERSITY-** For the overall curriculum frame work and total credits to be earned by the student for each program, the assessment pattern and regular update of curricular and inclusions of co-curricular activities etc., the norms of affiliating university are considered.

♦ **TANSCHÉ-** TANSCHÉ norms are considered for the following: to include Skill based course in the curriculum, regional language competencies for students from other states (knowledge of Basic Tamil) and inclusion of Choice Based Credit System (CBCS) at UG and PG level.

♦ **UGC-** To introduce career oriented Add on programmes, Innovative programmes, Environment and Value education, adoption of semester system, inclusion of self-study component in the syllabus and for introducing credit system and credit transfer as per the UGC norms are followed.

## 1.2 Academic Flexibility

### 1.2.1 Give details on the following provisions with reference to academic flexibility

#### a. Core/Elective options

*To provide greater opportunity for interdisciplinary approach and to facilitate the students to improve their knowledge, skill and personality, the college follows the Choice Based Credit System (CBCS) in its curriculum.* The curriculum has Core courses wherein 80% of the courses are compulsory for students and in the Language courses, Allied courses, Open courses, Advanced learner courses and Non major electives an interdisciplinary approach is followed giving students multiple choices to choose from varied options

The elective options available in Core subjects are application oriented courses.

For example in B.Sc (Mathematics the elective options available are Computer Programming in 'C' language, Graph Theory, Numerical Methods and Discrete Mathematics; In B.Sc Chemistry Polymer Chemistry, Analytical Chemistry, Dye Chemistry and Biological Statistics; B.Com students have the following courses as elective options in the final year-Working Capital Management, Security Analysis and Portfolio Management, Marketing Research and Services Marketing;

The allied options form the clusters with different courses to choose from that are provided in the I and II year levels. For example students of History, Literature, Economics, Mathematics, Commerce and BBM can choose from the varied subjects offered by these cluster departments as their allied papers.

Similarly in the self-financing streams, the students of B.Sc (Computer Science), B.Sc IT & BCA belong to a cluster which offers a variety of subjects to choose for these students for their allied courses in the first year. Students of B.Com (CA), B.Com (e-com), B.Com (AM), BBM (IB) and

BBM (RM) fall under another cluster with varied options of subjects to choose as their allied subject in their second year of study.

***The skill based component in the curriculum also has options*** included in it. In the undergraduate programmes the options available for the students are Business Automation, Web Designing, 2D Animation, and Application with 'C' and Business Application Software. The student is required to choose one option from this which will run through from III to VI semester with theory and practical assessment included in it.

***There are options available for students in the language subjects also.*** The Part -I language gives Tamil/Hindi/French options for students to choose and in Part – II, English Language subjects are offered at two levels as Functional English for students with weak communication skills and Advanced English for students with adequate communication skills.

***There are options for students in the non major elective papers*** in the first year of study of UG programmes. For example students are required to learn Basic Tamil or Advanced Tamil if they had not taken Tamil in Std X / higher secondary level and the others can opt for Women Studies/Gandhian studies/Ambedkar studies as their Foundation Course paper.

***The Open course with 2 credits offered in the first year enables a student to choose from a variety of 19 courses offered by different departments.*** For example a science student can opt for Basics of Business Management or Current Trends in Indian Economy and a humanity student can opt for papers such as Food Preservation, General Biology of Man and Nutrition and Dietics which are offered by the science departments.

#### ***b. Enrichment courses***

In addition to generic skills and subject knowledge in a particular discipline, there is the need to provide certain ***enrichment courses which will enhance the market orientated skills for entry level jobs***. For example each department offers at least one enrichment course in the form of career oriented Add on course / Job oriented course in tie up with professional bodies or private training agencies. Some of the job oriented programmes offered are Fashion Designing & Boutique Management, Vermiculture & Mushroom Culture etc. Apart from these career oriented add on courses like Creative Writing & Theatre Arts, Tourism & Travel Management, Entrepreneurial Development, International Business, Textile Chemistry, Commercial Horticulture are offered at Certificate level, Diploma level and Advanced Diploma level for the students. ***To improve the language proficiency of students*** Certificate courses in French- DALF-DELF, spoken Hindi, a certified course of Ministry of Human Resources, Sanskrit and German are offered.[**To refer Annexure Ib & Ic** -curriculum enrichment]

**c. Courses offered in modular form**

The course on Environmental Studies includes 8 modules covered over a period of 2 semesters.

**d. Credit transfer and accumulation facility**

Credit transfer facility is extended to both UG and PG students. Students are permitted to transfer their credits within the colleges of the university; among colleges outside the affiliating university area on case by case basis. Regular students of the college are also permitted to transfer their credits to Distance education programmes.

**e. Lateral and vertical mobility within and across programmes and courses**

Lateral entry is permitted in the case of diploma students (10+3 years of study). For example students who have gained Diploma in Computer Technology are permitted to enroll in the second or third year of B.Sc (Computer Science) / BCA programme. Students from other states are also permitted to enroll in the second and third year of study in the UG programme if they have successfully completed their first year of the same programme.

As per university norms a vertical mobility across programmes is not permitted.

**1.2.2 Have any courses been developed specially targeting international students? If so, how successful have they been? If 'no', explain the impediments.**

No. But international students are eligible to take up any course offered by the college after due validation of their previous credentials by the affiliating university.

**1.2.3 Does the College offer dual degree and twinning programmes? If yes, give details.**

The college offered MBA programme under the Convergent scheme of IGNOU. Students can pursue this course along with their regular course of study.

**1.2.4 Does the College offer self-financing programmes? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programmes?**

Yes the college offers self-financing programmes at UG & PG levels. The following are the self-financing programmes:

**UG programmes**

1. B.Sc (Computer Science)
2. B CA
3. B.Com (CA)

4. B.Com (e-Commerce)
5. B.Com (Actuarial Management)
6. BBM (International Business)
7. BBM (Retail Management)
8. B.Sc (IT)
9. B.Com (Accounting & Finance)

### **PG programmes**

1. M.B.A
2. M.C.A
3. M.Com
4. M.Sc (Mathematics)
5. M.Sc (Chemistry)
6. M.Sc (Physics)
7. M.Sc (Computer Science)
8. M.Sc (Information Technology)

The following are the policies regarding admission, fee structure, teacher qualification and salary:

**Admission:** Admission for self-financing programmes is done on the basis of Government of India's reservation norms for 50% of seats and on merit basis for the remaining 50% seats.

**Fee structure:** The Fee structure for the self-financing programmes are higher than the aided programmes and it varies among programmes.

**Teacher qualification:** The teacher qualification norms are similar to that of the aided programmes as specified by the UGC and the affiliating university. Qualification approval by university is mandatory.

**Salary:** Senior members receive a salary comparable with faculty of aided programmes. The annual increment is based on their professional development. This is higher than the annual increment of aided programmes.

#### ***1.2.5 Has the College adopted the Choice Based Credit System (CBCS)? If yes, how many programmes are covered under the system?***

Yes. The college has adopted the Choice Based Credit system (CBCS) immediately after obtaining the autonomous status i.e. from the year 2005-06 onwards. All the UG, PG and Post Graduate Diploma Programmes offered by the college are covered under this system.



**1.2.6 What percentage of programmes offered by the College follows:**

**Annual system**

100 % (Career oriented Add on courses, M. Phil programme)

**Semester system**

97% (All UG ,PG and PG Diploma Programmes except MBA )

**Trimester system**

3% (MBA programme)

**1.2.7 What is the policy of the College to promote inter-disciplinary programmes? Name the programmes and what is the outcome?**

*An inter-disciplinary approach in designing the programmes have been favoured by the college to promote more extensive learning and new skill development .* The B.Com (Computer Applications) programme is an example for this since it blends with both Commerce and Computer Science discipline. B.Sc (Information System Management) is yet another interdisciplinary programme which has a combination of both information systems and business management courses included in it .All the programmes introduced under the self financing stream are interdisciplinary and relevant to the community needs. Students completing such programmes have found good opportunity in placement and perform better in post graduate programmes. Besides, the curriculum includes an 'Open course' which is offered by every department . 19 open courses are offered. Students have the freedom to choose any one of these courses – other than their core and allied subjects. So, a science student can pursue a course in humanities, commerce or management and a commerce student can pursue a science course, thus widening their knowledge horizon.

