



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MARUTHUPANDIYAR COLLEGE

**MARUTHUPANDIYAR COLLEGE 257/4A TRICHY MAIN ROAD
PILLAIYARPATTI VALLAM POST**

613403

www.mpi.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Maruthupandiyar Institutions (MPI) are conceptualised with a spirit of service to the rural society in the year 1996 by Konnamuthu Maruthu Pandian. MPI over the years has built a confident, conscientious, self-sufficient and insightful society that can be empowered with knowledge and education. The institution is run by the Athivetti KarumuthuValli Educational and Charitable Trust with the social objective of providing scientific education by developing a link between the urban middle and rural poor thereby empowering the ever aspiring students to acquire requisite knowledge and skills at an affordable fee structure.

The MPI has deep notion of rendering services to the deserving candidates. Though the institution is located in the semi-urban area of Thanjavur, more than 70% of the students hail from rural areas in and around Thanjavur. The ultimate objective of the institution is to enable the individual to attain a responsible perfection by giving the right kind of education together with employable skills, character, exposure to the social environment and creating an awareness in all fields which transforms the individual into an **“Ideal Person”**.

MOTTO: Spirit Of Service To The Society

We Stand For

The central flame stands for education. The Lamp Symbolises the Light of Wisdom. The educators are the important personnel in grooming up an individual. The teachers light up the mind of Students and help them glow with aid of the educator. We support our students to shine in their selected fields like how light is good from whatever lamp it shines to achieve anything with the burning desire

College Profile

NAME OF THE COLLEGE: Maruthupandiyar College

PLACE:

Trichy Main Road, Pillaiyarppatti,
Vallam Post, Thanjavur - 613 403

STATE: Tamil Nadu

AFFILIATING UNIVERSITY: Bharathidasan University

STATUS OF THE COLLEGE: Self-Financing

TYPE OF THE COLLEGE: Co-Educational

NO OF DEPARTMENTS: 17+

YEAR OF ESTABLISHMENT: 1996

LOCATION OF THE COLLEGE: Rural

CAMPUS AREA: 7.6 acres

Vision

Vision

To provide an educational environment for rural economically weaker section students by inspired learning to foster holistic development of students.

Mission

Mission

- Providing best higher education to rural youth by imparting skilled-based learning to students.
- Facilitating value-oriented education to the betterment of rural youth.
- Nurturing youth to build their holistic capability to induce effective learning and attain their desired career.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Our college has a highly efficient and visionary management team.
- Non-profit institution that does not accept donations or capitation fees, which has given us a special position in society.
- Decentralized and participative governance, ensuring that everyone has a voice in decision-making.
- Offer skill-based and job-oriented certificate courses and diploma programmes on emerging technologies and future skills, outside the regular curriculum.
- Our faculty has produced over 150 Ph.D.'s and 250 M.Phil.'s, which demonstrates their dedication to research.
- Vibrant and academically-focused faculty, along with quality students who regularly receive university ranks in different disciplines.
- Social responsibility and moral values seriously, instilling these values in both our staff and students.
- Regularly participate in government-sponsored programmes.
- Focus on innovation and entrepreneurial skill development, as well as holistic development in co-curricular and extracurricular activities.
- Maintain good relationships with all our stakeholders, including academic institutions, industries, and NGOs, with more than 30 Memorandum of Understanding and linkages.
- Our college is a co-educational institution that ensures gender balance, with almost equal numbers of female and male students.
- Our location on National Highway (NH 83) makes commuting easy for our students.
- 10KW capacity of Solar Power System as a green initiative for our power requirements.

- Offer keen internships and field projects for our students, along with skill development programmes on emerging technologies as value addition for all students.
- Active NSS, YRC, RRC wings that undertake activities to promote social welfare and inculcate a sense of social responsibility.
- Organize regular industrial visits and educational tours, along with effective staff welfare programmes and student support services.

Institutional Weakness

- The educational institution is situated in a rural area that has been struggling to attract NRI students.
- The programs offered by the institution are inadequately funded, and there is a need for more focus on core industrial domains, besides major software domains.
- To improve the quality of education, industrial and consultancy-related projects need to be hard-pressed.
- The absence of in-house hostel facilities for students is a significant challenge that needs to be addressed.
- There is a lack of genuine interest from students in pursuing higher studies, which is a concern that must be taken seriously.

Institutional Opportunity

- To achieve a more diverse range of study programs in the basic sciences.
- Aims to obtain autonomous status after completing the current NAAC accreditation..
- Higher enrolment in MOOC courses by the staff and students are expected in the coming years.
- The college also plans to establish international collaborations for research, as well as student and faculty exchange programs.
- More number skill development courses to be introduced to prepare the human resources to cater the local and the global needs.
- Contributing to green energy initiatives for sustainable development of the society.
- Improving the soft skills and employability among the students in view of their rural based background
- Increase the number of MOUs and Linkages
- Constructing auditorium and indoor sports facility.
- Enhancing employment opportunities for the students (first generation learners) by bringing many Top Notch Companies into the campus for placement
- Modernization and strengthening of Library
- Design strategic and long-term policy and programme frameworks and initiatives, and monitor their progress and their efficacy.
- Facilitating the participation of students in Sports and Fine Arts events and competitions at the national and international levels.

Institutional Challenge

- Recruitment of highly qualified faculty members and their retention.
- Lack of awareness towards the importance of higher education among students and their parents.
- Tapping the full potential of Alumni.
- The students coming from rural areas lack proper communication skills.

- Majority of the students need financial assistance to continue their studies.
- To strengthen the interface between the college and various industries and entrepreneurs.
- To retain the qualified faculty and create infrastructural and research facilities for self-financing programmes.
- To maintain a balance between traditional courses and need based courses.
- To provide career guidance, placement and coaching for competitive examination.
- Enhancing the employability skills of students towards dream offers

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college implements the guidelines stipulated by UGC for the Higher Education Institutions and the Government of Tamil Nadu regarding admissions. As the college is affiliated with Bharathidasan University, we follow the academic curriculum based on the Semester pattern of the syllabus designed by the parent University. The syllabi suit Choice Based Credit System (CBCS), and it permits flexibility for the students in course options, in earning extra credits and technical skillset. Regular assessment of students is carried out through Assignments, Continuous Internal Assessments (CIA) tests and quiz activities. In addition, the results review/feedback and subsequent remedial measures are adopted. The following are the key features of the curricular Aspects. The college offers 50 programmes (20 UG, 11 PG, 09 M. Phil & 10 Ph.D) 926 Courses have been offered in 50 programmes. The college imparts 32 various courses as Add-on, Value-Added, IECD, it focusses on skill development, Entrepreneurship and Employability. The college initiates the course delivery through innovative student-centric methods and technology blended techniques, it is maintained and well prepared in a systematic manner. 50.18 % of students have undertaken Projects/Internships in the academic year 2022-2023. IQAC receives feedback on the curriculum through a well-structured feedback system from all the stakeholders.

Teaching-learning and Evaluation

Maruthupandiyar College, Thanjavur, Empowers students from rural areas with poor socio economic status, as well as first graduates. The College gives the opportunity to the reserved category students to fulfil their educational dreams. Number of communication skills improvement courses and Personality Development Programmes are being conducted to students, for the successful completion of programmes. 66 faculties are qualified with Ph.D/NET/SET and 29 faculties have teaching experience of more than 10 years.

Maruthupandiyar College has adopted experiential learning methods to enrich student education. Through projects, industrial visits, and participative activities like seminars and group discussions, students gain practical skills and critical thinking abilities. These initiatives, combined with ICT-enabled tools, bridge theory with real-world applications, fostering holistic development and aligning with the college's commitment to excellence in education.

The institution has brought several reforms in the Examination system which comprises of Continuous Internal Assessments and Pre-Semester Examinations conducted at the end of the semester. This system is transparent. Sincere efforts are put to address the needs of slow learners, advanced learners and for the Grievances raised by

the Students.

Students are educated on POs and COs. The Institution systematically checks for attainment of outcomes and reviews the teaching and learning strategies. To fulfil the Course outcomes, additional exercises such as tutorials, mini project and assignments are given to the students. Students are encouraged to undergo Industrial Visits and to participate in Internship Training. On average 83.11% of students are graduated every year. Students provide feedback on all aspects of Teaching and learning and corrective measures are taken according to their feedback.

Research, Innovations and Extension

Since Research is one of the important dimensions of higher education thrust has been given to encourage socially relevant and application-oriented research. Apart from teaching-learning, our institution involves itself seriously in innovative research and extension. Active participation of faculty members and students in national and international seminars, conferences, and symposiums are encouraged. The institute gives utmost priority to the research scholars and students for accessing ICT facilities available on campus, encouraging widening their knowledge levels.

The institution has taken the following initiatives to promote research

- Research and Development cell has been established to motivate, streamline, and promote research activities. The institution has constituted a research committee, which monitors and supports student projects and encourages various other research activities of the faculty members.
- In our faculty members published 314 research articles, 3 books, and 8 Book chapters in conference/seminar proceedings.
- Development of Plant and Marine Products are encouraged
- IPR cell has been initiated to facilitate patenting and copyright.
- The institution has forged MoUs with industries, institutions, and research organizations to promote research and to offer real-time experience/ internship/ industrial exposure for global needs.

Innovation

- Capacity building of the teachers and students through seminars/ conferences/ workshops/ FDP are organized for promoting research and innovation.
- The plagiarism policy of the Institution permits the paper publication and thesis submission to check the plagiarism in Bharathidasan University.
- Establishment of Incubation Centre to facilitate “Startups” through EDC.

Extension service

Our College inculcates social values and responsibility to the students by involving them in extension activities. Our college maintains its social cohesiveness through extended activities in the neighborhood community to sensitize students about social issues. Our college consistently promotes participation of students and faculty

members in socio-friendly extension activities through various cells and activity centers. Blood donation is done by the students and faculty to the government blood bank, awareness programs on polythene menace, environmental issues, breast feeding, malnutrition and anemia, AIDS awareness, BMI, gender issues Clean India Mission (Swatch Bharat), water conservation and rain water harvesting in the adopted villages. Above activities are benefited by the both village communities and students.

Infrastructure and Learning Resources

The institution is located on a spacious 7.60-acre campus with a modern infrastructure covering 105,000 sq. m. It offers 52 classrooms, two multipurpose halls, and a seminar hall equipped with high-tech gadgets. The institution also has two state-of-the-art computer and research laboratories, eight other labs in various departments, and separate hostels for men and women outside the campus.

Additional physical facilities include free Wi-Fi, CCTV cameras, power supplies, a cafeteria, 24x7 security guards, and 10 buses equipped with GPS for mobility tracking. The campus also provides facilities for the physically challenged, including ramps, lifts, western toilets, and wheelchairs.

The college offers sports, games, meditation, yoga, and extracurricular activities, including a playground and a Yoga Centre. The college focuses on holistic health and wellbeing.

The library at the institution is top-notch, with a collection of 10494 volumes of books, 10 national and 6 international journals, 20 magazines, 7 newspapers, and 54 rare books. It is fully automated with the latest integrated library management software, Nirmal 2.0, and subscribes to e-resources. The staff is committed to providing a comfortable and user-friendly environment for learning and knowledge creation.

The college is committed to providing students and staff with the latest IT facilities to support academic and administrative needs. The system administrator is responsible for installing and configuring IT equipment, making decisions on operating systems, proxies, and email relays. Smart wall classrooms and seminar halls are equipped with video conferencing, web conferencing, and e-learning tools, while 34 CCTV cameras monitor campus and buses for safety. The college management uses information and communication technology (ICT) at all levels, with laser printers and LCDs.

The institution maintains a comprehensive framework for maintaining laboratory equipment, computers, ICT facilities, infrastructure, vehicles, and other facilities. The Library Committee meets every semester to finalize book purchases, subscribe to journals, and upgrade facilities. Transportation is managed by ten buses, and the institution's website is maintained by M/s Fibroin Technologies Private Limited, Chennai. Infrastructure maintenance is handled by the maintenance supervisor, and fire extinguishers are provided by company-authorized service personnel.

Student Support and Progression

Our college students get scholarship from government, non-government, philanthropist and other organizations are provided the various scheme such as SC/ST, Minority scholarship, Post metric scholarship, Moovalur Ramamirtham Higher education Scholarship along with economically backward students who were provided with concession for tuition fee from our management scholarship scheme for every years.

Our college conducted the various capacity development and skill enhancement activities of students such as soft skill, communication skill and entrepreneurial skill and ICT technologies.

Placement cell is providing placement opportunities to students through career guidance and counseling for competitive examinations and job fairs.

The Anti-ragging committee to monitor and prevention of sexual harassment. The committee also aware the students of dehumanizing effect of ragging inherent in its perversity. Our college has a Grievances and redressal committee to redress the grievances of its students. The committee redresses the grievances by sorting out the problems promptly and judiciously.

The placement cell connects well with various leading industries. The last five year most of the students to placed various industries and organizations. And also progressed to higher studies. Our college to give the special coaching for the various examinations of both State and Central government.

Our college students participated the various sports and cultural activities in various level such as kabaddi, cricket, athletics, javelin throw, silambam, group dance, mime and solo song etc., our students also won the award and medal for various competitions for last five years.

Maruthupandiyar college alumni association (MPCAA) was registered under the Tamil Nadu societies Registration act 1975. Our MPCAAA conducts the alumni meeting annually. Our alumnus are provided the job opportunities and career guidance to the present students and also donate the book to the college library.

Governance, Leadership and Management

Leadership and governance at Maruthupandiyar College entails participative management by the Governing Body, the Principal, the teaching and non-teaching staff, and the students. These stakeholders collaborate in a democratic manner in carrying out their professional responsibilities and in accomplishing the vision and mission of the college.

Any progressive policy and plan is thereby deployed after due deliberations at the level of the staff council committees, which form the backbone of the organization. The college believes in the democratization of activities and information. The e-governance tools used by the college facilitate ease of access to information to students and faculty.

Progress is the impetus that drives the college, which at the same time rests on the well-being of the students and the staff several schemes take care of the health and economic welfare of the college fraternity. The college also extends incessant support to the staff in their professional pursuits. To this end, numerous

programmes are organized in the college.

Maruthupandiyar College could attain excellence only with the shared responsibilities of the stakeholders in every area of operations. In addition to the collective role of the faculty the IQAC at the college has been instrumental in overall quality assurance in teaching – learning processes. This collaborative effort has taken the college to new heights every year aspiring for higher competitive goals in leadership governance and in its institutional values.

Institutional Values and Best Practices

Gender equality is one of the key challenges facing society today. The college conducts regular gender equity promotion programs. Guest speakers from prominent field are invited to speak on the given topic which highlights the importance and contribution of women in the society. Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to MPC. Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Institute has code of ethics for students and a separate code of ethics for teachers and other employees which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities. MPC takes pride in the fact that apart from preparing a sound academic foundation of the student community; the college constantly works upon to develop them as better citizens of the country. The Faculty of various departments have organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens. On one hand, various scholarships are provided to the girls at different levels and on the other, with a view to enhancing their skill development, they are being trained in a variety of skills. The college aims towards capacity building by skill development among girls, health care, awareness, and communication skills. The college is dedicated to inculcate girls' excellence and empowerment through education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MARUTHUPANDIYAR COLLEGE
Address	MARUTHUPANDIYAR COLLEGE 257/4A TRICHY MAIN ROAD PILLAIYARPATTI VALLAM POST
City	Thanjavur
State	Tamil Nadu
Pin	613403
Website	www.mpi.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M.vIjaya	04362-266791	9790223719	-	mpinstitutions@gmail.com
IQAC / CIQA coordinator	Vidya	04362-265191	9443560178	-	vidya.vannan@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Bharathidasan University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	18-07-2022	View Document
12B of UGC	18-07-2022	View Document

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MARUTHUPANDIYAR COLLEGE 257/4A TRICHY MAIN ROAD PILLAIYARPATTI VALLAM POST	Rural	7.6	105000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Tamil,Tamil	36	Higher Secondary	Tamil	60	10
UG	BA,English, ENGLISH	36	Higher Secondary	English	60	6
UG	BA,Economics,ECONOMICS	36	Higher Secondary	English	60	0
UG	BA,Defence And Strategic Studies,DEFENCE AND STRATEGIC STUDIES	36	Higher Secondary	English	60	5
UG	BSc,Mathematics,Mathematics	36	Higher Secondary	English	40	2
UG	BSc,Physics, Physics	36	Higher Secondary	English	50	0
UG	BSc,Chemistry,Chemistry	36	Higher Secondary	English	40	6
UG	BSc,Biochemistry,Biochemistry	36	Higher Secondary	English	40	27
UG	BSc,Biotechnology,Biotechnology	36	Higher Secondary	English	65	34
UG	BSc,Microbiology,Microbiology	36	Higher Secondary	English	50	31
UG	BSc,Nutrition And Dietetics,Nutrition and Dietetics	36	Higher Secondary	English	40	3
UG	BSc,Hotel	36	Higher	English	50	0

	Management And Catering Science,Hotel Management and Catering Science		Secondary			
UG	BSc,Fashion Technolgy And Costume Des igned,Fashio n Technology and Costume Designing	36	Higher Secondary	English	40	19
UG	BSc,Comput er Science,C omputer Science	36	Higher Secondary	English	40	22
UG	BSc,Informat ion Technolo gy,Informati on Technology	36	Higher Secondary	English	50	0
UG	BCA,Compu ter Applicati ons,Compute r Applications	36	Higher Secondary	English	60	14
UG	BCom,Com merce,Comm erce	36	Higher Secondary	English	60	33
UG	BCom,Com merce,Comp uter Application	36	Higher Secondary	English	60	7
UG	BCom,Com merce,Applie d	36	Higher Secondary	English	60	0
UG	BBA,Busines s Administrat ion,Business	36	Higher Secondary	English	60	17

	Administrati on					
PG	MA,English, ENGLISH	24	Graduation	English	35	16
PG	MSc,Mathem atics,Mathem atics	24	Graduation	English	35	14
PG	MSc,Physics, Physics	24	Graduation	English	24	11
PG	MSc,Chemist ry,Chemistry	24	Graduation	English	24	21
PG	MSc,Bioche mistry,Bioch emistry	24	Graduation	English	40	22
PG	MSc,Biotech nology,Biote chnology	24	Graduation	English	25	16
PG	MSc,Microbi ology,Microb iology	24	Graduation	English	40	18
PG	MSc,Comput er Science,C omputer Science	24	Graduation	English	40	15
PG	MSc,Informa tion Technol ogy,Informat ion Technology	24	Graduation	English	40	0
PG	MCom,Com merce,Comm erce	24	Graduation	English	40	12
PG	MBA,Manag ement,Manag ement	24	Graduation	English	66	61
Doctoral (Ph.D)	PhD or DPhil ,Tamil,Tamil	36	PG Degree	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,English,Engl	36	PG Degree	English	9	1

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Doctoral (Ph.D)	PhD or DPhil ,Mathematics ,Mathematics	36	PG Degree	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Physics,Phys ics	36	PG Degree	English	4	0
Doctoral (Ph.D)	PhD or DPhil ,Biochemistr y,Biochemist ry	36	PG Degree	English	3	0
Doctoral (Ph.D)	PhD or DPhil ,Biotechnolo gy,Biotechno logy	36	PG Degree	English	6	0
Doctoral (Ph.D)	PhD or DPhil ,Microbiolog y,Microbiolo gy	36	PG Degree	English	1	1
Doctoral (Ph.D)	PhD or DPhil ,Computer Sc ience,Compu ter Science	36	PG Degree	English	6	6
Doctoral (Ph.D)	PhD or DPhil ,Commerce, Commerce	36	PG Degree	English	2	0
Doctoral (Ph.D)	PhD or DPhil ,Management ,Management	36	PG Degree	English	3	0
Pre Doctoral (M.Phil)	MPhil,Englis h,ENGLISH	12	PG Degree	English	2	2
Pre Doctoral (M.Phil)	MPhil,Mathe matics,Mathe matics	12	PG Degree	English	3	3
Pre Doctoral (M.Phil)	MPhil,Physic s,Physics	12	PG Degree	English	1	1
Pre Doctoral (M.Phil)	MPhil,Bioch emistry,Bioc hemistry	12	PG Degree	English	9	9

Pre Doctoral (M.Phil)	MPhil,Biotechnology,Biotechnology	12	PG Degree	English	1	1
Pre Doctoral (M.Phil)	MPhil,Microbiology,Microbiology	12	PG Degree	English	5	5
Pre Doctoral (M.Phil)	MPhil,Computer Science,Computer Science	12	PG Degree	English	1	1
Pre Doctoral (M.Phil)	MPhil,Commerce,Commerce	12	PG Degree	English	4	4
Pre Doctoral (M.Phil)	MPhil,Management,Management	12	PG Degree	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				93			
Recruited	0	0	0	0	0	0	0	0	47	46	0	93
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				48
Recruited	39	9	0	48
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	38	25	0	63
M.Phil.	0	0	0	0	0	0	8	19	0	27
PG	0	0	0	0	0	0	1	2	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	335	0	0	0	335
	Female	282	0	0	0	282
	Others	0	0	0	0	0
PG	Male	186	3	0	0	189
	Female	276	4	0	0	280
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	37	5	0	0	42
	Female	59	10	0	0	69
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	8	2	0	0	10
	Female	16	2	0	0	18
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	174	93	73	110
	Female	142	113	114	107
	Others	0	0	0	6
ST	Male	3	0	1	0
	Female	3	2	0	0
	Others	0	0	0	0
OBC	Male	329	197	173	164
	Female	422	301	277	304
	Others	0	0	0	0
General	Male	4	4	6	11
	Female	10	9	15	24
	Others	0	0	0	0
Others	Male	0	0	0	5
	Female	0	0	5	5
	Others	0	0	0	0
Total		1087	719	664	736

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Curriculum Design: The College reviews and possibly redesign its curriculum to incorporate multidisciplinary elements. This involves identifying areas where different disciplines intersect and develop courses that integrate these perspectives.</p> <p>Faculty Training: Faculty members are trained to adopt interdisciplinary teaching methods and collaborate across disciplines. Workshops, seminars, and professional development programs help them acquire the necessary skills and knowledge.</p> <p>Resource Allocation: Adequate resources, including funding, infrastructure, and technology, are essential to support multidisciplinary teaching and research initiatives. The college allocates resources to</p>
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	<p>facilitate interdisciplinary projects and activities. Interdisciplinary Research: Encouraging and supporting interdisciplinary research among faculty and students is crucial. Initiatives for establishing interdisciplinary research centers to foster collaboration and innovation across disciplines. Student Engagement: Students are actively involved in multidisciplinary learning experiences through projects, internships, and extracurricular activities. Creating opportunities for students to explore diverse subjects and perspectives can enhance their learning outcomes. Assessment and Evaluation: The College has developed assessment methods that effectively measure students' interdisciplinary knowledge and skills. Assessment criteria reflects the integration of multiple disciplines and the ability to apply knowledge across domains. Continuous Improvement: Implementing multidisciplinary approaches is an ongoing process that requires continuous evaluation and refinement. The college establishes mechanisms for feedback, review, and improvement to ensure the effectiveness and sustainability of its multidisciplinary programs.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Infrastructure and Technological Readiness: The College implements robust IT infrastructure to support the digital platform required for managing the Academic Bank of Credits. This involves upgrading systems for online registration, credit tracking, and data security. Curriculum Alignment: Maruthupandiyar College would need to align its curriculum with the credit-based system mandated by the NEP. This could involve restructuring implementation of courses to modular formats that allow for easy credit transfer and accumulation which is not possible as the college is an affiliated institution. Faculty Training: Faculty members required training on the implementation of the ABC system, including understanding credit transfer mechanisms, assessing student performance under the new system, and facilitating interdisciplinary learning. Administrative Adjustments: The College's administrative processes need to be adapted to accommodate the ABC system. This involve changes to registration procedures, transcript issuance, and academic advising services. Student Awareness and Support: The institution would need to educate students about the ABC system, including its</p>

