



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ARIGNAR ANNA COLLEGE(ARTS AND SCIENCE),
KRISHNAGIRI**

**NACHIKUPPAM ,VEPPANAPALLI, KRISHNAGIRI
635121
aackrishnagiri.in**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Arignar Anna College is an affiliated college (non-autonomous) to the Periyar University, Salem, situated in Krishnagiri District, Tamil Nadu State. The college has easy access to the highway NH44. The college campus is pleasantly green, and it has lovely pastures. It is a co-educational institution dedicated to providing quality education to underprivileged and marginalized students in and around Krishnagiri District. Established in 2006 by the Lakshmi Saraswathi Educational Trust, Chennai, it stands as the first self-financed college in the locality, catering to the aspirations of young minds.

The college fosters a vibrant learning environment. Their commitment to academic excellence empowers students through exploration, education, and empowerment.

From humble beginnings with 240 students, the College has flourished into a vibrant institution nurturing 2743 students today. We attribute this success to our dedicated faculty, a team of experienced and highly qualified individuals committed to imparting genuine education. The college offers a diverse range of academic programs, including 16 Under Graduate, 9 Post Graduate courses, and Research Programmes. Recognizing the pivotal role of educators, we continuously support our faculty members in upgrading their knowledge, skills, and qualifications, ensuring academic balance and excellence.

The college fosters a culture of secularism, inter-religious harmony, and social responsibility. This nurturing environment empowers our students, who primarily come from underprivileged backgrounds, to become well-rounded individuals and contribute meaningfully to society's progress.

The fundamental goal of this institution is to prepare students to meet the challenges of today's global environment by effectively integrating curriculum and co-curricular activities. Our guiding ideals are academic excellence, personality development, and social orientation.

Vision

Our vision is to impart holistic education to our students for their academic excellence and inculcating national and human values in them through academic, co-curricular and socially meaningful activities.

Mission

Our mission is to inspire and nurture young minds with noble and innovative ideas, committed human spirit, to passionately tackle the global challenges and provide outcome-based education that empowers them to comprehend and address social issues

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Positive, Visionary and supportive Management.
2. As the first self-financed college in the locality, we took on the responsibility of catering to the needs of young minds, ensuring they receive the education they deserve.
3. Accessible location by the side of the national highway NH44.
4. The college encourages the students from rural, marginalized and Tamil Medium schools by providing innumerable opportunities like spoken English Classes, Industrial visits, certificate courses, employability skills, life skills, soft skills and so on.
5. Opportunities are created for the students who are gifted with athletics and sports to earn recognition in the university, national and international level.
6. College offers sports quota for deserving students.
7. Institutional scholarship/ fee concessions available for our students based on their economic status.
8. The College has organised various academic and non-academic activities for the benefit of students like Seminars, workshops, symposium, exposure visits and internships to the industries and organisations.
9. A young and hardworking team of faculty members is one of the key contributing factors to the current growth of the college.
10. Green campus / Noise free / Eco-friendly environment.
11. To promote equality and prevent economic biases, the college has implemented a uniform for all students

Institutional Weakness

1. Being an affiliated college, we cannot design and implement own curriculum, which could restrict flexibility and innovation in academic offerings.
2. Rural students with less awareness on higher education.
3. Parents (not lettered/ semiliterate) are constrained to partake in the development process of their wards.
4. Less number of students qualifying Competitive Examinations.
5. Limited Government Scholarships for students.
6. Lack of Involvement in students for real-time research.
7. Funds constraints being a Self-financed institution - insufficient Government/ Other Funds.

Institutional Opportunity

1. Partnerships and collaborations with industries, research institutions, and other colleges to enhance academic programs and provide practical experience for students.
2. Embrace technology to improve teaching, offer online courses, and streamline administrative processes.
3. Create opportunities for students to engage in extracurricular activities, leadership roles, and community service.
4. Explore institutional faculty and student exchange programmes, joint research initiatives, and global partnerships.
5. Engage with the local community through outreach programs, NSS Camps, Village adoption and partnerships.
6. Foster relationships with alumni for networking and support opportunities.

Institutional Challenge

1. Difficulty in competing with the technological era.
2. Students distraction like social media, find difficulty on bringing them into educational streamline.
3. Difficulty on adopting new innovations and creativity programmes.
4. Being an affiliated college, we cannot afford the programmes equal to Autonomous Colleges and Universities.
5. Indeed, the lack of motivation for female students to pursue higher education. Due to cultural expectations, such as marriage immediately after higher secondary, is a significant challenge.
6. Being an industrial area, girl students are attracted to join industries after higher secondary. Their higher education become question mark.
7. Attracting good admissions in the face of the prevailing trend towards programmes can be challenging.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Arignar Anna College (Arts & Science), Krishnagiri, a non-autonomous institution, determinedly follows the curriculum outlined by Periyar University, Salem. Our faculty members are committed to precisely executing the prescribed curriculum. Adapting the Choice Based Credit System (CBCS), the college adheres to the syllabi, Programme Outcomes (POs), and Course Outcomes (COs). The Heads of Departments (HoDs) collaborate with their faculty members to prepare the academic calendar, paper allotments, and timetables for each year. Before the semester begins, each faculty member prepares a subject plan and a detailed lesson plan for their execution.

Our dedicated faculty ensures the syllabus is completed within the scheduled timeframe, allowing sufficient time for revision and exam preparation. To aid students, a question bank is distributed for reference. A comprehensive Bridge Course is offered to first-year students, providing them with the foundational knowledge necessary for their academic success. The Examination Committee conducts two internal exams and one model exam each semester to assess student progress and provide valuable feedback.

The curriculum integrates essential topics such as gender, environment, human values, and professional ethics across all programs. Project work is mandatory, fostering innovation and practical application of knowledge. Students benefit from linkages with industries, field trips, and internships, which offer firsthand experience and practical training. In alignment with NEP 2020, the college offers value-added courses and encourages students to register as part of the curriculum.

To enhance curriculum delivery, feedback is regularly collected from students, faculty, alumni, and employers. This feedback is consolidated, evaluated, and action is taken based on the findings. The outcomes of these evaluations are displayed on the college website. Through these comprehensive measures, the Institution ensures a healthy and active academic environment, nurturing student success and aligning with contemporary educational standards.

Teaching-learning and Evaluation

The Teaching-Learning and Evaluation process at the college highlights the needs of students, ensuring a student-centered approach to education. The admissions procedure is transparent and adheres to both the State Government's reservation policy and Periyar University's regulations, overseen by the Admission Committee.

Currently, the college has an average enrolment rate of **47.36%**.

To maintain high standards of education, the management carefully selects full-time faculty members. Among the faculty members, 22 Qualified faculties (Ph.D. / NET / SET) , and 66 M.Phil. degree holders. The student-teacher ratio is 1:28, enabling personalized attention through the mentor-mentee system. This system provides individualized guidance and counseling to students as needed.

To implement Outcome-Based Education (OBE) effectively, the college employs a variety of student-centered approaches, including:

- Internships
- Projects
- Industry visits
- Exhibitions
- Group discussions
- Group projects
- Value-added courses
- Intercollegiate competitions
- Workshops and expert talks
- ICT-enabled instruction

Faculty development programs (FDPs) are conducted regularly to train teachers in the latest technologies. Student performance is evaluated through ongoing internal assessments, assignments, seminars, and end-of-semester exams. Internal evaluations are systematic, and any grievances are promptly addressed.

Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs) are communicated to students via the college website and classroom notice boards. Bloom's Taxonomy is utilized to assess the outcomes achieved. The college boasts an average pass rate of **83%**.

Research, Innovations and Extension

Arignar Anna College has established a Research and Development Cell, an Intellectual Property Rights Cell, and an Entrepreneurship Development Cell to encourage research and innovation among faculty members and students.

Students and faculty members are encouraged to attend and deliver papers at national, international conferences and seminars, which will allow them to gather information in a variety of fields and develop their scientific temperament. Financial assistance for attending and presenting papers at seminars, conferences, and

workshops, as well as incentives for high-impact research publications are arranged. The Students and faculty members are received research grants sum of **Rs. 5.05 Lakhs** from the Government and Non-Government organizations. **48 programs** (workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights and entrepreneurship) are conducted in our College.

Memorandum of Understandings (MoUs) for Knowledge Exchange Programmes, Collaboration and Consultancy Projects with Businesses and Institutes Programmes for faculty and student exchanges, enabling them to generate and disseminate information in response to industry demands. Our College has signed **26 functional MoUs** from various Industry and Institutes.

Intellectual property rights to inform students and faculty members about IP rights, including patents, Trade secrets, copy rights, and trademarks. Entrepreneurship Development Cell (EDC) was started in this college to develop the budding professionals as futures entrepreneurs. The main motive of EDC cell is to inculcate the entrepreneurial culture into their minds and enhance opportunities for self-employment. The cell strives to identify entrepreneurial talents in youth and makes efforts to nurtures them on training and education.

The College has imbibed the three functions of higher education institutions such as Teaching, Research and Extension. Extension of knowledge, skills and application of modern tools are attempted in our extension activities. This gives us a leverage of social connectedness (Situatdness)

The College is concerned about holistic development of the students and organizes extension activities to make them socially responsible citizens. NSS, RRC and YRC organized **47 extension activities** program to inculcate a sense of responsibility and humanity among the students. The Institution has received **19 awards** and recognitions from Government organizations and Non-Government organizations for the support rendered by the **NSS, RRC club, YRC Club**, for organizing Service programmes for the village people in and around Krishnagiri.

Infrastructure and Learning Resources

The College spans with 5.85 acres of land and an built-up area of 19122.02 sq.ft with lush lawns, beautiful landscape, aesthetic architecture and eco-friendly environment with 48 classrooms, Computer Laboratories comprising of 504 systems with LAN connectivity, Biotechnology Laboratory, Chemistry Laboratory, Physics Laboratory, Botany & Zoology Laboratory, Sports facilities. The classrooms are well-furnished, ventilated and illuminated with green boards. The College has an open auditorium, and a multipurpose hall facilitating to conduct the cultural activities, seminars, co-curricular and extracurricular activities. Every Classroom and Department has a Notice Board to display Information and Circulars. Every Classroom has a Notice Board to display Information and Circulars. Examination Cell, Medical Centre, IPR Cell, EDC Cell, R & D Cell, Fine Arts, IQAC, Training and Placement Cell, Women's Redressal Cell, Students Grievance Redressal Cells are available. 32 CCTV surveillance cameras have been installed in Corridors , common pathways and at different check points to monitor the campus activities. The College has Wi-Fi facility and internet connection with bandwidth of 300 mbps 1:1 leased line. The fully automated Library has a carpet area of 1800 sq ft. with the seating capacity of 100 along with 5 systems in Digital Library facilities. The Library is equipped with adequate number of books, journals, reference materials and e-resources. The Sports facilities of the College have provision for 3 Indoor and 8 Outdoor games. The College has facilities like ramp, disabled friendly toilet to assist physically challenged students. The Institution has Power House installed with Generators (45 KVA), Ongrid solar power plant with the capacity of 5kwp. Institution has basic amenities like Cafeteria, Reprographic Centre, and 27 buses with GPS tracking facility for Transportation.

Student Support and Progression

The College has a strong student support system and works for the benefit of the students. The College has meticulously helped the students to obtain Government Scholarship worth Rs. 7.58 lakhs. The Management has offered scholarship and concession in fee for the students who excel in academic / sports or economically weak background. On an average, 75% of students have received scholarships. The scholarship committee act as a bridge between the students and institution to explore the welfare schemes to the students to be benefited.