**1.3 Curriculum Enrichment**

**1.3.1 How often is the curriculum reviewed for making it socially relevant and /or job oriented/ knowledge intensive and meeting the emerging needs of students and other stakeholders?**

The college reviews its curriculum once in two years for the purpose of introducing new courses and to assess the quantum of learning in the existing courses. In the last four years during the curriculum revision emphasis was given more for experiential learning, case analysis, internships and individual and group project work. A common guideline is evolved and given to the chair person of the Boards of Studies to maintain certain amount of uniformity in learning core, allied and other skill based subjects adopting the guidelines of the University ,TANSCHE and other statutory bodies like AICTE for MBA and MCA courses.

The following are some of the efforts taken by the college to *make the curriculum more socially relevant, job-oriented and knowledge intensive:*

- ★ The skill based subjects with 12 credits is introduced in all the UG programmes from III semester to VI semester with theory and practical assessments. The options given are Web Designing, Business Automation, 2D Animation, Application with 'C' and Business Application Software.
- ★ ***Based on the inputs received from industry experts of the various Boards of Studies many innovative and knowledge intensive courses were added in various disciplines.*** For example in Physics Bio Medical Instrumentation , Fundamentals of Digital Electronics and Micro Processors are included as elective options under core subject. Courses like Bioinformatics and Biofertilizers have been included in the B.Sc (Plant Biology and Biotechnology) programme. The Computer Science disciplines have included Cloud Computing and Mobile Computing courses in their curriculum. The B.Com (CA) programme has included Artificial Intelligence and Expert Systems as one of the allied options in the curriculum. In the Commerce and Management disciplines innovative courses such as Security Analysis and Portfolio Management, Total Quality Management, International Strategic Management and Rural Marketing have been added.
- ★ ***The need for good communication skills for better employability has been realized by the college and to promote it a certificate program in Communicative English has been introduced. It is made compulsory for students who are assessed to have inadequate communication skills.***
- ★ To make the ***curriculum more socially relevant***, courses like Environmental studies, Value education, Foundation courses in Women /Gandhian/Ambedkar studies are made compulsory for students.
- ★ ***To improve placement opportunities*** Personality development programmes in the II and III year of study and an online Comprehensive examination are included in the curriculum
- ★ Taking into ***account the needs of the industries many new programs*** have been introduced at UG and PG level and the curriculum design of these programmes aim to bring in more placement opportunities for the students of such programmes. Some of the new programmes are B.Com(Professional Accounting), B.Com(Accounting and Finance),B.Com(Actuarial Management), B.SC(Information Systems Management), B.Sc (IT) and M.Sc Programmes in Physics, Chemistry, Computer Science and Information Technology.

**1.3.2 How many new programmes have been introduced at UG and PG levels during the last four years? Mention details.**

The new programmes introduced in the last four years are as follow:

**UG programmes**

- ◆ B.Com (Professional Accounting)
- ◆ B.Com (Accounting and Finance)
- ◆ B.SC (Information Systems Management)

**PG programmes**

- ◆ M.Sc Physics
- ◆ M.Sc Computer Science
- ◆ M.Sc Information Technology

**Inter – disciplinary programmes**

The B.Sc (Information System Management) is a blend of Information system and Management disciplines. In few PG programmes such as MBA, MCA, M.Com and M.A .History, graduates from varied disciplines are admitted. The B.Com (Computer Applications) programme is a combination of Commerce and Computer Application courses

**Programmes in emerging areas**

Almost all the new programmes introduced in the last four years such as B.Com (Professional Accounting), B.Com (Accounting and Finance), B.Com (Actuarial Management), B.Sc (Information Systems Management), B.Sc Information Technology and the industry oriented programmes B.B.A (Business Process Management) and B.Com (Financial Services) proposed to be introduced from the next year are all in the emerging areas of study.

**1.3.3 What are the strategies adopted for revision of the existing programmes? What percentage of courses underwent a major syllabus revision?**

The Feedback obtained from stake holders such as teachers, students, subject experts of various Boards of Studies, and employers forms the basis for the inclusion of new programmes and revision of the existing programmes.

The Feedback from teachers teaching the content has helped in revising the courses in such a way that there is adequate content for learning and in ensuring that there is no redundancy.

The Feedback from subject experts of Boards of Studies and employers has helped in introducing many new and innovative courses in time with the demands of the job market. The performance of

the student in the end semester examination and feedback obtained from them are also an important basis for curriculum revision. For example the Feedback from students regarding foundation courses such as Environmental studies, Value education, Foundation courses in Women studies /Gandian/Ambedkar studies has helped in revising the assessment pattern with more weightage for internals rather than the end semester examination.

50% of the courses underwent a major revision.

***1.3.4 What are the value-added courses offered by the College and how does the College ensure that all students have access to them?***

Almost each department of the college offers one or more value added programmes as Job oriented or career oriented add on courses at three levels. Some of these programmes are offered in tie up with external professional agencies. For example the job oriented course in Fashion Designing is offered in tie up with South India Institute of Fashion Technology(SIIFT), Coimbatore. Similarly an Industry sponsored (TCS) Certificate programme in Finance and Accounting for Business Process is being offered to the B.Com and BBM students to improve their placement opportunities from the year 2012-13 onwards and nearly 250 students have been enrolled in the programme. The NET/SET/CSIR coaching is mandatory for all PG students so as to promote job opportunities or facilitate them to pursue a research career. For students with weak communication skills the certificate programme in Communicative English is advised. A student is generally required to complete a minimum of one Add on programme apart from the regular degree course.

Value added courses offered by the college:

List of Job Oriented Courses and Add on Courses - Refer ANNEXURE Ia & Ib for details

***1.3.5 Has the College introduced any higher order skill development programmes in consonance with the national requirements as outlined by the National Skills Development Corporation and other agencies?***

***The college has introduced many higher order skill development programmes and courses in the last four years as identified by the National Skill Development Corporation (NSDC) and the Tamilnadu Vision-2023 Document.***

NSDC has identified the following sectors which have high employment opportunities at the entry level. These sectors are IT, ITES, BPO, Banking and Financial services, Insurance, Retail, Supply Chain Management, Market Analysis, Contract research in pharma, e-publishing, e-tutoring, Animation and Gaming, Media Services etc.

The college has included these skill requirements in its various courses and programmes as follows:

Higher order skill set outlined by NSDC	Courses and Programmes of the college providing these skill sets
a) IT Skills	Data mining, software testing, cloud computing, mobile computing, artificial intelligence and data base systems, computer networks in Computer Science and B.Com (Computer Application) & B.Com (e.Com) programmes.
b) Banking and Financial Services oriented skills	B.Com (Accounting & Finance) B.Com (Financial Services) B.Com (Professional Accounting) and B.Com, BBM Programmes.
c) Actuarial related skills	B.Com (Actuarial Management) Programme and Actuarial Mathematics as special course.
d) Retail Market skills	BBM (Retail Management)
e) Animation skills	2D Animation as skill based subject
f) ITES/BPO sector related skills	TCS designed BBA (Business Process Management) to cater exclusively the ITES/BPO sector to be introduced from 2013-14.
g) Research skills	Research methods is offered as special course in all PG programmes.
h) Supply Chain Management and other merchandising skills	BBM (International Business) programme
i) Managerial and Administrative skills	Through BBM and MBA programmes

## 1.4 Feedback System

### 1.4.1 Does the College have a formal mechanism to obtain feedback from students regarding curriculum and how is it made use of?

Yes, the college has a **formal mechanism to obtain feedback from students**.

- ◆ Every year the final year students give their feedback on curriculum through an online format. The class committee meetings of students are another means to obtain feedback from students.
- ◆ A discussion of student – teachers on syllabus related queries organized
- ◆ Seminar on different aspects of curriculum organized to redress the problems faced by the students.

This has helped in bringing reforms in curriculum as follows:

- ◆ Introducing new courses and

- ◆ Changing the assessment pattern of certain courses.
- ◆ Introducing the Comprehensive examination- thus providing a track line for a sustainable progress in curriculum design.

**1.4.2 Does the College elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods adopted to do the same-(conducting webinar, workshop, online forum discussion etc.,) Give details of the impact on such feedback.**

The college elicits *feedback on its curriculum from faculty at national level through a peer review process once in three years. The inputs formed the basis updating the curriculum.* An Academic Audit with two academic experts to evaluate the effectiveness of the curriculum of all the disciplines was also conducted during the year 2008-2009.

**1.4.3 Specify the mechanism through which alumni, employers, industry experts and community give feedback on curriculum enrichment and the extent to which it is made use of.**

- The Boards of Studies of various disciplines and the Academic Council comprises of one alumni member. Their opinion on the curriculum has proved valuable.
- Feedback from employers is also obtained on a casual basis.
- The industry experts who are also members of the Boards of Studies, Academic Council and members of various Advisory Committees give their suggestions and ideas for improvement of the curriculum.

**1.4.4 What are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring effective development of the curricula?**

- ◆ *Based on the vision and mission of the institution the IQAC has devised a Quality Policy which is integrated into the curriculum.*
- ◆ Standards and excellence of quality in curriculum development is reflected in the effective process laid down by the IQAC.
- ◆ Preparatory work for restructuring the curriculum commences at a very early date.
- ◆ Seminars / workshops in curriculum restructuring, preparation of quality question papers etc., are organized periodically, so as to prepare the faculty for quality work.
- ◆ The process of curriculum development begins with the individual faculty of the departments and ends at the level of the Academic Council for approval. The basic frame work developed is fine tuned at various stages such as Department Board constituted by all faculty and the HOD, Academic Peers, Committee of Deans and BOS before the final approval. *This procedure enhances the quality of the curriculum developed.*

## CRITERION II: TEACHING-LEARNING AND EVALUATION

### 2.1 Student Enrolment and Profile

#### 2.1.1 How does the College ensure publicity and transparency in the admission process?

##### Publicity

- ◆ The list of programmes offered by the college is displayed in the college web site .
- ◆ Advertisements are given well in advance in all leading national and regional dailies at regular intervals, highlighting the salient features of the college, programmes and courses.
- ◆ In the college campus, the details regarding the courses offered are displayed prominently.
- ◆ The prospectus issued also contains relevant information in detail.
- ◆ The institution participates in education fairs within and outside the state, wherein presentation of the courses / facilities available in the campus etc., are provided to the public.

**Absolute transparency in admission** is ensured by displaying the merit list of the selected candidates and the waiting list (as per government norms) along with their cut off marks.

#### 2.1.2 Explain in detail the process of admission put in place for UG, PG and Ph.D. programmes by the College. Explain the criteria for admission (Ex. (i) merit, (ii) merit with entrance test, (iii) merit, entrance test and interview, (iv) common test conducted by state agencies and national agencies (v) others followed by the College?

**For the General courses( UG & PG) ,** the students are selected as per the State Government reservation policy and the guidelines of the university and government taking into account their **academic record**.

**For M.Phil & Ph.D,** the students are selected based on their performance in the entrance test, conducted by the college.

**For Professional courses (MBA / MCA)** students are selected through the single window system on the basis of their marks scored in any of the **common entrance examinations** like CAT / MAT/ TANCET, subject to reservation as stipulated in the rules and regulations of the university and AICTE and the selected list is displayed in the college website.

For the **Certificate course in Geriatric Care-** Students are selected through the **National level common admission test**.

#### 2.1.3 Does the College have a mechanism to review its admission process and student profiles annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?

After completing the admission procedures every year demand ratio for all courses is analysed by



the admission committee. If the demand ratio is poor / percentage of seats not filled is not in par with other courses, the reason for the same is analysed with the concerned departments and the following steps initiated to improve the admission:

- ◆ The curriculum of the courses updated as per present day demands and alteration as per the title of the programme is also carried out for instance B.A Economics is changed to Economics with Banking and Insurance.
- ◆ Traditional courses are revamped by introducing Add-on-courses with job potential, for example – Tourism and Travel Management for History students.

#### ***2.1.4 What are the strategies adopted to increase/improve access to students belonging to the following categories***

- \* ***SC/ST***
- \* ***OBC***
- \* ***Women***
- \* ***Different categories of persons with disabilities***
- \* ***Economically weaker sections***
- \* ***Outstanding achievers in sports and extracurricular activities***

All reservations as per government policy are strictly adhered to.

#### ***Women:***

The institution is exclusively for women.

#### ***Differently abled:***

1% reservation and total fee waiver as per government norms.

#### ***Economically weaker sections:***

As such there is no reservation as per rules but deserving candidates are helped by the following measures:

- ◆ As per reservation policy and norms of the government – BC, MBC, SC & ST scholarships are granted.
- ◆ ***50% concession in tuition fees is provided by the Management for 50 students on an average per year.***
- ◆ Assistance from Students' Aid Fund (each student contributes ₹ 1/- per year towards this fund) is provided
- ◆ Voluntary contribution made by faculty members & alumni
- ◆ Every year tuition fees is waived off for 20 students as per Free Education Scheme of Bharathiar University

***Athletes and sports persons.***

As per government norms, 1% of the seats is reserved for athletes and sports persons at the UG level. The following concessions are offered to sports students:

- ◆ Free breakfast and lunch along with sports outfit.
- ◆ Full attendance given whenever students are engaged in practice / participating in sports.
- ◆ The fee is sponsored by the management and faculty members.
- ◆ As per university guidelines, special supplementary examination is conducted if the student is unable to take up the regular examinations due to participation in sports.
- ◆ Students excelling in sports activities are encouraged to participate in National and International sports events. They are rewarded with scholarships, free hostel accommodation and /or full fee concession as the case may be. About Rs. 20 lakhs is spent per year for this purpose.

**2.1.5 Furnish the number of students admitted in the College in the last four academic years.**

Categories	2008-09		2009-10		2010-11		2011-12	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	-	98	-	113	-	102	-	133
ST	-	1	-	4	-	3	-	4
OBC	-	859	-	1020	-	1050	-	1285
General	-	374	-	417	-	402	-	481
Others	-	-	-	-	-	-	-	-

**2.1.6 Has the College conducted any analysis of demand ratio for the various programmes offered by the College? If so, indicate significant trends explaining the reasons for increase/decrease.**

Prog.	2008-09			2009-10			2010-11			2011-12		
	Appl	Adm.	D.R	Appl	Adm.	D.R	Appl	Adm.	D.R	Appl	Adm.	D.R
UG	5949	2714	5.6:1	6556	1275	5.3:1	6360	1261	5:1	6638	1323	5:1
PG	980	310	3.1:1	810	313	2.5:1	862	316	2.7:1	1071	427	2.5:1
M.Phil							138	75	2:1	114	61	2:1
Ph.D							16	12	1:1	32	30	1:1

*Appl.* - Number of applications received

*Adm.* - Number of students admitted

*D.R.* - Demand Ratio

There is no significant change in the demand ratio over the years.

**2.1.7 Was there an instance of the College discontinuing a programme during last four years? If yes, indicate the reasons.**

Master of Business Economics has been discontinued due to decrease in demand since this course is offered under Distance Education stream in several universities and in its place MSc Physics has been introduced in the year 2011-12

**2.2 Catering to Diverse Needs of Students**

**2.2.1 Does the College organize orientation / induction programme for freshers? If yes, give details of the duration of programme, issues covered, experts involved and mechanism for using the feedback in subsequent years.**

Yes.

Prior to the beginning of the classes, freshers are briefed on the regulations of the college and UG programme with relevance to academics, extra - curricular and co-curricular activities. They are also informed on the various facilities available such as scholarships, placement programmes, services of the Counseling Cell, Anti Ragging Cell, Sexual Harassment Cell etc. The chief guest for the orientation programme is an alumni who shares her experiences with the new comers. This orientation programme is conducted for a period of three days. The objectives of the programme are:

- ◆ To introduce the students to the college environment and make them understand the tradition and culture of the institution.
- ◆ To provide the students an opportunity to meet the new members of their community.
- ◆ Providing them with an opportunity to diagnose their skills such as communication, basics of computer, mathematics etc.

IQAC Co-ordinator designs the orientation programmes and a team of staff members co-ordinate this orientation programme.

For the freshers at the PG level, a one or two day orientation programme is organized. The HoD and the faculty members of the respective departments introduce the students to the courses regarding the



Alumnus addressing the newcomers on the freshers day



Dr. Thiruvasagam, VC, Bharathiar University addressing the Students

details of the concerned programme, various facilities such as laboratory equipments, library, journals, NET/SET coaching classes, services of the Counseling Cell, Anti Ragging Cell, Sexual Harassment Cell etc., available in the campus.

**2.2.2 Does the College have a mechanism through which the “differential requirements of student population” are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?**

Differential requirements of the student population is assessed based on the response of the students to a questionnaire. In general the following areas required concentration:.

**Improving Mathematical skills** – Bridge course was conducted to non mathematics students.

**Improving Communicative skill**

- ◆ Courses to improve communicative skill in English was introduced
- ◆ A congenial atmosphere for linguistic growth is created by introducing 'classroom library concept' involving Book reviews.
- ◆ The newspaper in class programme - Newspaper is supplied to every class which is sponsored by faculty.
- ◆ Compulsory interaction in English on specified days is yet another strategy.

**2.2.3 Does the College provide bridge /Remedial /add - on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty wise?**

Bridge courses are conducted before the commencement of certain programmes. Bridge course in Mathematics is conducted for UG Computer courses for non mathematics students. For the freshers at the UG level, classes on Computers, Mathematics and Communication skills are arranged.

Academic performance of the students are monitored with continuous assessment tests that are held periodically. Poor performers are given remedial coaching in the respective subjects. First year students who are poor in English are recommended to undergo a certificate programme in Communicative English.

Each department conducts remedial classes, based on the performance of the students in the continuous assessment tests.

Fifteen Add on courses at three levels are offered after the regular working hours of the college. The students undergo field training during week ends and semester holidays.

Courses offered	Coordinating department
Creative Writing & Theatre Arts	English
Tourism & Travel Management	History
Entrepreneurial Development	Commerce
International Business	Management
Commercial Horticulture	Botany
Textile Chemistry	Chemistry
DTP and Multimedia	Computer Science
Embedded System Design	Physics
Optimizing Technology	Mathematics
PC Hardware & Networking	Computer Science
Advertising & Sales Promotion	Commerce (SF)
Human Resource Management	Commerce (SF)
International trade & Foreign Exchange	Economics
Applications of e-Commerce	Commerce (SF)

**2.2.4 Has the College conducted a study on the incremental academic growth of different categories of students; - student from disadvantaged sections of society, economically disadvantaged, physically handicapped and slow learners etc.? If yes, give details on how the study has helped the College to improve the performance of these students.**

The institution takes special care in identifying students belonging to disadvantaged sections of the society. Each class is under the care of a faculty who is the academic advisor who identifies these categories of students and they are helped out in the following ways:

- ◆ Providing remedial coaching
- ◆ Recommending 'group study' with meritorious students of the class
- ◆ Special coaching by faculty

Facilities for the physically challenged students:

- ◆ Care is provided based on their requirement
- ◆ Classes are conducted in the ground floor
- ◆ Permitted to reach the door step of their classroom in their vehicles.

All these measures help in improving their performance in the End Semester examinations and in getting recruited in reputed organizations.

### **2.2.5 How does the institution identify and respond to the learning needs of advanced learners?**

*The CBCS curriculum includes a self – study paper with an examination in the IV semester for PG and 2 papers for the UG in the V & VI semesters which enables them to earn extra credits.*

- ◆ Students are motivated to participate in seminars and present papers.
- ◆ The numerous intellectual and cultural programmes within and outside the campus provide exposure to develop their innate talents in organizing and participating and it also serves as a platform for interaction and experiential learning.
- ◆ Coaching classes for SET /NET, Civil Services and Banking Services are conducted in the college. 149 Students attended the coaching classes for UGC-NET/SET /CSIR /JRF in 2011-12. Two students have cleared the examination.
- ◆ Coaching classes for Civil Services (Preliminary) examination was attended by 115 students out of which 51 students belong to socially and educationally backward classes and are from rural areas. 40 students enrolled for probationary officers examinations of the Banking Services in 2011-12.
- ◆ Opportunities to join coaching classes for Company Secretaryship, CPT/ICAI/IRDA.

### **2.2.6 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?**

As per government norms one percent of the seats are reserved for such students.

The class rooms are made available in the ground floor and vehicular transport is permitted up to the class rooms. A congenial atmosphere is provided to them and counseling is offered if needed through the Counseling Cell.

## **2.3 Teaching-Learning Process**

### **2.3.1 How does the College plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan and evaluation blue print, etc.)**

**Calendar of Events** - At the beginning of the academic year, a committee under the chairmanship of Principal compiles the college calendar, that includes holidays, number of working days, schedule for internal assessment test, model examination etc.

The academic and co curricular activities of the year are brought out as academic calendar.

**Teaching Plan** - Detailed teaching schedule for the entire semester is carried out by every department. Teaching Plan for every fortnight is prepared by each faculty and displayed on the

department notice board.

**Evaluation** - Office of the Controller of Examination prepares the schedule of activities for the entire semester and intimates all the departments. Evaluation procedures are made known to the students and faculty through the hand book 'Curriculum Design' brought out every year.

**2.3.2 Does the College provide course outlines and course schedules prior to the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

Yes.

- ◆ Course outline and schedule for certain elective courses are available in the intra-net of the Campus Management System.
- ◆ For other courses the faculty appraises the students of the course contents at the beginning of the semester.
- ◆ Every faculty displays her teaching plan in the department notice board, a fortnight ahead of the academic session.

This is monitored by the concerned Heads of the Departments.

**2.3.3 What are the courses, which predominantly follow the lecture method? Apart from classroom interactions, what are the other methods of learning experiences provided to students?**

Basically all the classes follow lecture method.

Apart from the classroom sessions learning experience is provided by the following methods:

- ◆ Interactions by way of question – answer sessions and group discussions, are encouraged.
- ◆ Students are instructed to use library and other IT facilities while preparing their assignments.
- ◆ Quizzes, class seminars, and projects provide a good learning experience by improving the analytical skill of students.
- ◆ Self study component through books, journals, internet and other computer aided learning packages improves the learning ability.
- ◆ Video conferences and guest lectures are organized by inviting experts in various fields.
- ◆ A number of workshops and seminars on current topics are organized thereby providing a platform for the students to interact with other participants and the resource persons.



Teaching Session in progress



- ◆ Work experience is geared through Internship and Industrial visits.
- ◆ Language lab. & Commerce lab. are provided for practical exposure in these areas.
- ◆ Debates and exhibitions are organized by the department associations.
- ◆ Case discussions, Activity based learning methods, Observation studies, Role plays, Simulation exercises are conducted regularly.
- ◆ MOODLE and demonstration of tools enables online teaching – learning.
- ◆ Apart from these, a number of add on courses, certificate courses, job oriented and supportive courses are conducted by each department which will be a value addition to the respective core subjects.



Video Conference



Quiz Programme

***2.3.4 How is 'learning' made more student-centric? Give a list of participatory learning activities adopted by the faculty that contribute to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.***

- ◆ 2 weeks internship at the end of fourth semester, for UG courses provides hands-on-training
- ◆ To inculcate research aptitude, project work is made mandatory at the UG as well as at the PG level.
- ◆ Classroom seminars improve the communicative skills and confidence level of the students. These are mandatory for all programmes.
- ◆ The evaluation of the project work includes an oral presentation of their findings in the presence of their peers.
- ◆ Online tests conducted regularly prepares the students for competitive IT based entrance tests.
- ◆ At GRGSMS and GRGSACT an Online Learning Management System which helps in ensuring consistency in delivery and evaluation of the courses is followed. It enables faculty to evaluate and track the knowledge and abilities of students in a comprehensive and continuous manner through online quizzes, assignments and forums.

### 2.3.5 *What is the college policy on inviting experts / people of eminence to provide lectures / seminars for students?*

The institution has set certain bench marks regarding the persons invited for guest lectures/ resource persons for seminars, such as :

- ◆ Eminent academicians - academicians with a minimum of five years of teaching/research experience in reputed institutions.
- ◆ Successful industrialists/ entrepreneurs and persons holding key positions in industries/organizations.
- ◆ Award winners at the state / national/ international levels.

### 2.3.6 *What are the latest technologies and facilities used by the faculty for effective teaching? Ex: Virtual laboratories, e-learning, open educational resources, mobile education, etc.*

Technology is a good tool to supplement classroom teaching and helps students to learn more. The following facilities are available:

- ◆ English Language laboratory and Commerce laboratory
- ◆ Simulation methods such as OR CAD, microprocessor simulator, micro controller simulator are used for certain practicals, and add on courses.
- ◆ e- learning resources such as IEEE, EBSCO, DELNET, IEEE, ACM, CMIE, J-GATE, INFLIBNET Elsevier - data base are used for project and research works.
- ◆ A-View, e-content and other open educational resources are used for class room teaching.



Activity of e-content development centre

### 2.3.7 *Is there a provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-socio guidance? If yes, give details of the process and the number of students who have benefitted*

#### **Student Mentoring System**

- ◆ Mentoring groups are formed of 20 students of the same or different discipline and are under the care of a faculty for the entire period of their study.
- ◆ Meetings of Mentor- mentees are held once in a month. One –to-one mentoring is also held when required.
- ◆ Mentors provide help to the new entrants to get accommodate to the college environment.

- ◆ Help of the mentor is available both on academic and personal matters.

### Guidance and Counseling Cell

- ◆ The Cell functions with four senior faculty members and meets once in a week
- ◆ They provide counseling for personal problems such as emotional management, relational, behavioural, financial stress management, with a focus on the physical and mental wellbeing of the students.
- ◆ If the Cell decides that the student is in need of a professional counseling, she is referred to the professional counselor appointed by the institution who can provide high quality confidential services.

Data from Students' Counseling cell

S.No.	Area of Counseling	No. of students participated			
		2008-09	2009-10	2010-11	2011-12
1	Emotional Management	60	80	70	40
2	Relational	30	40	15	10
3	Behavioural Alterations	15	10	5	10
4	Financial Assistance	70	80	45	30
5	Stress Management	30	40	50	40
6	Career Guidance	15	10	20	10

**2.3.8** *Are there any innovative teaching approaches/methods/practices adopted/put to use by the faculty during the last four years? If yes, did they improve the learning? What methods were used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?*

### Innovations in teaching

Classroom learning

- ◆ A change from traditional classroom methodology to participatory learning.
- ◆ Students working in groups in classroom sessions encouraged to evolve to learning beyond the classroom.
- ◆ Field trips and Industrial visits are arranged to enable the students to get hands on exposure.
- ◆ Management in Practice - an extension of the Summer Internship Programme provides an

opportunity to students to identify and work on a specific issue identified by them during the course of their Summer Internship in an organization. This leads to student-faculty joint publications in the form of cases or research papers.

### Use of ICT in learning

- ◆ The lecture method is supported by open source materials from websites
- ◆ Developing multimedia presentations – e-contents in all subjects.

### Evaluation of the impact

- ◆ The impact is evaluated by the reports of class committee meetings that are held regularly.
- ◆ Direct interaction with students.
- ◆ Online feedback from students

### Recognition for the faculty

'Best Faculty Award' instituted by the college in collaboration with TCS and 'Faculty Excellence Award' instituted by the Management for faculty excelling in teaching and research and their contribution to the development of the college.

### 2.3.9 *How does the college create a culture of instilling and nurturing creativity and scientific temper among the learners?*

#### Creativity

- ◆ Creativity of the student is nurtured through the curriculum and the extracurricular activities organised by the departmental associations. Each department, conducts competitions related to their subject or otherwise at the intra or inter- collegiate level to bring out the hidden talents.
- ◆ Students are also encouraged to take part in the competitions/ programs arranged by other institutions.
- ◆ College magazine and in-house magazines of the language departments provide an opportunity to nurture their writing skills.

#### Scientific temper

- ◆ To nurture scientific temper amongst students, science courses are offered to non science students under Part IV- 'Open Course' and they also have the liberty to pursue certain science based Add-on courses offered by the science departments.
- ◆ For the science students, recent scientific discoveries, and science in daily life are being discussed during the lecture class as and when the topic arises.
- ◆ Project is made mandatory at the UG level to inculcate a scientific temper among the learners.

**2.3.10 Does the college consider student projects a mandatory part of the learning programme?  
If so, for how many programmes is it made mandatory?**

- \* **Number of projects executed within the College**
- \* **Names of external institutions associated with the college for student project work**
- \* **Role of the faculty in facilitating such projects.**

Yes. For all programmes individual projects/ group projects are mandatory. At the UG level most of the projects are carried out in the college. At the PG level, in addition to the projects carried out at the college, collaborative projects with the government / non government organizations are encouraged wherein the actual work is carried out either in the college or in the concerned external organization.

**Number of projects executed within the College : 2806**

Programme	Year-wise data			
	2008-09	2009-10	2010-11	2011-12
UG	449	547	641	765
PG	92	88	101	101
M.Phil			75	63

**Names of external institutions associated with the College for student project work:**

S.No.	Department	Organisations
1	Chemistry	CECRI, Karaikudi
2		CLRI, Chennai.
3		IGCAR, Chennai
4		Anna University, Chennai
5	Physics	Centre for Water Resources development and management, Calicut.
6		Cochin University of Science and Technology, Cochin.
7		Calicut university
8		Centre for Materials for Electronic, Technology, Thrissur.
9		International Advanced Research Centre for Powder Metallurgy and New Materials, Hyderabad.

S.No.	Department	Organisations
10	Botany	Sangenomics, Manian Laboratories, Coimbatore.
11		IARI, Wellington, The Nilgiris.
12		CFTRI, Mysore
13		Ayurveda Research Institute, Coimbatore.
14		Rasi Seeds, Salem.
15	MCA	Square Technologies,183 Second Cross,X-cut Road, Gandhipuram,Coimbatore-12
16		Usis Technology,I 35,Dhanalakshmi Nagar, NSN Palayam, Coimbatore
17		Center for Railway Information System(CRIS),3rd Floor, Western, Moore Market Complex, Chennai-600003
18		Cavium Networks(India) Pvt,II Floor,Arihant E-Park, L.B Road ,Adayar,Chennai
19		KG Information System Private LTD ,Export Division-100, KGISL Campus, Thudiyalur Road Saravanampatti,Coimbatore
20		Orion System,3rd Cross Road, Kalaimagal Nagar, Chennai.
21		Cyber Serve Technologies,44w-Wing 2nd Floor, Mahalakshmi Street,T.Nagar ,Chennai.
22		Deccan Hosting,13/1,First Avenue,First floor,Ashok Nagar,Chennai.
23		N-Solution,Cheran Towers, Arts College Road ,Coimbatore
24		Sans Pareil IT Service Pvt LTD,#63 Raja Towers,100 Feet Road, Ashok Nagar,Chennai.
25		Top Bean Technologies,198,VKV Building ,3rd Floor, Nehru Street, Ram Nagar ,Coimbatore.
26		Space2host Web Service Pvt Ltd,13/1 First Avenue, 3rd 27Floor, Ashok Nagar, Chennai.
27		BSNL, General Manager,Telecom, Coonoor ,Nilgiris.
28		Sarpx India Pvt. Ltd.,B 37,Cheran Colony, Thudiyalur Road,Coimbatore.
29		Denezen Technologies,167 A.P.K.D Nagar,Near Sankara College, Saravanampatti,Coimbatore.
30		Salzer Electronics Ltd., Samichetipalayam, Coimbatore.

S.No.	Department	Organisations
31	MBA	Sakthi Sugars Ltd., Sathyamangalam.
32		Titan Industries Ltd., Hosur.
33		ELGI Equipments, Coimbatore.
34		KSB Pumps, Coimbatore.
35		Steel Authority of India Limited, Salem
36		TVS & Sons Ltd., Madurai.
37		CRI Pumps, Coimbatore.
38		United India Insurance, Coimbatore.
39		Chandra Textiles, Coimbatore.
40		Larsen & Toubro Ltd, Coimbatore
41		Roots Industries Ltd, Coimbatore
42		The Lakshmi Mills Company Ltd, Coimbatore
43		Tamil Nadu Newsprint and Papers Ltd., Karur, Tamil Nadu.
44		KG Information Systems Private Limited, Coimbatore.
45		Bank of Baroda, Coimbatore.
46		Ashok Leyland, Chennai.
47		Kotak Securities Ltd., Coimbatore.
48		Karvy Stock Broking Ltd., Coimbatore.

### ***Role of the faculty in facilitating such projects***

The faculty will assign the problem, monitor the progress and guide the students periodically until the project is completed.

### ***2.3.11 What efforts are made to facilitate the faculty in learning / handling computer-aided teaching/ learning materials? What are the facilities available in the College for such efforts?***

- ◆ Training programmes for faculty are organized within the campus inviting experts in the field as resource persons.
- ◆ Faculty members are deputed/encouraged to attend workshops/seminar on handling computer-aided teaching/ learning materials at other institutions.



**Facilities available**

- ◆ Each department is equipped with a number of systems with twenty four hours internet facility.
- ◆ The campus also has Wi-Fi facility for working with lap tops.
- ◆ Most of the class rooms have LCD facility.
- ◆ There is an e-Content Development Centre. Orientation programmes on e-content development for faculty members are being organized. They are also encouraged to participate in such programmes , organized by other reputed institutions. Hence the faculty can either use the open source materials or the e-content material, developed by the concerned persons.

**List of Workshop on e- content Development/ Computer aided teaching- learning organised by the institution/ attended by the faculty:**

S. No.	Date	Particulars	Institution / Resource persons	No. attended
1	27-,28-3-08	Workshop on e-learning	Christ College, Bengaluru	1
2	June 2010	21 days workshop ELITE 2010	IITB, Bengaluru.	2
3	8.7.09	One day Workshop on e-Content Development	Dr.Subramanian, Principal, RVArts&Science College, Karamadai.	40
4	7-2-11	e- Content Development Programme	Bharathiar University in collaboration with ICTACT, Chennai.	Faculty of MCA
5	27.8.11	One day FDP on e-Content Development	Mr.V.Ranganathan, Associate Prof. in Physics, Dr.A.Victor Arokia Doss, Associate Prof. in Biochemistry, Mr.K.Tamilselvan, Associate Prof. in	40
6	30.3.12 & 31.3.12	Workshop on Latex.	Dr.Emanuel Jebaraj, M.Sc., M.Phil, Ph.D, D.A.E, Associate Prof. of Mathematics, American College, Madurai.	40
7	17.02.11	Workshop on 'Virtual Lab'	Amirtha Vishwa Vidyalaya, Coimbatore	4
8	14.09.11-17.09.11.	UGC sponsored National level Workshop on e-Content Development	GVN College of Arts and Science , Kovilpatty.	1
9	26-2-12to 28-2-12	ICT in Higher Education	Christ University Bengaluru.	2
10	28-11-2012 To 30-11-2012	Emerging Technologies in Higher Education- New Technologies and New Pedagogies	Christ University Bengaluru.	4

**2.3.12 Does the College have a mechanism for evaluation of teachers by the students/alumni? If yes, how is the evaluation used in achieving qualitative improvement in the teaching-learning process?**

- ◆ Class committee meetings are conducted twice a semester on teaching practices and other academic matters.
- ◆ The feed back is discussed at the department level and corrective measures initiated by the concerned Head of the Department if needed.
- ◆ Every year, an 'on line' feed back is obtained from all the students on teaching efficiency, knowledge base of the faculty, class room management etc.
- ◆ IQAC organizes students' seminar on the curriculum, infrastructure facilities and teaching-learning procedures.
- ◆ A thorough analysis of the feedback is done at the department level and at the college level,
- ◆ Discussions are held at the college council and staff meetings and corrective measures initiated.

All these have led to qualitative improvement in the teaching-learning process.

**2.3.13 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If yes elaborate on the challenges encountered and the institutional approaches to overcome these.**

No

**2.3.14 How are library resources used to augment the teaching-learning process?**

- ◆ Faculty members prepare the course material based on information from reference books and text books.
- ◆ Students are provided with the course outlines and course schedule at the commencement of the academic session so that they can refer to the library books and prepare themselves before attending the classes.
- ◆ Submission of assignments and conduct of seminars form components of continuous internal assessment. Students make use of the library facilities to prepare for the same.
- ◆ Research and project works, encourage the use of library resources for literature survey, theoretical concepts and experimental procedures.

All these augment the teaching-learning process.

**2.3.15 How does the institution continuously monitor, evaluate and report on the quality of teaching, teaching methods used, classroom environments and the effect on student performance.**

Administration is decentralized for an effective governance. This makes possible continuous monitoring of teaching and classroom environment. This duty is allotted to Dean, Academic Support and Dean, Student Affairs with an overall supervision by the Principal. In general monitoring the teaching-learning process and smooth functioning of classes are carried out on a regular basis. Evaluation of teaching efficiency and classroom management are done by the following methods.

- ◆ Reports of class committee meetings
- ◆ Online feedback from students
- ◆ Performance in continuous assessment tests
- ◆ Results of the end semester examination
- ◆ Placement record.

**2.4 Teacher Quality**

**2.4.1 What is the faculty strength of the College? How many positions are filled against the sanctioned strength? How many of them are from outside the state?**

Staff strength - 246

All the positions against the sanctioned strength are filled.

Number of faculty from outside the state – 4 (1.8%)

**2.4.2 How are the members of the faculty selected?**

In the aided stream faculty are selected as per government/university norms as and when the vacant posts are approved by the government. In the self financing stream selection of the faculty is based on qualification, teaching experience, teaching and writing skills and research contribution. This is done by a committee of academic experts, HoD of the concerned department, Principal and Secretary as the chair persons.

**2.4.3 Furnish details of the faculty**

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	-	3	26	-	38	67
M.Phil.	-	-	-	10	-	140	150
PG	1	-	1	1	-	26	29
Temporary teachers- Nil							
Part-time teachers - Nil							

**2.4.4 What percentage of the teachers have completed UGC-CSIR-NET, UGC-NET, and SLET exams? In that what percentage of teachers are with PG as highest qualification?**

The no.of teachers who have completed UGC-CSIR-NET - 1%

The no.of teachers who have completed UGC-NET - 3.6%

The no.of teachers who have completed SET - 3.2%

Percentage of faculty with PG as the highest qualification - 12%

**2.4.5 Does the College encourage diversity in its faculty recruitment? Provide the following departments-wise details.**

Department	% of faculty who are product of the same College	% of faculty from other Colleges within the State	% of faculty from other States	% of faculty from abroad
Tamil	8	92	-	-
Hindi		50	50	-
French	50	50	-	-
English	70	30	-	-
History	50	40	10	-
Economics	40	40	20	-
Physics	43	57	-	-
Chemistry	67	33	-	-
Botany	46	54	-	-
Zoology	50	50	-	-

Department	% of faculty who are product of the same College	% of faculty from other Colleges within the State	% of faculty from other States	% of faculty from abroad
Mathematics	16	84	-	-
B.Com	78	22	-	-
BBM	20	80	-	-
BBM- IB	22	78	-	-
BBM- RM			-	-
Comp. Science	29	71	-	-
BSc ISM	29	71	-	-
IT	60	40	-	-
BCA	25	75	-	-
B.Com CA	38	62	-	-
B.Com AM	50	50	-	-
B.Com e-Com	40	60	-	-
B.Com PA	-	100	-	-
B.Com( F &A)	-	100	-	-
M.Com	40	60	-	-
MBT	-	100	-	-
MBA	30	70	-	-
MCA	16	84	-	-
M.Sc Mathematics	84	16	-	-
M.Sc Physics	33	67	-	-

**2.4.6 Does the College have the required number of qualified and competent teachers to handle all the courses for all departments? If not, how do you cope with the requirements? How many faculty members were appointed during the last four years?**

Yes, As and when the vacancies arise, the appointments are made by the Management.

S. No	Year	Number of faculty
1	2008-09	11
2	2009-10	13
3	2010-11	18
4	2011-12	25

**2.4.7 How many visiting Professors are on the roll of the College?**

MBA	38
Entrance Examination Coaching	8
Total	46

Refer ANNEXURE IV for details

**2.4.8 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, nomination to national/international conferences/Seminars, in-service training, organizing national/international conferences etc.)**

Research grants –

- ◆ Grants provided for IEDC projects.
- ◆ Maximum grant available is Rs. 1 lakh.
- ◆ Every year grant will be provided for 5 projects.
- ◆ Selection of the project is done by a panel of experts.

**Study leave, nomination to national/international conferences/seminars, in-service training etc.**

Faculty members are nominated to attend national/international conferences/seminars, in-service training etc. under the following circumstances:

- ◆ Special skill requirements due to curriculum changes
- ◆ To keep pace with the development of new technology
- ◆ Eligible candidates are recommended for FIP

Selection of the faculty for these programmes is based on:

- ◆ Merit
- ◆ Performance
- ◆ Field of specialization
- ◆ Experience in teaching and handling research projects

Based on all these criteria, Skill mapping of the faculty is prepared and used as a ready reckoner.

**Organizing national/international conferences etc.**

- ◆ Every year each department organizes at least one seminar /workshop on the latest trends in the subject.
- ◆ To bridge the gap between the industrial requirement and the curriculum, Industry-Institute interface programmes are organized

- ◆ Video conferences and guest lectures are arranged by every department inviting eminent academicians, scientists and industrialists.

All the faculty members are given an opportunity to organize the above programmes in rotation starting with the senior person.

**2.4.9 Give the number of faculty who received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.**

Prof. S. Balasubramanian- **Best Innovative B School in Teaching Methodology Award 2012** – Awarded by the DNA group and Stara of the Industry group in Mumbai.

Dr. B. Sripirabaa, Asst. Professor, GRGSMS

- ◆ CMA **Best Teacher Award** by Coimbatore Management Association at the National Management Day celebrations on 21<sup>st</sup> February 2011.
- ◆ **Ramaswamy P Aiyar Best Young Teacher Award** and the Silver Medal in the JL Batra Best Research Paper Contest at the 24<sup>th</sup> AIMS Annual Convention at Hyderabad during Aug 25-27, 2012



Prof. S. Balasubramanian receiving the award

Dr. M.Nagesh Kumari, Associate Professor.  
Department of Economics.

- ◆ **Bharat Siksha Ratan Award** by the Global Society for Health and Educational Growth, New Delhi in 2012 for excellence in chosen field of activity on the occasion of 36<sup>th</sup> National seminar on Individual Achievement & National Development.



Dr. Nagesh Kumari receiving the award

- ◆ **Dr. Radhakrishnan Gold Medal Award** by the Global Economic Progress & Research Association, Tamil Nadu in 2013 for outstanding individual achievement and distinguished service in education



**2.4.10 Provide the number of faculty who have undergone staff development programmes during the last four years. (Add any other programme if necessary)**

Academic Staff Development Programmes	Number of faculty			
	08-09	09-10	10-11	11-12
Refresher courses	15	7	9	24
HRD programmes	3	3	3	21
Orientation programmes	13	14	21	14
Staff training conducted by the College	14	13	18	2
Staff training conducted by University/other Colleges	37	33	56	101
Summer / winter schools, workshops, etc.	22	55	65	78
Any other (please specify) Workshop on 'Sustainable Social Initiatives' Workshop on Stress Management		25 102		

**2.4.11 What percentage of the faculty have**

- \* Been invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies - **8.6%**
- \* Participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies - **38%**
- \* Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies - **71%**
- \* Teaching experience in other universities / national institutions and others - **1%**
- \* Industrial engagement - **1%**
- \* International experience in teaching - **0.5%**



**Faculty Development Programme**

No. of faculty attended/ presented papers in workshop/seminar/conferences

Year	No. of faculty attended seminars/ conferences	Papers presented in national seminars	Papers presented in international seminars
2008-09	28	50	7
2009-10	84	186	13
2010-11	66	145	12
2011-12	53	154	3
Total	231	485	35

**2.4.12 How often does the College organize academic development programmes for its faculty, leading to enrichment of teaching-learning process?**

- \* **Curricular development**
- \* **Teaching-learning methods**
- \* **Examination reforms**
- \* **Content/knowledge management**
- \* **Any other (please specify)**

Academic Development Programmes are organized every year . The programmes organized in the last four year period are furnished below.

Department	Date	Subject	Resource persons
MBA	07.11.08 & 08.11.08	Emerging Trends in Business Leadership - Strategies for Success	Prof. S.Balasubramanian Director,GRGSMS
IQAC	09.04.09	Multimedia- Cluster Animation	Ms. S. Santhanalakshmi, MD, Cluster Animation Studio, Coimbatore.
	22.01.10	Best Practices in Integrating Teaching with Research in Institutions of Higher Learning	Dr. Saroja Prabhakaran, Vice- chancellor, Avinashilingam University, Coimbatore.
	27 .08.10	Quality Management in Setting Question Papers and Evaluation of Answer Scripts	Dr. S. Bhaskaran, Member Secretary, TANSCH, Chennai & by Dr.K.K. Tiwari, Director, M.P. BHOJ Open University, Jabalpur
MBA	08 .12.10	International Financial Reporting Standards	Mr.G.Karthikeyan, Director, GK Management Services India Limited., Coimbatore. and Mr.K.Badrinarayanan, Partner of M/s Narayan & Dharan, Coimbatore.

Department	Date	Subject	Resource persons
IQAC	28.07.11	Teaching - Learning Methods	Dr. T.V.Pugazendhi, Smart Guru ,Chennai.
MBA	21.12.11 & 22.12.11	Emerging Dimensions in Business Leadership	Prof. S.Balasubramanian Director, GRGSMS
MBA	08.02.12	Performance Management System	Mr.V.Krishnan, HR ,CTS, Coimbatore Mr Prabhu Chari, Manager, HR
MBA	28 .03.12	Financial Inclusion: Way for Inclusive Growth	Mr.M.Krishnamoorthy, Deputy General Manager, Bank of India, Chennai. Mr. R.Chandramouli, MD RamVignesh FinancialServices, Chennai.
IQAC	27.01.12	Reaching through Research	Dr, B. Vanitha, Bharathiar University, Coimbatore.
	16.02.12	Effective Publication	Dr. Daniel Ashoka, Educational Consultant, USA.
MBA	25.02.12	Communications and Bloom's Taxonomy.	Ms. Sowmya Narayana , Academic Staff College, VIT, Vellore.
MBA	16.04.12 to 28.04.12	AICTE sponsored Staff Development Programme on ' Recent Trends in HRM	List given below

“Recent Trends in Human Resource Management”

**List of Resource Persons**

1. **Dr. J. Anitha**, Associate Professor,  
GRG School of Management Studies, Coimbatore – 641004
2. **Mr. P. Annadurai**, Senior Manager – HR  
Lakshmi Machine Works, Perianaickenpalayam, Coimbatore – 641020
3. **Prof. S. Balasubramanian**, Director,  
GRG School of Management Studies, Coimbatore - 641004
4. **Mr. P.M. Jagatheesan**, VP – HR,  
Sara Elgi, Coimbatore – 641045
5. **Prof. V. Krishnan**, Consultant  
G4, Brigade Parkview, B .P. Wadia Road, Basavangudi, Bengaluru – 560004
6. **Dr. R. Krishnaveni**, Professor  
SG Institute of Management, Coimbatore – 641004

7. **Mr. N.L. Lakshminarayanan**, Advisor  
Chandra Group, Coimbatore – 641037
8. **Mr. P. Muthuvelappan**, Sr. VP – HRD  
Sakthi Sugars, Coimbatore – 641018
9. **Dr. Nithyanandam Devaraj**, Head – CMU Operations  
L&T Industrial Machinery, Chettipalayam – Palladam Road, Coimbatore – 641201
10. **Dr. P. Paramanandam**, Associate Professor,  
GRG School of Management Studies, Coimbatore – 641004
11. **Mr. R. Rameshkumar**, Manager – HR,  
L.G. Balakrishnan & Bros. Ltd, Coimbatore – 641006
12. **Dr. B. Sripirabaa**, Associate Professor,  
GRG School of Management Studies, Coimbatore – 641004
13. **Mr. F.L. Suresh**, Manager HR  
CRI Pumps, Coimbatore – 641006
14. **Ms. Vandana Madhavkumar**, Assistant Professor  
GRG School of Management Studies, Coimbatore – 641004
15. **Mr. R. Varadarajan**, Chief Operating Officer  
Rajshree Sugars and Chemicals, Coimbatore – 641004
16. **Dr. N. Vivek**, Assistant Professor  
PSG Institute of Management, Coimbatore – 641004
17. **Ms. Zenetta Rosaline**, Assistant Professor  
GRG School of Management Studies, Coimbatore – 641004
18. **Mr. C. Saravanan**, Corporate HR,  
L.G. Balakrishnan & Bros. Ltd, Coimbatore - 641006

**2.4.13 What are the teaching innovations made during the last five years? How are innovations rewarded?**

**Refer Q. No 2.3.8**

**2.4.14 Does the College have a mechanism to encourage**

- \* Mobility of faculty between institutions for teaching?**
- \* Faculty exchange programmes with national and international bodies?**

If yes, how have these schemes helped in enriching quality of the faculty?

Faculty members are encouraged to give guest lectures, participate as resource persons in seminar/workshops arranged by other Institutions.

The college has MoU with University of Toledo, USA, San Diego University, USA and Oregon State University, USA for joint research initiatives, exchange of faculty/ visiting professors.



'Study Abroad' programme organised by the Women Studies Centre for a batch of 12 students from San Diego State University, USA in 2013.

**2.5 Evaluation Process and Reforms**

**2.5.1 How does the College ensure that all the stakeholders are aware of the evaluation processes that are operative?**

- ◆ The evaluation process is explained in the hand book on 'Curriculum Design' which is issued to all students and faculty members.
- ◆ This information is also available in the college website

**2.5.2 What are the major evaluation reforms initiated by the College and to what extent have they been implemented in the College? Cite a few examples which have positively impacted the evaluation management system?**

- ◆ Non major elective courses like Women Studies, Gandhian Studies etc. the assessment is made 100% internal and there is no end semester examination. The performance of the students have improved.
- ◆ For MBA & MCA the internal component and external components are 50-50. Higher proportion of internal marks have an impact on teaching –learning process and the

accountability of the faculty and the performance of the students improve.

- ◆ Online examinations – Computer literacy of the students improve and they are better prepared to take up online competitive examinations.
- ◆ Introducing multiple question papers- Reliability on the examination system improves.
- ◆ Introducing compulsory questions of analytical nature to PG students- Satisfactorily measures students' knowledge level and understanding and students are made to study the entire course material.

### ***2.5.3 What measures have been taken by the institution for continuous evaluation of students and ensuring their progress and improved performance?***

- ◆ The date of commencement of CA tests and model examination is given in the college calendar and academic calendar. The actual time - table of the tests and model examination is put up on the notice board of each department well in advance .
- ◆ Students representing the college in NCC, NSS, sports and other co-curricular activities and those unable to appear for the internal tests due to unavoidable circumstances are permitted to take up a special test before ESE.
- ◆ Evaluated answer scripts of CA tests, & model examinations and assignments are returned to students on time and the concerned faculty member will provide feedback to students on their performance.
- ◆ Parents are informed about the performance of their wards.

### ***2.5.4 What percentage of marks is earmarked for continuous internal assessment? Indicate the mechanisms strategized to ensure rigour of the internal assessment process?***

A specific weightage is assigned to various components of the CA which is given below, to ensure rigorousness of the internal assessment process. This is monitored by the Head of the Department and the COE. The maximum marks earmarked for internal assessment is 25, 40 or 50 out of 100 – variable for courses / programmes. The various components strategized to ensure the strength of internal assessment are as follows.

**UG Programme****Maximum : 25 Marks**

i. 2 tests & Model Examination	Test 4+ 4marks Model 5marks
ii. Assignments	4 marks
iii. Seminar/Quiz	5 marks
iv. Attendance 85%-90%	1 mark
Attendance 91%-95%	2 marks
Attendance 96%-100%	3 marks
<b>Total</b>	<b>23-25 marks</b>

**PG Programme****Maximum : 40 marks**

i. Test (5+5)	10 marks
ii. Model Exam	6 marks
iii. Assignment	4 marks
iv. Seminar	5 marks
v. Quiz	4 marks
vi. Attendance 85%-90%	1 mark
Attendance 91%-95%	2 marks
Attendance 96%-100%	3 marks
vii. Participation in Classroom	8 marks
<b>Total</b>	<b>38-40 marks</b>

**2.55** *Does the College adhere to the declared examination schedules? If not, what measures have been taken to address the delay?*

Yes. Normally the College will adhere to the declared examination schedules.

**2.5.6** *What is the average time taken by the College for declaration of examination results? Indicate the mode / media adopted by the College for the publication of examination results e.g., website, SMS, email, etc.*

Fifteen days ; College website

**2.5.7** *Does the college have an integrated examination platform for the following processes?*

- \* *Pre-examination processes – Time table generation, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, etc.*



- \* ***Examination process – Examination material management, logistics.***
- \* ***Post examination process – attendance capture, OMR based exam result, auto processing, generic result processing and certification.***

Yes

Pre-examination processes	-	Model examinations
Time table generation	-	Yes
OMR based exam result	-	No
Student list generation	-	Yes
Invigilators	-	Yes
Squads	-	As the college being autonomous, not needed
Auto processing	-	yes for on line examinations
Generic result processing	-	Yes
Certification	-	Yes

#### ***2.5.8 Has the College introduced any reforms in its Ph.D. evaluation process?***

Evaluation process is done as per the university norms as there is no autonomy for research programmes.

#### ***2.5.9 What efforts are made by the College to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved process and functioning of the examination division/section?***

The college takes all efforts to facilitate the Office of the Controller of Examinations to run its schedule throughout the year. As on date there are seven computer operators, one assistant and a superintendent besides the Controller of Examinations and Assistant Controller of Examinations working all round the clock planning, scheduling and executing on time.

The section is fully automated. Examinations, tests are all planned and are conducted as planned. The campus management system works on two pivots. one being the CoE office and the other is the Systems Head placed outside CoE. The CMS can be accessed in the departments and converges in the CoE office after the examinations are over.

#### ***Innovative Practices***

- ◆ Multiple question papers,
- ◆ Online tests
- ◆ Publishing results on the net.
- ◆ Display of best answer scripts after the publication of results.
- ◆ Conduct of special Supplementary examination for the final semester within a month of

publication of results.

- ◆ Question Bank for all courses with a software to generate question papers on the spot.

#### ***2.5.10 What is the mechanism for redressal of grievances with reference to evaluation?***

- ◆ If the candidate applies for revaluation recommended by the Head of the Department, the paper is taken up for revaluation.
- ◆ There is also Grievance Redressal Cell consisting of Principal, the Controller of Examinations and few senior faculty members, whom the candidate can approach regarding any examination related matters.

### ***2.6 Students performance and Learning Outcomes***

#### ***2.6.1 Does the College have clearly stated learning outcomes for its programmes? If yes, give details on how the students and staff are made aware of these?***

Yes. The Vision statement clearly brings out the learning outcome of the programmes offered.

- ◆ The vision statement is prominently displayed in many common places in the campus.
- ◆ In the booklets issued to students such as College Calendar, Curriculum Design book etc.
- ◆ All the documents of the college such as the prospectus, newsletters etc.

#### ***2.6.2 How does the institution monitor and ensure the achievement of learning outcomes?***

- ◆ Results of the end semester examinations
- ◆ Placement records.
- ◆ Progression to higher studies
- ◆ Performance in professional examinations

#### ***2.6.3 How does the institution collect and analyze data on student learning outcomes and use it for overcoming barriers of learning?***

- ◆ Performance analysis of the students / the class is done while passing the results of the End Semester Examination
- ◆ Students' performance is discussed in the department meetings and college council meetings
- ◆ When the performance of the students are not up to the mark in certain courses, feedback is collected from the students and corrective measures initiated.

**2.6.4 Give Programme-wise details of the pass percentage and completion rate of students.**

Programme	2008-09		2009 -10		2010-11		2011-12	
	% of passes	Completion rate	% of passes	Completion rate	% of passes	Completion rate	% of passes	Completion rate
B.A Eng. Lit	97	100	84	84	98	98	100	98
B.A Economics	100	100	100	100	93	95	96	96
B.A History	100	90	100	100	94	94	100	91
B.Sc Maths	100	100	100	100	100	100	93	98
B.Sc Physics	100	100	100	100	94	94	98	100
B.Sc Chemistry	100	100	100	100	96	96	92	98
B.Sc PB & BT	100	100	100	100	100	100	95	98
B.Sc AZ & BT	100	100	100	100	99	0	92	95
B.Com	98	99	100	98	99	99	90	97
BBM	100	98	100	100	100	100	85	98
B.Sc Comp. Sci	98	100	100	100	100	100	99	100
BCA	100	100	100	100	100	100	98	100
B.Sc IT	97	-	99	100	100	100	93	100
B. Sc (ISM )		-					83	100
B.Com CA	100	100	100	100	100	100	98	100
B.Com e - Com	100	100	100	100	97	100	97	100
B.Com AM	100	100	100	100	93	100	84	98
B. Com (PA)		--				--	85	100
BBM IB	100	98	100	100		95	92	100
BBM RM	100	-	100	100		100	93	98
M.A Eng. Lit	97	97	100	100	100	100	100	100
M.A History	-	-	100	100	--	--	88	88
M.Sc Chemistry	100	100	100	100	100	100	98	98
M.Sc PB & BT	100	100	100	100	100	100	100	100
M.Sc Maths	96	96	88	88	100	100	97	97
M.Sc Org. Che.	100	100	100	100	100	100	--	--
M.Sc MBT	100	100	100	100	100	100	87	87
M.Com	100	100	96	96	94	94	88	88
MBA	100	100	100	100	100	100	99	99
MCA	100	100	100	100	98	98	97	97