	<p>benefits, credit transfer procedures, and implications for their academic journey. Student support services also needs to be enhanced to assist students in navigating the new system effectively. Quality Assurance: Maruthupandiyar College would need mechanisms in place to ensure the quality and standards of education are maintained under the ABC system. This could involve regular review processes, feedback mechanisms, and quality assurance measures.</p>
3. Skill development:	<p>To assess institutional preparedness for the National Education Policy (NEP) with a focus on skill development, Maruthupandiyar College, like any other educational institution, would likely undertake several steps:</p> <p>Industry Collaboration: Forging partnerships with local industries, businesses, and vocational training organizations to facilitate internships, apprenticeships, and skill enhancement programs for students, enabling them to gain real-world experience and industry-relevant skills.</p> <p>Career Counselling and Guidance: Establishing robust career counselling and guidance services to help students identify their interests, strengths, and career pathways, guiding them towards skill development opportunities that align with their aspirations and the demands of the job market.</p> <p>Assessment and Evaluation: Developing mechanisms for assessing and evaluating students' skill development progress, including both formative and summative assessments, to ensure that learning outcomes are being achieved effectively.</p> <p>ICT Integration: Leveraging Information and Communication Technology (ICT) tools and platforms to enhance teaching and learning processes, including online skill development courses, virtual labs, and interactive learning resources.</p> <p>Research and Innovation: Encouraging research and innovation in skill development pedagogy and practices, fostering a culture of continuous improvement and adaptation to emerging trends and technologies in the field.</p> <p>Community Engagement: Engaging with the local community and stakeholders to understand their skill requirements and collaborating with them to tailor educational programs that address specific skill gaps and contribute to regional socio-economic development.</p>
4. Appropriate integration of Indian Knowledge	Monitoring and Feedback Mechanisms: Establishing

system (teaching in Indian Language, culture, using online course):

mechanisms for monitoring the effectiveness of skill development initiatives, collecting feedback from stakeholders, and making necessary adjustments and improvements to ensure the college remains responsive to evolving needs and challenges.

Curriculum Development: Evaluate the existing curriculum to identify areas where Indian knowledge systems can be integrated. This could involve reviewing course content, identifying relevant Indian texts, and incorporating them into the syllabus.

Language Integration: Assess the availability of resources and faculty proficient in Indian languages. If necessary, the college provides training or incentives for faculty to develop proficiency in languages relevant to the Indian knowledge system.

Cultural Sensitivity Training: Offer workshops or training sessions for faculty to deepen their understanding of Indian culture and its significance in the knowledge system. This ensures that teaching approaches are culturally sensitive and inclusive.

Technology Infrastructure: Ensure that the college has the necessary technology infrastructure to support online courses. This includes reliable internet connectivity, access to learning management systems, and appropriate hardware for both faculty and students.

Content Development: Develop or curate online course content that reflects the principles and teachings of the Indian knowledge system. This could involve collaborating with experts in the field, digitizing traditional texts, and creating multimedia resources.

Pedagogical Support: Provide faculty with pedagogical support and training to effectively deliver online courses. This may include workshops on online teaching methods, instructional design, and assessment strategies tailored to the Indian knowledge system.

Student Support Services: Establish support services for students participating in online courses, including technical support, academic advising, and counselling services. Ensure that these services are accessible in Indian languages and culturally sensitive.

Community Engagement: Foster partnerships with local communities and cultural institutions to enrich the learning experience and promote the preservation of Indian knowledge systems. This could involve organizing guest lectures, cultural events, and field trips.

Assessment and Evaluation: Develop appropriate methods for assessing student learning outcomes in courses that

	<p>integrate Indian knowledge systems. This may involve adapting assessment tools to accommodate different cultural perspectives and modes of learning. Continuous Improvement: Regularly review and evaluate the effectiveness of initiatives to integrate Indian knowledge systems, soliciting feedback from faculty, students, and other stakeholders. Use this feedback to make adjustments and improvements over time.</p>
5. Focus on Outcome based education (OBE):	<p>Understanding OBE Principles: Faculty and administration should familiarize themselves with the principles and philosophy of Outcome-Based Education. This includes understanding the emphasis on clearly defined learning outcomes, student-centered teaching methodologies, and continuous assessment. Curriculum Design and Mapping: Review and redesign the curriculum to align with OBE principles. This involves defining clear learning outcomes for each course or program and mapping the curriculum to ensure that each outcome is adequately addressed. Assessment Strategies: Develop robust assessment strategies that align with the defined learning outcomes. This may involve a variety of assessment methods such as exams, projects, portfolios, and presentations. Assessment should focus on evaluating student achievement of learning outcomes rather than just content knowledge. Faculty Training and Development: Provide training and support for faculty to transition to OBE. This may include workshops on writing measurable learning outcomes, implementing active learning strategies, and designing effective assessments. Infrastructure and Resources: Ensure that the necessary infrastructure and resources are in place to support OBE implementation. This may include technology resources for online assessments, classroom facilities for active learning, and support staff for assessment administration. Stakeholder Engagement: Involve stakeholders such as students, employers, and accrediting bodies in the OBE process. Seek feedback from these stakeholders to ensure that the program is meeting their needs and expectations. Continuous Improvement: Establish mechanisms for continuous improvement of the OBE process. This involves collecting and analysing data on student learning outcomes, soliciting feedback from faculty and students, and making adjustments to</p>

	the curriculum and assessment strategies as needed.
6. Distance education/online education:	The College supports the Affiliating University in Conducting the Distance Education through Learning Support Centre (LSC).

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	An Electoral Literacy Club (ELC) at Maruthupandiyar College is a fantastic initiative. This club plays a crucial role in promoting awareness about the electoral process, voter rights, and the significance of participating in democratic practices.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	<p>Formation and Structure: Form a core team comprising interested students, faculty advisors, and administrative support. This club comes under the NSS unit of the college. Objectives and Goals: Clearly outline the objectives of the club. These include educating students about the electoral process, organizing voter registration drives, conducting workshops and seminars on democracy and governance, and fostering a culture of political awareness and participation among students.</p> <p>Activities and Events: Plan a diverse range of activities and events throughout the academic year. This could include guest lectures by experts in the field, debates and discussions on pertinent political issues, mock elections or voting simulations, awareness campaigns through posters, social media, and interactive sessions.</p> <p>Partnerships and Collaborations: Collaborate with local electoral authorities, NGOs working in the field of voter education, and other educational institutions to maximize outreach and impact.</p> <p>Training and Workshops: Provide training sessions and workshops to equip members with the necessary skills and knowledge to effectively carry out the objectives of the club. This could include training on voter registration procedures, election monitoring, public speaking, and leadership development.</p> <p>Community Engagement: Engage with the broader community beyond the college campus. Organize outreach programs in nearby communities to spread awareness about the importance of voting and democratic participation.</p>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Maruthupandiyar College to be interested in innovative programs and initiatives related to electoral participation and voter awareness, especially involving students and marginalized communities. Here are some potential programs and initiatives that the college undertakes: Student Voter Registration Drives: Organize campaigns to register students as voters and encourage them to participate in electoral processes. This could involve setting up registration booths on campus, providing guidance on registration procedures, and raising awareness about the importance of voting. Community Voter Registration Events: Extend voter registration efforts beyond the campus by organizing events in communities where students come from. Partner with local election authorities to facilitate registration for both students and community members. Assisting District Election Administration: Collaborate with district election authorities to assist in the conduct of polls. This could involve training students to serve as polling booth volunteers, helping with voter verification procedures, and ensuring smooth voting operations. Voter Awareness Campaigns: Launch campaigns to raise awareness about the electoral process, voting rights, and the importance of participation. Use creative approaches such as workshops, seminars, street plays, and social media campaigns to reach a wider audience. Promotion of Ethical Voting: Educate students and community members about the significance of ethical voting practices, such as avoiding vote-buying, coercion, or intimidation. Encourage them to vote based on principles and policies rather than personal gain. Inclusive Participation: Focus on enhancing the participation of marginalized groups, including transgender individuals, commercial sex workers, disabled persons, senior citizens, etc. Tailor outreach efforts to address their specific needs and challenges, ensuring that they have equal access to the electoral process. Partnerships and Collaborations: Forge partnerships with NGOs, civil society organizations, and local authorities to maximize the impact of electoral initiatives. Pool resources, expertise, and networks to reach a broader audience and achieve common goals.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content,</p>	<p>Maruthupandiyar College, like many educational institutions, plays a significant role in fostering democratic values and promoting participation in</p>

publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

electoral processes. Here are some socially relevant projects and initiatives the college undertakes in this regard: **Research Projects on Electoral Systems:** Conducting research projects to analyze different electoral systems, their impact on representation, voter turnout, and political participation. This could involve both theoretical analysis and empirical studies focusing on local, national, or international electoral systems. **Voter Awareness Drives:** Organizing voter awareness campaigns and drives to educate students and the local community about the importance of voting, electoral processes, voter registration procedures, and the significance of informed decision-making in elections. **Collaboration with Election Authorities:** Collaborating with election authorities, civil society organizations, and non-governmental organizations (NGOs) to support election monitoring efforts, promote transparency and accountability in elections, and ensure free and fair electoral processes. **Community Engagement Programs:** Engaging with the local community through outreach programs, community forums, and civic engagement initiatives to promote dialogue, foster civic participation, and empower citizens to actively engage in the democratic process.

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

Efforts by Electoral Literacy Clubs (ELCs) and colleges to institutionalize mechanisms to register eligible students as voters includes: **Awareness Campaigns:** Organizing workshops, seminars, and awareness campaigns to educate students about the importance of voter registration and participation in the electoral process. **Registration Drives:** Hosting voter registration drives within the college premises where eligible students can easily register as voters. **Collaboration with Election Authorities:** Collaborating with local election authorities to facilitate voter registration on campus or provide information on how and where students can register. **Integration with Curriculum:** Integrating voter education and registration processes into the college curriculum, ensuring that students receive information about voter registration as part of their academic experience. **Online Registration Facilities:** Providing access to online voter registration platforms and guiding students through the registration process. **Student Engagement:** Encouraging student leaders and organizations to

promote voter registration among their peers and to actively engage in voter education initiatives.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1086	994	622	567	597
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 127

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
93	85	88	84	82

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
291	179	127	145	141

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

MPC as such follows the syllabus set by the Bharathidasan University. Within these established academic structures, our college attempts to innovate curricular planning and implements effective curriculum delivery providing holistic development for its students. Academic processes are streamlined with the help of University Academic Schedules issued every year, College Academic Plans, Workload, Lesson plans and Timetable.

The academic calendar serves as an information tool to plan the academic activities for students and faculty of the institution. The academic calendar includes dates for admission, the commencement of classes, seminars, workshops, field visits, Practical examinations, Continuous Internal Evaluation (CIE) and University examinations.

All the Departments prepare Time Tables in the beginning of the semester and the faculty members strictly adhere to their individual time tables for effective implementation and smooth functioning of class work without any hindrance. The departments are advised to plan for the conduct of Unit Tests, University Internal Examinations and other co-curricular activities.

Continuous Internal Evaluation Process:

Internal evaluation in the institution is transparent and robust which includes advanced mentoring, academic calendar, Grievance Redressal, uploading the internal marks in the university portal.

1. Announcement of overall structure schedule of CIE:

The institution has an in-house examination committee to oversee the conduct of the internal assessment tests. For each subject two internal tests are conducted before each semester giving a fair chance to the absentees due to permissible circumstances and thus bring students under a uniform internal evaluation system.

The following reforms have been carried out for CIE:

1. Time table: Schedule for internal examinations is communicated to the students well in advance despite mentioning the same in the academic calendar.
2. Syllabus: The syllabus for the internal examination is also communicated to the students in the classroom by the subject teacher one week in advance and also displayed on the department notice

boards.

3. Setting of question papers: subject faculty set the question paper keeping Programme Outcomes (POs) and Course Outcomes (COs) and unitized syllabi and University examination pattern in consideration. Question papers are submitted to the examination committee three days before the commencement of the internal assessment test.

4. Conduct of internal assessment: Internal assessment test is conducted as per the seating plan communicated to the students.

5. Communication of IA marks: Internal Assessment (IA) marks are announced and the answer scripts are distributed in the class within the next seven days from the conclusion of IA test. IA marks are displayed on the notice board. The students are given a chance to bring their grievances if any to the concerned subject teacher or HOD to solve it within one week from the announcement of IA results.

6. Parent - Teachers meetings: Poor performance due to frequent absenteeism is dealt with by informing the parents of such students. Parent - Teacher meetings are conducted and the feedback about performance of students is discussed.

7. Submitting IA marks to University: For each subject, two internal assessments are conducted and IA marks are recorded in the consolidated IA marks register and the same is uploaded in the university portal.

File Description	Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 32

File Description	Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

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

Response: 68.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
997	482	0	567	592

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Co-curricular and Extracurricular Activities Institute integrates crosscutting issues relevant to professional ethics, gender, human values, environment and sustainability into the curriculum. As an affiliated college the University decides the syllabus and college implements the curriculum, irrespective of the limitations college does its best for above said issues. Some of the steps taken are below:

Gender Equality:

Gender equality and equal opportunity for women are basic essentials in the institution. Every activity and program that is organized and conducted in the institute provides equal opportunity for the development of the female students and the faculty. For maintaining equality among the staff and students the Women development cell and Anti ragging cell are active. These committees organize events to enhance the skill and effectiveness of the women fraternity. Meetings are conducted on a regular basis and issues are discussed to find solutions for making a better environment for the women. Women development seminars are also conducted which includes teaching them self-defense and life skills. Few courses have Gender studies as a course work .

Environmental Awareness:

Environment awareness is inculcated in students. Environment study is a part of the curriculum of the institution. Environment day is celebrated with enthusiasm. NSS volunteers motivate the students of various other colleges to participate in tree plantation and cleanliness programs. The NSS units make students aware about the importance of preserving the environment. The college has taken initiative in Swachh Bharat Summer Internship (SBSI) Abhiyan and Tree plantation programs which are introduced by the Indian Government.

Human rights:

Human rights are the basic rights enjoyed by all. We at the institute make sure that no violation of human rights takes place. We celebrate 10th December as ‘Human Rights Day’ to spread awareness of Human Rights and motivate everyone to make the proper use of basic rights. In order to create scientific approach and social awareness among the students, lectures, quiz, essay, etc. are conducted by NSS and other NGO or, govt. bodies. The college takes efforts for integration of ethical and human values through extra-curricular activities also.

Professional ethics:-

Professional ethics is inculcated in each and every student as the college focuses mainly on holistic development. Importance for team work, time management, effective communication and imbining leadership is being taught.

Moral and ethical values:

Moral and ethical values are taught as an integral part of the education to every student. Value Education is a curriculum paper which is a mandatory course work done by the undergraduate students. Our teachers put their best efforts to groom students and make them responsible citizens. We celebrate the day of Nation importance which imbibes the nation values in the students. Independence day, Republic day, Gandhi Jayanti, Teacher`s day, Voters Awareness Day, International Yoga Day, World Environment Day, Youth Day etc.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 50.18

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

Response: 545

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

1.4 Feedback System**1.4.1**

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 30.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
478	655	375	329	358

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1522	1324	1429	1423	1396

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 67.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
389	402	309	279	293

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

2022-23	2021-22	2020-21	2019-20	2018-19
536	463	503	501	491

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.68

2.3 Teaching- Learning Process

2.3.1

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

Response:

Maruthupandiyar College has employed some innovative and student-centered teaching methods that contributes to enhancing learning experiences:

Experiential Learning: This approach encourages students to learn through first hand experiences, which can include activities like experiments, field trips, projects, or simulations. By engaging directly with the subject matter, students gain a deeper understanding and can often retain the information better. It also helps in developing critical thinking skills and problem-solving abilities.

Participative Learning: Also known as active learning, this method involves students actively participating in the learning process rather than passively receiving information. It can take various forms such as group discussions, debates, case studies, or peer teaching. Participative learning fosters engagement, collaboration, and communication skills among students, as they learn from each other and construct their knowledge collaboratively.

Problem-Solving Methodologies: Problem-based learning (PBL) or inquiry-based learning are examples of problem-solving methodologies where students are presented with real-world problems or challenges to solve. This approach promotes critical thinking, creativity, and application of knowledge in practical situations. Students learn to analyze problems, develop solutions, and evaluate their effectiveness, which are valuable skills in various academic and professional contexts.

ICT-enabled Tools and Online Resources: Integrating Information and Communication Technology (ICT) tools and online resources into teaching and learning processes can greatly enhance accessibility, interactivity, and engagement. These tools can include educational websites, multimedia presentations, virtual labs, simulations, or online collaborative platforms. By leveraging technology, teachers can cater to diverse learning styles, provide personalized learning experiences, and facilitate independent learning outside the classroom.

The combination of these student-centric methods and ICT-enabled tools at Maruthupandiyar College reflects a commitment to promoting active engagement, critical thinking, and holistic learning experiences among students. It creates an environment where students are empowered to take ownership of their learning journey and develop the skills necessary for success in the digital age.

File Description	Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100**2.4.1.1 Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
93	85	88	84	82

File Description**Document**

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

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

[View Document](#)

2.4.2

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

Response: 76.39**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
66	69	70	68	57

File Description**Document**

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities

[View Document](#)

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

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution has an efficient mechanism of internal and external assessment which is transparent in the conduct and also in the rectification of grievances. The grievances are solved with utmost priority in a time-bound manner. The institution strictly follows the guidelines of the affiliated university while conducting the internal assessment and end-semester examinations.

Broadly, there are two assessments: (1) External Examination and (2) Continuous Internal Assessment (CIA). The External Examination is controlled by the affiliated university. The role of the institution is to implement the directions from the University. The exam-related activities of External Examination such as the preparation of question papers, exam supervision, answer-sheet evaluation, result declaration, etc. are carried out by the university. All information related to External Examination is communicated in advance, and the same is communicated to the students accordingly.

The ratio of External Examination and Continuous Internal Assessment is 75:25 respectively. The CIA is controlled by the Exam Cell whereas the Controller of Examinations will control the entire process. The components are given by the affiliated University. The preparation of the question paper, smooth conduct of the Exam, and evaluation are carried out on directions of the Controller of Examinations. The total mark for CIA is 25 .

MECHANISM FOR GRIEVANCE REDRESSAL

The institution is keen to address grievances related to assessments (both External Examination and CIA). Students have multiple channels to raise their grievances including the course facilitator, class tutor, head of the department, controller of examinations, principal, and the web portal. The grievances are classified into College and University levels to take appropriate action.

COLLEGE -LEVEL.

The faculties concerned distribute the answer sheets of internal examination with students and collect their grievances if any. If a student raises that the marks he/she scored for any paper is not up to his/her expectations, the student can meet the respective faculty in charge and raise concern after the declaring the results. The principal, IQAC, and Controller of Examinations continuously observe every process of internal assessments and make necessary rectifications. The action taken on the grievances will be communicated to students within a stipulated time period.

UNIVERSITY-LEVEL

The grievances related to end-semester University examinations such as revaluation, duration, and relevance of the question are collected by the principal through the Head of the Departments and Controller of Examination, and the same is communicated to the exam section of the affiliated

University. Students can obtain photocopies of their answer sheets from the University. The university section officer of the college will take necessary follow-ups and the same will be communicated to the students on time.

The institution has taken the following measures to achieve transparency in the internal assessment process.

- A planned exam schedule in the College Calendar
- Consolidation and calculation of CIA explained to students.
- The CIA schedule and question paper patterns are circulated to the students
- The evaluated answer scripts are distributed
- The final 'internal mark' is verified and signed by the students. A copy is displayed on the notice board.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Adhering to the strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs) and Course Outcomes (COs) are framed by the Affiliating University department offering the concerned program after rigorous consultation with all faculty and the stakeholders. After attainment of consensus, the same are widely disseminated and publicized through various means such as display and/or communication specified hereunder.

- Website
- Curriculum /regulations books
- Class rooms
- Department Notice Boards
- Laboratories
- Student Induction Programs
- Meetings/ Interactions with employers
- Parent meet
- Faculty meetings
- Alumni meetings
- Professional Body meetings

- Library

While addressing the students, the HODs create awareness on POs and COs. The faculty members, class teachers, mentors, course coordinators, also inform the students and create awareness and emphasize the need to attain the outcomes.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The Course Outcomes are prepared by the course coordinator in consultation with concerned faculty members teaching the same course. The Module coordinator will verify it. Finally, they are discussed in the concerned department's BOS meeting course-wise and approved.

The POs of the programme are published through electronic media on the college website .The COs of the courses are also published through electronic media at the Department site located on the college website: In all the interactions with the students, awareness on POs and COs is consciously promoted.

File Description	Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The process of attainment of PSOs and POs starts from consolidating appropriate POs and PSOs, which are been framed by the respective departments along with the syllabus from the affiliating university are based on the respective programmes offered. Programme specific outcomes are broader and all-inclusive attributes that a student displays at the end of the specific programme like B.A, B.Sc. and B.Com. Programme Outcomes of the specific programme are consolidated and discussed together by the departments involved using action verbs of learning levels suggested by Bloom's taxonomy and finalized for implementation. The discussions focus on the points whether course assessment methods taken up by the respective departments emphasize on the achievement of learning objectives stated in the form of Course Outcomes. The following is the initial step taken in measuring the level of attainment in the college. In the process of attainment of outcomes, the curriculum is implemented as per Outcome

Based Education. POs are defined based on different levels of Bloom's taxonomy. Likewise, set Course Outcomes are set, which describe what students are expected to know and be able to do at the end of each course. These relate to the skills, knowledge, and behavior that students acquire by the completion of the course. Attainment is reflected when course outcomes have to incorporate the PSOs for the successful actualization of outcomes. To achieve this, the COs of all courses in the programme are to be mapped with POs & PSOs.

The college used two assessment methods to meet the attainment of POs and PSOs. They are 1. Internal Assessment 2. Examination The assessment methods, both formative and summative, are the obvious direct measures to determine the attainment of course outcomes. Direct Assessment methods like Continuous Comprehensive Evaluation (Formative assessments) as part of Internal assessments is done through Assignments, Projects, Mid examinations, Student Seminars, Poster Presentations, Quizzes etc, which account for 25 marks and Semester End examinations for 75 marks are directly related to Course Outcomes. The efficacy of these tools depends on designing an assessment question paper or a project topic or a term paper prompt that assess not just the conceptual knowledge of the course but the applicatory skills as well as analytical and critical thinking skills.

Hence care is taken in designing questions that measure the skills of application, analysis, synthesis, and evaluation. Thus, a mapping of course outcomes and formative and summative question papers leads to an evaluation of the attainment of PSOs and COs. For the purpose of calculating the COs, usually, the pass percentage of students, which is 80.22% for the academic year 2022-23. This reflects the average attainment in all courses.

File Description	Document
Provide Link for Additional information	View Document

2.6.3

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

Response: 83.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
342	216	230	228	239

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

2022-23	2021-22	2020-21	2019-20	2018-19
413	288	241	243	325

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.83

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.575	0.30	0	0	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The Maruthupandiyar Institution provides a conducive environment for promotion of Innovation and Incubation. All required facilities are provided guidance is extended to the students. Students are encouraged to actively involved in the application of Technology for societal needs. Necessary support is provided for Documentation, Publication of Research Papers and also for obtaining patents. Awareness meets, workshops, seminars and guest lectures on Entrepreneurship are organized. Students are provided opportunities to directly interact with outstanding entrepreneurs excelling in their field.

The College has developed a spirit of a compares various outreach programmes for creation and transfer

knowledge and has created an ecosystem for the students to exploration of their new ideas and sharing of knowledge with other likeminded in their areas of interest. Students with creative ideas approach the specialized teachers who are guiding them in their work and later their work is presented in competitions/seminars conducted by the affiliated colleges of the same university and other university.

Our institution encourages active participation of faculty members and students in national and international seminars, conferences and symposiums. Much effort is taken to maintain and promote the IT infrastructure in the campus to render ceaseless service to the students. Our institution gives utmost priority to the research scholars and the students for accessing ICT facilities available in the campus encouraging widening their knowledge levels.

The students and faculty are availing the facilities within the campus to carry out their research activities, such as

- Computing facility is available and adequate licensed software is also available.
- Well-furnished Seminar/Lecture halls with a seating capacity of over 300 in audience are available to conduct seminar/workshop, guest lectures, and discussion on technical paper/project presentations, cultural and screening of informative educational movies.

Research and Development Cell (R & D)

R& cell of Maruthupandiyar College attempts to light the demand of methodological and research knowledge so as to meet the needs of researchers in emerging disciplines. The R & D centre of the college aims to create a positive ambience to the students and faculty members in the changing trends of technological needs of the society. It also provides the students in facilitating their creative skills and innovative thinking, which helps them to face the challenging opportunities in their professional life and also in their personal life. Moreover, it also emphasises the students and the faculty members in their academic skills.

Entrepreneurship Development Cell (EDC)

EDC was established in the college with the enthusiastic team functioning energetically to fulfil the ambition of the students to become entrepreneurs. The ED Cell of the Institution encourages the career pursuers to become career providers. Aspiring entrepreneurs are trained with essential inputs to be a successful individual through various events.

Institution's Innovation Council (IIC)

IIC program is initiative of Ministry of Education (MoE) through MoE's Innovation Cell (MIC) in collaboration with AICTE for Higher Educational Institutions (HEIs) to systematically foster the culture of innovation and start-up ecosystem in education institutions.

IICs' role is to engage large number of faculty, students and staff in various innovation and entrepreneurship related activities such as ideation, Problem solving, Proof of Concept development, Design Thinking, IPR, project handling and management at Pre-incubation/ Incubation stage, etc., so that innovation and entrepreneurship ecosystem gets established and stabilized in HEIs.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 67

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	17	7	15	7

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

3.3 Research Publications and Awards

3.3.1

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

Response: 2.39**3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
36	38	78	68	83

File Description	Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

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

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

3.4 Extension Activities

3.4.1

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

Response:

The Institution encourages and creates awareness to the faculties and the students to organize different extension activities. The Institution also creates social responsibility by imparting and alerts the students to respond for the social issues. To enhance the service through extension activities, the institution devotes two units of National Service Schemes containing totally of 200 volunteers along with 2 NSS programme officers, 50 Rotract Club volunteers with one programme officer, 50 members of Youth Red Cross Society with one programme officer, 50 Red Ribbon Club volunteers with one programme officer to promote developmental activities in the neighborhood community.

Student volunteers of NSS, YRC, Rotract, Exnora and RRC units conduct programmes and camps such as Health Check-up Camp, Blood and Organ Donation Camp, First Aid Camp, Drug and Alcohol Prevention rally, Vaccination Camp, Literacy Programme to understand rural life and to help the underprivileged communities in the nearby rural areas. These Camps are well-organised with the help of student volunteers and the management. Apart from such socially beneficial events and programmes, activities concerning the environment are also being conducted by the institution for the students to make them understand the importance of environmental protection and preservation of the natural resources. Awareness on plastic pollution and activities like cleaning the campus and plastic litter collection camp were conducted under this concern. Awareness sessions on the importance of Yoga and Meditation in our lives are conducted to avoid a stressful lifestyle.

The NSS units have adopted five nearby villages namely Engan, Pillaiyarpatti, Manochipatti, Kalimedu and Kuruvadipatty. Every year, the weeklong special camp involves in various welfare activities developing the student's sense of social and civic responsibility. During the special camping, the volunteers involve themselves in various projects like, medical camps, First Aid Camp, plastic litter collection camp, village cleaning, tree plantation, etc. They also perform cultural activities and dramas in the evenings to create awareness among the public regarding health, drug and alcohol awareness, financial prudence, education, etc.

On behalf of our college volunteers units conduct an awareness programmes across villages of Thanjavur District on Covid 19, distributing pamphlets, facemasks, hand gloves, sanitizers and food packets freely to the needy during the Pandemic period. The first aid training and the disaster relief exercises develop the volunteer's capacity to meet emergencies energetically and serving for the people when national disasters happened.

In the field of health and welfare, the Institution has organised cycle rally for the awareness on polio day, conducted various awareness programmes on AIDS, Dengue fever and Covid-19 Pandemic. The institution motivates the students to participate in SWACHH BHARATH cleaning programme. The college motivates the students to participate in five village survey and data collection UNNAT BHARAT ABHIYAN Scheme to create awareness about social and economical status of the villages of India. The students enrolled themselves in the above activities which helps them for developing their leadership qualities and self-confidence. The above activities make the students aware of social responsibility which helps them to transform into responsible citizens with moral values.

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

3.4.2

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

Response:

Our college faculty members received many awards and appreciation for their education excellence and social service activities from various organizations.

Name of the activity	Name of the Award/ recognition for Institution for the Institution	Name of the Awarding government/ government recognised bodies	Year of award
Dr.Radha Krishnan Best Teacher State Award - 2019	Bahujana Writers state conference, Tamil Nadu	Bahujana Sahitya Academy (BSA) Telungana State	25.08.2019
Best Researchers	ESN Awards	ESN Awards, Chennai, India	28.09.2019
Dr. A.P.J. Abdul Kalam Best Researchers National Award – 2019	Bahujana Writers 1st Western Indian conference, Mumbai, Maharashtra State, India	Bahujana Sahitya Academy (BSA) Telungana State	29.09.2019
Mewadev Laurel Award 2019	Certificated of Excellence	Contemporary literary society of Amlor : Banda (U.P, India)	31.12.2019
Outstanding Scientist Awards – 2020	Madurai, India, organized by VDGOD Professional Association India	8th International Scientist Awards on Engineering, Science and Medicine	21&22.08.2020

Best NSS unit (2020-2021)	Best NSS activity, Marudupandiyar College	Bharathidasan University, Tiruchirappalli	2021
Best NSS programme officer (2020-2021)	Best NSS activity, Marudupandiyar College	Bharathidasan University, Tiruchirappalli	2021
NSS, Nodal officer	NSS Nodal officer for national youth festival 2021 and National youth parliament 2021	Bharathidasan University, Tiruchirappalli	2021
Best Students Awards - Pavatharani P	Microbiologist`s Society, India, (Reg. No. MAH/4814/SAT)	Microbiologist`s Society, India	2020-2021
Best Students Awards - Malini Devi M	Microbiologist`s Society, India, (Reg. No. MAH/4814/SAT)	Microbiologist`s Society, India	2020-2021
Best Students Awards - Firdous Nisha T	Microbiologist`s Society, India, (Reg. No. MAH/4814/SAT)	Microbiologist`s Society, India	2020-2021
Best Students Awards - Bharathi S	Microbiologist`s Society, India, (Reg. No. MAH/4814/SAT)	Microbiologist`s Society, India	2020-2021
Best Students Awards - Tamil Azhaki D	Microbiologist`s Society, India, (Reg. No. MAH/4814/SAT)	Microbiologist`s Society, India	2020-2021
Best Students Awards - Indumathy B	Microbiologist`s Society, India, (Reg. No. MAH/4814/SAT)	Microbiologist`s Society, India	2020-2021
Best Cultural Awards	Nutritive food for mankinf and intercollegiate competition of life science	Maruthupandiyar College, Thanjavur	2022
Nambikkai Sudar Nangai Viruthu	JCI, India	JCI, Rajapalayam Excel	8.03.2022
Life time Achivement award	INSO Awards	8th International Scientist Awards on Engineering, Science and Medicine	2022
Best Educational Webinar series - 2022	Global Educational Awards	Global Educational Awards - 2022	17.12.2022
Best Women writer awards	World Womens day	Tamilnadu Private Teacher forum, Trichy, Tamilnadu	08.03.2023
Best Teacher Sennary nambi awards -2023	Hindustan hotel management and Arra lions club	Hindustan hotel management and Paramedical college, Thanjavur	2023
Best Cultural Awards	State level intercollegiate competition of life science	Maruthupandiyar College, Thanjavur	2023

Best Cultural Awards	National level intercollegiate competition	Khadir Mohideen College, Adirampattinam	2023
Life time Achivement award	Lions Clunbs	Vasandham, Thanjavur	2023
Best Naan Muthal Scheme Appreciation	Naan Muthalvan Scheme, Thanjavur	The Collector, Thanjavur	2023
Award of Excellence	Indian Red Cross Society	Indian Red Cross Society, Thanjavur	2023
Best Cultural Awards	Youth festivel function	Adaikalamatha College, Thanjavur	2023
Best Cultural Awards	Intercollegiate competition of science	Annai College, Kumbakonam	2023

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

3.4.3

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

Response: 108

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	24	8	28	9

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

3.5 Collaboration

3.5.1

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

Response: 7

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The institution is situated on a spacious 7.60-acre campus, offering ample space for students to learn and grow. Its modern infrastructure, covering 105,000 sq. m., provides a holistic learning experience. The built-up area is designed to support academic excellence, aligning with the institution's vision and mission.

Academic Infrastructure

Our institution boasts an impressive educational infrastructure with 52 classrooms, including five smart classrooms, two multipurpose halls, and a seminar hall. These classrooms are equipped with high-tech gadgets like computers, smart walls, LCD projectors, and audio systems. Staff rooms are also equipped with the latest technology, including computers and Wi-Fi connectivity. This investment in a conducive learning environment makes it an excellent choice for students seeking top-quality education.

Computer and Research Laboratories

Our institution offers two state-of-the-art computer and research laboratories equipped with the latest technology and resources. With 97 upgraded computers connected to a high-speed network, we cater to students, researchers, and anyone needing reliable computing systems.

Other laboratory facilities

The institute has eight edge touching laboratories in various departments, including biotechnology, biochemistry, hotel management and catering science, chemistry, fashion technology and costume design, nutrition and dietetics, microbiology, and physics. These laboratories offer practical learning experiences with advanced research-oriented instruments. The hotel management and catering science labs are designed with modern equipment, while the fashion technology and costume design labs use computerized sewing machines. The nutrition and dietetics department has a modern food and nutrition laboratory, while the physics laboratory offers real-time learning facilities.

Hostel

Our institution offers separate hostels for men and women outside the campus, providing a safe and comfortable environment for students to pursue their academic goals. Equipped with high-speed Wi-Fi, a reliable electric generator, and 24-hour RO-treated drinking water, these hostels cater to all needs. They also offer a TV, newspaper room, and various games for entertainment.

Additional physical facilities

The college provides free Wi-Fi, CCTV cameras, and power supplies to its staff and students. It has a cafeteria, 24x7 security guards, and 10 buses equipped with GPS for mobility tracking. The campus has separate washrooms and urinals for male and female students, and ample parking for faculty and guests. It also has various facilities for the physically challenged, including ramps, lifts, western toilets, and wheelchairs. The college also practices rainwater harvesting, biodegradable waste pots, and vermicomposting.

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

Response:

Sports & Yoga Facilities

The college offers sports, games, meditation, yoga, and extracurricular activities, including a playground with 11 outdoor and four indoor games. It encourages cultural events and hosts various on-stage and off-stage programs. The Yoga Centre provides a serene environment for yogic practices, celebrating International Yoga Day annually. The college focuses on holistic health and wellbeing.

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

4.1.2

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

Response: 28.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
237.95	10.04	5.53	0.07	0.3395

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library at our institution is top-notch, boasting an impressive collection of 10494 volumes of books in 4965 titles, 10 national and 6 international journals, 20 magazines, 7 newspapers, and 54 rare books, covering a vast range of subjects in arts and sciences. Our College Library is fully automated with the latest state-of-the-art integrated library management software, Nirmal 2.0, which is incredibly user-friendly and works in a client-server environment.

We have digitized our library, making it accessible to both faculty and students through their respective portals. The Digital Library has three computers with internet connectivity under the Local Area Network, providing access to students and faculty for reference and research work.

Our library subscribes to e-resources, providing users with access to a vast collection of information available under the National Library and Information Services (N-LIST), a Consortium for higher education electronic resources initiated by MHRD and executed by INFLIBNET centre for 6658 e-journals and 195809 e-books.

At our library, we are committed to providing a comfortable and user-friendly environment that enables learning and knowledge creation. Our staff is meticulous in ensuring that the library system is always up-to-date.

We use the following modules of the software to ensure the same:

Acquisition: Books Purchase

Cataloguing: Books Database

Circulation: Issue and Return

Serial Control: Periodicals Processing

OPAC: Online Catalogue Administration: Control of all modules of SOUL 2.0

Web OPAC: Online Catalogue on the Web

Reports: Reports and Labels Generation

- **Name of ILMS software - Nirmal 2.**
- • **Nature of automation (fully or partially) - Fully**
- • **Version – 2.0**

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college is dedicated to providing its students and staff with the latest and most efficient IT facilities to support academic and administrative needs. To ensure this, the system administrator is responsible for the installation and configuration of all IT equipment, including hardware and network services. They are also authorized to make decisions regarding the type and version of operating systems, proxies, and e-mail relays. In addition, the system administrator is responsible for certifying any in-house or commercial software applications used in administrative departments.

To facilitate modern and innovative teaching methods, smart wall classrooms and seminar halls are equipped with video conferencing, web conferencing, and e-learning tools for regular classes and other curricular programs. Furthermore, the installation of 34 CCTV cameras closely monitors the campus, hostels, and college buses for safety and security.

The college management is committed to using information and communication technology (ICT) at all levels of interaction with stakeholders. The institute purchases printers based on departmental requirements and currently has ten laser printers. Furthermore, technology upgrades are evident in the teaching-learning process, with LCDs replacing the traditional OHPs.

The college's finances and accounts are fully computerized, with staff trained in the latest version of the accounting software 'Tally'. This facilitates timely reporting and efficient resource allocation. To keep track of books and journals, library management software has also been installed in the library to keep track of books and journals, and an ERP system helps in procuring and storing enormous volumes of data while facilitating processes in areas of planning and development, administration, finance and accounts, student admission, and examinations.

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

4.3.2

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

Response: 11.2

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

Response: 97

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 18.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
43.652	20.25	24.16	42.158	33.0716

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 63.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
620	736	432	344	307

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 44.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
640	461	0	317	303

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

5.1.4

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

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

Response: C. 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 29.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	81	96	60	37

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

2022-23	2021-22	2020-21	2019-20	2018-19
342	216	230	228	239

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

5.2.2

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

Response: 1.46

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	2	3	1	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	2	0	1	1

File Description**Document**

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.3.2

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

Response: 6.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	0	5	1

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Maruthupandiyar College plays a pivotal role in fostering the institution's growth and development through various means, including financial contributions and support services.

Financial Support: The Alumni Association often organizes fundraising events, donation drives, and alumni contributions to provide financial support to the college. These funds may be utilized for infrastructure development, research grants, and other academic purposes.

Networking and Mentorship: Alumni members serve as valuable mentors and resources for current students. They provide guidance, career counselling, and networking opportunities to help students explore career paths and achieve their professional goals.

Professional Development: The association organizes workshops, seminars, and guest lectures featuring alumni who are successful in their respective fields. These events help students gain insights into various industries and develop essential skills for their careers.

Infrastructure Development: Alumni contributions often go towards the development and maintenance of college infrastructure. This could include building renovations, establishment of new facilities, or upgrading existing amenities to enhance the learning environment.

Promotion and Publicity: Alumni members act as ambassadors for the college, promoting its achievements, programs, and initiatives within their professional and social networks. This helps raise awareness about the college and attract prospective students, faculty, and donors.

Community Engagement: The Alumni Association may engage in community service projects and outreach initiatives to give back to the local community and create a positive impact beyond the campus boundaries.

Overall, the Alumni Association of Maruthupandiyar College plays a vital role in advancing the institution's mission and ensuring its continued success by leveraging the collective efforts and resources of its alumni network.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Maruthupadiyar College, located in Thanjavur, has a comprehensive governance and leadership structure that aligns with its vision and mission. This alignment is evident in several aspects of the institution's functioning, including the implementation of the National Education Policy (NEP), sustained institutional growth, decentralization, and active participation in governance. Furthermore, these elements contribute to both the short-term and long-term goals outlined in the college's Institutional Perspective Plan.

Maruthupadiyar College's vision is to provide quality education to rural youth that fosters innovation, critical thinking, and societal development. The mission is to create a supportive learning environment that nurtures talent and prepares students to meet global challenges as holistic individuals. This vision and mission drive the college's governance and leadership practices, ensuring that every initiative and policy aligns with these core principles.

Implementation of NEP the College has been proactive in implementing the National Education Policy (NEP), embracing a flexible and multidisciplinary approach to education. This includes:

- **Curricular Reforms:** Offering a wider range of courses and encouraging cross-disciplinary learning.
- **Skill Development:** Integrating vocational training and skill-based programs into the curriculum.
- **Student-Centric Approach:** Emphasizing experiential learning, internships, and community engagement.

Sustained Institutional Growth Maruthupadiyar College has demonstrated consistent growth through:

- **Infrastructure Development:** Investing in modern facilities, including laboratories, libraries, and digital learning resources.
- **Faculty Development:** Providing opportunities for faculty to engage in research, attend conferences, and collaborate with other institutions.
- **Student Services:** Expanding support services such as counseling, career guidance, and extracurricular activities.

Decentralization and Participation in Governance

The College embraces a decentralized approach, promoting participation at all levels. This includes:

- **Departmental Autonomy:** Departments have the flexibility to design courses and research projects that align with the college's vision.
- **Faculty Involvement:** Faculty members are encouraged to participate in decision-making processes through committees and councils.
- **Student Representation:** Students have a voice in governance through student councils and other representative bodies.

Institutional Perspective Plan Maruthupadiyar College has a clear Institutional Perspective Plan, with both short-term and long-term goals. Key components include:

Short-Term Goals:

- Expanding course offerings to meet emerging industry trends.
- Enhancing digital infrastructure for hybrid learning.
- Strengthening industry partnerships for internships and placements.

Long-Term Goals:

- Establishing the college as a regional center of excellence in education.
- Developing strong research collaborations with national and international institutions.
- Achieving a high level of community engagement through outreach programs.

Maruthupadiyar College's governance and leadership structure exemplifies a commitment to its vision and mission. By implementing NEP, fostering institutional growth, embracing decentralization, and engaging stakeholders in governance, the college is well-positioned to achieve its short-term and long-term goals as outlined in its Institutional Perspective Plan. These efforts contribute to a vibrant and dynamic educational environment that prepares students for success in a rapidly changing world.

File Description	Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The college has taken significant steps to establish a robust institutional framework. An effective institutional perspective plan generally includes several key components that contribute to the smooth functioning of the college's administrative and academic bodies. Here's an outline of what a well-implemented institutional perspective plan might look like, focusing on the below aspects mentioned:

Policy Framework:

The college has a clear set of policies that govern academic standards, administration, student conduct, faculty roles, and other critical areas. These policies are communicated to all stakeholders and are readily accessible.

Administrative Setup:

The administrative structure is well-defined, with clear roles and responsibilities for each position. There is a hierarchy that ensures accountability, allowing for smooth decision-making and communication.

Appointments and Recruitment:

The college has a transparent and merit-based process for appointing faculty and staff.

Recruitment procedures are clearly outlined, ensuring diversity, equity, and inclusion in the workforce.

Service Rules:

Clear service rules are in place, outlining terms of employment, employee benefits, performance expectations, and disciplinary procedures. These rules are consistently applied and periodically reviewed to ensure they meet current needs and legal requirements.

Operational Procedures:

The college has established standard operating procedures for academic and administrative functions. These procedures are designed for efficiency, minimizing bureaucracy while ensuring compliance with regulations.

Governance and Decision-Making:

A governance structure that includes representation from various stakeholders, such as faculty,

students, and administration, allowing for a balanced approach to decision-making. There are regular meetings and forums for discussing college matters and making collaborative decisions.

Quality Assurance and Improvement:

The college has systems in place for assessing and improving quality, such as academic audits, feedback mechanisms, and continuous professional development for faculty and staff. These systems are used to drive ongoing improvement in educational outcomes and institutional effectiveness.

Community and Industry Engagement:

The college has established relationships with local industry and community organizations, facilitating internships, research collaborations, and other partnerships that benefit students and the community.

There are mechanisms for incorporating feedback from these external stakeholders into the college's planning processes.

Given these elements, the effectiveness and efficiency of the college can be evaluated by examining how well it meets the expectations outlined above. If it is achieving its goals and continually adapting to new challenges, the college is on a successful path. Additionally, a focus on transparency, accountability, and continuous improvement will contribute to the college's long-term success and reputation is also focused.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has a well-structured system for supporting its staff. Performance appraisal systems, welfare measures, and avenues for career development are essential components of a positive work environment. Having a comprehensive performance appraisal system, effective welfare measures, and career development opportunities are key to fostering a positive work environment. Here is a more detailed breakdown of what these components can look like:

Performance Appraisal System

An effective performance appraisal system helps track employee progress, identify strengths and areas for improvement, and set goals for future growth. In a college setting, this could involve:

- **Annual Reviews:** Formal discussions with Teaching and non-teaching faculty about their achievements and goals.
- **Feedback Mechanisms:** A system for gathering feedback from peers and students, providing a holistic view of performance.
- **Professional Development Plans:** Tailored plans for career growth, which could include training, workshops, or higher education opportunities.
- **Career Development Plans:** Offering specific development plans based on the appraisal outcomes to help employees improve and progress.

Welfare Measures

Welfare measures demonstrate a commitment to employee well-being and can significantly contribute to job satisfaction. Common welfare measures in educational institutions include:

- **Healthcare Benefits:** Providing health insurance (ESI) or medical facilities (Health Checkup camps).

- **Flexible Work Arrangements:** Allowing flexible working hours, telecommuting options, and other arrangements to support work-life balance.
- **Recreational Activities:** Organizing social events, sports days, and other activities to promote camaraderie among staff.

Avenues for Career Development/Progression

A positive workplace offers growth opportunities and recognizes the career aspirations of employees.

- **Training and Development Programs:** Providing training sessions, workshops, and courses to enhance skills and knowledge.
- **Mentorship Programs:** organizing Faculty development Program with experienced mentors to guide their career progression.
- **Career Enhancement Opportunities :** College supports and encourages the faculty member to serve as panel members, Directors in Board of students, external examiners, Research Guides, Academic advisers etc
- **Training and Workshops:** Opportunities to learn new skills or gain additional qualifications.
- **Internal Promotion Opportunities:** Promoting from within to encourage career progression and acknowledge employee loyalty and competence.

Additional Benefits

Beyond the basics, other perks can make a college an attractive place to work. Some examples include:

- **Loan Facilities:** Providing loans for personal or professional use with favorable terms.
- **Free Transport:** Shuttles or buses to make commuting easier.
- **Gifts and Incentives:** Recognizing achievements with gifts or incentives, like bonuses.
- **Lunch Provision:** Offering lunch and refreshment to staff when and where required.

Together, these features create a comprehensive support system for staff at Maruthupadiyar College, fostering a positive and productive work environment. Given your context, it's also important to consider cultural nuances and the specific needs of staff at Maruthupadiyar College. Adopting feedback from employees and customizing these measures accordingly can lead to a more engaged and motivated workforce.

File Description	Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years**Response:** 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**

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

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

6.3.3

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

Response: 15.12**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
51	20	15	6	1

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	36	34	33	32

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Maruthupadiyar College like many educational institutions employs a range of strategies to effectively mobilize and utilize resources and funds from various sources. These strategies, coupled with regular financial audits, help ensure financial stability, accountability, and transparency. Here is an outline of how the institution approaches this:

1. Resource Mobilization Strategies

- **Government Grants and Funding:** The College applies for government grants and funding programs designed to support education, research, and student welfare.
- **Non-Government Funding:** The institution seeks funding from private organizations, foundations, corporate social responsibility (CSR) initiatives, and philanthropic entities.
- **Alumni Contributions:** The College maintains strong relationships with its alumni, encouraging them to contribute financially or through other forms of support.
- **Industry Partnerships:** The College establishes partnerships with industries for sponsorships, internships, and collaborative projects.
- **Research Grants:** Faculty and students are encouraged to apply for research grants from national and international bodies.
- **Community Engagement:** The College organizes events and activities that involve the community, often generating additional resources or funding.

2. Optimal Utilization of Resources and Funds

- **Budget Planning:** The College creates detailed budgets that outline how funds will be allocated to various departments and initiatives.
- **Resource Allocation:** Funds and resources are distributed based on institutional priorities, ensuring that critical areas like academics, infrastructure, and student services are adequately supported.
- **Cost Control:** The institution implements cost-saving measures, such as energy conservation, bulk purchasing, and efficient resource use.
- **Technology Integration:** The college leverages technology to streamline operations, reduce costs, and improve efficiency.
- **Continuous Improvement:** Regular reviews are conducted to identify areas for improvement in resource utilization and make adjustments as needed.

3. Financial Audits and Compliance

- **Internal Audits:** The college conducts internal audits to ensure compliance with financial policies, detect any discrepancies, and identify areas for improvement. Internal auditors are typically part of the institution.
- **External Audits:** External audits are conducted by independent auditing firms or government bodies to ensure that the college complies with financial regulations and standards.

These audits offer an additional layer of accountability and transparency.

- **Regulatory Compliance:** The institution ensures compliance with all financial regulations, including tax laws, funding requirements, and reporting standards.
- **Transparency and Reporting:** The college maintains transparency by providing regular financial reports to stakeholders, including students, faculty, government agencies, and donors.

4. Impact and Sustainability

- **Sustainability Initiatives:** The institution implements sustainable practices to ensure long-term financial health and environmental responsibility.
- **Community and Stakeholder Engagement:** The college engages with stakeholders to communicate financial strategies, fostering trust and support.
- **Continuous Learning and Adaptation:** The institution stays informed about best practices in resource management and adapts strategies as needed to remain efficient and effective.

By employing these strategies, Maruthupadiyar College effectively mobilizes and utilizes resources and funds while maintaining high standards of accountability and transparency through regular financial audits.

File Description	Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at Maruthupadiyar College has played a crucial role in enhancing the quality of education and institutional processes. To understand its contributions more deeply, let's break down the areas where the IQAC have had an impact:

Quality Assurance Strategies: The IQAC likely designs and implements strategies to ensure academic and administrative quality. This includes developing standard operating procedures, conducting audits, and setting benchmarks for performance.

Teaching-Learning Process: By reviewing teaching methodologies and educational practices, the IQAC ensures that the college is employing the latest and most effective pedagogical approaches. This involves Faculty development Programmes, curriculum development and deployment, and incorporating technology into the classroom.

Structures and Methodologies of Operations: The IQAC examines the college's organizational structure and workflow. This involves streamlining administrative processes, improving communication, and fostering a culture of continuous improvement.

Learning Outcomes: The IQAC monitors and evaluates student performance to ensure educational objectives are met. This involves setting learning goals, assessing student progress, and taking corrective measures when needed.

Periodic Reviews and Feedback Mechanisms: The IQAC conducts regular reviews of college operations, soliciting feedback from students, faculty, and stakeholders. These reviews help identify areas for improvement and track the college's progress over time.

Incremental Improvements: The IQAC documents the incremental changes and improvements made within the college. This includes enhancements to infrastructure, increased use of technology, development of new academic programs, or improvements in student support services.

Accreditation and Compliance: The IQAC plays a key role in ensuring that the college meets the requirements of accrediting bodies and regulatory agencies. This involves preparing reports, maintaining records, and coordinating accreditation processes.

Promoting a Culture of Quality: The IQAC fosters a culture and practice where maintaining quality is a shared responsibility among all stakeholders. This might include conducting workshops, promoting best practices, and encouraging innovation.

Overall, the IQAC's role at Maruthupadiyar College, Thanjavur, is instrumental in driving continuous quality improvement across all aspects of the institution. Its efforts ensure that the college remains a vibrant, dynamic, and high-performing institution, meeting the needs of students and the broader community.

File Description	Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Maruthupandiyar College have implemented several initiatives in gender equity and sensitization within the curriculum, as evidenced by the introduction of relevant courses. The respective departments of our institution have organised and conducted various awareness programs on gender equity, aiming to establish equality between women and men as a matter of human rights and a prerequisite for social justice, development, and peace. This commitment to gender equality is evident in the admission of students, recruitment of faculty, and the adoption of an inclusive approach in the curriculum. Our institution promotes gender sensitization through co-curricular activities such as workshops, seminars, guest lectures, counselling sessions, sports, and awareness programs.

Our institution places a strong emphasis on the significance of gender equity among students, which is reflected in the teaching-learning, ambience and academic activities. The respective Departments provide students and scholars with the knowledge and research skills necessary to analyze topics such as gender equality, gender sensitization, health rights and women's welfare laws. The institution provides safety and security facilities for the staffs and students such as CCTV Surveillance throughout the campus and security arrangement. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs.

In accordance with the Sexual Harassment at Workplaces Act 2013, our management has established an Anti ragging and sexual harassment committee and Visakha Committee to ensure the safety of women, which includes a dedicated room for prevention of harassment and a counselling room for females within our institution.

It is worth noting that our institution has an active Women Empowerment Cell, equipped with facilities for physical and mental fitness, a yoga room, and a sick room with a first aid kit for both staff and students. The Women Empowerment Cell also takes the initiative to provide self-defence training to female students in an exemplary manner. Competitions and programs are organized on various themes to encourage students and scholars to develop awareness of gender equity. Awareness programs are conducted periodically on topics such as the importance of human rights, women's rights in domestic

issues, and cyber security awareness for the safety and security of female employees and also students.

In compliance with the norms set by the University/UGC, the institution has constituted the following committees: Institution Grievance Redressal Committee, Anti-ragging Committee, Sexual Harassment Committee, Visakha Committee, Students' Disciplinary Committee, Women Empowerment Cell and Gender Equity Cell. The functions of these committees are prominently displayed on the institution's website, and information is disseminated to students through orientation and induction programs. Personal counselling is provided to students at different levels to support their academic, emotional, social, and cognitive development. Separate washroom facilities for male and female students are available, equipped with sanitary napkin dispensers and disposal machines to ensure safe and hygienic disposal. Additionally, the institution annually honours teaching and non-teaching staff with appreciation awards, which serve to motivate them to excel in their respective roles.

File Description	Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

At Maruthupandiyar College in Thanjavur, institutional initiatives aimed at celebrating various days can play a crucial role in fostering an inclusive environment. The initiatives can contribute to promoting tolerance, harmony, and sensitization among students and employees:

Cultural Diversity Celebrations: Organizing events and activities that celebrate the cultural diversity of the institution can help foster understanding and appreciation among students and staff. This can include cultural festivals, food fairs, traditional performances, and language exchange programs.

Regional Awareness Programs: Conducting awareness seminars, workshops, and displays to raise awareness about different regions can promote inclusivity and understanding among students and staff from various backgrounds.

Linguistic Programs: Encouraging language learning can facilitate communication and understanding among individuals speaking different languages. This can include language classes, conversation clubs, and language immersion events.

Community Engagement Initiatives: Engaging with local communities and organizing outreach programs can help students and staff understand the socioeconomic realities of different communities. This can include community service projects, field visits, and partnerships with local organizations.

Constitutional Values Education: Incorporating education on constitutional values, rights, duties, and responsibilities into the curriculum can help students and staff understand their roles as citizens and contribute to building a more inclusive society. This can include lectures, debates, and workshops on topics such as democracy, human rights, and civic engagement.

Interfaith Dialogue and Understanding: Promoting interfaith dialogue and understanding can foster respect and harmony among individuals from different religious backgrounds. This can include interfaith forums, religious diversity workshops, and multicultural religious celebrations.

Diversity Training for Employees: Providing diversity training programs for employees can help create a more inclusive and respectful work environment. This can include workshops on unconscious bias, cultural competence, and inclusive language.

By implementing these institutional initiatives, Maruthupandiyar College creates a welcoming and inclusive environment where students and employees feel valued, respected, and empowered to contribute to a diverse and harmonious society.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice

Societal Development Programmes on MPI (Mankind Public Inspiration program) initiative by the college.

2. Objectives of the Practice

The objective reflects a commitment to social responsibility, sustainable development, and making

a meaningful difference in the lives of people and the communities.

Community Empowerment: The program aims to empower communities by providing them with resources, skills and opportunities to improve their socio-economic status.

Education and Skill Development: Focusing on education and skill development initiatives to enhance the employability and entrepreneurial abilities of individuals within the community.

Health and Well-being: Addressing healthcare needs, promoting preventive healthcare measures, and facilitating access to healthcare services for underserved populations.

3. The Context

MPI within the context typically encompass a range of activities aimed at improving the well-being and development of the surrounding community. These programs often align with the college's mission and values, seeking to address social, economic and environmental challenges while fostering positive relationships with local stakeholders.

Designing and implementing:

Overall, societal development programs as part of MPI initiatives by colleges play a crucial role in promoting sustainable development, fostering community empowerment, and nurturing a culture of social responsibility among students and faculty.

- **Target Audience:** The target beneficiaries such as marginalized communities, students, or local businesses.
- **Program Components:** Design diverse initiatives like education & skill development, environmental conservation, health camps, or community empowerment projects.
- **Partnerships:** Collaborate with NGOs, government bodies, or corporate sponsors for resources and expertise.

4. The Practice

The college brought this initiative into practice by implementing the action plans of various departments bringing out their own ideas as programmes to the community.

Community Engagement: Colleges engage with local communities through various means such as

volunteering, partnerships with community organizations, and conducting awareness programme on various topics which is the need for the community.

Educational Skill Development: Colleges offer skill development initiatives tailored to the needs of the community. This includes vocational training, and workshops on topics such as entrepreneurship, health, environmental sustainability.

5. Evidence of Success

The success of the ISR can be measured through qualitative indicators and evidence. The Stakeholder Satisfaction can be taken as the prime evidence. They measure the satisfaction levels of key stakeholders, including students, faculty, local communities and partnering organizations. Assess their perceptions of the program's value, relevance, and impact on social development.

By combining quantitative data, qualitative feedback, community engagement, long-term outcomes, stakeholder satisfaction measures, colleges build comprehensive evidence to demonstrate the success of their societal development programs and ISR initiatives.

6. Problems Encountered and Resources Required

Identifying Relevant Issues: One challenge is determining which societal issues are most pressing and align with the college's mission and capabilities.

Engagement and Participation: Getting students, faculty, and the broader community actively involved in the program can be difficult.

Measuring Impact: It can be challenging to accurately measure the impact of societal development programs.

1. Title of the Practice

Enhancement of haemoglobin on welfare of female students (Moringa Perfect Iron booster (MPI)

2. Objectives of the Practice

- To preliminary analysis of underweight students on the basis of height, weight, age and blood oxygen level
- To analysis the haemoglobin level of our college female students
- Our aim to elevate the consumption of MPI soup, to increase the haemoglobin level

3. The Context

Having from the rural back ground of the founder, he well known about difficulties and hurdles of the rural students faced to proceed their health aspects. We also having a high number of student community from below poverty line area, mostly from the villages. We seems to come across many number of underweight girls students, because of their blood loss due to menstrual cycle, so we choose to analysis age, weight ratio and haemoglobin level for all the girl students.

Designing and implementing:

- Initial haemoglobin level was analysis for all the girl students of our college.
- Every week Friday MPI soup was provided to the female student depends on their haemoglobin level, i.e. 200 ml for low level of haemoglobin and 100 ml for moderate level of haemoglobin
- Periodically haemoglobin level was analysis every month (July to October for odd semester and December to March for even semester)

4. The Practice

To implement the holistic objectives, the institution supports the students on various fronts. Hemoglobin is the iron containing pigment of red blood cells that carries oxygen from lungs to the tissues. In brief, anemia is manifested by decrease in the oxygen carrying capacity of blood. Moringa oleifera leaves have been found to contain the majority of essential nutrients required to maintain good health, we aimed to assess the effect of Moringa leaves soup to improve hemoglobin levels and reduce underweight status among adolescent girls in our college. Repeated dose of the MPI soup and periodic analysis of haemoglobin level shows a significant improvement in body mass index and haemoglobin levels.

5. Evidence of Success

The consolidated table shows the evidence of the success of the practice

Year	Average Initial Haemoglobin level	Odd semester				Even semester				Remarks
		July	August	September	October	December	January	February	March	

2018 - 2019	9.9 ± 2.52	9.9 ± 2.52	10.2 ± 2.51	10.5± 2.51	10.8± 2.52	11.1 ± 2.53	11.5± 2.50	11.8± 2.52	12.1± 2.52	
2019- 2020	10.1 ±2.48	10.1 ± 2.48	10.4 ± 2.50	10.6± 2.49	10.9± 2.52	11.2 ± 2.48	11.6 ± 2.50	11.9± 2.49	12.4± 2.47	
2020– 2021	-	-	-	-	-	-	-	-	-	Covid period
2021-2 022	9.9 ± 2.52	-	-	-	-	9.9 ± 2.50	10.1± 2.51	10.4± 2.48	10.8± 2.53	Covid period
2022-2 023	10.0±2 .18	10.1 ± 2.18	10.3 ± 2.21	10.7± 2.19	11.0± 2.22	11.3 ± 2.18	11.7 ± 2.50	12.0± 2.19	12.5± 2.23	

6. Problems Encountered and Resources Required

The break in the practice due to covid and break in the periodic routine investigation was occur due to university examination and semester holidays are the problems we encountered.

We utilise our college Agri-farm at Manjapettai village for the source of Moringa leaves and make use our college canteen for the preparation of soup.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Maruthupandiyar College in Thanjavur seems to be quite distinct in its outreach programs through clubs like NSS (National Service Scheme), Youth Red Cross, Electrol Literacy and Rotaract. Here is a breakdown of what makes these initiatives unique:

1. National Service Scheme (NSS):

- NSS is a government-sponsored public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. It aims at developing student personality through community service.
- Maruthupandiyar College's active participation in NSS reflects its commitment to community development and social responsibility.
- The college's NSS unit likely organizes various activities such as blood donation camps, cleanliness drives, awareness programs on health and hygiene, and literacy campaigns, which directly benefit the local community.
- NSS also provides opportunities for students to develop leadership skills, empathy, and a sense of social justice.

2. Rotaract Club:

- Rotaract is a youth program sponsored by Rotary International, focusing on leadership development and community service.
- Maruthupandiyar College's Rotaract Club likely engages students in various service projects aimed at addressing local and global issues, such as education, healthcare, environmental sustainability, and poverty alleviation.
- Rotaract emphasizes the importance of professional development alongside community service, offering networking opportunities and skill-building workshops for students.
- Through Rotaract, students at Maruthupandiyar College can collaborate with local Rotary clubs, businesses, and NGOs to implement impactful projects and contribute to positive change in their community.

3. Distinctiveness:

- Maruthupandiyar College's distinctiveness lies in its comprehensive approach to community outreach through multiple clubs and programs.
- By offering both NSS and Rotaract opportunities, the college provides students with diverse avenues to engage in service-oriented activities, catering to a wide range of interests and passions.
- The college's emphasis on holistic development, combining academic excellence with social responsibility, sets it apart as an institution committed to nurturing well-rounded individuals who are not only academically proficient but also socially conscious and actively involved in creating a positive impact in society.

Maruthupandiyar College in Thanjavur appears to have a multifaceted approach to its outreach programs, particularly focusing on community engagement and social awareness. The distinctiveness are categorised as follows which makes the college shine through in comparison to other institutions:

Comprehensive Outreach: Maruthupandiyar College seems to embrace a wide range of outreach initiatives, covering diverse issues such as environmental conservation (beach cleanup), social awareness (gender sensitization), civic engagement (rallies), and education (electoral literacy). This breadth indicates a holistic approach to community development.

Collaborative Efforts: By involving various clubs like NSS, Rotaract, Youth Red Cross, and Electoral Literacy Club, the college demonstrates a collaborative spirit. These partnerships likely enhance the impact of their outreach programs by pooling resources, expertise, and networks.

Local Relevance: The focus on addressing issues within the neighborhood community suggests that Maruthupandiyar College is attuned to the specific needs and concerns of its surroundings. This localized approach can foster deeper connections and trust with the community, making the outreach efforts more effective and sustainable.

Student Involvement: Active participation of students in these programs, facilitated through clubs and organizations, indicates a commitment to student engagement and leadership development. This not only benefits the community but also provides students with valuable experiential learning opportunities outside the classroom.

Impact Measurement and Evaluation: If the college emphasizes tracking the outcomes and impact of its outreach programs, it further distinguishes itself. By systematically assessing the effectiveness of their initiatives, Maruthupandiyar College can continuously refine its approaches and ensure they are making a meaningful difference in the community.

Overall, Maruthupandiyar College's distinctiveness lies in its holistic, collaborative, locally relevant, student-centered, and impact-driven approach to outreach programs. These efforts not only benefit the immediate neighborhood but also contribute to fostering a culture of social responsibility and civic engagement among its students and faculty.

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

5. CONCLUSION

Additional Information :

aa

Concluding Remarks :

The Maruthupandiyar College offers a wide range of programs that are affiliated with Bharathidasan University. There are 20 undergraduate, 11 postgraduate, 09 MPhil, 10 Ph.D., 01 diploma program, 28 Add-on Courses, and 03 certificate courses that are delivered under the choice-based credit system (CBCS) in a semester pattern. The curriculum is designed to develop the knowledge and skills of enrolled students with a focus on outcome-based framework through various learner-centric teaching pedagogies.

The college has a reputation for producing university rank holders across various disciplines. The staff and students of the college are known for their social responsibility and strong moral values. The college boasts excellent infrastructure and support facilities such as a well-stocked library and state-of-the-art laboratories. The alumni of the college actively contribute to the growth and development of the institution. The college is also interested in participating in government-sponsored programs and activities. It maintains good relationships with all stakeholders and offers numerous welfare programs for the staff and students.

The college has signed over 30 MoUs with industries and institutions where students can take up internships and projects. A large number of e-learning resources are available to help course teachers offer blended learning. All departments conduct regular Faculty Development Programs, Staff Training Programs, Seminars, Workshops, etc. Student support services are available to cater to the needs of underprivileged students, and the college encourages the participation of students in sports and fine arts

The college's management promotes decentralized, participative governance. The Maruthupandiyar College values the process of personalized discovery through teaching, learning, research, extension, and innovation to progress the college's mission with integrity for excellence. The college prepares its students with knowledge, skills, and competencies that are in demand, with value-based education as the hallmark of the institution.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.4.1	<p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies Answer After DVV Verification: C. Feedback collected and analysed Remark : Value updated as per supporting documents</p>																																								
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>389</td> <td>402</td> <td>309</td> <td>279</td> <td>293</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>389</td> <td>402</td> <td>309</td> <td>279</td> <td>293</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>766</td> <td>662</td> <td>722</td> <td>720</td> <td>705</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>536</td> <td>463</td> <td>503</td> <td>501</td> <td>491</td> </tr> </tbody> </table> <p>Remark : 2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year-wise during the last five years 2.1.2.2 (Excluding the open Category Seats) and For 2.1.2.1 the value as per supporting documents</p>	2022-23	2021-22	2020-21	2019-20	2018-19	389	402	309	279	293	2022-23	2021-22	2020-21	2019-20	2018-19	389	402	309	279	293	2022-23	2021-22	2020-21	2019-20	2018-19	766	662	722	720	705	2022-23	2021-22	2020-21	2019-20	2018-19	536	463	503	501	491
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p>																																								

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.575	0.30	0	0	0

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	44	78	68	83

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
36	38	78	68	83

Remark : Value updated after excluding publication is 2023

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8	2	1	0	0

Answer After DVV Verification :

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

Remark : Value updated after excluding the books / chapters in 2023

3.4.3	<p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 432 1046 566"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>47</td> <td>27</td> <td>9</td> <td>33</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 645 1046 779"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>39</td> <td>24</td> <td>8</td> <td>28</td> <td>9</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	47	27	9	33	10	2022-23	2021-22	2020-21	2019-20	2018-19	39	24	8	28	9
2022-23	2021-22	2020-21	2019-20	2018-19																	
47	27	9	33	10																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
39	24	8	28	9																	
3.5.1	<p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :7</p> <p>Remark : Value updates as per metric 3.5.1 intent</p>																				
4.1.2	<p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1375 1046 1509"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>257</td> <td>13</td> <td>11</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1588 1046 1722"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>237.95</td> <td>10.04</td> <td>5.53</td> <td>0.07</td> <td>0.3395</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	257	13	11	1	1	2022-23	2021-22	2020-21	2019-20	2018-19	237.95	10.04	5.53	0.07	0.3395
2022-23	2021-22	2020-21	2019-20	2018-19																	
257	13	11	1	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
237.95	10.04	5.53	0.07	0.3395																	
4.3.2	<p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 97</p> <p>Answer after DVV Verification: 97</p>																				
4.4.1	<p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support</i></p>																				

facilities excluding salary component, during the last five years (INR in Lakhs)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
291	179	127	145	141

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43.652	20.25	24.16	42.158	33.0716

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
92	85	91	60	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
92	81	96	60	37

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	7	0	3	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
27	2	0	1	1

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	17	0	1	38

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	0	5	1

6.2.2 Institution implements e-governance in its operations

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : as per supporting documents

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

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

Answer before DVV Verification:

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

2022-23	2021-22	2020-21	2019-20	2018-19
37	9	3	3	2

Answer After DVV Verification :

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

Remark : teachers provided with less than two thousand a year not considered

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	22	16	7	2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
51	20	15	6	1

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	36	34	33	32

7.1.2 The Institution has facilities and initiatives for

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

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

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations