



# **SELF STUDY REPORT**

**FOR**

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

**AGURCHAND MANMULL JAIN COLLEGE**

**MEENAMBAKKAM, CHENNAI**

**600114**

**[www.amjaincollege.edu.in](http://www.amjaincollege.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

Agurchand Manmull Jain college was established in 1952 by the visionary Padma Shri.Moohanmull Chordia through Sri .S.S.Jain Educational Society, at the inspiration of her Holiness Sri.S.S.Sayar Kanwaeji Maharaj. The primordial decree of the college continues unchanged; moulding the character and the career of the younger generation with service as its focus. The academic year 1972-1973 saw the college double its functioning, when shift-II came into being. The academic year 2003-2004 college become co-educational. Following the principles of Dharma and Ahimsa, the college seasoned in its traditions and modern in its adaptations, strives to uphold its quality through the standardisation process and assessment endeavours.

In order to validate its quality in all respects, the college underwent its first cycle of NAAC accreditation in procedure, the college went in for its second cycle of reaccreditation in 2014. The college Management and all the faculty members of the college Teaching and Non teaching have consistently elevated their qualitative performance in order to meet the rigid standards set by NAAC.

The present cycle of NAAC reaccreditation has been taken up with authenticity of presentation as the foremost goal. The detailed compilation of the seven criteria had been a virtual litmus test of the quality and standard over the past five academic years (2013-2017). The outcome of the detailed study, apart from being the true projection of the performance also lays a renewed foundation for a prospective academic future.

### **Vision**

To be a disseminator of quality multi-disciplinary higher education that is affordable among all learners in general and among Jain students in particular.

### **Mission**

To combine innovation in teaching and zest for learning and usher in academic excellence in every student.

To create and sustain conducive teaching and learning ambience for realisation of full potential in the teacher and taught.

To ignite and endow young minds with a deep sense of justice and fair play, truth and non-violence, patriotism and service.

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

### **Institutional Strength**

The highly qualified staff members actively and consistently participate in research activities. They present research papers, contribute articles in research journals with high impact values, function as members of board

of studies in other higher educational institutions, as panellists in the government's educational publications, contribute in books of ISBN and ISSN. Many of them evolve themselves thorough orientation and Refresher courses organised by the UGC, HRDC.

The geographical location of the college favours the easy access to the students residing in the rural, semi-urban and also within the city limits. The ease of transportation is ensured with the proximity to the railway station and bus stops.

The continued developmental activities of the infrastructure that the college undertakes makes a phased and assured growth possible. The vast campus is itself an added advantage that makes sports activities freely available to the students.

### **Institutional Weakness**

As the college stands by its vision and mission, and opens its doors to students with no bias, it welcomes a large number of first generation learners every year. Most of these students have completed their school education in their vernacular language and hence the medium of instruction- English-becomes a major weakness for them. In spite of the continued efforts and various methods adopted to improve their English language skill, this language barrier turns out to be the quotable weakness.

Due to the lack of the basic English language, these students find that the knowledge acquisition in their respective core subjects itself becomes an element of weakness. As a result, these students are reserved when it is necessary to express in that language. Hence they lack self – confidence and struggle for self-motivation. This leads to the other academic and evaluations obstacles, and the results in the continuous internal assessment do not reach the targeted mark. Hence the pass percentage also does not always the satisfactory level.

With the increasing number of student intake, the need for the proportionate increase in the number of the teaching faculty becomes inoperative. But the student- teacher ratio is not being optimally maintained as the posts of the teaching faculty continue to remain vacant over the years due to the governmental policies.

### **Institutional Opportunity**

The college is one of the oldest in the city, having been established in 1952. But its time-tested tradition and policies do not act as deterrents. The college adapts itself with the changing times and is always ready to grow Diverse course continue to be introduced, year after year.

The college engages its Departments to expand and incorporate newer programmes.

At different levels of their degree programme, the students are offered courses that facilities them to improve their English language skills. Soft skills and personality development are two important are that the students are equipped with. Career orientedlectures, seminars and guidance are periodically provided to the students to help them make themselves fit and confidant to face the job interviews.

The placement cell works systematically on all possibilities to help every eligible student to get placed.

The college guides and supports its students to pursue in competitive examination and the state/National level examination such as NET/SET/CSIR/GATE, etc.,

With sustained extension measures of the infrastructure, the college offers favourable opportunities to the teaching faculty and the student community alike.

### **Institutional Challenge**

In spite of the continuous and multifaceted efforts of the Departments, the biggest of the Challenges that the college faces is the area of the English language of instruction has overall been their mother tongue, Tamil, across their schooling years. The implementation of a variety of teaching methodologies does not always translate itself into satisfactory level of comprehension as the prescribed curriculum and the medium of answering largely remain as English language. Hence, though the teaching faculty resort to bi-lingual methods of teaching, the challenge reveals itself when the student is required to answer the written examination in English. This challenge influence the examination results and extends itself to affecting the overall pass percentage.

Hailing from compelling economic background, several students engage themselves in part-time jobs, So as to generate income to their needy family. As a consequence, these students attendance gets proportionally affected. Their absence thus negatively influences their studies. This double adverse impact continues to be a challenge to the college.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The College is affiliated to the University of Madras and it offers various programmes in Arts, Science and Commerce. The college functions in two shifts. The curriculum of under Graduate and Post Graduate programmes are based on Choice Based Credit System framed by the University. The college offers 8 UG and 5 PG programmes in Shift 1 and 18 UG programs and 3 PG programmes in Shift 2. Research programmes leading to M.Phil and Ph.D degrees are offered by Physics, Chemistry, Mathamatics, Economics and Commerce Departments. The B.Com. Programme is diversified to offer more specializations – B.Com. Accounting & Finance, B.Com. Corporate Secretary ship, B.Com. Information System & Management, Computer Application, Bank Management and Marketing Management. Internship & Projects are undertaken by all the students of Post Graduation and a few students of Under Graduation. Environmental Education, Value Education, Computing Skills and Soft skills are offered across the programmes to all the students. The college offers innovative courses like B.A Tourism and Travel Management, B.Sc Home Science and Interior design and Décor, B.A Criminology and B.Sc Digital Publishing. To cater to differential needs of students, remedial classes are conducted. Student mentoring system and Parents' Meet are two best practices of the College. Regular formal feedback mechanism is in place which helps to understand, evaluate and improve the areas for pedagogy and administration. Several classrooms are provided with Projectors to facilitate technology- based teaching. Well lit, well ventilated classrooms and Gallery classrooms provide the right ambience for learning. Effective Curriculum is fortified with the Library which has a wide variety of books, Journals, Periodicals, Magazines, Newsletters and e resources. The Library also subscribed to many national,

international journals and e-resources from NLIST & SAGE. The Library has its institutional membership with INFLIBNET (Information Library Network). Under Padma Shri Mohanmullji Chordia Book Bank Project, needy students avail free text books all through their academic years.

The Curriculum Planning and implementation are carefully considered by the College for the sustained upkeep of the quality of the pedagogy.

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

Continuous monitoring and grading are crucial parameters in assuring the sustenance of quality. The Criterion 2 analyses in a structured manner all the constituent components of scientific evaluation tools. The extended particulars (regarding the student enrolment, migration from other states and countries, academic calendar, etc.) along with student-centric specifications (assessing their learning levels and the follow-up actions, mechanism of addressing their grievances and the online Student Satisfaction Survey), the matters relating to the role of the teaching faculty (details of the full-time teachers – those with Ph.D., awards won by the faculty members, their teaching experience, usage of ICT by them for effective teaching-learning, communication and evaluation of the Programme Outcome, Programme Specific Outcome and Course Outcome are the major domains analysed in this Criterion.

The optimum impact of the Criterion 1 gets validated through the study of Criterion 2. The comprehensive study in this Criterion sets a qualitative bar on the pedagogic competence of the teaching faculty. With an intensive description of the academic outcomes, the analysis of the Continuous Internal Evaluation system and the mechanism of redressal of student's examination-related grievances, this Criterion methodically brings forth the functioning strategy of the College. The long term goal of the College being the upkeep of the academic heights, the aspects of Criterion 2 takes on one of the prime positions in the light of all these factors.

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

Being a seasoned institution, the College encourages its staff members and students to concentrate in research activities. Three Departments provide Ph.D. programmes and Four Departments of the College provide M.Phil. programmes on both full-time and part-time basis. Some of the teaching faculty members have registered as Ph.D. guides and guiding students. Within the span of five years (2013-2018) seven research scholars have been awarded Ph.D. degrees.

The study of this criterion brings to light the impact on the number of research articles in International / National Journals and paper presentations in conferences by the teaching faculty members: with the consistent support and motivation of the College Management, the study sees a regular increase in the number of research initiatives year after year. Regular guest lecture, seminars have been conducted by the Departments to inculcate the research culture among the students of the College. Falling in line with its mission to 'create and sustain conducive (...) ambience for realisation of full potential in the teacher and the taught'. The College has one of its staff members successfully completing a UGC-Funded Minor Project. Another case to validate the impact of the motivation and support of the College Management is the Presidential Award bestowed on the Tamil Faculty Member for his outstanding research work. The College takes consistent efforts to involve students for internships in various organisations and to take them on industrial visits to explore for themselves in the real-time ambience.

The College has taken effective measures to involve students in extension activities and outreach programmes. The College conducts likely regular blood donation camps, tree plantation, Swachh Abhiyan Programme and etc., the detail of the College signing MoU's with company and industry for the benefit of the student community in the college is furnished in this criterion.

The role of the college with regard to Resource Mobilization, Research, Publications, Awards, Extension Activities and Collaborative Initiatives are elaborated with authenticated documents in this study.

### **Infrastructure and Learning Resources**

The quality of the college depends on the maintenance and expansion strategy of its infrastructure and the abundance and availability of the learning resources. The criterion 4 brings the focus on these two major determinants. The strength of the two directly influences all the other curricular, co-curricular and extra-curricular initiatives.

The section 4.1 elaborates the physical facilities of the college. The geographical location and the immensity of the campus accentuate the carefully planned and executed expansion measures of the infrastructure. The availability of large play areas draws multiple opportunities, enabling the college to host the annual inter-collegiate cricket match (Padmashri Mohanmulji Chordia Gold Cup T20). The indoor and outdoor equipment periodically updated, replaced and kept readily available yields optimum results: a good number of students participate in the sports activities and emerge and winners (5.3.1).

The college has two libraries dedicated to each of the two Shifts. They follow EasyLib as the ILMS software. The purchase, storage, display, maintenance, lending and accounting of the books, journals, newspapers and magazines are taken into detailed study. The details of the e-journals are also incorporated.

The Criterion covers the important areas of budgeting and expenses with respect to the infrastructure and physical facilities. The details of the IT facility and its update are discussed as technology forms an important part of the infrastructure in modern pedagogy.

Striking a balance between the conventional, proven infrastructure and learning resources, and the demands of the updated pedagogical practices, the college caters to the holistic needs of the students.

### **Student Support and Progression**

The Criterion focuses on the student-centric matters. The areas covered include scholarship and freeships provided by the government and other bodies during 2013-2018. The detailed study of the capability enhancement schemes and vocational education and training covers the crucial domains such as the guidance for competitive examinations ,career counseling and soft skill development.

The criterion also projects the student's progression to higher education, their qualifying in state/National/International level examinations such as NET/SLET etc.

The students' participation and activities in the sports (Padmashri Mohanmullji Chordia Gold Cup twenty-20 Cricket cup tournament, annual intramural competitions, the annual inter departmental competitions to name a few) and cultural fests (Yuva Sangamam/Yuva Uthsavam) at the Institutional and national levels is thoroughly

studied.

The Criterion throws light on the role and performance of the Student Development Council (SDC) and Student Welfare Council (SWC) of the college that ascertain the fair representation of the students.

The role of old students (Alumni) is discussed with respect to their significant contribution to the development of the college.

The criterion offers a bird's eye view of the student support and progression in the college.

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

The Criterion studies all the details that exhibit effective Governance, Leadership and Management with regard to the prescribed categories. In order to fulfill the Vision and Mission, the College continues to support the deserving students through several measures: by offering the Management scholarship, by providing affordable and quality education, by using the ICT enabled classes, with trained and qualified faculty members.

The Criterion explains the development of the College in terms of introduction of new programmes, increasing the number of faculty members, augmented increase in the intake of students and the developmental measures in the infrastructure to substantiate the strategic operation of the college. To implement the perspective plans, the College has constituted various committees comprising of Principal, Dean, Heads of the Departments, Coordinators, faculty members and Students as deemed necessary. The college has a well built e-governance structure by which the transparency of governance is ensured at all levels.

This Criterion measures the various welfare amenities provided to employees. Their performance is periodically assessed and evaluated with the help of metrics designed by the college and the relevant authorities. The Criterion also gives an insight into the audit operations and funds management of the college ensuring optimum utilization of the available resources of the college.

The Criterion brings to light the role of the IQAC of the College and its quality initiative and assurance activities for promoting quality culture, measured in terms of development programmes and support facilities to the stakeholders.

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

The college being a Jain minority institution adheres to the Jain tenets strictly in all areas:

- In terms of the academic field, programmes that necessitate those measures that go against the drama and Ahimsa are not introduced. For example, the science streams of Botany and Zoology require the dissection process of the flora and fauna. Hence, the college has abstained from including such programmes, even though they could be advantageous from other perspectives.
- The college campus is totally and strictly vegetarian. All sectors-canteens, Hostels, Class rooms, Staff rooms, Common room, Mess, Departments and Garden areas- follow this rule in toto, as a true Jain establishment.

- The students, over the academic years spent inside the campus gradually imbibe the merits of the righteous path of non violence, furthering the holistic growth of the student community.

NAAC



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	AGURCHAND MANMULL JAIN COLLEGE
Address	Meenambakkam, Chennai
City	Chennai
State	Tamil Nadu
Pin	600114
Website	<a href="http://www.amjaincollege.edu.in">www.amjaincollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	N. VENKAT ARAMANA N	044-22246705	9841156574	044-22245637	info@amjaincollege.edu.in
IQAC / CIQA coordinator	V. ESWARAN	044-22248603	9840040922	-	iqac@amjaincollege.edu.in

Status of the Institution	
Institution Status	Self Financing , Grant-in-aid and Private

Type of Institution	
By Gender	Co-education
By Shift	Day Evening

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority status file.pdf</a>
If Yes, Specify minority status	
Religious	JAIN
Linguistic	
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	25-06-1952			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Tamil Nadu	University of Madras	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	01-06-1964	<a href="#">View Document</a>		
12B of UGC	01-06-1964	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
No contents				

<b>Details of autonomy</b>	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

<b>Recognitions</b>	
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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Meenambakkam, Chennai	Urban	39.68	16057926

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BSc,Physics	36	Higher Secondary Examination	English	55	51
UG	BSc,Physics	36	Higher Secondary Examination	English	55	53
UG	BCom,Commerce	36	Higher Secondary Examination	English	70	69
UG	BCom,Commerce	36	Higher Secondary Examination	English	147	138
UG	BCom,Commerce	36	Higher Secondary Examination	English	71	71
UG	BCom,Commerce	36	Higher Secondary Examination	English	81	81

UG	BCom,Com merce	36	Higher Secondary Examination	English	243	242
UG	BCom,Com merce	36	Higher Secondary Examination	English	154	142
UG	BCom,Com merce	36	Higher Secondary Examination	English	280	260
UG	BCom,Com merce	36	Higher Secondary Examination	English	70	69
UG	BCom,Com merce	36	Higher Secondary Examination	English	281	266
UG	BBA,Busines s Administr ation	36	Higher Secondary Examination	English	154	142
UG	BSc,Chemist ry	36	Higher Secondary Examination	English	55	46
UG	BCA,Compu ter Applications	36	Higher Secondary Examination	English	200	166
UG	BSc,Comput er Science	36	Higher Secondary Examination	English	200	167
UG	BA,Economi cs	36	Higher Secondary Examination	English	162	158
UG	BSc,Electron ics And Com munication Science	36	Higher Secondary Examination	English	100	75
UG	BSc,Mathem atics	36	Higher Secondary Examination	English	162	140
UG	BSc,Mathem atics	36	Higher Secondary Examination	English	70	61

UG	BA,English	36	Higher Secondary Examination	English	81	77
UG	BSc,Home Science Interior Design And Decor	36	Higher Secondary Examination	English	50	30
UG	BA,Philosophy	36	Higher Secondary Examination	English	81	76
UG	BSc,Software Applications	36	Higher Secondary Examination	English	100	97
UG	BA,Tourism And Travel Management	36	Higher Secondary Examination	English	70	68
UG	BSc,Visual Communication	36	Higher Secondary Examination	English	50	40
UG	BSc,Visual Communication	36	Higher Secondary Examination	English	110	109
UG	BA,Public Administration	36	Higher Secondary Examination	English	70	68
UG	BA,Criminology And Police Administration	36	Higher Secondary Examination	English	66	64
UG	BSc,Psychology	36	Higher Secondary Examination	English	40	40
PG	MSc,Physics	24	Under Graduate	English	11	10
PG	MCom,Commerce	24	Under Graduate	English	46	46
PG	MSc,Chemistry	24	Under Graduate	English	11	11

PG	MSc,Computer Science	24	Under Graduate	English	20	11
PG	MA,Economics	24	Under Graduate	English	18	3
PG	MSc,Mathematics	24	Under Graduate	English	18	17
PG	MA,Tourism And Travel Management	24	Under Graduate	English	40	5
PG	MSc,Visual Communication	24	Under Graduate	English	22	21
Doctoral (Ph.D)	PhD or DPhil,Physics	36	Post Graduate	English	16	3
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	Post Graduate	English	16	0
Doctoral (Ph.D)	PhD or DPhil,Economics	36	Post Graduate	English	16	1
Pre Doctoral (M.Phil)	MPhil,Physics	12	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Commerce	12	Post Graduate	English	9	9
Pre Doctoral (M.Phil)	MPhil,Economics	12	Post Graduate	English	6	0
Pre Doctoral (M.Phil)	MPhil,Mathematics	12	Post Graduate	English	6	6

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				94			
Recruited	0	0	0	0	0	0	0	0	50	26	2	78
Yet to Recruit	0				0				16			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				225			
Recruited	0	0	0	0	0	0	0	0	84	137	4	225
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				32
Recruited	11	3	0	14
Yet to Recruit				18
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	18	18	0	36
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				8
Recruited	7	0	0	7
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	6	2	0	8
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	16	0	0	13	12	0	41
M.Phil.	0	0	0	4	0	0	17	15	0	36
PG	0	0	0	1	0	0	0	0	0	1



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	23	33	0	56
M.Phil.	0	0	0	0	0	0	43	96	0	139
PG	0	0	0	0	0	0	19	10	0	29

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

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0		3		3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Pre Doctoral (M.Phil)	Male	5	0	0	0	5
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	105	0	0	1	106
	Female	124	1	0	0	125
	Others	0	0	0	0	0
UG	Male	6250	34	0	0	6284
	Female	1774	7	0	0	1781
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	356	322	386	446
	Female	134	145	164	144
	Others	0	0	0	0
ST	Male	3	5	9	10
	Female	2	3	3	7
	Others	0	0	0	0
OBC	Male	339	920	1194	1342
	Female	320	277	352	389
	Others	0	0	0	0
General	Male	213	209	224	314
	Female	40	52	58	58
	Others	0	0	0	0
Others	Male	71	111	87	102
	Female	3	6	9	12
	Others	0	0	0	0
<b>Total</b>		<b>1481</b>	<b>2050</b>	<b>2486</b>	<b>2824</b>

### 3. Extended Profile

#### 3.1 Program

Number of courses offered by the institution across all programs during the last five years

Response: 1037

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
41	44	43	36	34

#### 3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7217	6580	5889	5707	5277

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

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

2017-18	2016-17	2015-16	2014-15	2013-14
2333	1986	1947	1637	1561

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

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

2017-18	2016-17	2015-16	2014-15	2013-14
1869	1949	1752	1708	1511

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

### 3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
259	225	195	195	185

File Description	Document
Institutional Data in Prescribed Format	<a href="#">View Document</a>

#### Number of sanctioned posts year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
288	290	245	225	220

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

### 3.4 Institution

#### Total number of classrooms and seminar halls

**Response: 116**

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

2017-18	2016-17	2015-16	2014-15	2013-14
379	491	426	538	367

#### Number of computers

**Response: 412**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process

##### Response:

Agurchand Manmull Jain College offers a wide variety of Programmes which enables students to acquire the latest knowledge and skills that promote holistic learning. As the College is affiliated to the University of Madras, the curriculum is enriched wherever possible within the limitations of the University norms. The effective delivery of the curriculum is ensured through the recruitment of the qualified faculty, providing the right work ambience, supervision and revision of activities through periodic meetings with the Principal, Dean, Faculty members and Student committees.

All the Programmes (UG and PG) are delivered based on ChoiceBased Credit System(CBCS) which allows students to acquire wide knowledge on various subjects. Based on the varying expectations from stakeholders, 13 new Programmes were introduced in the last five years in Shift II.

The College provides need-based curricular, co-curricular and extracurricular courses. Environmental education and Value Education are offered as part of curriculum to all the students. LCD projectors, computers, internet facility, fully equipped laboratories are the resources provided by the college to ensure technology-based-learning. The library is sufficiently stocked with latest publications of Journals, Reference books, Magazines and Newspapers apart for University prescribed text books. Well ventilated classrooms with adequate infrastructural facilities provide right ambience of learning to students.

The Academic year 2017-18 had 8UG and 5 PG degree programs in the Shift I and 18 UG programs and 2 PG programs in the Shift II. Research Programmes leading to M.Phil and Ph.D degrees are also offered to students.

Based on University Syllabus the workload is being allotted with respect to preference and expertise of the faculty members. They prepare lesson plans in advance to ensure availability of learning material to students. Attendance cum Assessment Record is also maintained by every faculty member for each subject. Assessment record serves as a tool for assessing the performance of the students.

Based on the requirements, bilingual teaching is adopted till the majority of the students get accustomed to the medium of instruction. Assignments and seminars are given to the students based on their syllabus to create an atmosphere for self-learning. It motivates the students to refer to various reference books, journals and websites in order to acquire in-depth knowledge. Continuous Internal Assessments (CIA) are conducted every semester as scheduled in the Academic Calendar which helps the students to assess their level of understanding. To support the slow learners, motivational and remedial classes are conducted on a regular basis.

Parent-teacher meetings are conducted periodically to communicate the details of the students' performance and attendance to parents. Nearly 90% of our students are from rural/semi urban background

and majority are first generation learners. Since our college caters to mainly first generation learners, such meetings are appreciated by the parents. With the methodical curricular planning and implementation, many of such first generation learners proceed to higher education as studied in detail in 5.2.2. The College also has student mentoring system which helps in monitoring of the performance of the students. Bridge Courses and Value added courses supplement the University curriculum.

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

### 1.1.2 Number of certificate/diploma program introduced during the last five years

**Response: 1**

#### 1.1.2.1 Number of certificate/diploma programs introduced year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	00	0	1	0

File Description	Document
Details of the certificate/Diploma programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

**Response: 7.08**

#### 1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
04	03	02	04	02

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</b></p> <p><b>Response: 31.34</b></p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 325</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>
<p><b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b></p> <p><b>Response: 92.68</b></p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 38</p>	
File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
<p><b>1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</b></p> <p><b>Response: 0.19</b></p>	
<p>1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p>	



2017-18	2016-17	2015-16	2014-15	2013-14
0	00	0	53	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

The college offers a rich diversity of courses to students. The college provides holistic education and to supplement the university curriculum it offers the following programs:

#### I.Gender:

**Women Student Welfare Committee-** The committee organises programs and conducts workshops on Gender sensitisation. To support this, the college has various cells such as Anti-Ragging cell, Student Counselling and Career Guidance cell where both the students and the faculty members are involved. Confidence building programs have been conducted for all women students.

**Smart Girls Programme-**Smart Girls workshop was conducted by outsourced experts and also by the Faculty members of the College to motivate and inculcate confidence among girl students. Placement cell also conducts regular sessions to train students on self-grooming. All the departments take the initiative in conducting Guest Lectures in order to imbibe the values and also give practical exposure to students.

#### II.Environment

**Environmental Education:** - To create awareness and insist on environment friendly practices Environmental education is being provided to all second-year students as per the curriculum. **NSS& NCC-**The College has 4 units of NSS. Each wing had adopted a village and conducts various socially relevant activities for the development of those areas. Literacy programme for the non-teaching staff, olive ridley protection, blood donation camps, Swachh Bharath and plantation programs are conducted throughout the year.The NCC (National Cadet Corps) helps to imbibe the moral, disciplinary, patriotic and ethical values among the students

#### III.Sustainability

**Soft skills training-**As a part of the curriculum, the Department of English takes the initiative in offering soft skills training to all the I/IIyear -UG /PG students.

**Computing Skills-** As a part of the University curriculum the college provides effective training to all the students on basics of computing to enable students to adapt to technology. Adequate laboratory facilities ensure practical training to all the students

**Personality Development-**All the students are encouraged to participate in seminars, debates, quizzes, group discussions, chart presentations and model building. Personality enrichment is offered as a part of Softskills to all second year students.

#### IV.Human Values

**Life skills(Value Education)-**The College provides compulsory life skills courses to all the final year students which creates a strong learning environment that attainment and develops students' social and relationship skills that last throughout their lives enhances academic.

**V.Professional ethics-** As a part of the curriculum, some of the students are offered a course on applied ethics, business and Professional ethics. The language department offers courses on values based on different religions. Campus to Corporate programs are organised to ensure easy transition of students from college to corporate world.Inter departmental programs are organised every year to provide adequate exposure and skill-based learning to all the students.

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

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

**Response:** 18

##### 1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

**Response:** 18

File Description	Document
Details of the value-added courses imparting transferable and life skills	<a href="#">View Document</a>
Brochure or any other document relating to value added courses.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3.3 Percentage of students undertaking field projects / internships****Response:** 5.35**1.3.3.1 Number of students undertaking field projects or internships**

Response: 386

<b>File Description</b>	<b>Document</b>
List of students enrolled	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni and 5) Parents for design and review of syllabus-Semester wise/ year-wise****A. Any 4 of the above****B. Any 3 of the above****C. Any 2 of the above****D. Any 1 of the above****Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

**1.4.2 Feedback processes of the institution may be classified as follows:****A. Feedback collected, analysed and action taken and feedback available on website****B. Feedback collected, analysed and action has been taken****C. Feedback collected and analysed****D. Feedback collected****Response:** D. Feedback collected

File Description	Document
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 0.19

##### 2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	20	12	6	7

File Description	Document
List of students (other states and countries)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 85.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
2894	2589	2119	2148	1951

##### 2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3381	2878	2822	2373	2262

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

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per

**applicable reservation policy during the last five years****Response:** 18.29

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
376	332	332	332	332

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

**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The students are admitted to different programmes based on their Higher Secondary examination marks, followed by a personal interview based on the subject they opt for. Through this, a student's calibre is identified and during the course of their academic programme, the students who are slow in learning and not strong in academics are identified and are given extra coaching in the form of special classes, assignments, seminars etc., so that the students can improve themselves. During the Continuous Internal Assessment (CIA) tests, the answer scripts of the students are meticulously valued and are given back. The grasping level of the slow learners emerges clearly with a scrutiny of their answer scripts. The specific areas of the unit covered that remain less understood are brought to light with the number of mistakes committed while answering. Thus, the periodical internal assessment tests help to raise or lower the bar of the degree of comprehension. Hence, the students who fail to turn up for the exams are given alternate tasks and evaluated. The CIA's are given utmost importance and those who fail consistently are given counselling. The faculty members strive hard to instil a sense of responsibility and self-confidence in the minds of the students so that they can apply themselves well and can go an extra yard to score better in their examinations. Frequent seminars arranged to be conducted by the students help them alleviate their reluctance in presentations, and in a way contribute in harnessing their personal skills. Peer learning is an important tool to accelerate the learning process. In order to tap the confidence and knowledge of the subject of the advanced learners, the mechanism of peer learning is practised. Therein, heterogeneous groups are formed within the classroom during specific periods by the concerned faculty members. The slow learners in the group are thus helped to overcome the fear and low-self-esteem. As they address their academic doubts by finding more space and time in such small groups under different non-compulsive forces. The assignments are also given to encourage the students to refer to various books other than their prescribed text books, as enumerated in 4.2.2. Attendance to the class is another important factor in two

respects: the presence and participation of the students are important to assess the learning level, and secondly, it the attendance that enables the college to help the students to improve from being slow learners. Apart from these measures, the Departments organise special lectures wherein subject experts from illustrious institutions are invited. The Departments take every possible step in offering higher education of academic quality to the students.

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

### 2.2.2 Student - Full time teacher ratio

**Response:** 26.44

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.12

#### 2.2.3.1 Number of differently abled students on rolls

Response: 9

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

## 2.3 Teaching- Learning Process

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

**Response:**

The students of the institutions hail from a very weak economic and social background with an indigent understanding of fundamentals. They are put through the rigour of phased tutelage in a language that they are familiar with. After mastering the basic concepts, they are put through the course curriculum. Their poor knowledge of English makes Bi-lingual teaching necessary to help them understand the fundamentals. The following methods are practised: the Chalk and Talk method, Question and Answer method, Participative initiatives and also identifying academically weak students and nurturing them. A system is put in place wherein the peers are made the Class Ambassadors and they are entrusted with the responsibility of helping those who are laggards. When a student continues to remain in the category of 'Slow Learner' inspite of the consistent efforts, an alternative strategy is practised: with a change in this perspective, the challenge is bifurcated as the concept and the content. As the substituted teaching tool the ICT facility is once again restored to. The understanding of the concept is ensured through group activities when necessary where the exchange of ideas and emergence of new aspects of the challenge are highly

probable as the outcome of participative learning. Other than the conventional Chalk and Talk classroom teaching, other methodologies of teaching are customised as required by the standard of students – role play, quizzing, video presentations, art exhibitions, dumb charades are also opted. Engaging the advanced learners by integrating them into mixed student groups is another assured measure in their process. On completion of the course, the students acquire the skill set of basic communication skills. They are simultaneously familiarized about the knowledge transfer, lifestyle and other social aspects, thereby elevating them to be global citizens.

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

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 20.46

#### 2.3.2.1 Number of teachers using ICT

Response: 53

File Description	Document
List of teachers (using ICT for teaching)	<a href="#">View Document</a>
Provide link for webpage describing the " LMS/ Academic management system"	<a href="#">View Document</a>

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 47.79

#### 2.3.3.1 Number of mentors

Response: 151

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

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Each faculty member is given the freedom to innovate in teaching with an aim to awaken the curiosity of the students and to generate habits of rational thinking. The added role of a teacher is to help the students for the comprehension of ideas and the creative use of knowledge along with the organisation and



correlation of facts learnt in the classroom. Use of Research articles from journals and lab demonstrations are implemented. This involves conducting of experiential activities (display of models e.g. crystal models for the students of Department of Chemistry and demonstration through slides or OHP), games and role-play exercises which aim to foster a culture of freedom with discipline, and help students experience, explore, and express themselves. In this respect, field visits, internships and case studies for enhancing understanding of applications of theories and relating text with environment and sustainable development issues. The other methods of blending innovation within the teaching-learning framework are creative writing exercises, dramatization of literary texts, project based learning that has a hands-on approach built in it. The college encourages the teaching faculty to attend workshops and refresher and orientation courses to adopt newer pedagogies.

## 2.4 Teacher Profile and Quality

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

**Response:** 88.84

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 28.48

#### 2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
72	70	56	53	51

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<a href="#">View Document</a>

### 2.4.3 Teaching experience per full time teacher in number of years

**Response:** 9.88

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

Response: 2560

#### 2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0.94

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	00	0	01

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)

#### 2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 0.88

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
6	03	1	1	1

#### File Description

#### Document

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)

Any additional information

[View Document](#)

## 2.5 Evaluation Process and Reforms

#### 2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

All the departments strictly follow the norms prescribed by the University of Madras with regard to the Continuous Internal Evaluation. They are – Seminars, Assignments, Students Attendance and three internal evaluation (two monthly tests and the model examination that follows the question paper pattern of the ensuing University examinations). In order to raise the bar of the academic standards and to instil a renewed interest in the subject, several additional evaluation techniques are undertaken.

All the end of the completion of each unit, different methodologies of evaluation are followed by individual faculty members:

1. The students are engaged in group discussions, with the teaching faculty member initiating various topics that lead to the participation of the students with different points of view
2. Debates are encouraged wherein the inputs from the students could reflect the level of their comprehension of the completed unit. Alongside the evaluation, this facilitates an indirect experience to the needy students.
3. Some departments assign simple projects to students individually or in groups to make a PowerPoint presentation or a video presentation with facts and additional information as a supplement or to validate the points covered in the completed unit.
4. The understanding capacity of the students is assessed and they are given assignments accordingly to apply the concept in solving the problems of the real time scenario.
5. While the students make a presentation, various factors are considered to evaluate based on the following factors :
  1. Topic introduction and subject introduction
  2. Communication skills (audibility and clarity)
  3. Presentation skills (body language and floor management)
  4. Illustration in realtime
  5. Conclusion and interaction (the students are required to answer questions of the entire class is sought)
  6. In case the presenter deserves full marks, the unanimous opinion and decision of the entire class is sought.
6. Wherever necessary, the students are permitted to put forth their answers bilingually which clarifies their level of understanding of the Unit.

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

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

The teaching faculty follow the necessary methodologies to ensure the transparency of the evaluation. By following the university norms, the periodical testing of the covered units is done through two unit tests and the final model examinations within the stipulated number of working days. As a regular practice the answer sheets are distributed by the college for these prescribed internal tests which are conducted on the dates as previously decided and printed in the college calendar and hence brought to the knowledge of the students at the beginning of the academic year.

The answer scripts are corrected, evaluated and distributed to the respective students well within the minimum window period as instructed by the respective Heads of the Departments and the Coordinators. The distribution of the evaluated answer scripts is done at two levels to complement the completion of the covered Unit

1. All the answer scripts are distributed for the students in the class during the scheduled period of that particular subject. The faculty member then gives an overview of the performance of the students of the class, highlighting the following :
  1. The common mistakes found in the majority of the answer scripts and the variance of allotment of points according to the level of mistakes in the quoted answers.
  2. The importance of the visual presentation facilitates easier evaluation thereby improving chances of scoring the correct marks.
  3. The method of answering certain chosen questions the right way that leads to the awarding of points to the maximum extent possible.
2. Where necessary, some selected students are called individually and explanation is give about how NOT to answer. This helps the student to orient towards the correct way of answering, thereby being able to score well.

The evaluation of the seminar sessions wherein the students showcase their level of comprehension, expression and communication, the parameters quoted in 2.5.1 are strictly followed.

The submission of assignments on or before the stipulated date ensures chances of getting the full score. The students are informed beforehand that late submission would mean a specified reduction of their scorers. Evaluation of the assignment follows a scheduled guideline. It takes into consideration the following:

1. Introduction of the topic
2. Step-wise development and explanation
3. Validation with relevant arguments
4. Apt illustrations
5. Link to the application of the topic in real-life situations
6. Relevance of the topic to the related areas of the chapter/unit in question
7. Scope for further discussion on a newer perspective of the topic
8. Conclusion

During periodical debates and group discussions, the mechanism of evaluation throws equal weight age on the content and its delivery. Prior announcement is made regarding the method of allotment of points. This encourages the students to gear up and bring out their best. By watching the performance of their peers, every student is enabled to gradually improve during the participation, the evaluation method being open and transparent. Carefully planned mechanism continues to be adopted in the evaluation process with a deep sense of justice and fairplay for realisation of the full potential of students

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

### 2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

#### Response:

The college takes up the responsibility to facilitate the official procedures for its students with regard to every stage of the University examinations. The students, all through their academic years, pay their examination fees for every semester through the College. The Principal receives the fees and forwards the same to the University of Madras. It is upon receiving this amount that the University issues the Hall Tickets. In case the student fails to get the Hall ticket for any reason, the College takes up the issue upon being so intimated, on the student's behalf. If need there be, the College downloads the Hall ticket and ensures that the same reaches the student, thus, enabling him/her to take up the University examinations. After receiving the examination fees, the University of Madras sends the University Nominal Roll, enlisting the names and registration numbers of the candidates taking up the ensuing semester examinations. If a student's name is found to be missing, then the college immediately forwards the grievance to the University. The concerned section is contacted, alerted and continuously followed up till the problem gets resolved and the Hall ticket is issued.

As a regular practice, the student gets to know about the details of the results through the University's website as soon as they get uploaded in the College website. If the student fails to get the results, he/she submits a requisition to the college. Thereon, the faculty member deputed by the Principal takes up the matter to trace the cause and to track the reasons for the results being withheld. The problem is resolved within a minimum window period.

After the results of the University's examinations are published online and viewed by the students, if any of the students opines that the marks awarded are far below the expected marks, he/she can approach the college for resolving the grievance or may choose to address to the University directly. When approached and requested, the College takes the role of a facilitator and assists in resolving the issue.

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

### 2.5.4 The institution adheres to the academic calendar for the conduct of CIE

#### Response:

The members of the Calendar Committee prepare the ensuing academic year's calendar taking all relevant parameters into consideration. Care is taken to consider the length of the prescribed Units and hence suggestions of the Heads of the Departments and Coordinators are considered so that the members of the respective departments may be instructed to frame their lesson plans accordingly. With this initiative as the cornerstone, the dates for the continuous internal evaluation are decided and earmarked in the academic calendar. The other crucial parameters such as national and regional holidays, religious festivals and community events (the college being a Jain minority institution) are also duly taken into close consideration.

The Heads of the Departments and Coordinators monitor the completion of the Unit within the time frame and this is brought to the notice of the Principal and the Dean. Upon these coordinated efforts, the students are notified about the date of the CIE tests as printed in the college calendar. Thus the college strictly adheres to the academic calendar for the conduct of the CIE except in the rare and unavoidable cases such as a holiday declared owing to the demise of a national leader or an unforeseen natural calamity.

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

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

#### Response:

The website is the index the college. On the one hand it serves as the official medium to project the framework of the college with respect to the management, Departments and administration. On the other hand, the website is the multifaceted tool to several stakeholders who help themselves with the required information through dedicated tabs.

During the pre-admission period the perspective students and their parents analyse the available sources of information in order to be well informed. The Programme Outcomes (PO) and the programme specific outcomes are carefully scrutinised. The website is the primordial tool and it lists the benefits of each degree programme. The POs give an overall view of the programme, enabling the students to get apprised about what is in store in terms of the academics. Programme Specific Outcome (PSO) bring out the authentic follow up that could help ascertain the student's inclination towards the subjects and their relevance. The PSOs could even hint the prospects o the higher education in the chosen field on the scope of employability at the given time.

The POs and PSOs can be broadly understood through the college prospectus. The student is given the choice and freedom to choose room the listed courses as the scope for higher studies and the job prospects are clearly stated. The prospective competitive examinations being inclusive, this list serves as a varitable transparent tool of POs.

Upon admission to the degree programme, the new entrant is initiated through an organised orientation programme, conducted by the college. The respective Heads of the departments/Coordinators brief the process and assured outcome I the ormer two criteria as religiously taken up. As the course outcome (CO), this is followed up intensively by the respective subject faculty members wherein the programme specific outcome is clearly underlined and understood by the students.

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

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

#### Response:

The details of 2.6.1 set the basis of the long drawn process that is completed by the present study- 2.6.2. The prospects of the Programme Outcome (PO), Programme Specific Outcome (PSO) and Course Outcome (CO) that were proposed and communicated, percolates across the academic years through various curricular, co-curricular and extra-curricular measures. The following methods are adopted to evaluate the Pos, PSOs and Cos.

The Departments evaluate the course outcome through the methods recommended by the University of Madras, viz. the students' performance in seminar, assignment, attendance and the internal assessment tests. These parameters are studied in detail in 2.5.1. The evaluation process is completed with the declaration of the results of the semester examinations by the University on its official website.

With respect to the scope for higher studies as implied in the College Prospectus, the corresponding study in 5.2.2.1 brings the direct impact to the fore. As a part of the CO, initiative of the students undertaking projects/internships (1.3.3) projects the motivation of the studies who take forward the theory and instruction to real-life practice and experience.

On the other hand, two criteria serve as evaluation balusters in assessing the PO of the students:

- 1.As stated in 5.2.1, which furnishes the average percentage of placement, the number of students placed helps to evaluate the knowledge of the subject matter of the selected candidates and their employability.
- 2.As a sequel to the above, the study on the average number of students enrolled in Certificate and Diploma programmes (1.2.3) and the average number of students benefitted by Vocational Educational Training (VET) serve to compliment the evaluation of the PO.

The organisational structure of the college as mentioned in 6.2.2 gears up to the demands of the PSOs. The Department of Commerce for example, with specific PSO, has evolved over the years in terms of expansion, research and placements. The Department offers Programmes such as B.Com Accounting and Finance, Bank Management, Computer Applications, Corporate Secretaryship, Information and System Management, Marketing Management other than B.Com General Programme. The quality of the PSO leads to the creation, sustenance and thriving of the Research Departments. The evaluation of the Pos, PSOs and Cos directly influence the expansion of the physical facilities and infrastructural developments of the college, as reflected in 4.1.1.

### 2.6.3 Average pass percentage of Students

**Response:** 46.39

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

Response: 867

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 1869

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

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.5



## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 2.58

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	2.58	0	0

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

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 3.47

3.1.2.1 Number of teachers recognised as research guides

Response: 09

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

**3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year**

**Response:** 0.02

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 01

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 276	
File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
Funding agency website URL	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

The College relentlessly endeavors to inculcate a culture of research among staff members and students. The College encourages the teaching faculty to participate and present research papers in International, National and State-level seminars. The Students are encouraged to participate in inter-collegiate academic events, programmes and sports events.

The college gives the freedom to pursue research (Ph.D.) in various universities within and outside Tamil Nadu. The Heads of the Departments and the Co-Ordinators constantly interact with the College Management so as to keep them updated about the prospective research activities. So that importance of pursuing research shifts from words to action and has resulted in more number of research publications and presentations by the staff members.

The College constantly motivates departments to start research programmes. Some departments have seen their teachers enrolling scholars for research work leading to award of Ph.D. degrees. Some of the teachers have enrolled scholars from other Universities for research programmes leading to award of M.Phil. Degrees. A study of the departments recognized as research centers for Ph.D. and M.Phil. shows that there has been an increasing enrolment of scholars under recognized guides.

The University Grants Commission facilitates research and development by funding the colleges. Hence the College encourages to the faculty members to undertake minor and major research projects. As a result of the encouragement and motivation from the College, one of the teaching faculty members from the Post Graduate and Research Department of Economics applied for the Minor Research Project to the University Grants Commission during the period 2015-17 and completed the same successfully within the allotted time frame i.e 2015-17. After this successful venture, several others have taken up sincere efforts to apply for such minor research projects under University Grants Commission.

The Department of Business Administration conducted National Level Conferences in 2015 and 2018 successfully. Some faculty members from various colleges participated and presented their research articles in these conferences.

The College encourages the faculty members to undertake Ph.D. research programmes. With such continued motivational efforts, the Research Departments have produced seven Ph.D. scholars - four from the Post Graduate and Research Department of Physics, two from the Post Graduate and Research

Department of Economics and one from the Post Graduate and Research Department of Commerce during the period 2013-2018. Ph.D. research programmes are being pursued during the current year by research scholars under the guidance of research guides in the research Departments.

Several of the teaching faculty members of the Research Departments of the College have guided a significant number of research scholars successfully during the period 2013-2018: 112 M.Phil. Scholars - 54 from the Post Graduate Department of Commerce, 29 from the Post Graduate and Research Department of Mathematics, 15 from the Post Graduate and Research Department of Physics and 14 from the Post Graduate and Research Department of Economics.

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

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	00	0	0

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

### 3.3 Research Publications and Awards

**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response:** No

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

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards****Response:** Yes

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0.08

## 3.3.3.1 How many Ph.Ds awarded within last five years

Response: 01

## 3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 12

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

**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years****Response:** 0.36

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

2017-18	2016-17	2015-16	2014-15	2013-14
45	07	18	04	03

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

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

**Response:** 0.19

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	08	03	10	08

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

## 3.4 Extension Activities

### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

Extension activities act as a bridge between college and the neighbourhood community. The College maintains a cordial relationship with the neighbourhood for the benefit of students and the community.

To inculcate leadership qualities among the students, students bodies such as NCC, NSS and various clubs such as Rotaract Club, Youth Red Cross, Red Ribbon Club, Consumer Club and Karuna Club step up their field work in their respective domains. The College encourages conducting regular community services by students for social issues and holistic development of the neighbourhood community during the last five years 2013-2018.

The National Cadet Corps (NCC) has been organizing the mega Blood Donation Camp along with the N.S.S and various other clubs every year. It also conducts Organ Donation Awareness Campaign, Tree Plantation Programme, International Drug Abuse Programme and Yoga Day Celebration. The Cadets participated in the Rally organised by the Isha Yoga Organisation - "Save Rivers Awareness Rally". The

Cadets collect money for the Flag Day and the collection is sent to Ministry of Human Resource Development (MHRD).

The National Service Scheme (NSS) have been conducting the Road Safety Awareness Programme, Youth Day Celebration, Leprosy Awareness Programme, Voters Awareness Rally and Teachers Day Celebration. Students of NSS adopted Naduverapattu and Somangalam villages in the year 2013-14, and Nanmangalam, Vellakal, Echangadu and Moovaramsampet villages in the year 2017-18 they took several initiatives for the upliftment of the adopted villages.

Rotaract Club conducted various programmes under Swachh Bharath Programme such as the cleaning of Meenambakkam Railway Station & the Subway, Mudichur Lake and other local surrounding areas. The club also conducted Flood Relief Camp to the affected people in 2015. In order to build the confidence to overcome from their illness a programme was conducted for cancer affected children in Adyar Cancer Institute. An Orientation Programme for prevention of Railway Accidents has been conducted.

The Youth Red Cross (YRC) conducted Cancer Awareness Programme, Women Health Awareness Programme, AIDS Awareness Rally and helped the orphanage children by distributing dress and serving them food.

The Red Ribbon Club (RRC) conducted the programme 'Green Diwali' to create awareness about air and noise pollution. Flood Relief Camp for Flood affected people was conducted by the club and 300 students and staff are benefited by Free Eye Camp organised by the RRC.

The Consumer Club conducted Food Safety Awareness Programme for consumers and a Mega Rally Programme about the consumer rights and the need for safety measures in using LPG cylinder at residence.

The extension activities methodically planned and executed by the students of the college through the various clubs serve to sensitise them to the social issues, awakening a sense of belonging and a sense of responsibility in them. 7.1.11.1 elaborates the extension activities undertaken by the college in the last five years. Such measures leading to a holistic education along their academics which forms a part of the vision of the college: To be a disseminator of Quality Multi-Disciplinary Education.

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

### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	00	0	0	0

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

### 3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

**Response:** 30

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

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	4	7	5

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

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 17.54

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1147	1789	516	1505	500

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

### 3.5 Collaboration

#### 3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response:** 49

##### 3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
25	6	10	6	2

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

#### 3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

**Response:** 2

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



2017-18	2016-17	2015-16	2014-15	2013-14
1	1	0	0	0

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

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The institution is strategically located in the vicinity of Chennai Metro, the Chennai suburban railway and the Chennai city bus – MTC, enabling the students an easy access. The institution also takes pride in offering optimum infrastructure with its vast realm: 160579263sq.mt. The students thoroughly benefit from the multi-faceted infrastructure such as state-of-art laboratories, well-lit and ventilated classrooms, vast playgrounds and courts, well-equipped libraries, hospitable hostels, air-conditioned conference hall, one air-conditioned seminar hall and two non-air-conditioned seminar halls, the fully air-conditioned Gyan Bhavan (the auditorium) and a well-planned Indoor stadium for which the construction is in progress

Addressing to specific needs, the institution offers the mandatory number of laboratories with the complete amenities. Such facilities are regularly monitored, necessary equipment are replaced as and when the need arises. The furniture, lighting and ventilation provided for the teaching and non-teaching staff members complies with the ergonomic requirements.

In order to promote transparency, efficacy and methodical functioning, the administrators' cabins are walled with transparent glasses, ensuring minimal waiting period for staff members, students and parents.

With the mission to create and sustain conducive teaching and learning ambience, the college continuously strives for the upkeep of quality tutelage. The following are the pedagogic and its peripheral resources. The descriptions for the mentioned physical facilities are given in the file description as an additional supporting document.

Category
Classrooms
Laboratories
Language Lab

Drawing Room, Editing Lab, Shooting Floor, Dubbing studio
Interior Design and Decor labs
Libraries
Seminar Halls
Conference Hall
GyanBhavan (Auditorium)
Department staff rooms
Research Scholars' Room
Department of Physical Education
Administrative offices (Aided and Self-financed)
Chief Manager's Room
IQAC Room
Advisors' Rooms
Director's Room

Dean's Room
Principal's office
Secretary's office
Placement Cell
Lounge for girl students
Crèche
Canteen
Hostels
Health Centre
Stationery Stores
Photocopy centre
Store Room
Aavin Parlour
Solar Panels



Generators	
Water Purification Plant	
Eco-garden	
Fire Extinguishers	
Security Guard's cabin	
Parking area	
Ramp and Wheel chairs	
Lifts	
CCTV	
Rest Rooms	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

The institution encompasses vast play areas, perfectly put to use by the student community. Meeting the international standards, the cricket fields, athletics field, football field, volleyball court, throwball court, basketball court, handball court, kho-kho court, khabaddi court, and table tennis court are systematically maintained and hence serviceable round the year.

The cricket field is complete with the well-constructed gallery, inviting a good number of participating teams from other colleges during the annual Gold Cup 20-20 tournament. The net practice area hones the budding skills of the prospective cricketers among the students.

The NCC cadets are offered the right ambience for their regular drills, practices and parades. The NSS volunteers are initiated to activities related to the society. They undertake activities periodically as a part of their social responsibility: camps, rallies, awareness programmes and cleaning programmes related to 'Swachh Bharat'.

The Gyan Bhavan's (auditorium) infrastructure for the seating arrangement concurs with the needs of the audience: convenience, air-conditioner and ease of access. Closed-circuit television sets are strategically positioned to enable quintessential view of the on-going stage events. Access to the auditorium and stage is designed taking into consideration the physically-challenged participants with lift facility and an optimally inclined ramp. The curtains are carefully and aesthetically provided in the auditorium considering the ease of the view.

## Indoor and Outdoor sports equipment

<b>Particulars</b>
Ball badminton rackets
Ball badminton nets
Basketball
Basketball goal nets
Basketball rings
Chess boards
Chess boards coins
Cricket balls
Cricket bats
Cricket batting gloves
Cricket elbow guards
Cricket helmets
Cricket batting leg guards
Cricket wicket-keeping leg guard
Cricket wicket-keeping gloves
Cricket inner gloves
Cricket kit bags
Cricket stumps
Cricket bails
Cricket score book
Discus Throw
Footballs
High Jump Posts
High Jump Bars

Inflators
Javelins
Measuring Tape
Shot-puts
Shuttle Cocks
Shuttle Badminton Rackets
Shuttle Badminton Nets
Stop & Go watches
Volleyballs
Volley ball nets
Weighing Machines
Basketball shorts & Cut Baniyans
Foorball shorts &Jersys
Volleyball shorts &Jerseys
Roller (Rock)
Ball Hammers (Cricket)
Boxing Shorts & Shirts
Handballs
Cricket-Cones
Throw balls
Athletics Shorts&Baniyans
Tennis Rackets
Table Tennis balls
Hockey balls
Weights
Skipping Ropes
Boxing Punching Pads
Hockey Goal keeper full Kit
Whistles
Exercise Mat
Tennikoit Rings
Table Tennis Bats
Hurdles
Chess Clock
Cricket Mats
Volley ball Post
Shuttle Posts
Table Tennis Table
Cones (Cricket Boundary)

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

#### 4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class,

**LMS, etc**

**Response:** 12.07

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 14

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information which is optional	<a href="#">View Document</a>

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**

**Response:** 0

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Audited utilization statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

**4.2.1 Library is automated using Integrated Library Management System (ILMS)**

**Response:**

The college libraries were automated in the year 2011 with 'Easylib Software Solutions' as the ILMS software. Since then there is a remarkable positive shift in the circulation of the library books. The Issue-



Return-Renewal process has seen a far-reaching reduction in the turn-around time. With the fall in the circulation time, the circulation process itself has become effective and easier. At any given time, the number of students who benefit from the facilities offered by the library gradually has increased enabling an added number of students to avail all the facilities- the book section, the reference section, the newspaper and magazine section. Due to the software updation, the report generation for various categories has become simple and possible with much less time.

The users of the library, especially the Ph.D. scholars and teaching faculty members are equipped with OPAC- Online Public Access Catalogue. This enables them to know the availability of relevant books and journals with the help of the computer made available within the library. With a substantial collection of books, manuscripts, magazines and newspapers, the library is a veritable trove of knowledge. In line with the Vision and Mission of the College, no stone is left unturned to ensure that every student who reaches out to all the resources that the library offers. The automation of the library not only helps the staff members, research scholars and students to trace the availability of the books and other resources, but also reduces the retrieval time which in turn encourages them to use the library often.

Name of ILMS software	Nature of automation (fully or partially)	Version	Year of Automation
EASYLIB SOFTWARE SOLUTIONS	Partially automated	3.0	2011

Links for additional information are given below-

1. <http://www.amjaincollege.edu.in/facilities/shift-i-library>
2. <http://www.amjaincollege.edu.in/facilities/shift-ii-library>

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

#### 4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

##### Response:

The institution is one of the pinnacles in the city with considerable number of rare books in its custody. Some of the rare books and reference books collection dates back to the year **1962**. Books of these orders are carefully stacked, catalogued and maintained. The rare books and reference books are stacked carefully into two categories:

- The reference books collection: 1144 in total available for ready access. As a follow-up of 3.2.1 (creation of eco-system for innovation including incubation centre and other initiatives and transfer of knowledge), the college continues to add the latest and essential reference books to meet the academic needs of the research scholars and to encourage all the students to expand their intellectual horizon.
- Back volumes of journals: Journals have been methodically stacked and maintained over the past decades. Rare and highly valuable encyclopedia are part of the rare books collection. A steady stream of researchers and teaching faculty benefit by accessing this section.

Selected valuable rare and reference books from 2013 to 2018 with the title, author, publisher and the year of publishing are attached in the file description.

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

#### 4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

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

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years

**(INR in Lakhs)****Response:** 4.39

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
4.58	3.14	3.04	6.44	4.77

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

**4.2.5 Availability of remote access to e-resources of the library****Response:** No

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

**4.2.6 Percentage per day usage of library by teachers and students****Response:** 0.78

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 58

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

### 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The institution frequently updates its IT facilities as and when the need arises. There are 7 computer laboratories consisting of 419 computers to cater to the needs of the students. There are 513 computers (including the computers in the computer laboratories) and 6 servers (till the academic year 2017-2018) in total. Each Department is facilitated with a computer, printer and pen drive to update their IT facilities. 11 classrooms are equipped with Overhead Projectors to provide visual presentations to students. All the three seminar halls are furnished with LCD Projectors and internet facilities to enable the teachers to teach or lecture a mass of students.

The various IT facilities like scanners, photocopy machines, Printers, LCD projectors, Wi-Fi modems, 214 CCTV cameras, speakers and wired and wireless microphones are periodically updated as and when the need arises. The available bandwidths of the internet connection of the institution are 80mbps and 150mbps.

Optical Fibre Connectivity has been implemented across the campus for the security of both staff and students. The servers both hardware and software are periodically updated. Every year the Anti-virus licence is updated to ensure the smooth process of computer technology. There are 513 computers and 6 servers in total. 419 computers are available in the 7 computer laboratories and the rest 94 computers are provided to the academic departments, office and others. 150Mbps Hathway broadband and 8Mbps speed broadband BSNL internet connection with Wi-Fi facility are available inside the computer centre and the administrative office.

Biometric attendance has been implemented for all the faculty members. The website is continuously updated with the current information. Recently, during 2017-18, the following were purchased- a Canon Projector, 2 core i5 1tb hard disk 20.5 LED monitor, server xeon E5-2620 @2.10Ghz 32GB RAM, 4TB RAID NAS STORAGE and 2TB backup storage. 4TB+4TB RAID configuration was upgraded for the Shift-II office.

The institution takes its continuous efforts in updating the IT facilities as and when the need arises and has updated and implemented many other IT facilities even after May 2018. Some of the purchase bills of the IT facilities are attached as additional information.

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

#### 4.3.2 Student - Computer ratio

**Response:** 14.07

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

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

**>=50 MBPS**

**35-50 MBPS**

**20-35 MBPS**

**5-20 MBPS**

**Response:** >=50 MBPS

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

#### **4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)**

**Response:** No

<b>File Description</b>	<b>Document</b>
Facilities for e-content development such as Media Centre, Recording facility,LCS	<a href="#">View Document</a>
Link to photographs	<a href="#">View Document</a>

### **4.4 Maintenance of Campus Infrastructure**

#### **4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**

**Response:** 40.48

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

2017-18	2016-17	2015-16	2014-15	2013-14
157	182	179	203	162

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

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

**Response:**

### Building Infrastructure and Physical Facilities

- Regular maintenance of the physical facilities is ensured by the College Management through the Estate Office. When issues regarding repair, breakage, malfunctioning or renovation of the physical facilities of the college occur, they are brought to the notice of the Heads of the respective departments. The latter take it up to the Estate Office for further perusal.
- Separate registers are maintained to receive complaints regarding physical support facilities like black boards, white boards, benches, electrical items, bathroom fittings, hostel equipment, garden pipelines, landline telephones being out of order, carpentry, and the like. The issues are sorted out as and when the need arises with the help of the concerned staff members.
- Plumbers and electricians are appointed exclusively for the college to attend to plumbing and electrical works immediately on the priority basis. Complaints received in the Complaints Register regarding leaky pipelines, taps and sanitary fittings needing urgent repairs, repairing of the inlet and outlet water lines in the RO plants, the suction and discharge lines of the sump and the overhead tank respectively are taken into consideration as early as possible. In such conditions, the College Management, through its Estate Office arranges for the plumbers on priority basis to attend to the said complaints with immediate effect.
- All grievances arising from the electrical items such as broken switch boards, want or lack of extra switches, inoperable fans and lights, the pumps and motors of the garden equipment and of the sump, air-conditioners, lights and fittings of campus including the Gyan Bhavan, hostels, security guards' cabins and canteen are systematically addressed to on a war-footing. The electricians of the college are deputed immediately to assess the level of repair/damage and the list of spares, tools and replacements is prepared, submitted and approved. With the suitable safety precautions (safety gear, prior intimation to the concerned department, ensuring disconnection of the power before commencement of the work and under designated supervisor's guidance), the work is carried out, tested for completion, power resorted and the concerned department duly informed by the electricians. The task is complete when they report the completion to the Estate Office and an entry is made regarding the same.
- Services for the upkeep of Security, housekeeping, the maintenance of pollution-free campus and preserving the greenery are outsourced through the specific external agencies for the best and sustained results.
- R.O drinking water plant, AC, Generators and Solar Panel, are periodically inspected and maintained annually through AMC wherever applicable.
- Fire-extinguishers are periodically examined, refilled and are always kept ready for use.

- Scraps are periodically collected, scrutinized and disposed systematically after discussions between the concerned department and the Management.
- Sumps and tanks are periodically cleaned and maintained. An AMC for this purpose has been outsourced.

## Academic and Support Facilities

- Four Software Engineers have been exclusively appointed to maintain, oversee and ensure smooth functioning of the computer and IT infrastructure. In order to maintain and upkeep the regular and smooth functioning of all the computers and their accessories, Annual Maintenance Contracts are periodically signed, renewed and followed up. This helps the staff members (teaching and non-teaching) to carry out their official duties without any interruption and to enable the students to proceed with their hands-on learning experiences uninterrupted. Apart from this, with the AMCs the life and quality of performance of the software tools are also ensured. In the long run, such austerity measures lead to substantial cost-cutting (avoiding replacements with new equipment), and in line with the College's mission keeps the campus eco-friendly (by minimising avoidable e-waste).
- The laboratories of the institution function under strictly maintained disciplinary rules. Records like Stock Accession register, Purchase register, complaint register, etc., are regularly maintained and updated.
- The functioning of the Library is strictly streamlined and updated with appropriate registers for the specific facility: Accession register, Book Transfer register, Book Bank Accession register, Books requisition file, Books lost and cost recovered register, to name a few. A committee comprising of the Principal, Office Superintendent, two senior professors, and the Librarian meet to discuss and decide about the disposal of the damaged books.
- The Sports department records the purchase, utilisation and other details regarding the sports equipment on a regular basis.
- As the college, constantly keeps up with digitalisation in its day-to-day activities, administrative work and academic and non-academic related matters, the biometric system is in place to record and monitor the entry and exit of the faculty members of all the departments (teaching and non-teaching). The biometric machines are installed at convenient locations and are regularly used twice a day by every teaching and non-teaching faculty members. Hence, the AMC has been availed to help continual registering of the biometrics.
- The college has extended the AMC facility to Easy Lib 3.0 software of the college libraries and Tally.ERP for college purpose. This arrangement assures trouble-free functioning of the concerned departments.

Note: Sample AMC bills and the photos of the Complaints' Register are attached as additional information.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 13.18

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

2017-18	2016-17	2015-16	2014-15	2013-14
625	694	815	812	984

#### File Description

#### Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 2.4

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
168	215	227	54	85

#### File Description

#### Document

Any additional information

[View Document](#)

#### 5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling



3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** A. 7 or more of the above

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

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 3.34

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

2017-18	2016-17	2015-16	2014-15	2013-14
276	780	0	0	53

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

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response:** 3.81

#### 5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
304	237	277	223	139

#### File Description

#### Document

Details of the students benefitted by VET

[View Document](#)

Any additional information

[View Document](#)

#### 5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

**Response:** Yes

#### File Description

#### Document

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

## 5.2 Student Progression

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

**Response:** 9.4

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

2017-18	2016-17	2015-16	2014-15	2013-14
307	268	115	60	160

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

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

**Response:** 5.35

5.2.2.1 Number of outgoing students progressing to higher education

Response: 100

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

### 5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

**Response:** 20

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil services/ State government examinations) year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	0	0	0

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	0	0	0

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

### 5.3 Student Participation and Activities

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

**Response: 1**

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

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	01	00	00

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

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

**Response:**

Students Development Council of Shift-I & Students Welfare Council of Shift-II are the formal bodies constituted by the Principal as the president of SDC/SWC of our college & faculty from various departments as vice presidents. All the students are ispo facto members of the college student's development council /student welfare council. The students of the college will be represented by their respective class representatives.

The panel of the faculty in each department takes up the selection of the students eligibility based on the criterion such as sound academic performance with nil arrears, extracurricular and sports achievements etc. to stand in the election process for seeking the votes.

The SDC/SWC will have the eight student's office bearers, namely chairperson, vice-chairperson, secretary, assistant secretary from both boys & girl. Eight office bearers will be elected to their officer on an annual basis whose term will be one academic year.

These members report to the principal/Dean through the faculty who are the council members of SDC/SWC. Hence the active involvement and dedicational spirit among the members of the said councils through the effective involvement of the faculty associated with the council used to bring great laurels to this pioneer institution for the years together and wish to bring many more achievements and accomplishments as well in the years to come.

Both the Student Development Council/ Student Welfare Council have taken the initiative of SEED practices to strengthen the quality of entrepreneurial ability, leadership qualities etc. & to come out with hidden potential & capabilities by conducting the activities such as AMJCIAN BAZAR, AAVIN & PUSTHAK BHARATH etc. were set up in our college. Apart from all these, SDC/SWC takes the active role in organizing the cultural activities. Hence plays a vital role in order to maintain orderly relationship between students, faculty & management of the college.

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

### 5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

**Response:** 0.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	00	00	01

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural activities / competitions organised per year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Response:

The Alumni of Our College are often invited as Chief Guest for programmes to inspire and motivate the Students Community. The past Students are pioneers in their Organisations. Many of them are established entrepreneurs, businessmen, employers offering job opportunities to vast number of job seekers. The members of Alumni Association belong to variety of domain- social, Administrative, Academic, Corporate, Governmental, Legal, Medical, Engineering and many more. It has been a regular feature that the Alumni introduce the members of their family and acquaintance to their Alma matter and the tradition continues through the decades. As the College is unique in the policy 'NO DONATION, NO CAPITATION.'

It is noteworthy that the Secretary, the Principal, several Heads of the Departments and Faculty members (Teaching & Non- Teaching) of the College are proud to be the members of the Alumni Association.

The community of the Alumni shares their practical experiences. They offer constructive and productive inputs. The administrative body of the College values these inputs, analyses and continues to put in its efforts towards their satisfaction.

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

### 5.4.2 Alumni contribution during the last five years(INR in Lakhs)

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>

### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 1

## 5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	0	0	0

<b>File Description</b>	<b>Document</b>
Number of Alumni Association / Chapters meetings conducted during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Report of the event	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

The college is managed by Sri.S.S.Jain Educational Society under the leadership of Secretary, Associate Secretary and Management Committee. The college has systemised and effective academic planning. All the Heads of the Departments and Coordinators, in consultation with their respective faculty members, schedule the academic calendar before the commencement of every academic year. The Principal is the Chairperson of the College Council and all the other committees in Shift-I. The Dean is the head of all the academic associations and committees of the Shift-II section. The Meetings of the Council are periodically conducted to review and offer suggestions for the academic and para academic progress. Various committees have been constituted to assist the Principal in the administrative and academic matters. The College encourages faculty members to take active participation in various activities of the college. The college has efficient mechanism that ensures effective internal co-ordination and monitoring of various activities.

- The Management provides Scholarships to the economically deprived and socially backward students and also provides free books under Book bank scheme to lessen the financial burden of the learners and disseminates higher education to all the students.
- To combine innovation in teaching and zest for learning, the College has provided state of art infrastructure along with the modern methods of teaching tools such as ICT enabled smart class rooms, Library, well equipped computer laboratory with Wi-Fi connectivity, state-of-art Auditorium, Seminar hall and Conference hall with Wi-Fi, etc.
- To create and sustain conducive teaching and learning ambience, the faculty members are constantly motivated to pursue research programs, publish papers in journals of high Impact factor, and attend orientation programmes, refresher courses, conference and FDP, resulting in realisation of full potential of the faculty member and transfer of higher knowledge to the students.
- To ignite and endow young minds with a deep sense of justice and fair play, truth and non-violence, patriotism and service, students are motivated to join various forums such as NSS, NCC, Rotaract club, Red Ribbon club, Youth Red Cross, Karuna clubs, etc. Various activities such as Environmental awareness, Organic farming, Going Green, (studied under 7.1.7) Plastic ban, Voters awareness rally (studied under 7.1.14), etc. have been taking place periodically.



The Principal submits reports of the scheduled and duly executed activities to the Management. The Management Committee members have periodical meetings with the Principal and the faculty members to discuss the various issues and strategise the future course of action.

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

### 6.1.2 The institution practices decentralization and participative management

#### Response:

#### DecentraliSation PRACTICES:

The Management of the College empowers the Offices of Academics and Administration with th necessary powers to execute the tasks and contribute valuable suggestions for the betterment of the College. Prior authorisation is sanctioned by the Management for arranging academic programmes like seminars, conferences and workshops. The Heads of the Departments and the Coordinators carry out their departmental activities independently under the guidance of the Principal and the Management.

#### Participative Management

The College promotes a culture of participative management at all levels in the organisational hierarchy. Academic Council, IQAC and other statutory bodies are formulated as per the norms of the University and the UGC. The Faculty members and Non-teaching staff members are the constituent members of various committees of the College. Periodic meetings with the Heads of the Departments strengthens the internal coordination. Through the Students Development Council and Student Welfare Council, the students are actively involved in the planning of the Cultural events, welfare activities, students' entrepreneurship programmes, clubs and committee activities, volunteering services, etc. The Internal Quality Assurance Cell (IQAC) comprising of the Secretary, Principal, Coordinator and selected faculty members provides the essential initiative measures to ensure continuous quality improvement of the College.

#### *SEED – An effective mechanism for participative leadership:*

The College inaugurated a novel initiative that could hone the entrepreneurial, management and commercial skills of the students under the title “SEED” – Student Empowerment for Entrepreneurship Development, in the year 2017. The objective of this programme is to create awareness among students about all the aspects of the entrepreneurship such as innovative approach, marketing skills, presentation

skills, leadership skills, team spirit, etc. The SEED continues to be an aspiring initiative, carried over to the successive batches of students, fulfilling its objectives: to uplift, create and provide opportunities for the deserving students as a part of their learning process.

**The following are the major initiatives of SEED:**

Campus Start-ups:	An important motivational effort of the college so as to nourish students holistically through SEED, the latest start-up initiative, sets in a series of projects to promote development. Many such ventures under this project are in the pipeline.
Ksheera Sagar	It is an initiative to make available some of the quality farm products to the faculty members in the Campus. The project commenced its operations as a franchisee of the Tamil Nadu government's milk co-operative body.
Pustak Bharti	The stationery outlet is an initiative to inculcate entrepreneurial skills and educate students on various aspects such as preparing project reports, obtaining project proposals and facilities from various agencies.
AMJC-ian BAZAAR	AMJC-ian BAZAAR, a key component of "SEED" was introduced as an initiative to give students to get a first-hand experience of entrepreneurship in real-time. This initiative provides business-experience along with the pride of generating income and a sense of social responsibility. SEED has plans to partner with NEN, CII YI and Enactus to introduce the students to the world of entrepreneurship.

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

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

**Response:**

The college has introduced various undergraduate and post graduate programmes under the Self-

financing stream, catering to the diverse needs of the students. It helps to support the vision of the College: “To be a disseminator of quality higher education that is affordable among all learners in general and among Jain students in particular”.

The College operates towards fulfilling the demands of various sectors, such as Banking, Finance, Insurance, Marketing, Tourism & Travel Operations, Electronic industries, Home Science, Mass Media, Architecture and Physical science. It continues to be a facilitator for improving the employability skills of students, in the sub-domains such as Commerce, Trade & Industry and Service Sector.

The above programmes are provided at a reasonable fee structure with sufficient infrastructural facilities that enable the students to pursue their higher education with defined objectives of career and growth. The College Management carefully processes the recruitment of qualified and meritorious staff members in accordance with the UGC norms who could impart conceptual and practical knowledge to the students.

Students who have enrolled in the Commerce studies such as Banking, Accounting & Finance and Marketing, are periodically enlightened with Guest Lectures by knowledgeable resource persons from the areas of specialisation for enriching their application-oriented learning and also improvement of skill-based learning. Students are given the freedom to select the recent trends of operations and present them in the form of Seminars, Assignments and Group Discussions.

The College has a state-of-art Tourism Lab to associate the students of the Department of Tourism and Travel Management with the real-world phenomena by providing them practical insights into the geographical location, Travelling modes, Online Booking of tickets, accommodation arrangements, etc.

The Science stream students are endowed with high-end Computer laboratories (discussed in 4.1.1) (Electronic Media/Digital publishing/Electronics and Communication Science/Physics) to apply the acquired concepts in real-time scenario by periodical submission of lab practical records and assignments.

The Placement Cell of the college continues to strengthen the academic path further by inviting the relevant companies to engage the students by updating the emerging demands of industries concerned. Talented students with the potential and aptitude are guided properly. Meritorious students are duly recognized with annual cash awards during the College Day celebration. Faculty members who achieve 100% results are rewarded with cash prizes.

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

### **6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

**Response:**

**FUNCTIONS OF VARIOUS BODIES**

**PRINCIPAL**

The Principal is the Head of the college and exercises the power and control of the functioning of the academic and administrative matters in accordance with the policies and rules of the College with due modifications from time to time as deemed necessary.

**DEAN**

The Dean is the Academic and Administrative head of Shift-II of the college. He oversees the functioning of all the activities in connection with the appointment of the faculty members (teaching and non-teaching), the academic activities in the Departments, the operational matters of the administrative section.

**COLLEGE COUNCIL**

The College Council comprises of the Chairperson (the Principal), Secretary (the senior most Faculty member), all the Heads of the Departments and staff representatives. The Council is responsible for the development of academic activities and approval of the College programmes conducted all through the year.

**HEADS OF DEPARTMENTS/ COORDINATORS**

The Heads of the Departments and the Coordinators play a key operational level role in implementing the academic and administrative matters of the college. They serve as the operational force to attain the objectives of college.

**SERVICE RULES**

The College Management formulates the Terms and Conditions of service for regulating the various categories/levels of employees of the College. The power to implement or amend the rules and regulations lies with the Management.

**PROCEDURES OF RECRUITMENT**

The college being a Jain Minority institution, recruitments for the Aided stream are done in accordance with the UGC norms and in compliance with the Private College (Regulation) Act, 1976.

In the Self-financed stream, the College identifies the requirement of the teaching and non-teaching faculty and advertises about the vacancies in leading national newspapers in order to reach the desirable segment on a fair and equitable way. As a part of the recruitment procedure, the college conducts personal interviews with the experts in the concerned field, after the screening process so as to select the qualified and eligible staff members at all levels.

**PROMOTIONAL POLICY**

The employees of Shift I are promoted as per the directions of the University Grants Commission, based on years of completion of service, qualification attained, etc.

### GRIEVANCE REDRESSAL MECHANISM

Grievance Redressal Cell is constituted with the principal and faculty members.

The Cell deals with grievances received in writing from the students and staff members with respect to academic, financial, personal and hostel accommodation matters and other issues related to sanitation, food, transport ,etc. The Cell is indented to find solutions for the problems of the students and staff members as and when they arise. A Grievance Box is kept outside the Principal's Office and Shift-II office to help them.

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

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

- 1.Planning and Development
- 2.Administration
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

- A. All 5 of the above
- B. Any 4 of the above
- C. Any 3 of the above
- D. Any 2 of the above

**Response:** C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
ERP Document	<a href="#">View Document</a>
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	<a href="#">View Document</a>

#### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

##### Response:

Based on the planning and revision of the meeting of the Department of Philosophy, the Philosophy Association has executed the enactment of year-wise ICPR (**Indian Council of Philosophical Research**) Lecture Series from 2013 to the current year 2018.

The Philosophy Association of the Department of Philosophy, planned to apply for the Lecture Series Grant from the ICPR, New Delhi, which comes under the MHRD Ministry of Government of India, during the year 2013-14. In order to promote Philosophy, the ICPR provides a grant of Rs.10,000 for conducting lectures to the Universities and Colleges and other Non-Governmental Organisations in India.

The Philosophy Association of the College successfully availed the grant from ICPR and conducted the first lecture on the 10th January, 2014 at the Parasmal Chordia Seminar Hall, Agurchand Manmull Jain College. Dr. S. Pannerselvam, Professor and Head, Department of Philosophy, University of Madras, Chennai, Dr. K. Sampathkumar, Associate Professor and Head, Department of Philosophy, Pachaiyappa's College, Chennai, and Dr. T. Seshasayee, Associate Professor and Head, Department of Philosophy, National College, Tiruchirapalli were the invited speakers for the Lecture Series. Apart from the participants from the College, Philosophy students and faculty members from the city Colleges attended the programme.

The Department of Philosophy has decided to instil this as a regular practice in the Philosophy Association. As per this decision, the Lecture Series application was again submitted in the academic year 2014-15. The Philosophy Association has again received the grant and conducted the lecture on 11th February 2015. Three distinguished speakers delivered lectures on various themes. Dr. Priyadarshana Jain, Assistant Professor and Head in charge, Department of Jainology, University of Madras spoke on 'Understanding of Ahimsa', Dr. R. Gopalkrishnan, Professor and Head, Department of Philosophy, University of Madras spoke on 'Fundamentals of Saiva Siddhanta', and Dr. S. Krishnan, Associate Professor and Head, Department of Philosophy, Ramakrishna Mission Vivekananda College spoke on '**Swami Vivekananda's** Message to Youth'.

The Philosophy Association has conducted the ICPR Lecture Series for the academic year 2015-16 on 24th February 2016 at the Seminar Hall Agurchand Manmull Jain College. Dr. Godabarisha Mishra, Professor and Head, Department of Philosophy, University of Madras, Chennai spoke on 'Utility of Philosophy in our practical Life.' Dr. K. L. Madhavan, former Principal, St. Joseph's college Chennai and former Associate Professor and Head, Department of Philosophy, Pachaiyappa's College, Chennai spoke on 'Relevance of Philosophy in the Modern World.' Dr. Joshua Kalapati, Associate Professor and Head, Department of Philosophy, Madras Christian College spoke on 'Philosophical Insights of Prof. Amartya Sen.'

During the academic year 2017-18, the Philosophy Association conducted the ICPR Lecture Series on the 8th February, 2018 at the Seminar Hall of Agurchand Manmull Jain College. Dr. R. Murali, Former Principal and Head, Department of Philosophy, Madura College, Madurai, Dr. S. Krishnan, Associate Professor and Head, Department of Philosophy, R. K. M. Vivekananda College, Chennai and Dr. B. Umapathi Jain, PGT Hindi, Kendriya Vidhyalaya, DGQA, Palavanthangal, Chennai were invited for the

lecture programme.

Attachment:

### **Philosophy association images and Minutes**

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

## **6.3 Faculty Empowerment Strategies**

### **6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

**Response:**

#### **List of existing welfare measures for Teaching and Non-teaching staff**

Teaching

- The staff members in Shift-I are paid Advance salary till they receive the official approval from the University of Madras.
- The teaching and non-teaching staff members benefit from being members of the Thrift and credit society.
- The women faculty members of Shift-I avail the benefits of Maternity leave as prescribed by the government.
- Women faculty members of Shift-II avail Maternity leave benefits with 3 months salary for a period of 6 months.
- Day care centre is provided for the wards of the staff members.
- The Shift-II faculty members are provided with EPF/ESI/Labour Fund/Health Fund facility.
- Loan facility is offered to the Shift-II faculty members.
- Bonus / Ex-gratia is provided to the Teaching and Non-teaching Staff members.
- Encashment of Leave is available for all the staff members.

Non-teaching

- Loan facilities are available to all staff members.
- Festival advance is provided to all staff members.
- Free Education Scheme is implemented for the wards of all staff members.
- Fee concession in Food and Hostel facilities are available for deserving and needy staff members.
- The Administrative and support staff members are given bonus as an incentive measure.
- The wards of the administrative and support staff members are given admissions, scholarships and

fee concession.

- Financial aid is provided to educate the wards of support staff members.
- Refreshment is provided to the administrative staff during the working hours.
- Recreation tour was arranged for Non-Teaching Staff.

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

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

**Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	<a href="#">View Document</a>

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

**Response: 0.4**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	1	1	0



File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

**Response:** 2.45

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
06	02	02	03	12

File Description	Document
Details of teachers attending professional development programs during the last five years	<a href="#">View Document</a>

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

For the Aided stream (Shift-I) of the College, the performance of employees is strictly appraised as per the rules and regulations of University Grants Commission.

For Self financing stream (Shift-II), at the end of each academic year, the staff members are required to submit a self-appraisal form - a portfolio that evaluates their performance in teaching, research and contribution towards campus development. It passes through the Coordinator of the Department to the Advisors and is then forwarded to the Dean who scrutinizes and gives his final remarks. Through this Staff appraisal system the performance is assessed and evaluated in terms of the following parameters of the staff member: punctuality, commitment, readiness to assume responsibility, results of the CIEs, participation levels in the College events and club activities, their attitude towards work place and their concerned team, etc. The outcome of this appraisal process is analysed by the Management and later intimated to the concerned staff member.

The IQAC team collects students' feedback at the end of the each year regarding the course and the teaching faculty. This feedback is systematically analysed and the report is submitted to the College Management. Periodical analysis and updates are the further follow-up measures. Student's Online

feedback plays a vital role in analysing the teaching outcome of the staff members. The teaching faculty is appreciated for their meritorious work with cash awards every year as a token of appreciation by the Management. For the non-teaching staff, a Report is furnished by their immediate authorities about their attendance and performance. If need arises, necessary training will be provided to the staff members to enhance the quality of their work.

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The Internal Auditor is appointed by the Management to look into the day-to-day account transactions of the college and reports the audit findings to the Management on periodic basis. The Internal Auditor looks after daily opening balance, receipts (fee collections), payment vouchers and collections. These payment vouchers and receipts are recorded in cash book and is brought to external audit wing. The Internal Auditor prepares Audit Note Book and Query notes for effective verification of records. The above documents are also updated at external audit office. Further, purchase invoice bills, Annual maintenance bills, verification of quotations and proposals are done and submitted to higher authority for the approval of payment.

The accounts of the concerned vendors are settled after verifying stock entries by the Internal Auditor and also after the approval of the authorised authority. Such regular audits focus in containing the weaknesses of the existing financial system, fraud or abuse if any, and also to maintain the accuracy and appropriateness of the financial transactions for the smooth functioning of the College. These measures result in improving the operational efficiency of the organisation. The internal audit system also paves the way for error-free maintenance of the College accounts and facilitates effective conduct of external audit.

The external audit is also undertaken on quarterly basis in the Administrative Office in order to examine the financial records and statements of the College. The overall audit is undertaken during the period following the completion of every financial year so as to verify the fair scrutiny of financial documents. The external audit examines the necessary bills, the collection receipts, vouchers, bank statement entries, routine journal and contra entries, TDS recovery details, quarterly filing details of the employee, Bill analysis, salary and salary deduction details, etc. In addition, verification is also done for the PF and ESI submissions, review of the credit of the fixed deposit interest, necessary Challan generations, TDS calculations, etc. The opening balance on 1st of April and closing balance on 31st March every year is verified in-person by the external auditors in the bank and cash books. The account staff prepare and submit the Trial balance, P & L account, the Balance Sheet, the Statement of Income for the external audit which is finalized and approved after filing of Income Tax returns. The Management takes in to consideration all the opinions, comments and suggestions provided during external audit process for the effective and efficient functioning of the financial administration in the forthcoming financial years.

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

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

**Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

**Response:**

Shri S.S.Jain Educational Society is a Not-for-profit charitable trust formed for the purpose of imparting quality education to the economically and socially deprived sections of students hailing from rural and suburban area. The society has a policy of not collecting any fund from outsiders for the administration of the institution. Hence the college, a unit of this society strictly prohibits collection of funds in the form of gifts/donations from outside agencies/individuals. The College is generating funds in the form of fees received from students for the various programmes offered. The fee charged is relatively cheaper when compared to other colleges in and around the city. Students are availing scholarships from the College Management and the Government.

As far as the optimal utilisation is concerned, the college has ploughed back all the revenues received from the students in the form of building of infrastructure, construction of laboratories and extension of library facilities, maintenance of ground for sports and games activities, provision of health, safety and welfare measures for all employees and provision of fee concession and scholarship to the needy and deserved students, etc.

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

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

The college has started a separate placement cell to source companies for recruitment of the students on campus and placing them appropriately, based on the recommendation of IQAC. This cell strives constantly to have a better connectivity between the job seekers and the job providers. Every year a team of 5 to 6 faculty members be a part of placement cell team to identify the qualified students from each Department and providing necessary guidance and support for placing them. This team coordinates effectively with the placement cell officer to make all required arrangements such as preparation of prospective list of students, scheduling interview dates, provision of computer labs for online mode of exams and follow-up of appointment letters, etc., Tata Consultancy Services (TCS), a leading Blue chip Multi National Company is providing soft skill and aptitude training programme for the students as a Corporate Social Responsibility (CSR) initiative drive in general and particularly for the most Backward and SC/ST category of students.

Special placement drive is conducted for students who undergo TCS campus placement training program during the on- campus placement activity of TCS. Barclays Ltd has signed an MoU with the college to coach our students for improving employability skills and to face the campus placement effectively.

The college consistently motivates the teaching faculty to attend Faculty Development Programmes, Conferences, Seminars, Business meet and workshop to keep themselves abreast with latest development in their respective domains. The faculty members of the college have attended many of the above programmes and successfully gained knowledge in current practice and have applied in their teaching – learning process for quality improvements. They have published articles in various number of National and International journals (Scholarly/peer reviewed) as a part of their research activities.

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

### 6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

#### Response:

To monitor the quality of teaching-learning, IQAC has developed the following processes:

- Preparation of lesson plans by the teachers showing proposed plan consisting the proposed date of completing the units of the syllabus and the actual date of finishing the same to find out any variances.
- Attendance Report containing Tests, Assignment, Model Exams, remarks and Record of class work done.
- Periodical updates of Units completed and preparation of class work record by faculty members.
- Regular inspection of classroom teaching by Principal /Dean to identify and control discrepancies, if any.
- Scrutiny of class adjustments made by HoD/Coordinator department-wise by the Principal/Dean
- Regular departmental meetings to discuss subject related matters and overall class discipline.
- Staff members are encouraged to adopt innovative teaching tools to make learning an interesting exercise.

To evaluate the quality of teaching-learning, IQAC has developed the following processes:

- Maintaining College Academic Calendar
- Analysis of learners' online feedback about faculty members and the course
- Analysis of performance of learners in internal tests, seminars and semester examinations and overall result analysis.
- The College continues to adopt innovative teaching and learning processes such as ICT-enabled lectures, Group Discussions, Field Visits, Debates, Case Studies, Industrial Visits and Paper Presentations.
- Interaction of the Principal with faculty members to discuss feedback and results
- Review of academic progress at the meetings of the college council and with the Management Committee.

Learning outcomes;

- Unit tests are conducted and evaluated according to the college hand book. The performance of students are discussed in class room to ensure quality in forthcoming exams.
- Seminars are conducted by students on the topics assigned by faculty members either as oral presentation or by using ICT tools.
- Assignments are given to students to improve their skills of application on the concept related areas of the subject.
- Model exams are conducted on a centralized manner to ensure fairness and discipline among all departments. The results of model exams are discussed with students and HOD/coordinator.
- The Statement of internal Marks is prepared to include all the components of assessment for assessing the qualitative learning experience in its quantitative form, the internal marks.

- External evaluation organized by the University of Madras is done centrally.

Some of the senior Faculty members serve as Chairman in the Board of Examinations of the University. Associate professors are appointed as Chief examiners and Assistant professors as examiner to evaluate the answer sheets of students in external exam.

- Academically weaker sections of the students are identified and special attention is given to them

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

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response: 8**

#### 6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
09	11	06	07	07

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<a href="#">View Document</a>

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

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

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

File Description	Document
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Annual reports of institution	<a href="#">View Document</a>

### **6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

The following are the measures taken, since the last accreditation cycle, to further enhance quality in the overall functioning of the college.

#### **1. Curriculum aspects**

- a. Introduction of new UG and PG programmes.
- b. Systematic collection of Online feedback from stakeholders.
- c. Introduction of Bridge course for beginners.
- d. Introduction of value added and certificate programmes in all the departments.

#### **2. Teaching learning and evaluation**

- a. Use of ICT in teaching learning process.
- b. Faculty and students are encouraged to use LCD projectors and e- resources in the teaching learning process.
- c. Motivating faculty members to pursue Ph.D programmes.
- d. Research room is established for students pursuing M.Phil/Ph.D.

#### **3. Research counseling and extension**

a. Faculty Development Programmes are conducted on research development topics.

B Periodical guest lectures are conducted by the respective departments inviting experts from industry and entrepreneurs in various fields.

c. Publication of research articles in reputed journals, presentation of papers and publication of books by faculty members.

f. National level and International level conferences are conducted.

#### **4. Infrastructure and learning resources**

a. library is well expanded with e- resources and new arrivals of journals/books/magazines.

b. Up gradation of computer labs and studios for Visual Communication.

c. Computer Labs are equipped with internet facility to meet the research demands of faculty members.

d. E- journals are subscribed for the welfare of the students & staff

e. Renovation of Basket Ball court.

f. Establishment of Tourism Lab.

#### **5. Student support progression**

a. Career guidance and placement support are extended for all students.

b. More university Rank holders are produced.

c. Active participation of Students Development/ Welfare Council in various college activities.

d. Scholarship and financial support is provided for meritorious and under privileged students.

e. Functioning of Grievance and Redressal Cell for Students and Staff members.

f. Organized intra collegiate cultural for exhibition of students varied talents.

g. TCS Placement training programme for SC/ST/MBC, economically and socially backward students are conducted regularly.

h. Adoption of villages and social initiative activities such as Voter awareness, Anti-cancer programmes, Impact of Global warming, etc are undertaken by NSS/Rotaract/YRC.



**6. Governance leadership and Management**

- a. Provision of ESI and PF facility to all staff members.
- b. Recruitment of well qualified faculty members in all departments.
- c. ISO audit conducted for quality assurance.
- d. Parent-Teacher meeting is conducted at the department level, every semester.
- e. Women empowerment programmes (SMART GIRL) is carried out.
- f. Establishment of EDP Cell called “SEED “for developing entrepreneurial skills of students.

**7. Innovation and best practices**

- a. Periodic Maintenance of RO water plant is taking place .
- b. Provision of Ramp, Lift, Wheel Chairs and CCTV Surveillance to ensure overall safety & security.
- b. Blood Donation Camps are conducted regularly.
- c. More Sapling are planted every year to ensure green coverage of campus.
- d. Book Bank Scheme is helping economically and socially deprived students .
- e. Management Scholarship are given for underprivileged sections of students .
- f. Green campus initiatives are adopted using Litter free zone/No smoking zone .

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Number of gender equity promotion programs organized by the institution during the last five years**

**Response:** 9

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	2	3

**File Description**

**Document**

Report of the event

[View Document](#)

List of gender equity promotion programs organized by the institution

[View Document](#)

**7.1.2**

**1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Response:**

**1. Safety and Security**

**2. Counselling**

**3. Common Room**

**Response:**

**Safety and Security:**

The safety and security of the students are ensured by the College through three different systems: With the help of Security Staff, through CCTV Monitoring and through Disciplinary Committee and Anti Ragging Committee. For the safety of the girl students, apart from these three measures, a lady member from the house-keeping staff is also deputed to oversee the safe movement of girl students in and around the ladies' rest room and Common room. In addition to these the Anti-ragging policy is displayed in the campus and

three compliant boxes are kept in the office for general use. separately for the Secretary, Staff and Students general Compliant box and the third one is ragging complaint box.

### **1. Security Staff**

The College has a security team comprising of 14 staff members. They are on their roll round the clock. This team ensures the safety of the students from any probable menace from the external elements. At each of the three entrances, the security staff member check the ID cards of the students while they enter the campus. They regulate the entrance and exit of students to the campus. The security staff are regularly given instructions towards awareness on gender sensitive issues.

#### **b) Closed Circuit TV Monitoring**

The College has installed 214 Closed Circuit TV Cameras at selected locations within the campus and 8 CCTVs to monitor the footages of the Cameras installed all over the campus. This system is in place to ensure the safety and security of the student community especially girl students. The activities of students are monitored with at most care. The access to the CCTV Cameras in the Ladies Hostel is only accessible by the Ladies' Hostel Warden. When gender sensitive programmes are conducted in any of the venues in the College, the CCTVs are switched off as part of gender sensitive policy.

#### **c) Disciplinary and Anti Ragging Committee**

The College has a Disciplinary and Anti-Ragging Committee for each day order comprising of teaching faculty. The committee functions during the working hours of the College. The committee members surveil the campus during their free periods. Each committee consists of two or more women faculty members. Their presence in the committee addresses gender sensitive issues in an ensuring manner. This system creates an environment which curtails even the least possibility of ragging and other indisciplinary activities.

#### **Counselling:**

The College has 'Grievance Redressal Cell - Counselling and Guidance' individually for girl students and boy students. The Principal acts as the convener of these cells. Six or seven senior faculty members and the Office Superintendent are the other members of these cells. Apart from these cells, each Department takes up counselling of the students separately. Each year the first year students undergo an Orientation programme for the subjects such as well-being, safety, security and gender sensitivity. Girl students are given special orientation about gender sensitivity issues by lady faculty members. This makes sure that they gain enough confidence and courage to face and also report gender sensitive issues if any need arises.

#### **Common Room:**

The College provides a Common room facility for the community of girl students. If indisposed, the girl students can utilise this facility during the working hours of the College. A Common Room is provided in the Main Building of the College with adequate amenities.

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

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 5.3

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 15028.2

7.1.3.2 Total annual power requirement (in KWH)

Response: 283747

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 16.48

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 30721.2

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 186403.8

File Description	Document
Details of lighting power requirements met through LED bulbs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

**Response:**

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:****Waste Management**

The College strives for an eco-friendly environment in the Campus. The College has taken adequate measures to keep the campus pollution-free. The College provides sufficient mechanism to manage the waste produced within the campus.

**Types of waste Management:****Solid Waste management:**

- The College disposes the solid waste generated in the campus, in a planned and systematic manner with the help of a private agency and the Corporation of Chennai.
- The waste generated is segregated as biodegradable and non-biodegradable.
- One fourth of the biodegradable waste is treated in a pit within the campus. The pit is of **12** feet deep and of **5** feet radius. The rest of the biodegradable waste and non-biodegradable waste are collected in dustbins and hand over to the Corporation's trash management system.
- The College treats human solid waste in two different ways. One is by using the septic tanks and the second one is by using the Corporation's drainage system.
- The College has **3** septic tanks within the campus.

(Capacities of the tanks (in meter): Ist tank – 4 X 3 X 3.5, 2nd tank - 4 X 5 X 4, 3rd tank – 6 X 2.5 X 5)

- Sufficient numbers of dustbins are placed within the campus.
- The College has a plastic free-campus.

**Liquid Waste management:**

- The College has adopted recycling techniques to partially manage the liquid waste.
- The College has six RO water treatment plants ((500 LPH X 2 Nos., 250 LPH X 3Nos. & 50 LPH X 1 No.) for drinking purpose. Every one part of RO water purified, three parts of untreated water is being produced as waste. This waste water (approx.45,000 lts per a day) is recycled and used in toilets and garden.
- Wastage of drinking water is restricted through proper monitoring. Proper drainage system is in place for all the buildings of the campus.
- Liquid Waste from other sources is properly diverted in to Corporation's drainage system.

**E-waste management:**

- The E-wastes which are available in the campus like keyboards, monitors, hard drives, cables, printers IC'S, PCB etc., are managed in carefully planned ways:
- E-waste generated is utilized as study materials for the students in the computer lab under the supervision of faculty members.
- The condemned batteries and damaged computers and other e-waste materials are disposed through external agencies.

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

**7.1.6 Rain water harvesting structures and utilization in the campus****Response:****Response:**

The College understands the need and the importance of rainwater harvesting. It has taken ample measures to utilise the rainwater harvesting methods.

The College has rainwater harvesting facilities within the main building as well as the campus area near the Gyan Bhavan building.

1. Rain water accumulated on the roof top of the main building is taken down through pipelines to a water channel of width 1 feet and depth 2 feet. The channel runs alongside the inner quadrangle within the **main building**. This channel is connected to **2 percolation pits** on opposite corners of the quadrangle. Each of these percolation pits has 12 feet depth and 2.5 feet radius.
2. Rain water accumulated on the roof top of the Gyan Bhavan building is taken down through pipes to a **percolation pit**. This pit is of 12 feet depth and 3 feet radius.

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

**7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**

- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

The institute has taken the moral responsibility to follow green practices. The institute encourages the students and staff to follow green practices.

**Students and Staff mode of Transport**

**1. Bicycles:**

The institute encourages the staff members and students residing nearby to commute by bicycles

**1. Public Transport:**

A large portion of the students and faculty members use public transportation for commutation. The campus is well connected with local rail service and public bus service. The campus is at walkable distance from Meenambakkam Railway station and NH 45.

**1. Pedestrians Friendly Roads:**

The campus has wide, well-maintained precast concrete block pavement roads. Parking areas are provided and marked.

**Plastic free campus:**

The campus is declared as a plastic-free area. Use of plastic bags and cups (below 50micron) are prohibited inside the campus. In the canteens stainless steel plates and cups are encouraged. Measures are taken to spread the awareness about the hazards of plastic.

**Paperless office:**

The College has taken steps towards making the office a paperless one. In the administrative office, the accounts and academic information are managed electronically.

**Green landscaping with trees and plants:**

The college has taken plenty of measures to keep its campus a Green-Campus. More than 50% of total area is covered with trees and lawns. The Garden and lawns are maintained by the Estate Department under vigilant supervision. As a part of the Green initiatives, the students were encouraged to go in for organic farming and as a pilot project this was carried out within the college campus. During 2015-16, many trees were uprooted due in Chennai Floods. In order to cope with the deficiency of trees, many tree planting programmes were conducted.

**Solar Energy Usage and LED usage**

The College makes use of a Solar Energy unit as an alternative energy resource. The ladies hostel makes use of a solar water heater and the College has taken steps to replace conventional light bulbs to LED-bulbs as part of Green Initiatives.

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

### 7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

**Response:** 3.39

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
19.09	8.93	9.06	26.82	10.89

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

**A. 7 and more of the above**

**B. At least 6 of the above**

**C. At least 4 of the above**



**D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years****Response:** 5

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	00	01	01

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)****Response:** 22

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	7	3	4

File Description	Document
Report of the event	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.12**

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	<a href="#">View Document</a>

**7.1.13 Display of core values in the institution and on its website**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide URL of website that displays core values	<a href="#">View Document</a>

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
Provide link to Courses on Human Values and professional ethics on Institutional website	<a href="#">View Document</a>

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

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

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 59

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	18	9	9	7

File Description	Document
List of activities conducted for promotion of universal values	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

The College displays at most sincerity and enthusiasm in organising National festivals and birth/death anniversaries of the Great Indian personalities.

To inculcate Patriotism and Nationalism in the minds of the young students, the Independence Day and Republic Day are celebrated every year in a majestic mode. The NCC Units, NSS Units, Rotaract clubs, Citizen Consumer Club, Youth Red Cross, Red Ribbon Club, Karuna Club, SDC, SWC and the Management unite in congruence to celebrate these great Indian National festivals. Students under different Clubs showcase their grand parade, the March Past under the leadership of the NCC Units. The Guard of Honour is received by the Chief Guest of the day. After the flag hosting and chief guest's address, cultural events, showcasing the patriotic essence take place. The College campus gets ornamented in tricolour for the occasion and the NCC cadets take the responsibility of distributing the paper tricolour flags. Sweets are distributed at the end of the programmes.

In order to make these celebrations more meaningful, the NCC Units arrange to plant some saplings in the campus, as an initiative for a green and prosperous Nation. After the celebrations in the College, the Rotaract clubs extend the Independence Day celebrations to some of the orphanage homes. The members of Rotaract Clubs interact with the inmates of the Orphanages and help them feel to be a part of this great Nation.

The College regularly celebrates Gandhi Jayanthi. The NCC Units and NSS Units celebrate the day as a day of service, aiming at a Swacch Bharath. Teachers' Day is also celebrated in the College as a tribute to the great teacher, Dr. Sarvapalli Radhakrishnan. Teachers' are honoured and felicitated during this occasion. National Youth Day, the birth day of Swami Vivekananda is celebrated in the College with the feeling of pride and respect. Swami Vivekananda's quotes are exhibited as part of the celebrations. The Great scientist of our Nation A.P.J Abdul Klam's birth anniversary and death anniversary are observed in the College. His birth anniversary is observed as Youth Renaissance Day.

These National celebrations light the spirit of Unity and Nationhood among the students. The college moulds the students to be responsible and patriotic citizens of mother India.

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

### 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

#### Response:

#### Financial Functions:

- For every monetary transaction, proper billing and receipt system is followed
- All the fees collected from the students are provided with receipts for the same.
- The students' fees is collected through Demand Drafts.
- Infrastructural developments and other initiatives, quotations are taken and proper billing system is maintained.
- Monetary transactions are monitored through yearly financial audit.

#### Academic Functions:

- The College follows the syllabus provided by the University of Madras to which it is affiliated. It also follows the examination dates and patterns prescribed by the University of Madras.
- The number of working days is regularly maintained as 90 days per semester. Public holidays, examination dates (including the internal examinations) are provided in the college calendar.
- Students' attendance are marked and monitored through registers. For the time bound completion of the syllabus, lesson plans and actual performance are prepared periodically.
- The transparency in the academic functions extend to the mechanism of internal assessment which is transparent and robust as explained in 2.5.2.

### Administrative Functions:

- The College has a very transparent administrative system. All the decisions are intimated through circulars and Notice Boards.
- All appointments of faculty members in the College follows the UGC norms and regulations.
- The Institute is a part of the S.S Jain Society. A separate management committee is instituted for the college. The Management committee includes Principal from Shift I and Dean Academic from Shift II.
- The inclusion of these two people within the Management committee ensures the participatory nature of the management and thus provides transparency in decision making process.

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

## 7.2 Best Practices

### 7.2.1 Describe at least two institutional best practices (as per NAAC Format)

#### Response:

#### Best Practices

#### 1. Scholarships are awarded to the economically weaker section of the students

As per the vision of the College, economically weaker section of the students are provided with scholarships. This help these students to concentrate on studies rather than availing a part-time job for economical support.

#### 2. Padma Shri. Mohanmullji Chordia Book Bank Scheme

Emancipation through knowledge is the guiding principle of the College. The comprehensive book bank scheme is introduced to cater deserving students' urge for quality education. Quality text books are unaffordable for some students. Such students are identified and are made part of the Book Bank Scheme. **Padma Shri. Mohanmullji Chordia Book Bank Scheme** is in operation since 2012-13 Academic year. Deserving students are given books for all the subjects of the semester. Books given under the scheme can be used by the students during that particular semester, and they return the books to the library at the end of

the semester.

### **3. SEED CELL**

Aiming at promoting entrepreneurial skills among the students in the college, an initiative called 'Students Empowerment and Entrepreneurship Development cell' (SEED CELL) has been created. It aims to give students hands-on experience in entrepreneurship. Two initiatives Ksheera Sagar (Aavin parlour) and PustakBharathi (Stationary Shop) are run by the students. The management has provided sufficient infrastructure facilities and capital for the initiatives. As part of SEED initiatives, to make the students understand and experience the entrepreneurial possibilities, a programme called 'AMJCIan BAAZAR' is instituted. Infrastructure (space, power and furniture) have been provided free of cost for the students to put up their stalls inside the campus.

### **4. Creche Facility**

The College has started crèche facility for the young children of the Teaching and Non-Teaching staff members as a part of Employee welfare measures.

### **5. SMART GIRL**

As a part of women empowerment programme, the college has initiated a programme called 'SMART GIRL', to impart training among girl students to build self-confidence and self-esteem. Faculty members have got hands on training at the 'Smart Girl' workshop to conduct the programme.

### **6. JOY OF GIVING**

As a part of social commitment, the College has initiated a program called 'JOY OF GIVING'. Inmates of an orphanage were invited to the college and were provided with educational aids. They spent the whole day in the college campus. Fun games and other events were organised.

### **7. ICT Academy Membership**

The college is a member of ICT Academy which is a joint venture under State-Centre and private partnership (public-private partnership). This academy arranges Seminars and Faculty training workshops and Students training workshops.

### **8. TCS Training**

The corporate Giant TCS under its CSR programme provides training for the final year students at the end of which the selected students are absorbed by TCS. The College is one of the first Colleges to receive this programme in the city of Chennai, 2017-18 being the eighth successive academic year.

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

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### Response:

Rooted in its core value, guided by its vision how the College implemented its purpose of imparting knowledge to the socially and economically underprivileged people.

Agurchand Manmull Jain College is a Jain minority College. In line with the Jain philosophy, 'Parasparopagraho Jivanam' – 'The function of the soul is to help one another', the College has for motto, 'Sa Vidhya Ya Vimuktaya' – 'Knowledge leads to Liberation'. It is an optimal blend of spirituality and education.

A research through the annals of the College leads to the purpose of establishment in the year 1952: Service to the needy, exclusively in the field of higher education, at a time when it was out of bounds for the underprivileged. Thereupon, the founders envisaged the fruition of the objective: the Vision of the College was set thus – 'To be a disseminator of quality multi-disciplinary higher education that is affordable among all learners in general and among Jain students in particular.' With persistent focus on this Vision, the priority of service was implemented in toto. Reaching out to the economically backward and socially under privileged students became the distinguishing feature - the institutional distinctiveness.

Year after year, the College has been propelling towards the vision that it had set for itself by propagating education irrespective of caste, creed or social standing. The changing times across the decades have recorded the steadfast pedagogical will. The members of the society embraced this altruistic offer and this was reflected in the steadily growing number of students. Shifting to its own campus of a massive forty two acres in Meenambakkam, the College facilitated easier access to the semi-urban population residing away from the affluent city zone. The strategic location of the College, right behind the suburban railway station and at a close proximity of MTC (Metropolitan Transport Corporation) bus stops, and the immediate proximity of the Chennai metro station (to be commissioned within 2018) only favoured the inflow of the majorly economically and socially backward students.

In order to facilitate their transit and thereby encourage more such students to join its fold, the College deposes a teaching faculty member every year exclusively to oversee the distribution of the official forms of the bus pass and railways pass, made available to them at concessional rates by the Government.

The College's management takes care of the academic needs of its socially and economically underprivileged students. Padmashri. Mohanmullji Chordia Book Bank Scheme continues to serve since several decades, it is a veritable boon to the less-affluent. The success of the scheme is reflected by the growing number of its beneficiaries. In addition to this, hostel facility was introduced with all necessary infrastructure for a safe and comfortable accommodation for the needy students at a nominal cost.

The academic year 2003-2004 ushered in a new beginning. The College opened its doors to the girl students, thereby empowering them, at par with their counterparts. Educating girl students doubled the responsibility and commitment of the College's Management. A common room exclusively for the girls, Women Students Welfare Committee, Grievance Redressal Cell – Counselling and Guidance (girls), a separate hostel for girl students are some of the timely efforts that were promptly taken, with no bias to their economic background.

Deeply rooted in its values and administrative practices, the College has always been willing to accommodate new ideas and to grow in right proportions. New Degree programmes are periodically incorporated to stay abreast with the changing needs of the society.

As the prime policy of the College's Management has always remind 'No Donation' and 'No Capitation Fee', students from every walk of life enrol themselves to a plethora of Degree programmes that the College offers. The success in the lives of the Alumni of the College bears the success of this policy of the College. The poor economic background not being deterrent in the academic accomplishment, large number of the College's past students have reached the pinnacle of the social strata – from being supreme court advocates, to IAS officers, to social scientists, the list is cherishingly long. It is yet another efficacious outcome in this order that several of the Alumni have also become prosperous entrepreneurs. Hailing from economically challenged families, far from being job-seekers after their graduation at this College, they are now job-givers, serving the society in their turn.

An exploration of the economic background of the students enrolled over the years is an eye-opener to the College's distinctiveness. Majority of the students hail from socially and economically backward families. It is the fact that the College continuous to welcome the first-generation learners unfailingly year after year.

The commitment to a holistic education to its wards is firmly kept in place as the students blossom parallelly in the co-curricular, extra-curricular fields and in sports. Upon rearing the completion of the degree programme, the students irrespective of their economic background, as in every case, are given training in carrier guidance. In order to take them to the next, final level, the College has in place an active placement cell. Prospective employers are facilitated to interview and select the fresh and employable graduates.

It is a matter of pride and sense of accomplishment that a son or daughter from the low income-group family is admitted, nurtured within the Jain value of Ahimsa and helped to make a livelihood, solely with the College's vision, priority and thrust.

Thus adhering to the Jain values are the distinctive features of the College.

In terms of the academic field, programmes that necessitate those measures that go against the drama and Ahimsa are not introduced. For example, the science streams of Botany and Zoology require the dissection process of the flora and fauna. Hence, the college has abstained from including such programmes, even though they could be advantageous from other perspectives.

The college campus is totally and strictly vegetarian. All sectors-canteens, Hostels, Class rooms, Staff rooms, Common room, Mess, Departments and Garden areas- follow this rule in toto, as a true Jain establishment.



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

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## 5. CONCLUSION

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### Additional Information :

The detailed study of all parameters that form the critical element of every Criterion furnishes the exact stance of the College during the period 2013-17. While every aspect studied has been authenticated with the appropriate documental evidence and relevant links as and how applicable, the College has arrived at an updated finding vis-à-vis its academic and administrative status, certain areas which mandate renewed approach.

The College would be undertaking improved efforts for the following sections of the respective criteria:

2.4.5

3.5.2

5.4.2

5.4.3

6.3.2

6.4.2

Hence the College chooses to opt out of the above for the submission of Self Study Report(SSR)

### Concluding Remarks :

The qualitative and the quantitative analyses of all the aspects of the pedagogical practices are presented in the recommended format. As every criterion encompasses all the relevant topics in their totality, upon the critical and intensive analysis, each criterion markedly defines the stance of the college, duly supported by the pertinent documentation and links.

While the SWOC analysis distinctively projects the four elements, the compilation of the seven criteria unfolds the rate of progression of the college in all its aspects. Criterion 4, for example, traces the gradual continuance of expansion measures of the physical facilities; Criterion 7 impresses upon the college about the extensive scope for tapping the student's potential to bridge college and community.

The data considered over the five years for the different aspects enables the college to introspect and formulate its strategy or the ensuring academic years. The continued process of the documentation for this purpose is the firm step towards standardisation. This ensures the transparency and mandates the need for growth.

The reaccreditation cycle has facilitated the college to reaffirm its motto, 'Sa Vidya Ya Vimukthaya' ('Knowledge leads to Liberation') through the descriptive research- from the curricular aspects

up to the institutional values and best practices.

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Number of certificate/diploma program introduced during the last five years</p> <p><b>1.1.2.1. Number of certificate/diploma programs introduced year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>53</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>00</td> <td>0</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The bridge course which is offered to all the students in their First year is part of 5.1.3 and rightly claimed by the HEI in 5.1.3.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	53	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	00	0	1	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	53	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	00	0	1	0																	
1.1.3	<p>Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years</p> <p><b>1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>6</td> <td>6</td> <td>6</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>03</td> <td>02</td> <td>04</td> <td>02</td> </tr> </tbody> </table> <p>Remark : Mr Raj Mohan and Dr Venkataraman in 2013-14. Appointment in Apr is for next AY. Dr Rajanipriya, Dr Madhu (901 count only), Dr Elangovan and Dr Babu in 2014-15 . In 2017-18 04 members of the faculty have been detailed in April 2018, May 2018 or June 2018. These are for AY 2018-19 and not eligible.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	9	6	6	6	5	2017-18	2016-17	2015-16	2014-15	2013-14	04	03	02	04	02
2017-18	2016-17	2015-16	2014-15	2013-14																	
9	6	6	6	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
04	03	02	04	02																	
1.2.1	<p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p><b>1.2.1.1. How many new courses are introduced within the last five years</b></p> <p>Answer before DVV Verification : 916</p>																				

	Answer after DVV Verification: 325																				
1.2.2	<p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>1.2.2.1. Number of programs in which CBCS/ Elective course system implemented. Answer before DVV Verification : 31 Answer after DVV Verification: 38</p>																				
1.2.3	<p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p> <p>1.2.3.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1311</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>00</td> <td>0</td> <td>53</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI input in 1.1.2 and the comments that the bridge course which was offered to all the students in their First year was part of 5.1.3 and rightly claimed by the HEI in 5.1.3. The HEI has claimed attendance benefit of the bridge courses in section 5. Not considered here.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0	1311	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	00	0	53	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	1311	0	0	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	00	0	53	0																	
1.3.2	<p>Number of value added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses imparting transferable and life skills offered during the last five years Answer before DVV Verification : 18 Answer after DVV Verification: 18</p>																				
1.4.2	<p>Feedback processes of the institution may be classified as follows:</p> <p>Answer before DVV Verification : C. Feedback collected and analysed Answer After DVV Verification: D. Feedback collected</p>																				
2.1.1	<p>Average percentage of students from other States and Countries during the last five years</p> <p>2.1.1.1. Number of students from other states and countries year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>33</td> <td>26</td> <td>13</td> <td>7</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	40	33	26	13	7										
2017-18	2016-17	2015-16	2014-15	2013-14																	
40	33	26	13	7																	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
16	20	12	6	7

2.1.2

Average Enrollment percentage

(Average of last five years)

2.1.2.1. Number of students admitted year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
2869	2487	2103	2100	1896

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
2894	2589	2119	2148	1951

2.1.2.2. Number of sanctioned seats year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3381	2878	2822	2373	2262

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
3381	2878	2822	2373	2262

Remark : As per the HEI data attached with the Metric in response. Number of students admitted year-wise during the last five years

2.1.3

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
534	464	464	464	464

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

376	332	332	332	332
-----	-----	-----	-----	-----

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

2.3.2.1. Number of teachers using ICT

Answer before DVV Verification : 41

Answer after DVV Verification: 53

Remark : As per the HEI data attached with the Metric in response.

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
81	61	51	42	40

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
72	70	56	53	51

Remark : As per the HEI data attached with the Metric in response. The HEI has included names of the faculty that have been shown as NO DETAILS AVAILABLE in faculty list with 3.1Dr.ALAMELUMANGAI.A Dr Juliet and Dr Moutbaton Jebasingh, Dr.AYYANAR.R , Dr.ALAMELUMANGAI.A are few examples.

2.4.3 Teaching experience per full time teacher in number of years

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 2629 years

Answer after DVV Verification: 2560 years

Remark : As per the HEI data (revised) attached with the Metric in response.

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	1	0	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	1	00	0	01

Remark : The HEI contemplation that 'Swami Pranavananda Philosophy Book Award' for the year 2013 awarded to Dr. S. Manikandan is of National level importance has been considered. The other award by TN Education Research Assoc is local and not state level or national level.

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

2.4.5.1. Number of full time teachers from other states year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	6	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	03	1	1	1

2.6.3 Average pass percentage of Students

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

Answer before DVV Verification : 867

Answer after DVV Verification: 867

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

Answer before DVV Verification : 1752

Answer after DVV Verification: 1869

Remark : As per the HEI data attached with 2.3 the Total number of final year students who appeared for the examination conducted by the institution is 1869.

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

3.1.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14



.2	.88	1.5	0	0
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Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	2.58	0	0

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	1	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	00	0	0

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

3.3.3.1. How many Ph.Ds awarded within last five years

Answer before DVV Verification : 7

Answer after DVV Verification: 01

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

Answer before DVV Verification : 12

Answer after DVV Verification: 12

Remark : Dr. P.R. Sheshadari was never on the rolls of the college. Dr SP Balaji was faculty only in 2013-14 while the PhD has been awarded in 2015-16. Only PhD under Dr VS Murali is eligible for claim.

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
100	35	47	29	20

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
45	07	18	04	03

Remark : There are some claims of the same paper. Intelligent Agent Based Information Routing in Wireless Body Sensor Mesh Networks etc. Only those entries that have valid ugc link have been considered. Data cleaned.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
41	30	14	34	16

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
11	08	03	10	08

Remark : There are as many as 83 entries with ISBN/ISSN as Nil. These have not been considered.

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	3	0	0	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	00	0	0	0

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	17	15	10	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
8	6	4	7	5

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3101	4432	4655	5602	2503

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1147	1789	516	1505	500

Remark : As per the HEI data attached with the Metric. Gender Equity programs are part of 7.1.1 and not considered.

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
280	278	295	430	122

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : As per attached clarification document, the highlighted entries are for maintenance and repair and not for infrastructure augmentation during the last five years. Hence The input for Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs) cannot be verified or calculated.

#### 4.2.5 Availability of remote access to e-resources of the library

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : There is no link on the library page that directs to any of the e material subscribed by the HEI. There is no way one can remotely approach any content in the HEI library. There is no e-content on the webpage.

#### 4.2.6 Percentage per day usage of library by teachers and students

##### 4.2.6.1. Average number of teachers and students using library per day over last one year

Answer before DVV Verification : 178

Answer after DVV Verification: 58

Remark : As per the HEI data attached with the Metric in response.

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Answer before DVV Verification : Yes

Answer After DVV Verification: No

Remark : As per the statement of the HEI that the facility is NOT operational.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
379	491	426	538	367

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
157	182	179	203	162

Remark : The HEI input updated for only Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in Lakhs)

5.1.2	<p>Average percentage of students benefited by scholarships, freships, etc. provided by the institution besides government schemes during the last five years</p> <p>5.1.2.1. Total number of students benefited by scholarships, freships, etc provided by the institution besides government schemes year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>168</td> <td>215</td> <td>227</td> <td>54</td> <td>85</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>168</td> <td>215</td> <td>227</td> <td>54</td> <td>85</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	168	215	227	54	85	2017-18	2016-17	2015-16	2014-15	2013-14	168	215	227	54	85
2017-18	2016-17	2015-16	2014-15	2013-14																	
168	215	227	54	85																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
168	215	227	54	85																	
5.1.4	<p>Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years</p> <p>5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1014 1046 1149"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>276</td> <td>4683</td> <td>0</td> <td>0</td> <td>53</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1227 1046 1361"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>276</td> <td>780</td> <td>0</td> <td>0</td> <td>53</td> </tr> </tbody> </table> <p>Remark : The HEI was advised to attach Photographs of the set up. Further a student attending more than one activity in a to be counted as ONE. However as per the attached data the HEI has multiple count of the same students. The HEI cannot claim that a student is benefited by guidance for competitive examinations and career counselling offered by the institution every year from year 1 to year 4 and as many times. The major benefit even if counselled for all the years of study would be once when the student appears in higher exam/placement.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	276	4683	0	0	53	2017-18	2016-17	2015-16	2014-15	2013-14	276	780	0	0	53
2017-18	2016-17	2015-16	2014-15	2013-14																	
276	4683	0	0	53																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
276	780	0	0	53																	
5.3.1	<p>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) during the last five years.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1957 1046 2092"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>0</td> <td>6</td> <td>5</td> <td>7</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	7	0	6	5	7										
2017-18	2016-17	2015-16	2014-15	2013-14																	
7	0	6	5	7																	

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	0	01	00	00

Remark : Only award by Sathish Kumar in Athletics federation 110 m Hurdles is considered. The others are either of participation or at the level of college/inter college and not eligible.

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	6	7	7

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	00	00	01

Remark : As per the college website (9as referred for reports) the last competition was held in 2011-12 An excerpt from the college website is as below "ANNUAL INTRAMURAL COMPETITION : The Annual Intramural Competitions were conducted from December 2011 to February 2012. Boys and Girls enthusiastically participated in large numbers. J.Prabhu of I B.A Economics, S. Selvam of III B.Sc (Chemistry ) & S. Murugan of III B.A (T.T.M) in boys category A. Vijayalakshmi II B.Com (General) and P. Janani of II B.Com (General) in girls category Were declared the champion athletes for the Year 2011-12. The inter class team competitions generated a lot of competitive interest among the students. B.Com and BBA in boys category and B.Com (G) in girls category were declared the team champions for the year 2011-12." As per the gallery page <http://www.amjaincollege.edu.in/gallery>, <http://www.amjaincollege.edu.in/gallery?layout=edit&id=447> and <http://www.amjaincollege.edu.in/gallery?layout=edit&id=406> have been conducted in 2017. The link attached in non operational.

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14

13	8	3	1	28
----	---	---	---	----

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
06	02	02	03	12

Remark : The HEI input updated after considering only professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program. one day programs/ workshops/ seminars have been removed.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.9965	0	0.125	0	1.035

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : Opted out metric

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	18	10	10	9

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
09	11	06	07	07

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for

improvements

2. Academic Administrative Audit (AAA) and initiation of follow up action

3. Participation in NIRF

4. ISO Certification

5. NBA or any other quality audit

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

7.1.3	<p>Alternate Energy initiatives such as:</p> <ol style="list-style-type: none"> <li>Percentage of annual power requirement of the Institution met by the renewable energy sources           <ol style="list-style-type: none"> <li>7.1.3.1. Annual power requirement met by the renewable energy sources (in KWH)               <p>Answer before DVV Verification : 15028.2</p> <p>Answer after DVV Verification: 15028.2</p> </li> <li>7.1.3.2. Total annual power requirement (in KWH)               <p>Answer before DVV Verification : 298775.8</p> <p>Answer after DVV Verification: 283747</p> </li> </ol> </li> </ol> <p>Remark : The HEI input updated as per attached supporting document of HEI</p>																				
7.1.8	<p>Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years</p> <ol style="list-style-type: none"> <li>7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)           <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1503 1046 1637"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>12.57145</td> <td>5.5</td> <td>3.88</td> <td>7</td> <td>6.7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1715 1046 1850"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>19.09</td> <td>8.93</td> <td>9.06</td> <td>26.82</td> <td>10.89</td> </tr> </tbody> </table> </li> </ol> <p>Remark : The HEI input updated as per attached clarification response.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	12.57145	5.5	3.88	7	6.7	2017-18	2016-17	2015-16	2014-15	2013-14	19.09	8.93	9.06	26.82	10.89
2017-18	2016-17	2015-16	2014-15	2013-14																	
12.57145	5.5	3.88	7	6.7																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
19.09	8.93	9.06	26.82	10.89																	
7.1.10	<p>Number of Specific initiatives to address locational advantages and disadvantages during the last five years</p> <ol style="list-style-type: none"> <li>7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages</li> </ol>																				



year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	14	2	10	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	02	00	01	01

Remark : Visit to Mental Centre on 10 Oct 13, Visit to Guindy on 21 12 14, rail Disaster management at Egmore 07 Oct 16, Setting up Medicinal garden 19 Feb 2017 and Fight against Dengue 12 Oct 17 considered as specific initiatives to address locational advantages and disadvantages year-wise.

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
12	5	6	5	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	3	7	3	4

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
8	7	7	6	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14

16	18	9	9	7
----	----	---	---	---

Remark : The HEI has included activities that it has already claimed elsewhere. All the activities of 7.1.11 have been repeated. Selective selection of the activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties with Max benefit to the HEI have been considered.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 5161</p> <p>Answer after DVV Verification : 1037</p>																				
1.2	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>39</td> <td>39</td> <td>32</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>44</td> <td>43</td> <td>36</td> <td>34</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	38	39	39	32	31	2017-18	2016-17	2015-16	2014-15	2013-14	41	44	43	36	34
2017-18	2016-17	2015-16	2014-15	2013-14																	
38	39	39	32	31																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
41	44	43	36	34																	
2.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>534</td> <td>464</td> <td>464</td> <td>464</td> <td>464</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2333</td> <td>1986</td> <td>1947</td> <td>1637</td> <td>1561</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	534	464	464	464	464	2017-18	2016-17	2015-16	2014-15	2013-14	2333	1986	1947	1637	1561
2017-18	2016-17	2015-16	2014-15	2013-14																	
534	464	464	464	464																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
2333	1986	1947	1637	1561																	
2.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1970</td> <td>2067</td> <td>1855</td> <td>1815</td> <td>1790</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1970	2067	1855	1815	1790										
2017-18	2016-17	2015-16	2014-15	2013-14																	
1970	2067	1855	1815	1790																	

2017-18	2016-17	2015-16	2014-15	2013-14
1869	1949	1752	1708	1511

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
273	276	213	195	189

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
259	225	195	195	185

3.2 Number of sanctioned posts year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
290	293	250	229	221

Answer After DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
288	290	245	225	220

4.3 Number of computers

Answer before DVV Verification : 513

Answer after DVV Verification : 412