The College has a policy to have student representatives in all the Clubs and Committees and implements a Mentor-Mentee system for the benefit of the students. The College organizes programmes every year to improve Soft skills, Communication skills encompass both verbal and non-verbal methods of conveying information. This includes speaking, writing, body language, and listening. It allows individuals to express their thoughts and ideas effectively, understand others, build trust, computational skills and life skills of the students. In addition, yoga and meditation activities provided participants with a holistic approach to well-being emphasizing the interconnectedness of mind, body and spirit.

Around 53% of students have been provided with Career Guidance and training for attending the Competitive Examinations. Career Guidance helps students continuous learning and skill development and vital in dynamic job market. The students are motivated to pursue their higher studies, Training & Placement Cell equips the students to face the interviews and get them placed in reputed companies.

The students are encouraged to participate in co-curricular and extra-curricular events organized by the College and other Institutions. Students have participated in various events through which the students have received recognitions for their outstanding performance which includes trophies, medals and certificates in Inter-University, State, National and International events. The College has a Academic Council wherein the representatives can interact with Principal and Management for their needs and deeds.

The College has an effective Anti-ragging, Internal Complaints Committee and Student Grievance Redressal Cell for redressal mechanism in place. The College has a registered Alumni Association which contributes a lot for the upliftment of the students and the College. All these initiatives contribute to the holistic development of the students.

Governance, Leadership and Management

The institution's governance, leadership, and Management reflect effective leadership aligned with the vision and mission of Arignar Anna College. The college practices decentralization and participative management, as evident in its organogram and strategic plan. Institutional bodies are valuable and professional, as demonstrated by policies, administrative setup, and appointment and service rules.

The implementation of e-governance in areas such as administration, finance, accounts, and student admission and support is facilitated through ERP software, ensuring all records are efficiently maintained. The university's examination organization structure includes governing bodies that oversee these processes. The institution provides effective welfare measures for both teaching and non-teaching staff members. A significant proportion of teachers receive financial support to attend conferences, workshops, and seminars, as well as for membership in educational bodies, with 274 faculty members benefiting from financial assistance over the last five years.

Every year, the college management conducts Faculty Development Programs (FDP) for teaching faculty and Management Development Programs (MDP) for non-teaching staff. The institution evaluates the performance of faculty and non-teaching staff through a self-appraisal system, and recognitions are awarded based on these appraisals. Internal and external financial audits are conducted regularly to ensure transparency and accountability. The institution strategizes for fund mobilization and optimal resource utilization, receiving various funds and grants from government and non-government bodies.

The college monitors the teaching and learning process, structure, methodology of operations, and learning outcomes at regular intervals. The Internal Quality Assurance Cell (IQAC) plays a significant role in ensuring quality assurance strategies and processes. It reviews the teaching and learning process structure and methodology of operations and learning outcomes at periodic intervals. Regular IQAC meetings provide guidelines for quality improvement. Feedback is collected from students, faculty members, and employers, analyzed, and used for continuous improvement. Regular incremental improvements are made throughout the academic year.

The management actively participates in the All India Survey on Higher Education (AISHE), the National Institutional Ranking Framework (NIRF), and has received ISO certification, maintaining all necessary documentation. These efforts ensure that the institution remains committed to continuous improvement and excellence in all aspects of its operations.

Institutional Values and Best Practices

Arignar Anna College is deeply committed to teach social responsibility, gender equity, and the holistic development of its students through a wide range of initiatives and practices. The college's approach begins with the implementation of regular gender audits and the provision of facilities designed to promote gender equality. These include napkin vending machines, sanitary napkin incinerators, secure access within campus premises, and 24/7 security personnel to ensure a safe environment for all students, especially women. Safety and support are further bolstered by the Women Redressal Cell, Anti-Ragging Committee, and Anti-Sexual Harassment Committee, all dedicated to maintaining a secure and respectful atmosphere.

For students with disabilities, the institution offers inclusive facilities such as ramp access, wheelchairs, and Braille software in computer labs, ensuring that all students have equal opportunities to succeed. Environmental sustainability is another key focus, with initiatives like solar lighting, wastewater treatment, water conservation tanks, and reverse osmosis for drinking water. The college adheres standard procedure for managing both degradable and non-degradable waste disposal. These efforts have earned the college several prestigious certifications, including a certificate of appreciation from the Gram Panchayat, the “Green & Eco-Friendly Campus” award from JAI Safety Service, and various certificates for energy, environment, and green audits.

The college also places a strong emphasis on cultural and skill development. Among the college's best practices, the art and craft program stands out, encouraging students to develop self-business skills through activities like making handicrafts, painting, and resin arts. Another exemplary initiative is the training and soft skills development program conducted by the Unnati Foundation, which focuses on improving students' interview skills and communication abilities, thereby enhancing their employability and confidence.

The distinctiveness of the institution is highlighted by its support for +2 students through the provision of a **Smart Guide** aimed at improving their academic performance, particularly for those who need extra help. These comprehensive efforts ensure that students of the institution are not only well-prepared for personal and

professional success but also actively contribute to social and environmental causes, embodying the institution's values of community engagement and sustainable development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ARIGNAR ANNA COLLEGE(ARTS AND SCIENCE), KRISHNAGIRI
Address	Nachikuppam ,Veppanapalli, Krishnagiri
City	KRISHNAGIRI
State	Tamil Nadu
Pin	635121
Website	aackrishnagiri.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S Dhanapal	04343-235053	9043972731	04343-235052	aackrishnagiri@yahoo.in
IQAC / CIQA coordinator	R Rajalakshmi	04343-235054	9443599779	04343-235055	iqac@aackrishnagiri.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Periyar University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Nachikuppam ,Veppanapalli, Krishnagiri	Rural	5.85	1777.14

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCom,Bachelor Of Commerce,CA	36	HSc	English	132	132
UG	BCom,Bachelor Of Commerce,	36	HSc	English	120	105
UG	BSc,Bachelor Of Science, Biotechnology	36	HSc	English	88	88
UG	BSc,Bachelor Of Science, Zoology	36	HSc	English	40	11
UG	BSc,Bachelor Of Science,Hotel Management and Catering Technology	36	HSc	English	40	0
UG	BSc,Bachelor Of Science, Chemistry	36	HSc	English	160	121
UG	BSc,Bachelor Of Science, Botany	36	HSc	English	40	10
UG	BSc,Bachelor Of Science, Physics	36	HSc	English	80	9
UG	BSc,Bachelor Of Science, Mathematics	36	HSc	English	240	19
UG	BSc,Bachelor Of Science, Computer Science	36	HSc	English	160	135

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UG	BSc,Bachelor Of Science, Computer Science Artificial Intelligence and Data Science	36	HSc	English	80	44
UG	BA,Bachelor Of Arts,English	36	HSc	English	120	34
UG	BA,Bachelor Of Arts,History	36	HSc	English	60	10
UG	BA,Bachelor Of Arts,Tamil	36	HSc	Tamil	60	17
UG	BBA,Bachelor Of Business Administration,	36	HSc	English	66	62
UG	BCA,Bachelor Of Computer Application,	36	HSc	English	120	92
PG	MSc,Master Of Science, Mathematics	24	BSc	English	108	24
PG	MSc,Master Of Science,Computer Science	24	BSc	English	60	28
PG	MSc,Master Of Science,Physics	24	BSc	English	30	18
PG	MSc,Master Of Science,Chemistry	24	BSc	English	90	38
PG	MSc,Master Of Science,Biotechnology	24	BSc	English	33	33

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PG	MA,Master Of Arts,Tamil	24	BA	Tamil	36	4
PG	MA,Master Of Arts,English	24	BA	English	72	18
PG	MCom,Mast er Of Commerce,	24	BCOM	English	39	37
PG	MSW,Master Of Social Work,	24	UG	English	40	39
Pre Doctoral (M.Phil)	MPhil,Maste r Of Philosop hy, Tamil English Commerce Mathematics Physics Chemistry Computer Science Biotechnolog y	12	PG	English	0	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				95			
Recruited	0	0	0	0	0	0	0	0	53	42	0	95
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				79
Recruited	56	23	0	79
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	12	4	0	16
M.Phil.	0	0	0	0	0	0	39	38	0	77
PG	0	0	0	0	0	0	0	2	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1470	0	0	0	1470
	Female	779	0	0	0	779
	Others	0	0	0	0	0
PG	Male	231	0	0	0	231
	Female	263	0	0	0	263
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	51	53	36	30
	Female	31	32	40	31
	Others	0	0	0	0
ST	Male	1	4	0	1
	Female	1	0	0	1
	Others	0	0	0	0
OBC	Male	485	450	400	313
	Female	211	140	287	342
	Others	0	0	0	0
General	Male	123	39	31	118
	Female	56	153	100	27
	Others	0	0	0	0
Others	Male	10	18	9	22
	Female	95	55	12	2
	Others	0	0	0	0
Total		1064	944	915	887

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution has involved in taking a number of actions, such as attending seminars and conferences about NEP 2020 for applying a multifaceted education which is both formal and informal learning opportunities. The institution achieved a milestone achievement when it conducted a Workshop on 1st March 2022 on “NAAC ACCREDITATION PROCESS”, FDP on “Teaching and Learning Methods” from 22nd December 2022 to 30th December 2022. The workshop was conducted by IQAC of the college. “Hands on training of ERP Software” for Non-Teaching staff members was conducted for from 19th January 2023 to 21st January 2023. Online FDP on “Digital Literacy”</p>
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	from 12th July 2021 to 16th July 2021.
2. Academic bank of credits (ABC):	The Institution update the student's academic records ABC database in the portal as per the guidelines of the NEP 2020. The students have the ability to utilise the academic credits. A student can accumulate credits in order to obtain qualifications, as required by the degree-awarding institution. The credits earned by students will be deposited in their ABC 'Academic Account.' Once the credit is redeemed, it would be irrevocably debited from the respective student's 'Academic Account' of ABC.
3. Skill development:	The college offers internships to the students with the aim to instil interaction with employees and obtain real-world experience. The institution builds various bridge courses of various lengths, depending on the prerequisites of the course a student requires. The institution is delivering skilled courses through CBCS for all of its curricula. Individual departments offer skill-enhancement activities like industrial visits, certificate courses, value-added courses, workshops, etc to increase skills in employability and self-employment.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The courses are taught in bilingual mode Tamil and English for the understanding of the subject. The University provides other language learning systems in Part – I according to the priorities of the learners, namely Tamil, Telugu, Urdu and Hindi. Indian arts, culture, and tradition are encouraged through cultural activities (Bharatham, and folk) and programmes with experts to emphasise the Indian knowledge system (IKS). The institution integrates and promotes the study of literature, local language, history, art, and culture among students through appropriate activities like discussions, debates, field visits, heritage visits, and commemorating and observing days of national importance. Our college in association with NYK conducts cultural and traditional events like bharatham, folk, western, skit and mimes.
5. Focus on Outcome based education (OBE):	Outcome-based education has been implemented in the teaching-learning process. Faculties are given training to implement OBE in their course delivery From 30th September 2023 to 9th October 2023. A series of FDPs are conducted to faculty in this area. The PSOs have been established considering factors

	such as preparation, core competence, professionalism, and lifelong learning. These are aligned with the institute's vision and mission and the departments' vision and mission.
6. Distance education/online education:	The ERP System was successfully implemented. The institution has the necessary technology and infrastructure facilities, such as classrooms with projectors, Wi-fi to support the delivery of online education. Embracing the digital age, faculty members and students alike have engaged in interdisciplinary learning through Swayam NPTEL online courses. Through the computers available in the digital library, students can easily access the digital content and library contents.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Electoral Literacy Club was established at Arignar Anna College (Arts & Science) on 13th October 2023. The club consists of a body of student executive members and two teacher coordinators. The teacher coordinators are referred to as the Faculty Nodal Officers. They closely worked with the District Election officer. Every year on 25th January Voter's Day was Commemorated and awareness rallies were organized.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club (ELC) at Arignar Anna College (Arts & Science) took initiatives to foster a democratic culture among students. They organized Voting Awareness rally to create awareness among the voting community and to realize their social responsibility. They created an awareness programme to educate students about the importance of democratic values. Additionally, the club conducted a house campaign to promote a voting culture within the college community. As part of this campaign, they displayed a voting machine to familiarize new voters in the college's surroundings. These efforts aimed to encourage active participation in the democratic process and instill a sense of civic responsibility among students.

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The Electoral Literacy Club organized a house campaign to raise awareness among the local community. The campaign aimed to educate people about the importance of participating in the democratic process. As part of this initiative, the club conducted demonstrations of a model voting machine to familiarize new voters. The demonstrations were based on the Tamil Nadu State Assembly Election, providing practical knowledge and understanding of the voting process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Electoral Literacy Club organized a Voters Registration camp and workshop to facilitate the process of voter registration. The camp and workshop focused on guiding individuals on how to register themselves on the Election Commission's National Voter Service Portal (NSVP) website and Voters Registration app. The aim was to provide practical assistance and step-by-step instructions to eligible individuals who wished to register as voters.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2521	2488	2494	2731	3097

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 156

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	78	89	118	118

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
386.57	232.69	107.95	463.27	545.13

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

CURRICULUM PLANNING AND DELIVERY:

Arignar Anna College (Arts & Science), Krishnagiri a non-autonomous institution diligently follows the curriculum outlined by Periyar University-Salem, with faculty members committed to precisely executing the prescribed curriculum. Our college is passionately committed to empowering students from rural and economically marginalized backgrounds. We promote their holistic development by nurturing their emotional well-being alongside academic excellence. Value-added courses are offered to students to help them gain the skills needed for employment and personal development. These programs go beyond regular academics, focusing on communication skills, and critical thinking to better prepare students for the changing job market. The goal is to empower students and improve their chances of success in their careers.

ACADEMIC ACTIVITIES:

Academic Calendar, Paper allotment, and Time table for each year (I/II/III) are prepared by HoDs of each department together with their faculty members. Each staff prepares a subject plan before the commencement of the semester for the subjects to be handled and a lesson plan that documents the details of the execution. Academic calendar gives a road map both for the teachers and students to teach and learn in an organized way; conduct internal tests; remedial classes and track the performance of individual students and the entire class so that special classes are organized to complete the syllabus. The CIA is conducted as per the University norms.

Our dedicated faculty diligently strives to complete the syllabus within the scheduled timeframe, ensuring ample time for revision and preparation for final exams. A question bank was distributed to the students for their reference. Recognizing the importance of a strong foundation, a comprehensive Bridge Course is offered to first-year students, equipping them with the essential foundational knowledge to excel in their academic journey. To assess student progress and provide valuable feedback, the Examination Committee conducts two Internal Exams and one Model Exam. Our institution goes beyond traditional teaching, incorporating learning support, assistance, and supervision to ensure student success. Interaction and partnerships with external organizations further enrich the learning experience. To firm theoretical knowledge, they provide practical opportunities through field trips, internships, and project work. Additionally, they embrace technology through online learning platforms like NPTEL. The pandemic forced a rapid adaption of ICT tools like Google Meet and Zoom for curriculum delivery. This shift proved successful, highlighting the potential of technology in education.

EXTENSION ACTIVITY:

Extension and community service programs are integrated into the curriculum to enhance students' understanding of society experiential learning & service learning are practiced. These initiatives also incorporate cross-cutting issues, ensuring students learn about diverse topics that impact communities.

ACADEMIC CALENDAR:

The carefully designed academic calendar serves as a roadmap for the entire academic year, ensuring smooth and orderly progress for students, faculty, and staff. It provides comprehensive information about the institution, department activities, and key initiatives like the two Internal Exams, One Model Exam and University Examinations. The academic calendar also clearly outlines designated religious holidays and national holidays, fostering a balanced and enriching academic experience.

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

1.2 Academic Flexibility**1.2.1**

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

Response: 78

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

Other Upload Files

1

[View Document](#)**1.2.2**

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

Response: 59.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
1870	1246	1412	1656	1692

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**1.3 Curriculum Enrichment****1.3.1**

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

Response:

INTRODUCTION:

Our institution equips students to be ethical professionals. The commerce stream provides lectures such as Ethical behavior of Auditors, Accountants and Managers. National auditing and accounting standards are given by special lectures. Their academic programs B.Com., B.Com. (CA), and BBA further solidify this foundation with courses on Management Principles, Organizational Behavior, Business Law, Business Ethics and Professional Communication. Attitudes such as reporting the truth, admitting failures, search for the right data, verifying the source of information are also emphasized in the classroom interaction

HUMAN VALUES:

The UGC guidelines - "Mulya Pravah 2.0: Inculcation of Human Values and Professional Ethics in Higher Education Institutions" is followed. **Love and Compassion (Prema and Karuna):** Love is the all-pervading life energy. It is unconditionally manifested as sincere care for others, kindness, empathy, and compassion. True love leads to compassion. It is evident in acts of generosity, mercy (**Daya**) and charity (**Dana**). Peace (**Shanti**): **Truth (Satya):** Truth is eternal and unchanging, as it deals with the ultimate and unchanging reality. **Non-violence (Ahimsa):** Non-killing or non-violence is possible only with conscious restraint from harming anyone or anything, living or non-living, with thought, word, and deed. **Righteousness (Dharma)** is the backbone of human existence and values. It means maintaining propriety and decorum at every stage of life. **Renunciation (Tyaga):** Renunciation has the preconditions of caring for and loving all living beings, with total selflessness. It begins when selfishness ends. The scope of peace includes peace at both the individual and world levels. For world peace, its prevalence first at the levels of individuals, societies, and then nations, is imperative. All the values are discussed in the classrooms.

THE CURRICULUM:

The curriculum incorporates gender-focused material, offering courses such as **Feminist Writing and Feminism, Gender Studies, and Entrepreneurship Development.** The Departments of Social Work and English Literature offer papers on Gender Studies as part of their curriculum.

GENDER EQUITY:

Through Women Redressal Cell, Anti-Sexual Harassment Cell and Students Grievance Redressal Cell, free counseling services are provided to students to promote gender equity among students and also deal with related issues of safety and security of female students, staffs and faculties.

ENVIRONMENT:

The UN SDG goals form the basis for this aspect of education and awareness. SDG Goals such as, Goal 1: No Poverty, Goal 4: Quality Education, Goal 5: Gender Equality, Goal 10: Reduced Inequalities, Goal 16: Peace, Justice, and Strong Institutions and Goal 9: Industry, Innovation, and Infrastructure are discussed in the classes. Environment Studies is included in all UG programmes in II Semester. Environment awareness camps, seminars, workshops, guest lectures, industry visits and field visits are also organized. NSS promotes environmental protection through tree plantation, plastic awareness and other sustainable development programmes.

YOGA:

Manavalakali Yoga is a unique course offered in I semester of undergraduate programs. Focus on holistic development. Manavalakali Yoga goes beyond physical postures. It aims to improve students' intellectual, emotional, and spiritual intelligence (IQ, EQ, SQ). Yoga emphasizes aligning students' physical and mental well-being and creating a sense of harmony.

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

1.3.2

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

Response: 58.71

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

Response: 1480

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 47.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
1064	944	915	887	998

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2029	2029	2029	2031	2032

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 52.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
748	663	727	705	818

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

2022-23	2021-22	2020-21	2019-20	2018-19
1405	1405	1405	1411	1411

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 28.65

2.3 Teaching- Learning Process

2.3.1

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

Response:

INTRODUCTION:

Our College takes a learner-centered approach to delivering the curriculum to its students. Teachers recognize that each learner is unique and has their own strengths, learning styles, aspirations, challenges, and interests.

EXPERIENTIAL LEARNING:

Internships and Projects: All UG / PG engage in internships and project work as integral components of their academic curriculum. Students gain practical insight into the industry and its expectations.

Educational Tours and Corporate Visits: Educational tours and Institutional visits are arranged once a year so that students can obtain real-time information and knowledge about the advancements in their field.

PARTICIPATIVE LEARNING:

Presentations: Students present various models and projects at seminars and symposiums organized by our institution and other institutions. Project-based learning improves students' skills in leadership, team building, marketing, creativity, and entrepreneurship.

Activity Based Learning:

Faculties are motivated to use activity-based learning strategies such as group discussions, brainstorming, quizzes, debates, role-playing, seminars, and Group Projects. Students are encouraged to use the library and e-learning materials for reference. Group projects strengthened team spirit. Peer team instruction and Group learning improved the learning ability of both fast and slow learners. Value-added and Practical courses provide practical experience to start up self-employment.

Creative Corner:

Reviews of drawings, poems, puzzles, poster making, art and craft and articles are collected from students by conducting competitions and they were awarded on behalf of observance of important days like Women's Day, Science Day, World Earth Day, and posted on the Institution website. This unleashes students' creativity and curiosity.

Intra Departmental & Intercollegiate Competitions:

The internal contests were conducted. Winners of various events will be recognized as part of the College Day celebrations. Students participate in intercollege events at other college events and won prizes.

Workshops and expert Talks:

Workshops, invited talks, and webinars are held to keep students up to date with the latest trends and technologies. Blended learning has established itself as a teaching-learning process that is student-centered in online/offline modes.

Problem-solving Methodology:

Problem-solving is a student-centered approach that uses open-ended problems to teach content. Case studies improve students' analytical and problem-solving skills.

Smart classrooms:

Have significantly increased student productivity and expanded their knowledge. Through What's App and email we circulate learning materials like PPTs, videos, and PDFs.

ERP:

ERP Helps teachers manage students' academic records. Wi-Fi makes it easy for teachers and students to use their ICT tools. Students are encouraged to take SWAYAM courses to develop self-study habits.

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

2.4 Teacher Profile and Quality**2.4.1****Percentage of full-time teachers against sanctioned posts during the last five years**

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	78	89	118	118

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

2.4.2

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

Response: 22.2

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

INTRODUCTION:

Exam processes and the internal evaluation process are discussed in detail at the Student Induction Program, which is designed for first-year students. The Faculty Development Program assists recently hired faculties in comprehending the value of professional development, higher education, and the evaluation process. Being a non- autonomous college, it is mandatory to follow all the regulations of the exams, given by the University. Also the grievance readdressal system of the University is very transparent, time bound and efficient as many functions are computerized.

MECHANISM OF INTERNAL ASSESSMENT:

The CIA follows the University guidelines. CIA guides teachers to provide individual academic support to students based on their academic performance. Remedial classes enhances the students performance. Each semester, a Model test and two Internal Assessments are conducted. A circular with the dates of the Model and Internal Assessment are circulated to the students. Conduct a pre-exam meeting to brief the members of faculty with regard to the examination procedures and the role and responsibilities of report of same shall be submitted to the Principal. The exam cell collects the paper after the assessments. Exam papers are handover to the course in-charge. After students sign their response scripts, the course instructor gets them and gives the Internal Assessments results a week after the exam. Class in-charges assign to submit internal marks to the exam cell through the HoDs. A remedial test is administered as a student support mechanism in the event that any student secured fail marks and was unable to attend the internal examination for valid reasons. Assignments and seminars are offered to evaluate each student's proficiency and are taken into account when assigning internal marks. For slow learners, remedial classes are offered to help them perform well in the end.

GRIEVANCE REDRESSAL SYSTEM:

The Internal Assessment mark for each course is created by the Faculty in-charge in accordance with Periyar University guidelines, duly confirmed by the department Head, and submitted to the University. The University issues the hall ticket to the College, where they are distributed through the department Head to the students. Any defects in the hall tickets are reported to the University through the Examination Cell, and they are fixed. Students are given notice of the end-of-semester examination schedule, which is also posted on the notice board. Students are informed of and strictly adhere to the rules for the conduct of examinations. Exam Cell follows the University's instructions when conduct the semester exam. Systematic operation of the examination control room during the examinations.

TRANSPARENCY ON UNIVERSITY EXAMS:

The University appoints additional Chief Superintendent to monitor smooth functioning of examinations and 50% of the invigilators are deputed from near by colleges. The University appoints examiners to evaluate the answer scripts, and the results are posted on the university website and posted to the students through SMS. The College receives a soft copy of the results. The University allows students to request a revaluation, a retotaling, and Transparencies through the College within ten days of the results being published.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

INTRODUCTION:

Periyar University has implemented Outcome Based Education (OBE). The Board of Studies (in the University) of all departments have framed the syllabus in which every Programme states the

- Programme Educational Objectives (PEOs),
- Programme Specific Objectives (PSOs),
- Programme Outcomes (POs),
- Curriculum, Course Objective and Expected Course Outcome (COs) for each course.
- Mapping between COs and POs

This is displayed in the Periyar University website <https://www.periyaruniversity.ac.in/Download.php>. The College in turn has displayed in the College website <https://www.aackrishnagiri.in/courses/index.php>.

The POs represent the knowledge, skills to be attained by the students at the end of the programme. The COs are outlined the course specifications to be attained by the students.

All the teachers are oriented towards the uniqueness of OBE and Bloom's taxonomy. OBE's top down model, desired attainment by all students (Normal Distribution curve is not accepted) and adopt any teaching method are emphasized. Before the start of each course, the class teacher will discuss the POs and COs in detail for the benefit of the students.

BLOOM'S TAXONOMY:

HODs will review curriculum and syllabus changes on the University website at the beginning of each semester. Courses are assigned to the faculties based on their expertise and areas of interest. Students will be informed of course results and program outcomes by department HOD. Faculty development programs and workshops will be conducted to educate faculties about outcomes-based education, Bloom's taxonomy, and evaluation criteria. Lesson plans are prepared well in advance and monitored by the HOD. At the beginning of the course, faculties will explain to students the curriculum and course objectives. The Principal meets regularly with department Heads to review the effective implementation of the curriculum.

ATTAINMENT OF POs AND COs

To achieve the outcomes of its programs and courses, the college adopts integrated learning practices through student-centered classroom learning, field visit-based / industry-based experiential learning and online learning, combined with holistic competency development of life skills, soft skills, technical skills and professional skills.

Student-centered teaching-learning methods used in the classroom include participatory, collaborative, and contributory learning processes. Through special training by our students' experts, we enrich their soft skills such as communication ability, quantitative aptitude, personality formation and ability development. Introducing outcome-based education helps in developing students' skills. Through assignments and seminars given in each course, students develop knowledge seeking, presentation skills,

communication skills and technical skills. It also boosts their self confidence.

OUTCOME BASED EDUCATION:

The instruments used to evaluate a particular course are decided by the course instructor in consultation with the HOD. The same was scheduled in the planner and followed in practice. Outcome Based Education (OBE) is a model that provides a strong scaffold to enhance the quality of the educational system. The OBE tools used for evaluation include quizzes, puzzles, role plays, case studies, debates, group discussions, poster preparation, thesis presentation, brainstorming, model preparation etc. This will help to analyze and improve students' interest in upgrading their skills. Students' knowledge and understanding is assessed through the continuous internal assessment, practical exam and a final theory exam to ensure that all course and program outcomes are met.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

INTRODUCTION:

Course outcomes describe what students should know and be able to do after completing the course. Once the learning results have been determined, we will guide the lesson content so that students can achieve the learning results efficiently and effectively. Course outcomes (COs) are also mapped appropriately to program outcomes (POs) and program-specific outcomes (PSOs), which are added along with the course syllabus. The CO-PO matrix helps you evaluate course results for all degree programs in the fields of Arts, Commerce, Science and Management.

EVALUATION METHODS:

Direct and indirect evaluation methods are used to check whether the research results are met. In the direct method, each course begins with assignments and exercises to check whether students can independently master the learning content. In the indirect method the surveys and feed back mechanisms are used to evaluate the CO's and PO's. This would assess the level of content delivery, coverage of related content and understanding of the students.

This would be helpful to improve and take necessary measures in the forthcoming periods to attain the CO's and PO's. Various learner-centered pedagogies based on Bloom's taxonomy are used during

classroom lecture time to assess the convergent and divergent levels of students' thinking and understanding in the course content. A test will be conducted for each course unit to evaluate the level of understanding and breadth of knowledge.

BLOOM'S TAXONOMY:

Internal and external tests are carried out by incorporating different levels of Bloom's Taxonomy into the questionnaire. The answer scripts are carefully evaluated without any bias or preconceived ideas. Communication skills, creativity and problem-solving skills are also assessed through case studies, Research Projects and Project Presentations. Rubrics created will avoid variation in the assessment between the teachers

Course outcomes are indirectly evaluated by collecting feedback from stakeholders, especially students, parents, and businesspeople, in the form of various qualitative evaluation surveys. In the above assessments, departments and colleges evaluate students' knowledge, skills, and behaviors developed through courses offered in the program. In this way, the achievement of program outcomes, program-specific outcomes, and course outcomes will be evaluated.

CO's and PO's are evaluated through the internal assessment, seminar, assignments, viva voce and final exams. The question paper covers the entire syllabus and all the CO's must be covered in the question papers. It would help to assess the attainment of CO's.

ATTAINMENT LEVEL:

The attainment level is measured based on the average performance level of the Internal Assessment and the University Exam. Internal Assessment, assignment, seminar and attendance which covers 25%, which is an effective measure to assess the progress of the students and the remaining 75% is the University exam. In case of practical exams the evaluation and viva voce will be conducted by both the internal examiner and external examiner to ensure the assessment is fair and objective.

At the end of each semester, Department and College level reviews of students performance by keeping the framework of Pos and COs are held. Mid course reviews will allot additional support to cover the syllabus and achieve the CO's.

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

2.6.3

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

Response: 83.64

2.6.3.1 Number of final year students who passed the university examination year wise during the

last five years

2022-23	2021-22	2020-21	2019-20	2018-19
594	803	886	1039	762

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

2022-23	2021-22	2020-21	2019-20	2018-19
820	968	897	1077	1121

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.57

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
.8	.5	.1	.15	.9

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

INTRODUCTION:

Arignar Anna College has established a Research and Development Cell, an Intellectual Property Rights Committee, and an Entrepreneurship Development Cell to encourage research and innovation among faculty members and students. The Research & Development Cell Coordinator encourages research related events and activities. The process of research such as selection of appropriate title, coming out with methodology, training to use different tools, review of literature, forming hypotheses, SPSS tools usage, analysis etc are introduced when the students go for projects .

INITIATIVES TO PROMOTE RESEARCH:

Expert and Invited Lectures are organised to foster research culture and innovation. Students are assigned

group and summer assignments to help them develop their critical thinking (asking relevant questions, verifying assumptions, data source, etc) and creativity. They are encouraged to participate in environmental and social projects and make comments.

Exhibitions are held to highlight the students' inventions, and the best projects with social importance are recognised. Students demonstrated sensor-based fire extinguishers, Smart Dustbin as well as other IoT-based devices.

Students and faculty members are encouraged to attend and deliver papers at national, international conferences and seminars, which will allow them to gather information in a variety of fields and develop their scientific temperament.

Financial assistance for attending and presenting papers at seminars, conferences, and workshops, as well as incentives for high-impact research publications are arranged

Memorandum of Understandings (MoUs) for Knowledge Exchange Programmes, Collaboration and Consultancy Projects with Businesses and Institutes. Programmes for faculty and student exchanges, enabling them to generate and disseminate information in response to industry demands. On-duty leave is granted for tasks pertaining to research.

The Research & Development Cell has played a key role in obtaining a research grants from the Government and Non-Government organizations.

INTELLECTUAL PROPERTY RIGHTS:

To inform students and faculty members about IP rights, including patents, Trade secrets, copy rights, and trademarks. The IPR Committee organises awareness programmes that helps with copyright and patent documentation and filing for ideas.

IIC's role is to engage large number of students and staff in various innovation and entrepreneurship related activities such as ideation, problem solving, Proof of concept development, Design thinking, IPR, Project handling and management at Pre-incubation/Incubation stage,

ENTREPRENEURSHIP DEVELOPMENT CELL (EDC):

Entrepreneurship Development Cell (EDC) was started in this college to develop the budding professionals as futures entrepreneurs. The main motive of this cell is to inculcate the entrepreneurial culture into their minds and enhance opportunities for self-employment. The cell strives to identify entrepreneurial talents in youth and makes efforts to nurture them on training and education.

It identifies the students who are interested to become entrepreneurs and guide them to establish their startups. Training programs are conducted through the cell. Boot Camps and Business Model Canvas (BMC) competitions are often organized to have the entrepreneurial zeal of the students. EDC cell organizes competitions wherein students present their innovative ideas which helps to showcase their entrepreneurial skills and talents. SHGs stalls are also arranged to motivate the students and to bring awareness among the student for entrepreneurship.

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

3.2.2

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	2

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	6	6	6	2

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

3.3.2

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

Response: 0.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

INTRODUCTION:

Our College has imbibed the three functions of higher education institutions such as Teaching, Research and Extension. Extension of knowledge, skills and application of modern tools are attempted in our extension activities. This gives us a leverage of social connectedness (situatedness). Our college is concerned about holistic development of the students and organizes extension activities to make them socially responsible citizens. The College is surrounded by villages. Most of students are first generation learners. Hence there is a greater scope for extension. Teachers believe that learning by reflection is very essential for adult students. The College has very good connect with schools, PHCs, Medical College Hospital, Service clubs like Lions Clubs, JCI, NYK and Rotary Clubs, BDO Offices and NGOs. This relationships help us to reach the villagers in large numbers.

EXTENSION ACTIVITIES THROUGH CLUBS:

NSS, RRC and YRC organize extension activities to inculcate a sense of responsibility and humanity among the students. Rallies are conducted to spread awareness among the Public. NSS involve themselves in cleaning nearby villages under NSS every year. Village adoption is done and lots of extension activities are carried through them and this scheme is useful to ensure development of all aspects of human life. The Social work dept provides right kind of knowledge and skills to work with villagers .

Old Age Home Visit and Orphanage visit is also done to make the students understand their need and show love and care. Funds were raised by the students during flood and pandemic and given to Government. No Food Waste has been clearly instructed to our students by the mentors.

Some other Notable Extension Activities are:

1. To create awareness on Polio
2. Awareness Rallies on Road Safety, Drug and Tobacco, Child Marriage, Women Empowerment, Child Abuse and Rain Water Harvesting
3. Fire Safety Awareness
4. Eye Camp & Blood Donation Camps
5. Vaccination Camp
6. Awareness on Ethical Voting
7. Observance of Road Safety Week
8. Dengue awareness
9. Campus clean drive
10. Health and Hygiene
11. First Aid
12. Yoga

All these activities have considerably increased the civic sense of our students, respect others and boosted the morale of the students. The College has done a number of extension activities and became

the role model for the students to be socially responsible. Celebration of Festivals of all religions has made them to be secular. Republic Day, Independence Day and Flag Day celebrations have made them patriotic. World Environment Day, World Clean-up Day, National Youth Day, International yoga Day, International Women's Day, and International Day on Drug abuse and Illicit Trafficking are commemorated. Seminars and Awareness programmes on Women Rights, Environmental Sustainability, and Usage of Renewable resources are organized to sensitize the students towards social and environmental issues. Thus, holistic development is seen among the students. The impact is seen in terms of enrolment of children in Agnadvadis, primary schools, early identification of differently-abled children and seek govt benefits, 100% immunization, forming of self help groups and seek bank loans, organizing sports in rural areas, etc.

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

3.4.2

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

Response:

INTRODUCTION:

Our Institution has received awards and recognitions from Government organizations and Non-Government organizations for the support rendered by the National Service Scheme (NSS), RRC club, YRC Club, for organizing service programmes for the village people in and around Krishnagiri District. They are

- Received award from Tamil Nadu State Blood Transfusion Council for organizing Blood Bank in the year 2022-2023.
- Received award from Tamil Nadu State Blood Transfusion Council for organizing Blood Bank in the year 2021-2022.
- Appreciation letter from AIDS Control Society and State Blood Transfusion council by the volunteers of Arignar Anna College (Arts and Science), Krishnagiri for organizing Regular Voluntary Blood Camp-2023.
- Received award from Tamil Nadu State AIDS Control Society and State Blood Transfusion council for organizing Blood Bank in the year 2019-2020.
- Received award from Tamil Nadu State AIDS Control Society and State Blood Transfusion council for organizing Blood Bank in the year 2021-2022.
- Received award from Tamil Nadu State AIDS Control Society and State Blood Transfusion council for organizing Blood Bank in the year 2022-2023
- Mr.Senthil, Red Cross, District Coordinator, Krishnagiri awarded the Principal of Arignar Anna College (Arts and Science), Krishnagiri, "Life Time Achiever Award" in 2021-2022.

- Received the award for promotion of art and culture for the year 2022 from Ministry of Youth Affairs and Sports, Nehru Yuva Kendra Krishnagiri during 2021-2022.
- Best Service Award from St Peter’s Medical College for organizing Medical Camp on 03.04.23 for the Public at Balaguri village.
- Best Service Award from St Peter’s Medical College for organizing Medical Camp for the Public at Agaram village.
- Received award from Tamil Nadu State AIDS Control Society and State Blood Transfusion council for organizing Blood Bank in the year 2019-2020.
- Appreciation letter from AIDS Control Society and State Blood Transfusion council by the volunteers of Arignar Anna College of Arts and Science for organizing Regular Voluntary Blood Camp -2022.
- Award for organizing Plastic Awareness Rally Krishnagiri and creating awareness for the public about the harmfulness of using plastic.

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

3.4.3

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

Response: 38

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	1	10	7

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

3.5 Collaboration

3.5.1

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

Response: 14

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

INTRODUCTION:

The institution seems to have a comprehensive infrastructure plan in place to support effective teaching and learning.

Classrooms: Well-furnished classrooms equipped with good ventilation and necessary amenities like green boards, lights, fans, and notice boards. ICT-enabled classrooms facilitate diverse teaching methodologies.

Computer Laboratories: There are well equipped computer labs with 550 systems available for the students with the access to the internet connectivity through LAN for blended learning. For uninterrupted electricity supply computer labs are connected with UPS and adequate facilities to accommodate users comfortably and efficiently.

SPECIALIZED LABORATORIES:

Biotechnology: Biotech labs typically have a range of microscopes for examining cells, tissues, and microorganisms. These labs often contain incubators, shakers, Laminar Air Flow, Hot air oven, Deep freezer, UV Spectroscopy, UV Transilluminator, Electrophoresis unit, Cell counter, Binocular microscope, microtomy and autoclaves for culturing and maintaining cell cultures and microorganisms. Polymerase Chain Reaction (PCR) machines are essential for amplifying DNA sequences and are commonly found in biotech labs. Centrifuges are used for separating biological samples based on density, such as isolating proteins or DNA.

Chemistry: Chemistry labs are equipped with fume hoods to safely handle and vent fumes from volatile chemicals. Chemistry labs have a wide array of glassware, including beakers, flasks, test tubes, and pipettes, for carrying out chemical reactions and measurements. It also consists of Microwave oven, refrigerator. Chemistry labs may have instruments like magnetic stirrer, section pump, potentiometer, calorimeter, conductometry. Safety goggles, lab coats, and gloves are essential safety equipment in chemistry labs due to the potential hazards associated with handling chemicals.

Physics: Physics labs are equipped with various experimental setups for conducting experiments related

to mechanics, electricity, magnetism, optics, and modern physics. Physics labs also have workbenches equipped with tools like screwdrivers, pliers, and soldering irons for assembling and modifying experimental setups.

COMMON FACILITIES:

These are just some of the common facilities and equipment in each type of lab in a college setting.

Multipurpose Hall and Cultural Activities: The Multi-purpose hall for organizing cultural activities, academic events and various programmes.

Sports Facilities: Indoor games like Carom, Chess and outdoor sports facilities for activities like Volleyball, Throw Ball, Kabaddi, Khokho, Taekwondo, Football, Hand ball, Badminton and Cricket.

Communication and Information Systems: Public announcement system, notice boards in departments, and Wi-Fi-enabled campus for e-learning.

Amenities for Students with Disabilities: Facilities like ramps, disabled friendly toilets to assist the physically challenged.

Power Backup and Energy Efficiency: UPS, Generators, and energy-efficient features like LED lighting and solar lights are available in the campus.

Security and Surveillance: 32 CCTV surveillance cameras have been installed in Corridors, common pathways and at different check points to monitor the campus activities and 27 buses with GPS tracking facility for Transportation.

OTHER FACILITIES:

Library, Administrative Office, Board Room, Examination Cell, Training and Placement Cell, IQAC, Research & Development Cell, Students Grievance Redressal Cell, Staff room, Women Redressal Cell, Sick room, Multi-Purpose Hall, Parents waiting Hall, Rest rooms, Pantry, Cafeteria for students.

The institution's infrastructure appears to be well-rounded, aiming to provide students with a conducive environment for learning, personal development and recreation.

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

4.1.2

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

Response: 0.69**4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.22	0	8.67	0	0

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

4.2 Library as a Learning Resource**4.2.1**

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

Response:

Arignar Anna College library seems well-equipped and focused on providing comprehensive resources and services to its users.

Physical Infrastructure: With a carpet area of 1800 sq. ft. and a seating capacity of 50, the library provides good space for students and faculty to study and conduct research.

Digital Resources: The presence of 05 computer systems facilitates access to e-resources, enhancing the learning experience for students and teachers.

Automation: Implementing an ERP (Enterprise Resource Planning) software in a library can greatly enhance its efficiency, organization and user experience. ERP software allows for the centralized management of all library operations, including acquisitions, cataloging, circulation, and user management. This streamlines processes and reduces the need for manual intervention. An ERP system automates circulation processes, including check-in, check-out, renewals, holds, and fines management. This improves user experience by reducing wait times and ensuring seamless access to library materials.

DELNET provides access to a wide range of electronic resources, including e-journals, e-books, databases, and digital repositories

We have a Daily Practice to Providing newspapers to students to enhance their knowledge and keep them updated on current affairs. Reading newspapers exposes students to different perspectives and opinions on various issues, encouraging them to think critically and form their own opinions. Reading newspapers helps students improve their vocabulary, comprehension, and language skills. It exposes them to different writing styles and enhances their ability to communicate effectively. Newspapers provide a wealth of information on a wide range of topics, helping students broaden their general knowledge and understanding of the world around them.

Collection: The library boasts a diverse collection, including textbooks, reference books, journals, novels, magazines, project reports, back volumes, question banks, departmental library books, and study materials, catering to the needs of various academic programs.

Accessibility: Remote access to book availability via ERP Software ensures convenient access to resources for users. Additionally, subscriptions to DELNET and NPTEL to access e-resources.

Committee Involvement: The Library Advisory Committee, comprising staff and student members, focuses on promoting self-learning and lifelong learning among students.

Initiatives: Initiatives like 'Noolagar Vasagar Vattam' encourage student engagement with reading and creative expression, fostering a culture of literacy and creativity on campus.

Operating Hours: The library's operating hours from 9.00 a.m. to 5.00 p.m. to enabling students to utilize library services at their convenience.

Engagement with NPTEL: As an NPTEL Local Chapter, the college encourages students to pursue MOOC courses, further enhancing their learning opportunities.

Overall, the library appears to be a dynamic hub of learning and intellectual exploration, supporting the academic endeavors of the college community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Infrastructure:

The college has an effective IT policy to support teaching, evaluation, research, and administration. IT facilities are procured and maintained by the Administrative Office, with approval from management for augmentation when needed. Recognizing the challenges of rapid knowledge expansion, the college is committed to upgrading IT facilities for teaching and learning. This includes regular upgrades of software and hardware, as well as the assignment of technical lab assistants to monitor and maintain IT facilities.

Campus Connectivity:

All computers on campus are connected via LAN with internet access. Wi-Fi is available throughout the campus, along with two computer laboratories and a digital library to facilitate blended learning. Workstations are secured with licensed anti-virus software. CCTV surveillance enhances campus security, while GPS tracking on college buses provides added safety for students.

Academic and Administrative Automation:

Academic and administrative processes are fully automated, including attendance tracking, internal marks, examination marks, and fee payments through an ERP system. Online feedback systems involve stakeholders for continuous improvement. Social media platforms like Facebook, Youtube, and Instagram are used to share information and events. The college website serves as a central hub for information dissemination. Overall, the college seems to have a comprehensive IT ecosystem that supports various aspects of campus life and operations, from academic activities to security and communication. The institution prioritizes keeping its IT facilities up to date and ensures sufficient bandwidth for internet connections. Regular updates to IT facilities help maintain efficiency, security, and compatibility with the latest software and hardware advancements.

Modern Learning Environments and Continuous Improvement through Feedback:

The implementation of smart classrooms and an online feedback system reflects the institution's commitment to modernizing the learning experience and fostering continuous improvement. ICT-enabled classrooms leverage modern learning aids such as interactive Green boards and multimedia projectors to enhance the learning environment. These tools engage students more effectively, promote active learning, and facilitate better comprehension of complex concepts. By soliciting feedback from students, teachers, employers, and alumni, the institution gains valuable insights into the strengths and areas for improvement in its teaching and learning processes. This feedback loop allows for timely adjustments and enhancements to educational practices, ultimately leading to a more effective learning experience. Managing students' attendance, internal marks, examination results, and fee payments through an Enterprise Resource Planning (ERP) system streamlines administrative processes and ensures accuracy and transparency. Students benefit from easy access to their academic records, while faculty and administrators can efficiently track and manage student data.

Accessible Resources and Communication:

Equipping all departments with computers, printers, LAN, and Wi-Fi connectivity ensures that faculty and students have access to necessary resources for communication. Additionally, automating the library with ERP software enhances accessibility to library resources, streamlines cataloging and circulation processes, and improves overall efficiency in managing library operations

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

4.3.2

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

Response: 5

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

Response: 504

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 8.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
30.76	34.47	0	30.32	54.96

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 75.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
1891	1866	1867	2060	2326

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 52.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
1615	913	824	1786	1846

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 63.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
345	707	537	556	452

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

2022-23	2021-22	2020-21	2019-20	2018-19
594	803	886	1039	762

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

5.2.2

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

Response: 1.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	1	3	1	1

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

5.3 Student Participation and Activities

5.3.1

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	4	1	3	4

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 18.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	19	5	22	17

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

5.4 Alumni Engagement

5.4.1

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

Response:

INTRODUCTION:

"Alumni Association was officially registered as a society under the Tamil Nadu Act 27 of 1975 in 28, November 2023. The association maintains a strong connection with all its graduates, nurturing a healthy network among alumni. The association's office bearers regularly convene to plan and execute various activities aimed at strengthening these bonds. The alumni association whole heartedly supports the institution in various ways both academically and non-academically. Since its formation of the association has maintained close contact with all students who graduate from this institute through social media platforms. From time to time, feedback is collected from alumni on academic and infrastructural aspects of the college for future improvements."

FORMATION OF ALUMNI ASSOCIATION:

In order to foster a sense of loyalty and further the interests of our organization as a whole, the College founded **its** Alumni Association. It makes ties between former students and the **College** stronger. The Alumni Association is our brand Ambassador. Every year, during the last week of January, the Alumni Association holds its annual meets. The association collaborates with the Staff, Alumni, Secretary, and Principal. The current students draw inspiration from their alumni. The association members provide knowledge expertise, skills and good connect for placements. As our College is an early starter for higher education in Krishnagiri district there is legacy and everyone nurtures the glory.

The objectives of the association are:

- Involve former students in the education of current students, and be placed.
- The association's core objective is to develop a sense of belonging among alumni. They provide a platform for graduates to reconnect, share experiences, by having them teach, conduct research, lead seminars, attend conferences. This is achieved through a range of initiatives and events.

ACTIVITIES AND EVENTS:

The association organizes various activities:

Regular Alumni Meets, Career Assistance and Providing Placement Support, Continuous Alumni Interaction, Guest Lectures by Alumni.

The Arignar Anna College Alumni Association is dedicated to building a vibrant network that empowers its members both personally and professionally. They also play a crucial role in supporting the college's ongoing development.

During their visits, alumni from various regions of India and elsewhere share domain knowledge, market trends, technology changes, skill sets demands, etc. with faculties and students. Employed in corporate settings, former students volunteer to mentor students in their career choices, interview perspective and extend employment offers to qualified Students.

The institution keeps in touch with its alumni on a regular basis using social media platforms like Facebook, WhatsApp, and email groups. This develops a friendly relationship between the college and its former students. In order to guide, educate, and promote current college students, alumni are a great resource. The association has done a great job of fostering connections between former students and their alma mater through motivating events. Every significant college activity has seen active participation from our alumni. Alumni have not yet made any monetary donations to us. For the benefit of the students and the department, alumni have donated books, instruments, equipment and other items.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Governance of the Arignar Anna College (Arts & Science) is an indication of successful leadership in tune with the vision and mission of the institution as it includes all the stakeholders. The institution strongly believes in transparency, quality, participative leadership and delegation of power at various levels. Arignar Anna College (Arts & Science) believes the culture of participative management in all academic and non-academic activities. To ensure the participative management and decentralization of governance institute follows committee system for carrying out of all its decisions. Hereunder institution Vision & Mission, Organogram and various committees at institute level & their functions and are attached.

Vision:

Our vision is to impart holistic education to our students for their academic excellence and inculcating national and human values in them through academic, co-curricular and socially meaningful activities.

Mission:

Our mission is to inspire and nurture young minds with noble and innovative ideas, committed human spirit, to passionately tackle the global challenges and provide outcome-based education that empowers them to comprehend and address social issues

Goals:

1. To provide a quality education to the rural student and empower them through academics to uplift their calibre.
2. To provide a platform for the rural students to become entrepreneur by nurturing them the spirit of creative thinking.
3. To inculcate a strong belief in hard work and encourage the students to raise their horizon while moving to the real life.
4. To educate the students to respect the opinions of others and to break down the walls of separatism due to communalism, religion fanaticism and racism.
5. To develop the Institution as a model organisation of excellence in all aspects in this district.

Nature of Governance:

The nature of governance at the institution reflects effective leadership aligned with its vision and

mission. There is a strong belief in and encouragement of participatory decision-making and shared leadership. The Board of Trustees devises perspective and strategic plans, guiding the institution toward its goals. The management team, principal, faculties, and staffs, plays a crucial role in steering the institution toward academic excellence. Decentralization and participatory practices are communicated to students during the induction program, highlighting how operations have been decentralized and responsibilities delegated through independent heads.

Decentralization and Participation:

Participation by Faculty and Students:

- The principal delegates academic and administrative responsibilities among faculty, placement officers, physical directors, librarians, non-teaching staff, and coordinators of various bodies. Faculty members are actively involved in committees and cells.
- The Internal Quality Assurance Cell (IQAC) and its members play a pivotal role in decision-making processes to achieve overarching goals. Frequent meetings with faculty are organized to discuss academic and other relevant matters, ensuring effective dissemination of information.
- Students also actively participate in committees, cells, and their activities. This involvement develops a sense of ownership and responsibility among students, contributing to the overall success and vibrancy of the institution.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Arignar Anna College (Arts & Science), Krishnagiri is committed to long-term success. They have a strategic plan that constantly evolves to achieve their vision, mission, and core values. They actively gather feedback from various stakeholders, including faculty, staff, and students, to keep the plan relevant. The college prioritizes faculty development. They offer programs to strengthen research skills and encourage innovation among their teaching staff. Additionally, they foster a well-rounded learning environment for students, preparing them for future success.

Effective Governance:

The Principal, Department Heads, and Faculty members work together to ensure the college runs smoothly. They provide quality education with good infrastructure and establish various committees with clear policies and procedures to achieve their goals.

Commitment to Quality

The college has a proactive Internal Quality Assurance Cell (IQAC) with the Principal to continuously improve academic standards. This committee implements various initiatives to drive the college's development. The Principal oversees all Departments, Committees, and Clubs to ensure smooth function.

Focus on Student Success

The college has a well-defined admissions process and a clear plan to deliver quality education. They achieve this through effective teaching methods, internships, projects, and industry-oriented field visits. Additionally, extracurricular activities like sports, yoga, and community service promote students, emotional intelligence.

Supportive Environment

The college has a clear HR policy for recruiting qualified faculty and staff. They encourage their faculty to actively participate in research and present their work at national and international conferences.

Learner-Centered Approach

The college prioritizes student learning. They offer modern learning resources like an updated library, labs, and computer facilities. They also have well-defined policies and procedures to create a positive learning environment for both students and faculty.

The College plays a pivotal role in framing and executing proposals relating to Deployment

- 1.Scholarships
- 2.Academic Calendar
- 3.Academic plan
- 4.Feed Back
- 5.Quality Initiatives of the Institution
- 6.Infrastructure Development
- 7.Suggesting and approving the student development programs
- 8.Promoting Industry Institute partnership for student training and placement activities
- 9.Approve the Policies of the Institution
- 10.ICT enabled classes
- 11.Organogram
- 12.Research and development cell constituted to instil research culture
- 13.Green campus initiatives.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

INTRODUCTION:

Arignar Anna College (Arts & Science), Krishnagiri initiated several welfare measures for teaching and non-teaching staff for both professional and personal growth to enrich emotional and physical health of

all employees and create better work environment. The number of teaching and non-teaching staff members provided with the welfare measures implemented by the institution during last five years is given below:

MONETARY BENEFITS:

- 1.The college provides financial assistance for faculty members to attend seminars, webinars, and other professional development programs.
- 2.Financial Assistance towards NPTEL Examination Fee.
3. The college contributes to an Employee Provident Fund (EPF) for faculty and staff, securing their retirement.
- 4.Providing financial support to the children of faculty members who choose to pursue their studies at the same college
- 5.Free uniforms are provided for the security staff
- 6.The college celebrates all major festivals with food and activities, fostering a sense of community and inclusivity.
- 7.Career Guidance classes and free placement opportunities for the outgoing classes.
- 8.Revision of Salary for qualifying with Ph.D. / NET/SET examination.

LEAVE BENEFITS:

- 1.Faculty and staff are having various types of leave, including casual leave, spell leave and maternity leave.
- 2.On duty for staff attending seminars and conferences, Valuation Camps, Invited Talks etc.

OTHER BENEFITS:

- 1.The college provides computer systems with internet access in the computer lab, library, and offices, ensuring staff and faculty have the tools they need to work effectively.
- 2.The college provides wedding gifts to employees, demonstrating appreciation for their personal milestones.
- 3.The college organizes annual tours and recreational activities for both teaching and non-teaching staff, promoting team spirit, relaxation, and a positive work-life balance.

APPRAISAL SYSTEM:

- 1.The college employs a comprehensive system to evaluate the performance of both teaching and non-teaching staff.

TEACHING STAFF:

- 1.A combination of methods is used to assess faculty performance, providing a well-rounded evaluation.
- 2.Faculty members complete a comprehensive self-assessment form that includes details on their academic qualifications, teaching experience, professional development activities like seminars, conferences, and workshops, research publications, club/committee participation, and contributions to departmental and institutional duties.
- 3.Students provide anonymous feedback on faculty performance through semester-based surveys.

Their honest evaluations of teaching methods, effectiveness, and overall impact are valued and used to improve the quality of education.

NON-TEACHING STAFF:

1. The Principal conducts annual performance evaluations for non-teaching staff, focusing on their participation in relevant skill development programs.

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

6.3.2

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

Response: 55.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
67	63	41	48	54

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

6.3.3

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

Response: 56.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
53	56	52	61	66

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	3	3	4

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

MOBILIZATION OF FUNDS:

Strategies for the effective mobilization and utilization of resources and funds from diverse channels are implemented, with careful financial planning conducted well in advance to facilitate efficient budgeting. Regular reviews are conducted by the Administration, involving personnel from various academic departments and administrative units of the institution. The budget is formulated by considering both income and expenditure sources, with a significant portion allocated to faculty salaries, infrastructure development, faculty and research enhancement, and library resources, among other recurring expenses.

The institution has devised approaches to mobilize resources while ensuring transparency in financial management. Financial grants for events undergo a structured process, starting with approval from the Principal, followed by the sanctioning of funds. Research grants, whether from governmental or non-governmental bodies, are received and utilization monitored by the Research Committee and Principal.

The institution also contributes to endowments, scholarships for outstanding students, sports scholarships, fee waivers for economically disadvantaged students, and support for staff members' children. Additionally, management directs funds towards infrastructure enhancement, including smart classrooms, building construction, laboratory renovations, furniture procurement, sports equipment, and library resources. Employee salaries are directly deposited into their bank accounts, and both internal and external audits ensure financial accountability.

The principal plans the proposed expenditure for maintenance of infrastructure, developing academic and

physical facilities and other initiatives yearly. The institution conducts regular internal and external audits on a regularly. It helps to identify the current financial position of the college with which further plans are implementing.

ASSESSING GOVERNANCE PROCESSES:

Governance processes encompass the systems and structures that ensure the organization operates ethically, transparently, and in compliance with laws and regulations. Internal audits evaluate governance practices such as board oversight, internal controls, and ethical standards to promote accountability and integrity throughout the organization.

INTERNAL AUDIT:

Internal audits are essential processes within organizations aimed at evaluating and enhancing the effectiveness of financial risk management and governance practices. These audits serve as proactive measures to identify areas for improvement and potential risks, ensuring the organization operates efficiently and transparently.

EXTERNAL AUDIT:

External audits are conducted by independent auditors to provide assurance to stakeholders regarding the accuracy and reliability of the organization's financial statements and internal controls. These audits validate the financial reporting, offering credibility to investors and creditors. External audits complement internal audits by providing an independent perspective on the organization's operations.

REMEDIAL ACTIONS:

Taking positive measures to address audit findings is crucial for strengthening internal processes, enhancing transparency, and mitigating potential risks. By implementing remedial actions, organizations demonstrate their commitment to continuous improvement and accountability.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Arignar Anna College (Arts & Science), Krishnagiri, has emerged as a leading institution for higher education in the region. The Internal Quality Assurance Cell (IQAC) has played a pivotal role in this journey, systematically cultivating a culture of quality within the college.

The IQAC of the institution functions with dedication, adhering to a well-defined framework. It conducts periodic evaluations of various aspects that directly impact the academic experience.

Teaching-Learning Process: The IQAC goes beyond textbooks, analyzing the effectiveness of teaching methods employed by faculty. This includes curriculum design, its alignment with industry needs, and student engagement strategies. The IQAC also assesses faculty development initiatives, learning resources available in the library and digital formats, and the overall classroom environment to ensure a conducive learning space.

Structures & Methodologies of Operations: The IQAC doesn't just focus on academics. It delves into the administrative structure of the college, evaluating its efficiency in supporting the core functions. This includes scrutinizing student support services, Grievance Redressal mechanisms, and the effectiveness of communication channels between faculty, staff, and students.

Learning Outcomes: The true measure of success lies in student achievement. The IQAC analyzes student performance data, course completion rates, and graduate employability to gauge the effectiveness of the learning process. This data-driven approach allows the IQAC to identify areas where the college can further empower students for success.

Through these comprehensive evaluations, the IQAC goes beyond mere observation. It identifies areas for improvement and recommends specific strategies for enhancement. This continuous monitoring allows the institution to track progress and celebrate even incremental improvements in various activities.

Data Collection and Analysis: The IQAC gathers valuable data through surveys, feedback mechanisms from students and faculty, and performance indicators. This data are analyzed to identify trends, strengths, and areas requiring intervention.

Benchmarking and Best Practices: The IQAC doesn't operate in isolation. It benchmarks the college's performance against established national quality frameworks and leading educational institutions. By identifying best practices from these benchmarks, the IQAC recommends their adoption to further elevate the quality of education.

Promoting Quality Culture: A quality education system thrives on active participation. The IQAC recognizes this and actively promotes a culture of quality within the college. It organizes workshops, seminars, and awareness programs to sensitize both staff and students about the importance of quality assurance and how they can contribute to the college's continuous improvement journey.

The IQAC of Arignar Anna College (Arts & Science), Krishnagiri, remains steadfast in its commitment to excellence. By constantly reviewing and refining its processes, the IQAC ensures that the college stays at the forefront of educational quality. This ongoing pursuit of quality will continue to empower Arignar Anna College to provide its students with an exceptional learning experience that prepares them for success in the ever-evolving world.

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

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

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

GENDER EQUITY:

Gender equity is the process of being fair to women and men equally. To ensure fairness, strategies and measures must often be available to compensate for women's historical and social disadvantages that prevent women and men from otherwise operating on a level playing field. Equity leads to equality. Education, skill training keeping the market demands in mind, support to health for girl children at home, freedom to practice one's choice in arts and crafts are some factors closely related to gender equity

Our Institution imparts goodness both to the students and staff members by instilling awareness of gender equity by sensitizing them on various issues and challenges. To develop equality between genders, the institution conducts programmers' inviting experts to provide counseling. The college has no discrimination issues while recruiting for positions like that of Principal, Professors, Non-teaching staff, members and security guards. Contemporary gender issues (more women in unorganized workforce, less salary in workplace, discrimination even at home, etc) are discussed in the class by respective class teachers and students are actively engaged on gender related matters they face in the society. To provide equity of opportunities for women in education, workplace and sports, various activities involving them in training and development in sports, and other personality related competitions are held periodically in the campus and they are encouraged to take part in such events outside the campus also.

GENDER AUDIT:

A Gender Audit is an assessment process by which the gender equality state-of-art at an organization is analyses and the main gender biases are identified. Gender audits are carried out regularly and remedial measures are executed.

GENDER EQUITY IN CO-CURRICULAR ACTIVITIES:

Women Redressal Cell(WRC): Promoting gender equity and empowering women are essential for the advancement of our nation. In line with this vision, Arignar Anna College (Arts & Science) established the **Women Redressal Cell**. Comprising both faculty and students, WRC of AAC has been actively organizing a wide range of academic, technical, medical, cultural and social events like Awareness Programs on Women & Leadership, Prevention of suicide, Empowering Women through Education, role

of social media, self-defense, Anti sexual harassment, cancer awareness, motivational talks and contests for boosting the Self-confidence and thereby providing a platform for them to showcase their talents. Every year, the college celebrates the International Women's Day with a lot of activities.

UNITS TO TACKLE GENDER EQUITY:

- Womens Redressal Cell
- Anti-Ragging Committee
- Anti-Sexual Harassment Cell

FACILITIES FOR WOMEN ON CAMPUS

- Napkin Vending Machine
- Sanitary Napkin Incinerator
- Common Room for Girls

Facilitate secure access in the college premises. Adequate lighting arrangements are done which ensure a well-lit campus during the night

- 24/7 Security Guards
- Canteen
- Ramp Access
- Wheel Chair
- Disabled friendly washrooms
- Bus Facilities

In case of emergencies, the college promptly arranges for students to be transported to medical facilities for further treatment.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: B. Any 3 of the above

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

7.1.4

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

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

Response:

INTRODUCTION:

The college admits and provides an inclusive environment for all the students beyond all the barriers of caste, community, colour, religion and language. Other than Tamil, Telugu, Kananda and Urdu languages are also spoken in our region. All the students are given equal opportunities to participate in all events of the College without any Partiality. The diverse culture and harmony towards the regional, communal, socio economic and other diversities are an integral part of our Institution culture. The students with different talents are identified and showcased during participation of the events like cultural festivals, Annual day celebration of the College and observance of Commemorative Days. The students gain knowledge about their basic rights and responsibilities as the Women Development Cell in Our College motivating them to develop life skills that will lead to high paying and good quality jobs, better livelihood, economic independence and the ability to earn for their families. Women Development Cell conducts health and hygiene awareness programmes. The constitutional rights are also discussed through special lectures. Voters literacy is given due importance .

COMMUNAL SOCIOECONOMIC:

Outreach and Extension activities organised by NSS team to serve the people in the nearby villages creates a sense of social responsibility among the students. The Language departments of the College conduct intra departmental competitions to enrich the lingua skills of the students. The Institution has students and staff from different communities and hence all the national festivals are celebrated with great zeal in the Campus. Diwali, Navaratri, Pongal, Christmas and Ramzan are celebrated in the College every year.

Students with different cultural beliefs stay together in harmony. They celebrate festivals share and respect with each other. The Institution celebrates Republic day and Independence Day by hoisting the Tri -color National Flag followed by patriotic speech of the students. The College organizes grand cultural events on the occasion of Teachers day on 5th September every year and celebrates the birth anniversary of Dr. Sarvepalli Radhakrishnan.

All the teachers are honoured by the Management. Women's Day is celebrated on 8th March with a Special talk by renowned personalities on Women Empowerment. International Yoga Day, Voter's Day, International Day on Drug Abuse and Illicit trafficking are observed to make the students understand the value of human life, Fraternity, Equality and Fundamental duties of Citizen and remain healthy.

The World Environment Day and Dr.A. P. J Abdul Kalam Memorial Day to promote environmental consciousness among the students. All these events mould our students and staffs to be socially responsible citizen of India. And also we provide scholarship for the sports students based on National and International Achievements.

Fine arts club provides an opportunity to the students to let their imagination in different aspects and provides them with the sight to see things in a different way. Students learn from one to another and share their ideas in different aspects of art.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE - I

Title of the practice: TRAINING AND SOFT SKILLS DEVELOPMENT

Objectives of the practice

UNNATI Program

UNNATI with its tagline Learn | Earn | Stand Tall focuses on:-

Vocational training and social transformation program for the underprivileged and unemployed youth in the age group of 18-25 years.

300 hours of training in spoken English, life skills, values, basic computer knowledge, and vocational training based on their educational background.

Guaranteed job placement with social security for all students at various corporate

Inclusive growth by empowering families below the poverty line.

The context:

SGBS Unnati Foundation (SUF), a not-for-profit organization was incorporated in 2011. The UNNATI program by SUF was conceived and run by SGBS Trust in Bangalore and is being conducted pan India. In the initial years from 2003-2008, SGBS Trust trained around 320 youths.

The numbers shot up to 600 per year in the following years from 2008-2012. The number of beneficiaries has also jumped multi-fold since the scaling up of the program under SUF and has successfully trained over 45,000 youths and placed more than 35,000 youths to date.

UNNATI with its tagline “Learn | Earn | Stand Tall” is a vocational training and social transformation

program for underprivileged youth in the age group of 18–25 years, who are less educated and unemployed. The program consists of 300 hours of training covering areas such as spoken English language skills, life skills, values, basic computer knowledge, and vocational training based on their educational qualification. There is an e-learning platform that gives the students access to various content, including around 600 videos, specially designed by us for employability. The program guarantees a job to all the students, who successfully complete the program, with various Corporate with social security.

If one member in a family starts earning, it changes the economic status of the entire family and hence the slogan:

“A Whole Generation Goes Above Poverty Line Forever”

The practice:

Project-Based Learning: Students are encouraged to take up projects, mini projects, internships and field visits which in turn give a practical exposure to the students and prepare them for industry needs.

Collaborative Learning: The College promotes teamwork, analytical skill and problem-solving skills of the students by group projects, case studies, presentations, project exhibitions and peer learning.

Student Support System: The Institution adopts personalized learning approach where the students are supported based on their abilities. Fast Learners are motivated and supported to upgrade their knowledge. Remedial classes are arranged for the students who lack in their performance. The feedback from the students helps in the improvement in teaching- learning practices followed by the College.

Blended Learning: Value added courses, Seminars, Invited Talks are conducted in online and offline modes. Smart Classrooms, YouTube lectures, Learning materials posted in Google class room and remote access of library e-resources enable the students to learn at their convenience. The students are motivated to take up online course to improve the competency in areas of their interest.

Final year students all benefited from the soft skills and communication development program. Daily assignments and conversation practice sessions nurtured interaction among students, while the soft skills trainer effectively engaged them in the learning process.

BEST PRACTICE- II

Title of the Practice: Art and Craft

Key words: Promotion of unique skills which will give students a sense of satisfaction, promotion of fine human feelings through creativity, learn as team, sense of joy in the period of stress and above all Learning outside the classroom, beyond text books and free from exams and scores .

Objectives of the Practice

Platform to develop aesthetic values

Enhance the creative skills and artistic talents

Knowledge Exchange

Develop the student individuality and self-esteem through artistic achievement

To become a conservator with the use of variety of materials

The Context

Unique Creativity

Improve Motor Skills

Intensify the Cognitive Development

Promoting Self-Expression

Cultivating Patience and Perseverance

Stress Reduction

Encouraging Individuality

Connecting Concepts

Building Social Skills

Encouraging Environmental Awareness

The Practice

Resin Art is a form of arts & craft that use as resin as one of its main supply resin can be mixed with paint or ink colourful patterns and designs, poured on top of painting to create the thick and glossy protective coat poured in to moulds with items like dried flowers, shells and plants etc.

Painting is an expression of ideas and emotion, with the creation certain aesthetic qualities, in a two dimensional visual language it is characterized by the practice of applying paint, pigment, colour or other medium to a solid surface.

Sketching forms the first stage of the visual representation. Sketching forms the base of any great work of art; it gives foundation, structure and context for the painting to be developed. Every artist is known to sketch a line, scribbles, doodles etc as the initial visualization process.

Handicraft is about processing materials by hand with hand tools .the results can be helpful things or decorative things the materials utilized in the product are natural industrially processed or recycled this was a beginning of change in the value society how things were made. The models of the product are ancient, revised traditional or fashionable.

Artists use different drawing techniques to create their renderings.

Hatching - a shading technique of drawing a series of thin lines parallel to one another or in the same direction

Crosshatching - a shading technique of drawing lines that cross over one another.

Blending - a shading technique of drawing in which you smoothly create value by pressing hard or soft on your drawing medium.

Stippling - a shading technique of drawing in which you create shading by using a pattern of dots.

Paper craft is a collection of crafts using paper or card as the primary artistic medium for the creation of two or three-dimensional objects. Paper and card stock lend themselves to a wide range of techniques and can be folded, curved, bent, cut, glued, moulded, stitched, or layered. Papermaking by hand is also a paper craft.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Distinctiveness

Title : School to College: Transition and Learning Support Service

Objectives :

To enable students understand basic concepts

To encourage students to achieve better scores

To prepare well for the exam in short duration

To reach the below average students to obtain pass marks

To help to read with concentration at the time of Examination

To support for the smooth transition from school to College

To support to gain aspirations to set personal goals

As an institution we believe each individual has unique learning style, motivation level and efforts. Focused study and practice for exams are essential to get more scores. If this is adopted in schools it will be useful for the higher studies

We also believe that Teaching is an inspirational act with multiple styles. Performance tracking and providing individual feedback at every stage will give us good results. Self motivation and self learning will be cultivated among students.

The college aims to provide quality education to the rural students in an around Krishnagiri District. Our main aim is provide a quality education to the rural students and empower them through academics and make them an entrepreneur by nurturing.

Our college provides 'SMART GUIDE TO SCORE MORE MARKS' for 12th students to understand the basic concepts, achieve more marks in short duration, below average students to pass, seriously reading and self assessment at the time of examination, increase pass percentage in public exam, these are the main objectives and aim of our institutional distinctiveness.

Prior to receiving the "SMART GUIDE," a motivational talk is organized for the students. This session not only motivates students to pursue academic excellence but also broadens their horizons, showcasing the vast possibilities that education unlocks. The goal of the programme is to create awareness among the students about their future, social responsibilities, self-confidence, self-respect, self-motivation, student's teacher relationship, skill enhancement and practical safety measures.

Students visiting our college embark on a unique and engaging campus tour designed to pique their curiosity and showcase the diverse academic landscape offered by higher education. Beyond showcasing our facilities, each department presents a captivating and interactive session.

Biotechnology Lab: Students get a glimpse into the fascinating world of scientific discovery, exploring equipment like PCR machines, calorimeters, and microscopes used in cutting-edge research.

Chemistry Department: Through interactive demonstrations, students delve into the world of quantitative and qualitative experiments, gaining insights into the applications of organic and inorganic chemistry in everyday life.

Computer Science Department: The department unveils the exciting world of technology, highlighting the importance of office automation tools, cutting-edge programming languages, web development, and artificial intelligence, igniting a passion for the ever-evolving digital landscape.

Physics Department: Students embark on a celestial journey, exploring the solar system, different types of lenses, physical balances, and telescopes, fostering a sense of wonder for the universe's vastness.

Commerce and Commerce (CA) Departments: Here, students gain valuable insights into the world of

accounting, business management software like Tally, and the significance of commerce-related subjects, equipping them with the skills needed for a successful career in business.

History Department: Students delve into the past through captivating exhibits of sculptures, ancient coins, and fossils from the region, allowing them to appreciate their rich cultural heritage and understand the stories embedded within these historical artifacts.

Mathematics Department: The focus shifts to practical skills needed for competitive exams, including problem-solving techniques, quick multiplication methods, and easy ways to tackle square roots, empowering students to approach mathematical challenges with confidence.

Botany Department: This interactive session unveils the diverse world of plants, with students learning about their medicinal properties and scientific names, fostering an appreciation for the natural world.

Zoology Department: Students embark on a microscopic journey, observing fascinating animal specimens at various stages of development, along with a closer look at animal cells, bacteria, and other microscopic marvels.

English Department: The focus is on equipping students with essential communication skills, including interview preparation, pronunciation techniques, and a strong grasp of grammar.

Tamil Department: Students strengthen their foundation in "Pothu Tamil," crucial for competitive exams, and delve into the rich literary heritage of Thirukural and Arananerinoolgal.

BBA Department: This session provides insights into the essential skills needed to succeed in various job roles, along with a focus on core business management principles.

MSW Department: Students are introduced to the valuable work of social work programs and the department's dedication to serving tribal communities.

We brought various school students with our own transport.

The students from various rural areas studying in Government School benefited by our easy passing material, more than 2500 students received the material and score more than 80% in all the subjects.

The Head Masters of various schools gave a positive feedback about the programme and "smart guides". Kurubarapalli Government Higher Secondary School Teacher Mrs.B.Manjula gave a feedback that our school 12th students result percentage increase up to 10 percentage, when compare to previous year and also she asked to give guide for every year, likewise, Allapatti Government higher secondary school Head Mistress Mrs.Maryshrine, Government higher secondary school Teacher Bargur, Mrs.Shanthi. Government higher secondary school M.C.Palli, Mr. Selvam, Government girls higher secondary school Krishnagiri, Mr. Mahendrian. Government Boys higher secondary school Krishnagiri, Mr. Rameshkumar also gave the positive feedback and recommended to issue the study material for every year. The students from various Government Higher Secondary School Krishnagiri district J. Oviya, P. Abinaya, M. Sandhiya, K.Priya, S.Poovarasi, B. Lavanya, D. Kalaiselvi, B. Kalaivani gave their personal feedback about "Smart Guide" that it was very useful at the time of exam and also helped to score more marks, and it is very easy to read the objective question and definition at the time of exam.

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

5. CONCLUSION

Additional Information :

Arignar Anna College (Arts & Science), Krishnagiri stands as a first self-finance college in education, pioneering the path for higher learning in the locality. Over the last five years, it has proudly graduated 4059 students, empowering them with knowledge and skills for their future endeavors.

Senior Members of Faculty are representing as Senate Members of University and the statutory bodies of other Institutions.

Bridge courses are offered to strengthen academic foundations and fill any knowledge gaps, ensuring students are well-prepared for their academic journey.

Embracing the digital age, faculty members and students alike have engaged in interdisciplinary learning through Swayam NPTEL online courses. This commitment to continuous learning enriches the academic experience and develops a culture of innovation within the campus.

The college takes pride in the achievements of its students on both regional and national platforms. Representing Tamil Nadu in the National Youth Festival and participating in the Youth Parliament demonstrates the caliber and leadership qualities instilled in the students.

Individual successes further highlight the excellence of the college. Ramju's eloquent speech on '**Gender Equality**' not only won first place but also garnered recognition from the Chief Minister of Tamil Nadu, showcasing the talent nurtured within the institution.

Our students **have secured Gold medals in the University Examination.**

The College has been utilized as a centre for conducting NEET PG Examinations by National Testing Agency from 2020.

The College has been utilized as a centre for conducting BANK Examinations of Indian Bank, IBPS State Bank.

The College has been utilized as a centre for conducting TRB Examinations by Tamil Nadu Teachers Recruitment Board from 2020.

Recognition from esteemed organizations like the Red Cross, along with accolades received by faculty members, further validates the college's commitment to excellence and service.

Inclusive practices ensure that all students, regardless of gender, have equal access to resources, fostering an environment where every individual can thrive and excel.

The Institution stands as an evidence to the transformative power of education, shaping students with not just knowledge but also the values and skills necessary to make a positive impact on society.

Concluding Remarks :

Arignar Anna College (Arts & Science), Krishnagiri, envisions a future where quality education is not just a privilege but a right for all students. With a student-centric approach, the college is dedicated to give holistic development, particularly among rural students, by offering a range of professional, value-added, and skill enrichment courses alongside the regular curriculum.

At the heart of this vision, the highly committed teachers who go beyond imparting knowledge to instill human and ethical values in their students. Through various events, Seminars, Workshops, Symposiums and conferences, students are motivated to broaden their domain knowledge and develop critical thinking skills.

Moreover, the college recognizes the importance of communication, Soft skill, ICT skill and life skills in today's competitive world. Hence, a myriad of activities and events are organized to enrich these essential skills among the students.

The management's commitment to social responsibility is exemplified by its support for economically disadvantaged students, for whom education would have remained a dream and would uplift their future life style. By providing financial assistance, the college ensures that education is accessible to all, regardless of their financial background.

Arignar Anna College (Arts & Science), Krishnagiri, takes pride in its journey towards excellence and is eager to showcase its achievements and performance outcomes in academics, research, extension activities, and administrative practices. The submission of the Self Study Report for Cycle I to the National Assessment and Accreditation Council reflects the college's commitment to continuous improvement and quality enhancement in all aspects of its operations.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>820</td> <td>733</td> <td>814</td> <td>805</td> <td>909</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>748</td> <td>663</td> <td>727</td> <td>705</td> <td>818</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1409</td> <td>1405</td> <td>1405</td> <td>1411</td> <td>1411</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1405</td> <td>1405</td> <td>1405</td> <td>1411</td> <td>1411</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the supporting shared by the HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	820	733	814	805	909	2022-23	2021-22	2020-21	2019-20	2018-19	748	663	727	705	818	2022-23	2021-22	2020-21	2019-20	2018-19	1409	1405	1405	1411	1411	2022-23	2021-22	2020-21	2019-20	2018-19	1405	1405	1405	1411	1411
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
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3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1.90</td> <td>1.50</td> <td>0.1</td> <td>0.15</td> <td>1.40</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>.8</td> <td>.5</td> <td>.1</td> <td>.15</td> <td>.9</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1.90	1.50	0.1	0.15	1.40	2022-23	2021-22	2020-21	2019-20	2018-19	.8	.5	.1	.15	.9																				
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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.8	.5	.1	.15	.9																																					

Remark : DVV has made the necessary changes basis the supporting shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	7	4	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	0	1	2

Remark : DVV has made the changes basis the supporting shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	1	11	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	1	10	7

Remark : DVV has made the changes basis the supporting shared by HEI

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

Answer before DVV Verification :

Answer After DVV Verification :14

Remark : DVV has made the changes as per the supporting shared by the HEI

4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 392 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>95.01</td> <td>95.60</td> <td>29.57</td> <td>74.71</td> <td>115.27</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 602 1046 734"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3.22</td> <td>0</td> <td>8.67</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the supporting shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	95.01	95.60	29.57	74.71	115.27	2022-23	2021-22	2020-21	2019-20	2018-19	3.22	0	8.67	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
95.01	95.60	29.57	74.71	115.27																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3.22	0	8.67	0	0																	
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1135 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>108.03</td> <td>47.82</td> <td>49.63</td> <td>103.03</td> <td>123.24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1346 1046 1478"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>30.76</td> <td>34.47</td> <td>0</td> <td>30.32</td> <td>54.96</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the supporting shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	108.03	47.82	49.63	103.03	123.24	2022-23	2021-22	2020-21	2019-20	2018-19	30.76	34.47	0	30.32	54.96
2022-23	2021-22	2020-21	2019-20	2018-19																	
108.03	47.82	49.63	103.03	123.24																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
30.76	34.47	0	30.32	54.96																	
5.1.2	<p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> <ol style="list-style-type: none"> <i>1. Soft skills</i> <i>2. Language and communication skills</i> <i>3. Life skills (Yoga, physical fitness, health and hygiene)</i> <i>4. ICT/computing skills</i> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes basis the supporting shared by HEI</p>																				

5.3.1	<p>Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years</p> <p>5.3.1.1. <i>Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 465 1046 600"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>5</td> <td>2</td> <td>5</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 678 1046 813"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>4</td> <td>1</td> <td>3</td> <td>4</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the supporting shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14	5	2	5	6	2022-23	2021-22	2020-21	2019-20	2018-19	11	4	1	3	4
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	5	2	5	6																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
11	4	1	3	4																	
5.3.2	<p>Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)</p> <p>5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1171 1046 1305"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>36</td> <td>5</td> <td>43</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1384 1046 1518"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>19</td> <td>5</td> <td>22</td> <td>17</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the documents shared by the HEI, HEI has not considered the events on the nearby dates</p>	2022-23	2021-22	2020-21	2019-20	2018-19	48	36	5	43	34	2022-23	2021-22	2020-21	2019-20	2018-19	29	19	5	22	17
2022-23	2021-22	2020-21	2019-20	2018-19																	
48	36	5	43	34																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	19	5	22	17																	
6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. 																				

	<p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes basis the supporting shared by HEI</p>
7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made the changes basis the supporting shared by the HEI</p>

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations