



SELF STUDY REPORT

FOR

5th CYCLE OF ACCREDITATION

SUBBALAKSHMI LAKSHMIPATHY COLLEGE OF SCIENCE

TVR NAGAR, ARUPPUKOTTAI ROAD

625022

<https://slcs.edu.in/>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Subbalakshmi Lakshmipathy College of Science was established in the year 1994 under the aegis of Subbalakshmi Lakshmipathy Foundation, a non-profit organization registered under Companies Act of Sec.25 (now Sec.08). The College is founded & promoted by Dr. R. Lakshmipathy, Joint-Managing Editor of the largest circulated Tamil Daily “DINAMALAR” and associated with the newspaper industry for more than 55 years. He is also the President of Subbalakshmi Lakshmipathy Foundation. As a philanthropist, his goal is to enhance the employability of students in India, aiming to mitigate the issue of unemployment in society.

With this focus, the College currently provides a diverse array of academic Career oriented Programmes, including 11 Undergraduate Programmes, 2 Postgraduate Programmes, and 3 Post Graduate Diploma Programmes.

Nestled in a lush 25-acre campus, imbued with the refreshing scent of nature, the college has gained recognition for its ground-breaking milestones, being the youngest Self-Financing College in southern India to achieve accreditation by NAAC in 2005, attaining Autonomous Status in 2006 and recognition from the UGC in 1998 through UGC 2(f) and 12(b) status.

Vision

- To provide comprehensive career oriented Programmes with a rewarding learning experience and strong ethical values to bring about a transformative impact in our graduates to enable them to succeed as Globally Responsible Citizens.

Mission

- To impart professional knowledge, life skills and an optimistic attitude to our students
- To inculcate in them a sense of discipline with moral and ethical values
- To make them exemplary citizens of India

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Proactively Managed with Visionary Enthusiasm
- Faculty with Extensive Expertise
- Sustained Excellence in Academic Performance
- Implementation and Enhancement of Tailored Academic Programmes
- Career-Oriented Programmes to enhance employability
- Student-Friendly Learning Environment
- Value-Added Courses addressing current industry demands

- Well-equipped Laboratories with Cutting-edge Infrastructure
- Faculty with adequate Industry Experience
- Activity-Based Learning Approaches
- Recognized Institution Innovation Cell (IIC) by MHRD with 3.5-star rating
- Entrepreneurship Development Center fostering entrepreneurial skills
- Numerous Functional Memorandum of Understandings (MoUs)
- Reasonable Placement Track Record
- Active Extension and Outreach Initiatives under the name SLCS-SamaajSeva, including National Service Schemes (NSS) and Unnat Bharat Abhiyan (UBA)
- Commitment to Green Initiatives
- Platforms for students to showcase talents in sports, cultural and fine arts
- Financial Aid available for deserving students
- Residential Facilities provided for staff members
- Life Skills Development Programs in place

Institutional Weakness

- Situated in a semi-urban geographical setting
- As a self-financing institution, constrained by grant from government
- Absence of funding from international sources

Institutional Opportunity

- Promoting start-ups via incubation facilities
- Exploring opportunities for diversification in alignment with the NEP 2020
- Bringing laboratory-developed products into commercial markets

Institutional Challenge

- Persuading parents and students about the distinctive programmes and career opportunities
- Short-term courses offered by unrecognized institutions
- Global employment opportunities facing a downturn
- Proliferation of arts and science colleges in the local region

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Subbalakshmi Lakshmipathy College of Science (SLCS), an autonomous institution, offers 11 Undergraduate, 02 Postgraduate and 03 Post Graduate Diploma programmes. The curricula of the undergraduate and postgraduate programmes are formulated as per guidelines of UGC, TANSICHE and AICTE (MBA).

Choice Based Credit System (CBCS) is adopted and Outcome Based Education (OBE) is practiced. CBCS helps the Students to take up industrial projects or internships during their final semester.

Totally 33 courses are formulated to sensitize the students on the cross cutting issues such as Gender Equity, Environmental Consciousness, Environmental Sustainability, Human Values and Professional Ethics confronting the society.

The curriculum of the programmes is built in such a way that it inculcates knowledge empowerment, research attitude and aptitude, employability skill, professional skill, entrepreneurial skill, personality development, capacity building, creativity and innovation in the minds of students.

The college has revised many courses in all the programmes during the last 5 years and introduced 359 new courses in the Curriculum. Value addition is done by offering Value added courses regularly to the students of all levels. Totally 72 value added courses were introduced in all the programmes and more than 90% of students have been benefitted.

As a part of the curriculum, Internship/Project is taken up by all the students during the last five years. The Curriculum is revised dynamically and periodically based on the trends, needs and based on the feedback from the stakeholders.

Teaching-learning and Evaluation

The institution maintains an environment conducive to learning, ensuring outstanding education and empowering students. Students are admitted based on their eligibility and merit.

Throughout the academic year, Slow Learners are identified and remedial coaching classes are organized to address their needs whereas the Advanced Learners are motivated to participate in MOOCs/Seminars/Conferences/peer teaching. Mentoring system is in place to counsel students, identifying and encouraging their strengths to help them achieve in their career. The institution employs interactive, collaborative, and self learning methods to enhance student-centric education. It fosters critical thinking and a scientific temper among students, aiming to shape them into lifelong learners and innovators.

The teaching-learning process is enhanced through the implementation of innovative teaching methods and library resources. The institution recruits proficient and effective teachers, employing various measures to ensure their retention. Ongoing assessment and evaluation of teaching and learning quality are carried out, with the institution keeping stakeholders informed about the assessment methods.

A sufficient number of experienced faculty members guide the entire learning process. A considerable portion of the faculty either holds Ph.D. degrees or is pursuing them, integrating teaching with research.

Assessments are conducted within specified timeframes, and the notable reduction in student grievances about evaluations is crucial in determining the effectiveness of the evaluation procedure. The use of Examination Management System (EMS) software in the examination section facilitates processing of examination results.

Research, Innovations and Extension

SLCS is dedicated to serving society through excellence in education, research, innovation, and extension works in Technology, Science, and Management. This reflects a comprehensive approach to fostering a culture of research, innovation, and community engagement.

SLCS provides planned financial, technological and infrastructural support to faculty members and students to meet the challenges of advances in research, innovation and extension. The institution has a Research Cell to motivate the faculty members to take-up research projects. It has a well-defined Research Policy which reflects a strategic and comprehensive approach to promoting research excellence within the institution. Faculty members are encouraged to undergo Professional Development Programs by organizing/participating in Conferences, Seminars and Workshops.

The faculty members are encouraged to present the project proposals to the research cell. After the approval of the project, seed money is sanctioned by the institution based on the Policy. The institution also encourages the faculty by providing incentives for publishing in peer-reviewed journals, writing books and filing patents. By promoting consultancy projects, the institution seeks to bridge the gap between academia and practical applications, contributing to real-world problem-solving.

The institution has a dedicated National Service Scheme (NSS) Unit-105 which takes care of various extension activities in the neighborhood community. The institution serves the local people with the aim of community development and rural restructuring. An Entrepreneurship Development Cell (EDC) and Institution Innovation Council (IIC) have been established to provide a channel for sharing their entrepreneurial ideas. The institution IIC is awarded with 3.5-star rating out of 5.

The college has initiated linkages and MoUs with institutions and companies, for industry-academia research activities and internships with state/national/international institutions. Overall, SLCS appears to be a dynamic institution that values research, innovation, and community engagement as integral components of its mission and vision.

Infrastructure and Learning Resources

Situated on a sprawling 25-acre campus, the institution is a hub of diverse activities, emphasizing intellectual, aesthetic, and ethical practice. The infrastructure facilitates comprehensive learning experiences across various domains, from well-furnished classrooms with ICT-enabled facilities to state-of-the-art laboratories including computer labs, internet lab, animation lab, visual communication lab, galley kitchen, training restaurant, training bakery, audio-visual recording studio, bio-chemistry lab, and fire-fighting lab. The institution ensures accessibility with passenger lift and ramps for individuals with disabilities. To promote physical as well as mental fitness gyms, swimming pool and yoga center are available in the campus.

The college also got Solar plant which helps to promote eco-friendly energy sources available, as it has virtually no effect on the environment by providing clean energy inside the camps. We also maintain separate Hostels for both boys with single occupancies and Girls with double occupancies. The college campus includes built-in accommodations for staff.

The Krishnamal Ramasubbaiyer Library is a dynamic centre for teaching, and learning. With a vast collection the library provides facility supports towards academic endeavors. Engaging students through clubs and committees, the library promotes a reading culture among students.

Our college's IT infrastructure is a well-integrated ecosystem encompassing networking, servers, cloud services, computing devices, security measures, and Wi-Fi. Utilizing hardware and software, including servers and cloud services such as Google Workspace, the college supports academic, administrative, and research activities.

The college adopts proactive measures for infrastructure maintenance, overseen by dedicated teams and administrators. From regular inspections of laboratory equipment to the upkeep of hostel amenities and sports facilities, the institution ensures a systematic approach. All the electrical and electronic equipment are checked and maintained by a team of Civic Service Personnel headed by a Campus Maintenance Engineer. The college's commitment to infrastructure maintenance is evident in its comprehensive policies and procedures, ensuring the efficient utilization of physical and academic support facilities.

Student Support and Progression

The institution is committed to recognizing academic achievements by offering institutional scholarships based on students' academic performance in Higher Secondary Education and Undergraduate Programmes. Additionally, financial support is provided through alumni scholarships and actively assists meritorious students in obtaining central government scholarships, namely "Central Sector Scheme of Scholarship for College and University Students - CSSS". To ensure successful career placement, our primary focus is comprehensive career counselling, including soft skills, life skills, and specialized placement training.

The institution has established dedicated cells and committees, including the Anti-Ragging Committee, Grievance Redressal Committee, and Internal Complaints Committee, to address the grievances of our students, and these cells systematically address student concerns, contributing to a positive learning environment.

To encourage our students to pursue higher studies, the Career Counseling Cell organizes training sessions focusing on Higher-studies-related exams and other Competitive Exams. Beyond academics, co-curricular and extracurricular skills are nurtured by enabling our students to participate in symposium, conferences, inter collegiate competitions, state and national-level sports activities, leading to notable sports achievements.

Besides, the institution also takes pride in organizing various events, encompassing sports, cultural, and technical competitions. These events are thoughtfully designed to present diverse opportunities for personal and professional growth, allowing students to develop a well-rounded skill set and enrich their educational experience.

In the academic year 2019-20, a significant step was taken in alumni engagement by establishing two dedicated Alumni Associations registered under Section 8 of the Companies Act, 2013. Embracing the digital era, the transition to the "Vaave" Alumni Portal in 2019 facilitated global connectivity among alumni, serving as an exclusive space for continual interaction and discussions on internships, projects, and placement opportunities for current students.

Governance, Leadership and Management

Subbalakshmi Lakshmipathy College of Science is an Autonomous Institution with the vision and mission which are visionary in nature. They gratify the needs of society by providing excellence education through industry vetted curricula. Vision, Mission, Quality Policy and Core Values of the Institution focus on the needs of society by providing quality education. The Governing Body, Academic Council, Board of Studies, and the Finance Committee collectively play a significant role in driving transformative reforms to elevate the institution's standing among the top institutions.

The Institution cultivates a strong culture of bureau of powers through strategic policies. The Principal is

supported by IQAC Coordinator, Vice Principal, Dean Academics, HODs, Administrative members and coordinators of various cells in decision making process at the Institution. Teaching and non-teaching staff members are entrusted with the roles and responsibility to work in a harmonious environment with complete transparency. IQAC has a precise procedure to guarantee that administrative and academic operations meet quality standards.

Institute has a clear perspective plan developed by the Principal, Vice Principal, Dean, HOD's and faculty members with suggestions of IQAC and other stakeholders. The various institutional bodies are effective and efficiently functioning to promote quality in all aspects. E-Governance promotes quicker decision making. The policies of the institute ensure that the organization is operating in a way that is persistent with its values and principles.

The human resource is considered as the 'Wealth of the Institution'. The Institution has a well-defined HR policy. Faculty members are motivated to enhance their competency and their performance appraisal is done annually. Various welfare measures are provided for the human resource to enhance quality of work life.

The institution has a well-defined Resource Mobilization Policy. The finance department looks after all the aspects of finance and accounts. The books of accounts are regularly audited by Internal and External (Statutory) Auditors.

The IQAC was constituted in the year 2005. It drives various quality initiatives towards academics, research and promotes quality sustenance.

Institutional Values and Best Practices

Subbalakshmi Lakshmipathy College of Science (SLCS) provides a welcoming atmosphere for students from diverse socio-cultural backgrounds. The college strives to sensitize students on gender equity through various cells, which collaboratively work to raise gender consciousness. The college places a strong emphasis on the safety and well-being of female students and women staff members, incorporating comprehensive security measures, dedicated facilities, and inclusive common rooms to ensure a positive campus atmosphere. The college embraces a comprehensive waste management strategy, integrating systems for solid, liquid, biomedical, and e-waste. Eco-friendly practices such as vermicomposting and the production of biogas from disposed waste contribute to environmental sustainability.

The college employs diverse water conservation measures, including rainwater harvesting and bore well recharge, ensuring environmental resilience. Construction of various tanks across the campus and the implementation of treatment plants for water recycling demonstrate the institution's commitment to responsible water management and environmental conservation. The college actively safeguards biodiversity through landscaping, herbal gardens, and annual tree plantation initiatives. The campus enforces a plastic-free policy by conducting awareness campaigns. The solar power system installed in the college serves as an alternate source to meet the clean energy requirement. Institutional environment and energy initiatives are assessed through various audits. Divyanjans have access to necessary amenities.

The institution cultivates an inclusive environment by engaging in the various celebrations in campus, promoting a sense of unity among students from diverse religious backgrounds and providing opportunities for them to experience, understand, and appreciate their unique traditions and customs. Specialized courses and lectures are offered to emphasize ethical principles, human rights and civic awareness. Adherence to the code of

conduct is maintained at the college.

The college emphasizes nurturing innovation and entrepreneurship among students as a best practice. Through the hands-on “SLCS Sandhai” platform, students showcase innovative products and refine salesmanship and entrepreneurial skills. Another best practice, The SLCS-SAMAAJ SEVA initiative, expands its educational reach to contribute to societal upliftment through outreach programs and extension activities. The distinctiveness of SLCS lies in offering practical life skills. The integration of these experiences emphasizes SLCS's commitment to education, preparing students for both personal and professional success.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SUBBALAKSHMI LAKSHMIPATHY COLLEGE OF SCIENCE
Address	TVR NAGAR, ARUPPUKOTTAI ROAD
City	MADURAI
State	Tamil Nadu
Pin	625022
Website	https://slcs.edu.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	R. Sujatha	0452-7397788615	9787666669	-	iqac@slcs.edu.in
IQAC / CIQA coordinator	R. Suganthi Hepzibha	0452-8610913790	9677998725	-	iqac@slcs.edu.in

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	
Date of Establishment, Prior to the Grant of 'Autonomy'	30-09-1994

Date of grant of 'Autonomy' to the College by UGC	16-02-2006			
University to which the college is affiliated				
State	University name		Document	
Tamil Nadu	Madurai Kamraj University		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC	06-08-1998		View Document	
12B of UGC	03-12-1998		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
AICTE	View Document	15-05-2023	12	Current Year
AICTE	View Document	15-05-2023	12	Current Year
AICTE	View Document	15-05-2023	12	Current Year
AICTE	View Document	15-05-2023	12	Current Year

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	TVR NAGAR, ARUPPUKOTTAI ROAD	Urban	25	20065.96

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	BSc,Hotel Management,Marine Catering and Hotel Management	36	HSC	English	80	34
UG	BSc,Computer Science,Computer Science Security System Specialization	36	HSC	English	40	37
UG	BSc,Computer Science,Computer Science Data Science and Analytics	36	HSC	English	40	26
UG	BSc,Animation,Animation	36	HSC	English	40	23
UG	BCom,Commerce,Honours	36	HSC	English	60	16
UG	BCom,Commerce,Honours	36	HSC	English	60	13

	Association of Chartered Certified Accounts ACCA Specialization					
UG	BCom, Commerce, Banking and Insurance	36	HSC	English	60	48
UG	BSc, Visual Communication, Visual Communication Specialization in Film and Television Production	36	HSC	English	40	4
UG	BSc, Networking, Networking Specialization in Cloud Computing	36	HSC	English	40	28
UG	BSc, Fire And Industrial Safety, Fire and Industrial Safety	36	HSC	English	40	8
UG	BBA, Business Administration, Logistic and Shipping Management	36	HSC	English	60	37
UG	BSc, Food Science, Food Science and Processing Management	36	HSC	English	40	9
PG	MSc, Visual Communication	24	ANY UG DEGREE	English	25	4

	on, Visual Communication					
PG	MBA, Business Administration, Master of Business Administration	24	ANY UG DEGREE	English	120	86
PG Diploma recognised by statutory authority including university	PG Diploma, Animation, Post Graduate Diploma in Animation Techniques	12	ANY UG DEGREE	English	40	3
PG Diploma recognised by statutory authority including university	PG Diploma, Fire And Industrial Safety, Post Graduate Diploma in Fire and Industrial Safety	12	ANY UG DEGREE	English	40	0
PG Diploma recognised by statutory authority including university	PG Diploma, Fire And Industrial Safety, Post Graduate Diploma in Fire and Industrial Safety W	12	ANY UG DEGREE	English	40	28

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				7				66			
Recruited	0	0	0	0	5	2	0	7	41	25	0	66
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				23
Recruited	14	9	0	23
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				12
Recruited	11	1	0	12
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	5	2	0	7	3	0	17
M.Phil.	0	0	0	0	0	0	8	10	0	18
PG	0	0	0	0	0	0	26	12	0	38
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		13	1	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	610	7	1	0	618
	Female	356	2	0	0	358
	Others	0	0	0	0	0
PG	Male	103	0	0	0	103
	Female	43	0	0	0	43
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	30	0	0	0	30
	Female	4	0	0	0	4
	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	14	9	6	17
	Female	10	5	1	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	2	0	0
	Others	0	0	0	0
OBC	Male	274	260	226	289
	Female	186	103	111	101
	Others	0	0	0	0
General	Male	13	19	17	11
	Female	17	11	14	12
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		514	409	375	432

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Animation	View Document
Business Administration	View Document
Commerce	View Document
Computer Science	View Document
Fire And Industrial Safety	View Document
Food Science	View Document
Hotel Management	View Document
Networking	View Document
Visual Communication	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>In accordance with various provisions of National Education Policy (NEP), 2020 and its implementation the College Council, an instrumental administrative body housing the Curriculum Development Cell (CDC) and the Internal Quality Assurance Cell (IQAC) orchestrate pioneering initiatives that herald a new era of academic evolution within the institution. Central to this metamorphosis are the meticulously crafted courses introduced as per the NEP guidelines. Entrepreneurial Skills, Research Ethics, Environmental Studies, Value Education, and Cultural Heritage of India courses stand as beacons of this transformative pedagogical approach. These courses transcend the traditional confines of academia, aiming to weave a holistic tapestry of skills, ethical awareness, and cultural depth essential for comprehensive student development. The strategic deployment of these courses as Non-Major Electives across various academic programmes reflects SLCS's commitment to nurturing a multidisciplinary and interdisciplinary educational environment. Furthermore, SLCS taps into cutting-edge Information and Communication Technology (ICT) and digital resources which extend beyond imparting programme-specific knowledge to fostering essential competencies like effective communication, confident public speaking, digital literacy, robust research methodologies, proficiency</p>
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	<p>in Hindi, and advanced reading abilities. SLCS's commitment to holistic education transcends the confines of its classrooms. The institution actively engages students in community initiatives through organized extension service programs, such as SLCS-SammajSeva and NSS. It also serves as a vibrant hub of intellectual discourse and knowledge exchange. Consistently hosting seminars, conferences, special talks, and lectures that helps to handle local and global issues contributes significantly to nurturing well-rounded students and fostering holistic development.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>All Programmes of batches 2020-23 and 2021-24 have registered in Academic Bank of Credits. In total 365 students of the second year and 299 of the third year have registered. The current batch 2022-25 is in the process of registration. These initiatives will help them to know about choosing multidisciplinary, skill-based and flexible curriculum to promote flexibility, equality and quality in higher education.</p>
<p>3. Skill development:</p>	<p>Soft skill training is a pervasive offering at various levels within our programmes. In the third year, Placement Recruitment Training is a key focus, emphasizing Language, Speaking, Reading, and Writing (LSRW) skills to prepare all students for their professional journey. Additionally, the college integrates 'Jeevan Kaushal- Life Skills,' a UGC program encompassing Communication, Professional, Leadership, and Management Skills, along with Universal Human Values, and NPTEL courses as extra credit opportunities. Beyond the formal curriculum, emphasis on enhancing life skills is placed by providing driving and swimming classes, enabling our students to broaden their skill set. The college has also facilitate to exhibit the talents of the students by conducting "Talent Show". This unique initiative is aimed at developing well-rounded individuals with a broad spectrum of talents. Moreover, our institution's Innovation Council and various clubs collaborate to organize students to engage in multifaceted learning experience.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Indian languages such as Tamil and Hindi are offered in the curriculum of every programme under the Part I language. The students can opt either General Tamil or Hindi as their Part I Language. Basic Tamil & Advanced Tamil are offered as the NME Courses for</p>

	the II year students those who have opted Hindi as their Part I. Basic Hindi is also offered for the Fire and Industrial Safety students.
5. Focus on Outcome based education (OBE):	<p>Outcome-Based Education (OBE) was adhered by the institution from the year 2017 and its implementation started from the year 2019 with the writing of the, Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Programme Educational Objectives (PEOs) for all UG and PG Programmes. From 2019 onwards, the curriculum has been designed in such a way that course plan, teaching methodology, setting of question paper and evaluation and all other activities pertaining to the curriculum have involved the knowhow and evaluation of cognitive abilities namely “Remembering, Understanding, Applying, Analyzing, Evaluating and Creating”. For each course, the Course Outcomes (COs) and the POs are calculated and based on that the gaps and the content beyond the syllabus are filled for the particular course in the upcoming batches. One of the good practices of the college related to OBE is that all Non-Major Elective courses are multidisciplinary which aim at achieving the Bloom’s Taxonomy levels. Internship and all other student activities are taken into account in the programme attainment calculation. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the Nation.</p>
6. Distance education/online education:	<p>Our students choose NPTEL to learn online courses related to their domain. Many students prefer the generic courses and few prefer interdisciplinary domains. Apart from this our students have taken edX, udemy, coursera and other MOOCs to enhance themselves in their core courses. The college motivates the students by reimbursing the examination fee to the students who have cleared the proctored exams. Extra credits are given in the consolidated mark statement to the students.</p>

Institutional Initiatives for Electoral Literacy

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1. Whether Electoral Literacy Club (ELC) has been set up in the College?	<p>Certainly, the Electoral Literacy Club (ELC) was established at Subbalakshmi Lakshmipathy College of Science during the academic year 2018-19. Recognizing our nation as the world's largest democracy, organizing elections on a grand scale to shape our government, the ELC aims to engage our student community in electoral endeavors. The club delves into the intricate electoral process in India, highlighting its dynamic nature involving millions of voters, diverse political parties, and extensive logistics arrangements.</p>
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>Certainly, the ELC comprises a student coordinator and a faculty coordinator, both chosen by the college. Mr. R. Sivasubramanian, Assistant Professor of Mathematics, serves as the ELC Coordinator. Annually, a student is designated as the Student Coordinator, and the particulars are Mr. Dharnesh Kumar, II B.Sc., CS (2022-23), Ms. Lakshmi K.J, II B.Sc., MCHM (2021-22), Mr. Kabilan M.J, II BBA (2020-21), Mr. Adiththan S.P.J, II B.Com (Hons) (2019-20) and Mr. Prasanna T.J, II BBA (2018-19). The ELC is operational and convenes once in fortnight. It aims to enlighten students, emphasizing that voting in India is not just a fundamental right but a pivotal civic duty. The electoral process is viewed not only as a right but also as a responsibility, empowering citizens to actively participate in India's democratic governance. Students, serving as societal counselors, actively engage in educating and instilling awareness about the election process to the peers and to the public.</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>Students have actively contributed to their local communities, particularly in their neighborhoods and villages. They have undertaken initiatives to educate their peers and family members on utilizing the voter helpline application. Additionally, they provide assistance to senior citizens, individuals with physically challenged, and other underprivileged members of society in navigating the app. The ELC has organized various events, including: Online Registration Program: This program guides individuals through the online registration process. The club has facilitated virtual sessions covering topics such as the importance of voter registration, voting eligibility, voter ID cards, voter rolls, Election Day procedures, Electronic Voting Machines (EVMs), postal voting, and the significance of</p>

	<p>voting. Social Media Campaigns: Targeted social media campaigns have been launched to reach a younger demographic. Engaging content, including info-graphics and videos, simplifies the registration process and underscores its importance. Voter Registration App: Students have explained the voter's helpline app within the college premises and neighboring villages. They also assist senior citizens in various electoral processes. Collaboration with Other Clubs and NSS: The ELC has partnered with other clubs and the NSS to integrate voter registration into educational curricula. Special registration drives are conducted in the institution, targeting eligible students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Mobile Registration Units: Introduced mobile registration units equipped with documentation tools. These units can travel to different neighborhoods, rural areas, and public events, enhancing the accessibility of voter registration. Community Registration Events: Organize community registration events in villages, public spaces, parks, or markets. Combine registration activities with cultural programs to attract a diverse audience.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>We have motivated our students to register in the voter list through the voter helpline mobile application. Regular enrollment camps have been organized to ensure that every student above the age of 18 in our college is included in the voter list, achieving a 100% registration rate.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1156	1074	1167	1263	1172
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
401	442	449	450	316
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
73	75	69	70	63
File Description		Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 148

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
511.32	377.61	200.03	375.50	431.19
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Subbalakshmi Lakshmipathy College of Science (SLCS) offers 11 Undergraduate, 02 Postgraduate and 03 Post graduate Diploma programmes for which the curricula and syllabi are highly relevant and caters to the Local, National and Global needs. The design ensures that the students possess the required domain knowledge, skill and attitude after completion of the Programme. Being an autonomous institution, Choice Based Credit System (CBCS) is adopted which is student centric. The curricula of the undergraduate and postgraduate programmes are formulated as per guidelines of UGC, TANSICHE and AICTE (MBA).

Each Programme's Vision & Mission is aligned with College Vision & Mission. That is in turn mapped with the Programme Educational Objectives, Programme Specific Outcomes, Programme Outcomes, and finally with the Course Outcomes.

At the end of the completion of every programme, programme attainment is calculated through the course attainment and the programme exit surveys. Based on the course attainment the courses may be restructured for the proceeding academic year.

The drafted curricula and syllabi are presented for approval of BoS. The governing body and academic council approves the curricula. To keep up with rapid changes in a globalized world, the Board of Studies (BoS) revamps the curriculum and syllabus every semester to develop the competency of the students.

The curriculum of all UG programmes have Skill Enhancement Courses specially designed to provide hands-on training, competencies and employability skills like adaptability, teamwork, communication, time management, and leadership essential for students along with their domain knowledge. For example, in addition to core courses, the Department of English offers skill enhancement courses like 'Campus recruitment Training' and 'Career Development Skill' for all UG students. The Department of Animation offers 'Creating 2D show reel' and Department of Commerce offers 'Computerized accounting'. In a similar manner all the departments offer courses to empower the skill sets of the students in their chosen discipline. They provide ample space for employability, entrepreneurship culture and skill development

Under the Choice Based Credit System, the College ensures that all students in every programme have access to internships or projects. Discipline-specific Value Added Courses are also provided to enhance

students' knowledge. Additionally, Massive Open Online Courses (MOOCs) are offered as extra credit courses to promote a comprehensive and holistic learning experience.

Outcome Based Education is implemented throughout the Programme using Blooms taxonomy as a tool in which each Programme Outcome and Programme Specific Outcome is mapped with the Course Outcome and is presented in the Board of Studies and Academic council conducted every semester. The whole process of updations and revision is approved in the Governing body of the college.

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Programmes offered by the institution emphasises on career development through courses focus on enhancing employability, nurturing entrepreneurship and skill development. Students are trained on domain specific Professional Skills, Knowledge and Employability Skills and entrusted to undertake project work, co-curricular activities as industries increasingly embrace individuals versed in these diverse disciplines become highly employable.

Commerce: Honours and ACCA Programmes are designed to prepare the students in for Chartered Accountant Foundation and CA Intermediate Examination. These Programmes help students in gaining opportunities to work for Accounting and Audit firms. B.Com (B&I) Programme has added Diploma in Banking and Finance syllabus which helps students to get placed in Banking, Financial Services and Insurance (BFSI) companies.

Animation and Media studies: With state-of-art-infrastructure new technologies are built-in the curriculum. Students are exposed to in-demand software along with production related projects for better learning. Internship with prominent studios pays the way for employability.

Computer Science and Networking: Students are trained in cyber security, software and Database domain by learning specific courses which enable them to get placed in Information Technology sectors and to become an entrepreneur.

Management Studies: MBA students are offered in-demand courses like Fintech & Block-chain Technologies, Big Data Analytics, Digital Marketing, Agri-Business Management. These courses have accelerated the career progression brighter and students have got better placement opportunities in various organisations. Students are being offered contemporary elective courses, whereby they can be a

role-ready candidates to take up their suitable roles in the companies.

Marine Catering and Hotel Management (MC&HM) & Food Science and Processing Management (FS&PM): The courses offered by the departments mould the students in the field of Food processing and Food production. The MC&HM Programme's state of the art high –end modern kitchens help to develop talented catering personnel and providing the certification opportunities which will help students to work in ships. The FS&PM Programme trains the students in Food Design and Nutrient analysis. These practices develop the employability and entrepreneurial skills for students.

Fire and Industrial Safety: Students learn the practical aspects of Risk assessment and hazard identification by focusing on methodologies needed for prevention of accidents under different industrial settings, which directly provide employment in various industries as a Fire officer/ Notified Safety officer under The Tamil Nadu Factories Rules, 1950.

Students are given the opportunity to learn industry-vetted courses, open electives, employability enhancement courses, online courses, and one-credit courses to give them a solid foundation.

Companies believe robust communication training is necessary. Therefore, in an effort to bridge the gap, courses like Communicative English, Soft Skills, and Placement Training are offered. All Programmes strive to provide holistic training for students to make them role-ready and enable them to achieve excellence in their chosen domain. Our curricula are updated semester-wise in accordance with the developments in the industry and suggestions received from the stakeholders.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 54.73

1.2.1.1 Number of new courses introduced during the last five years:

Response: 359

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 656

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The institution has incorporated courses pertaining to Professional Ethics, Human Values and Environmental Sustainability within the syllabi of every Programme. The College views ethical practices in all spheres, as a means to imbibe social, cultural and personal responsibilities. The Curriculum also subsumes professional ethics directly in electives and core theory in most of the programmes. They offer courses like Principles of Animation, Media Laws & Ethics, Food Ethics, Principles and Practice of Accounting, Principles and Practice of Banking, Business Ethics, Penetration Testing Fundamentals, Basic Food & Beverage Service, Governance, Ethics and Ethos etc. which impart professional ethics to the students. Thus, the curriculum is designed to provide a strong foundation of values, traditions, sustainability, and professionalism to lead a meaningful and purposeful life.

The core values like integrity, honesty, transparency, respect, responsibility, sportsmanship, loyalty and discipline are also imparted through the various activities conducted by cells and committees in the college. Gender, social, human values and environmental sensitivity formulated and included in the curricular and co-curricular activities helps the students to attain a holistic development.

Sustainable Development Goals, seeks to bolster global collaboration for sustainable development. Emphasizing partnerships, it aims to mobilize resources, including finance and technology, to address diverse challenges. The goal underscores the importance of policy coherence, institutional capacity building, and a supportive economic environment. SDG 17 prioritizes the sharing of knowledge and technology, encourages responsible business practices, and stresses the necessity of data monitoring for accountability. By focusing on these aspects, SDG 17 serves as a pivotal catalyst to achieve the broader goals outlined in the 2030 Agenda. At RLIMS (A Unit of SLCS) we have initiated the process of learning all these SDG 17 goals to all our MBA students by way of an initiative “Aathma Bodha”, self-learning presentations.

The Women's cell of the college conducts various activities to inculcate the culture to respect women. The Women's Cell of the college organizes gender sensitization programmes that give mental and physical stability and confidence to girl students. Through Unnat Bharat Abhiyan, various programs have been conducted in the adopted villages related to Entrepreneurial Skill for Unemployed Rural Women and also have briefed various government schemes pertaining to their livelihood. The National Service Scheme (NSS), Red Ribbon Club (RRC) and Youth Red Cross (YRC) have conducted activities related to environmental conservation, Health, Family Welfare and Nutrition, "Poshn Pakwada", "Beti Bacho", "POCSO Act", e-Shram registration camp, Swachh Bharat cleanliness camp, "Common Laws", "Digital Awareness" & "Road Safety" and also MEGA Vaccination Camp.

Jeevan Khusal-Life Skills (as recommended by UGC) and Cultural Heritage of India are offered to the first and second year students as extra credit courses. Value Education provided to first year students encourages tolerance and understanding about cultural and religious differences. Environmental Studies ensures the responsibility of the students to conserve natural resources and protect global ecosystems there by *supporting Environmental sustainability*.

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 72

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

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years

Response: 17

1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years

Response: 17

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.4 Feedback System**1.4.1**

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 51.02

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
514	409	375	432	528

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
925	925	885	880	811

File Description

Document

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[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: 68.74

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

2022-23	2021-22	2020-21	2019-20	2018-19
484	379	344	409	486

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
640	640	611	607	560

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

Subbalakshmi Lakshmipathy College of Science employs a comprehensive and multifaceted approach to assess the academic progress and overall development of its students. The evaluation process begins with the Admission Committee members actively engaging in Career Counselling during the initial phase, guiding students in making informed decisions about selecting the most suitable Degree Programme.

Upon the selection of their respective programmes, each student undergoes a personalized one-on-one

admission interview, where they interact with both the Head of Department (HoD) and the Principal. This interview serves as a crucial step in understanding the individual aspirations and goals of the students, ensuring a holistic approach to their academic journey.

The institution places a significant emphasis on the Student Induction Program, specifically designed for first-year students. This program focuses on evaluating and enhancing essential skills such as communication, domain knowledge, and overall competencies. As part of this initiative, students participate in both Entry-Level and Exit-Level assessments, allowing the college to analyze their learning progress comprehensively.

During the Student Induction Program, the HoD encourages students to explore and identify their academic, co-curricular, and extracurricular interests. To facilitate this, each student is carefully assigned to a club aligned with their individual preferences and passions, fostering a supportive and enriching environment for personal and academic growth.

Within the framework of their respective classes, Course Teachers conduct Class Tests to assess students' performance and categorize them as either Slow Learners or Advanced Learners based on their test scores. Subsequently, the college tailors its instructional approach to cater to the specific levels of competence exhibited by each group.

Slow Learners

For those identified as slow learners, remedial classes are offered to provide additional support and address individual learning needs.

Advanced Learners

Conversely, advanced learners are provided with opportunities to further excel in their academic pursuits. This includes the option to earn extra credits through additional course enrollments, such as NPTEL or MOOCs (Massive Open Online Courses). Additionally, participation in seminars or workshops is encouraged for advanced learners, allowing them to delve deeper into their chosen fields of study and broaden their academic horizons.

In essence, Subbalakshmi LakshmiPathy College of Science not only prioritizes academic excellence but also places a strong emphasis on personalized guidance, skill enhancement, and a well-rounded approach to education. The institution's commitment to nurturing individual talents and addressing diverse learning needs sets the stage for a dynamic and inclusive educational experience

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)**Response:** 15.84

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The college is deeply committed in promoting the leadership potential and societal impact of its students, implementing conscious and continuous initiatives to facilitate their holistic development. This commitment is evident in the faculty's dedicated efforts, guided by a student-centered approach that is cultivated through regular Faculty Development Programs (FDPs) held at the commencement of each semester. These FDPs serve as a pivotal mechanism for keeping our faculty members abreast of the latest technologies and teaching methodologies.

In anticipation of each semester, the Internal Quality Assurance Cell (IQAC) collaborates with the Faculty Induction Cell to orchestrate a week-long series of FDPs and skill training programs for our educators. These initiatives are meticulously designed to empower teachers with the tools and knowledge necessary to enhance their teaching pedagogy. By investing in faculty development, the college ensures that its educators are well-equipped to nurture the intellectual and leadership capabilities of their students.

The collaborative efforts of the Heads of Departments (HoD) and faculty members are instrumental in formulating the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Programme Educational Objectives (PEOs), and Course Outcomes (COs). These comprehensive documents are meticulously prepared on a standardized format and undergo rigorous scrutiny within the respective departments by Course Experts in the Board of Studies. Subsequently, they are submitted to the Curriculum Development Cell (CDC) and IQAC for further review and refinement.

A critical aspect of this process involves the meticulous preparation of course plans and methods by

teachers. The instructional strategies employed in the classrooms are characterized by innovation, including experiential learning, participative learning, problem-solving methodologies, field projects, internships, and industrial visits. These methods are strategically chosen to not only impart academic knowledge but also to enhance students' interpersonal skills, fostering a well-rounded educational experience.

Experiential learning:

Experiential learning forms a cornerstone of our approach, allowing students to engage directly with the subject matter and develop a deeper understanding through practical application. Students embark on industrial or field visits to explore industries, organizations, and tourist destinations aligned with their respective courses of study.

Participative learning

Participative learning methodologies encourage active involvement, creating an interactive and dynamic learning environment that stimulates critical thinking. Encouragement is provided to students to engage in workshops, seminars, conferences, and to further motivate them to present papers during such conferences.

Problem-solving methodologies

Problem-solving methodologies instill in students to analyze and address challenges, preparing them for real-world scenarios. Field projects and internships further enrich the educational landscape by providing students with exposure to real-world contexts. These experiences bridge the gap between theoretical knowledge and practical application, offering invaluable insights and skills that are instrumental in their personal and professional development.

In essence, the college's commitment to student-centric education, faculty development, and innovative teaching methodologies underscores its dedication to nurturing well-rounded individuals capable of not only excelling academically but also making meaningful contributions as leaders and catalysts for positive societal change. Through these initiatives, the college endeavors to empower students to realize their full potential and emerge as influential leaders in their respective fields.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

The implementation of the mentoring system within the academic framework of our institution has been a strategic initiative aimed at enhancing the quality of the student-teacher relationship. This system is designed to facilitate continuous monitoring, advice, and guidance for students, addressing both personal and educational matters. Each teacher assumes the role of a mentor for the students assigned to them, creating an environment where students feel safe and encouraged to confide in their mentors. This mentorship is an ongoing process, extending throughout the entirety of the students' academic careers.

The primary objectives of the student mentorship program encompass a multifaceted approach, striving to:

- Enhance student-teacher relationships.
- Improve student attendance and academic performance.
- Maintain low student dropout rates.
- Monitor students' timeliness and conduct.
- Keep parents informed about their wards' academic performance.

To optimize the effectiveness of the mentorship program, students are grouped based on their course of study, ensuring a manageable ratio of no more than 20 students per group in a 1:20 mentor-mentee ratio. Mentors diligently gather essential information about their mentees and consistently update this information in the mentoring format. The mentor-mentee interaction takes various forms, including one-on-one meetings and small group sessions, providing personalized advice and support to address individual needs.

The mentor-mentee guide is a pivotal component of this system, facilitating a structured understanding of the students' growth in their learning process. On occasions where it is deemed necessary, mentors may involve parents in individual counseling sessions and arrange special meetings with the Principal to address specific concerns or challenges faced by the students.

Mentors play a vital role in advising students on aspects such as attendance and performance for the current semester, as well as offering insights into overall performance in previous semesters. Additionally, mentors provide guidance regarding career choices, whether it be in terms of placement opportunities, entrepreneurship endeavors, or pursuing higher education. The mentorship extends beyond academics to encompass personal, co-curricular, and extra-curricular aspects, with mentors inspiring and guiding students on various fronts.

By fostering a strong and supportive mentorship environment, the institution aims to create a comprehensive support system that not only contributes to the academic success of students but also nurtures their personal and professional growth. The mentoring system embodies the commitment to individualized attention, ensuring that each student receives the guidance and encouragement needed to navigate their academic journey successfully and make informed decisions about their future endeavors.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

The academic planning and execution system at the College are meticulously crafted in alignment with the recommendations of the Internal Quality Assurance Cell (IQAC), reflecting a well-structured, transparent, and routinely assessed approach. This system involves a coordinated effort, where a pre-established schedule is devised, executed by faculty members in charge, and promptly updated with the support of the College Management System (CMS).

The academic team, comprising key stakeholders such as the Principal, Dean-Academics, IQAC Coordinator, Controller of Examinations, Heads of Departments (HODs), and faculty members, collaboratively formulates the preamble for the Academic Calendar. This essential document serves as a comprehensive guide, detailing crucial information such as working days, semester commencement and conclusion dates, class tests, schedules for Continuous Internal Assessment (CIA) I & II, Commemoration Days, festival holidays, upcoming celebrations, and various other events integral to the academic calendar.

To ensure streamlined planning at the departmental level, each department maintains its own academic year planner, meticulously outlining activities on a semester-wise basis. The faculty plays an important role in this process by developing and consistently revising course plans within the CMS for every academic programme. This practice guarantees that both educators and students are well-informed about the educational schedule for each semester.

The integration of e-governance has emerged as a transformative approach to academic planning, introducing elements of efficiency, transparency, and mutual benefit for faculty members and students alike. This digital system, implemented in a self-monitored manner, necessitates strict adherence to the academic schedule. The use of technology not only expedites the planning process but also provides a transparent and accessible platform for stakeholders, fostering a more effective and inclusive academic environment.

The commitment to adhering to the recommended practices by the IQAC, underscores the College's dedication to ensuring the seamless functioning of the academic planning and execution system. By integrating technology, maintaining transparency, and involving key stakeholders in the process, the institution strives to create an environment conducive to effective teaching and learning. The result is an

academic framework that not only meets the highest standards but also prioritizes the ongoing improvement and adaptability required in the dynamic landscape of education.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise 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
73	75	69	70	63

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 22.3

2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years

Response: 33

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	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

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 9.59

2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year

Response: 700

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 34.92

2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:

Response: 22

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	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

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	12	19	18	13

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 0.07

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

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

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1162	1085	1168	1262	1171

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

Examination Procedures

The college has taken extensive efforts to reform the examination processes and procedures that have brought in considerable improvement in Examination Management System (EMS). It is developed to manage the entire exam process activities that are related to examination management, right from receiving enrolment and examination forms, to the processing of exams, printing, distribution and statistical reports with highly reliable Platform **PHP WEB APPLICATION**.

Processes Integrating IT

Registration for Examination

Students' details such as names, Examination register number, Bio-data, Year of study, Semester, and Details of Course will be entered in the software.

Examination Schedule

The End Semester Examination (ESE) schedule is prepared and updated in the EMS portal for the generation of examination foil card, attendance and Scoring Sheet.

Issue of Hall Tickets

The Hall Tickets and Nominal Roll will be printed **through EMS Portal** by making all entries. The eligible students' Hall Tickets shall be downloaded.

Staff Login ID

For every staff of the college an individual id was created in the EMS Portal through which they can upload the Attendance and Assignment marks and Question bank.

End Semester Examinations (ESE) Question Paper

The ESE question papers are extracted from the question bank by the Office of the Controller of Examinations which was uploaded in the EMS portal by the concerned course faculty.

Examination Marks Entry

The CIA and ESE marks are entered in the EMS Portal and can be used later for results publication.

Introduction to Free Transparency

After the publication of Provisional results, the transparency session will be conducted for the students to view their valued answer scripts in the presence of examination authorities and the representation will be resolved instantly.

Results Analysis

Consolidated Result Analysis are generated for analysing by the Controller of Examinations.

Results Publication

The results are generated and published in the college website. The students can view and download their results using their User name and Password.

Current Instant Examination and Repeat Supplementary Examination

The students are given an additional opportunity to write arrears during the middle of the subsequent semester as current instant examination.

The final year students are given repeat supplementary examination where they can write any number of arrears in I to VI semesters at the end of the programme.

Preparation of Marks Statements

Provisional and Degree Certificate of Consolidated Mark Statement are duly signed by Principal and COE. The same are updated in the University Portal and hard copy is sent to Madurai Kamaraj University by the COE office.

Continuous Internal Assessment (CIA) System

The question bank for CIA I and II will be uploaded and will be generated in the EMS Portal. After the valuation the CIA marks will be entered in the EMS by the respective course faculty. At the end of the semester the attendance and assignment marks will be entered. The Internal marks will be generated in the EMS based on the entries.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The development of Programme Outcomes (POs), Programme Specific Outcomes (PSOs), Programme Educational Outcomes (PEOs) and Course Outcomes (COs) is a collaborative effort led by the Curriculum Development Cell (CDC), comprising the Dean Academics, the Internal Quality Assurance Cell, and the Heads of the Department, along with active involvement from the faculty members. These outcomes undergo a rigorous approval process by the Board of Studies to ensure their alignment with the educational objectives of the institution.

Once finalized, these outcomes become readily accessible to the college community as they are published on the college website. Moreover, they are prominently displayed across the premises, serving as a constant reference point for faculty, students, and visitors. This strategic placement reinforces the institution's commitment to transparently communicating its educational objectives and desired

outcomes.

Faculty members actively engage with these outcomes in Course Committee Meetings (CCM) and regular classes. The CCM provides a platform for in-depth discussions about the relevance and application of the outcomes within the context of each course. Faculty members, being integral stakeholders, play an important role in shaping the understanding and implementation of these outcomes in the academic landscape.

Additionally, faculty members take the initiative to introduce these outcomes directly to students during their class sessions. This proactive approach serves to familiarize students with the expected learning outcomes, fostering a sense of awareness and responsibility for their educational journey. Faculty members explain the correlation between COs and the broader POs, PSOs and PEOs thereby providing students with a holistic understanding of their educational path.

The continuous monitoring and assessment of the progress in achieving these outcomes are integral components of the educational framework. At the commencement and conclusion of each academic unit, comprehensive reviews are conducted to evaluate the extent to which the intended outcomes have been met. This ongoing assessment mechanism allows for timely adjustments and improvements, ensuring that the educational objectives remain dynamic and responsive to the evolving needs of the academic community.

The emphasis on regular assessments reflects the institution's commitment to maintaining a high standard of education. It provides valuable insights into the effectiveness of the curriculum, teaching methodologies, and overall educational approach. These assessments also serve as a basis for constructive feedback, enabling faculty members to fine-tune their teaching strategies and enhance the overall learning experience for students.

In conclusion, the collaborative development as well as meticulous integration of POs, PSOs, PEOs and COs underscores the institution's dedication to delivering a holistic and impactful educational experience. The transparent communication of these outcomes, active engagement with faculty and students, and the continuous assessment process collectively contribute to the institution's commitment to excellence in education.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 95.01

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 381

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / 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: 3.71

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institution provides a conducive environment with all the necessary infrastructural facilities to promote research activity through a well-defined research policy on the campus. Being a self-financing institution, the institution has limitations regarding the research grants for the research activities taken up by the faculty and students. Faculty members are encouraged to apply to various funding agencies to pursue their research. The institution offers seed money for the research based on the meritorious status of the proposals. Faculty members are encouraged to present their ideas/Project proposals before the research cell for receiving the seed money following the guidelines of the institution. Freedom is given to choose the research area of their choice, and they are motivated to seek funding from various funding agencies and industries. A thorough review is done for all the research proposals seeking funding from various funding agencies by consulting with the research cell. The institution encourages the faculty members by providing incentives for peer-reviewed publications, writing books, and filing patents.

The research cell also monitors the impact of research and consultancy and ensures non-violation of research and consultancy ethics, professional ethics, the privacy of the people, and human rights, causing problems to the health and safety of human beings, and property damage. The departments are well equipped with the necessary software and computing facilities for carrying out the research activities.

The institute encourages the faculty members to pursue research by giving financial assistance and study leave, and rewards those who have completed Ph.D. with an extra increment in their salary. To aid the faculty members doing research, the College has equipped the libraries with many standard reference books, National and International journals with back volumes, and computers equipped with necessary software for carrying out research activities. The Institution also remains committed to long-term research as the foundation for future development. Awareness meets, workshops, seminars and guest lectures on research were frequently organized.

File Description	Document
Upload any additional information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 28.53

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during

last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
10.87	4.84	3.77	3.37	5.68

File Description	Document
Sanction letters of seed money to the teachers is mandatory	View Document
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	View Document
Institutional data in the prescribed format (data template)	View Document
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.1.3**Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response:** 2.03**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 3

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 50.45

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.1

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

Response: 15

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	View Document
Institutional data in the prescribed format (data template merged with 3.2.1)	View Document
Copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year**Response:** 1.37**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 1

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

3.3 Innovation Ecosystem**3.3.1**

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:

SLCS has a conducive environment for the promotion of Innovation and Incubation. All the required facilities are provided and guidance is extended to the students and faculty to involve themselves actively to cater for the needs of society. The curricular, co-curricular, extra-curricular and extension activities of the college are designed to encourage innovations and novel ideas along with subject knowledge. Students are taken to industrial visits and trade fairs to update their knowledge in the required field.

Ecosystem for innovations through research Cell:

SLCS has a Research Cell to motivate the faculty members to write research projects. Faculty members are encouraged to undergo professional development programmes, organize and participate in Conferences, Seminars and Workshops. To aid the faculty members doing research, the College has equipped the libraries with many standard reference books, National and International journals with back volumes, and computers equipped with necessary software for carrying out research activities. The Institution also remains committed to long-term research as the foundation for future development. Awareness meets, workshops, seminars, and guest lectures on research were frequently organized.

Ecosystem for innovations through Entrepreneurial Development Cell and Institution Innovation Council:

The IIC was established in our Institute to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes leading to start-ups and entrepreneurship. Activities are approved by the Ministry of Education and awarded with a 3.5-star rating out of 4 for our Institute. Meetings, workshops, seminars, Trade bazaars, and guest lectures on

Entrepreneurship are organized to create awareness among the students through the IIC, ED-cell, and EDII-MKU.

Industry-academic linkages:

The college has initiated linkages with institutions and companies, for industry-academia research activities and internships. MoUs and linkages were initiated with state/national/international institutions.

Ecosystem for Innovations through Extension Activities:

Our institution cooperates with the local people through UBA with the aim of community development in and around the institution.

Encouraging students to participate in Club Activities:

Clubs and activities are a great way to find where the students belong to the social community and to find their niche among students with similar interests and goals. Extracurricular activities allow them to pursue their current interests and passions. Encouraging students to participate in Club Activities will lead to participation in International Professional Clubs which encourages the students to participate in International and National Hackathons, Makeathons, Codeathons, Solar Karts contests. Dedicated mentors work towards enabling students to participate in MyGov challenges, AICTE Chhatra Vishwakarma Awards, DST-Texas India Innovation Challenge Design Contest, and Innovate India.

File Description	Document
Upload any additional information	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 2

3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:

Response: 2

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document

3.4.3

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

Response: 0.47

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

Response: 70

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

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.44**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 65

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format (data template)	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

3.4.5**Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science****Response:** 3.67

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

3.4.6

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

Response: 1.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy**3.5.1**

Revenue generated from consultancy and corporate training during the last five years

Response: 54.45

3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
14.04	12.40	13.63	14.38	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

The institution's primary goal is to educate and prepare the students for social challenges and responsibility. With a strong sense of responsibility towards society, the students actively enrol themselves in this program with a focus on the improvement of the village. Students' dedication drove them to become more socially responsible for society and helped with their overall growth.

One hundred and fifty outreach programs and extension activities were organized. It is mandatory for all the students to actively take part in various activities of the outreach programs and these programs, and it will help the students to learn to respect others, be sensitive to the needs of others, understand the social realities of rural areas, and appreciate the rural masses and their issues. Seven villages, namely Eliyarpati, Nedumadurai, Solankurani, Valayankulam, Vellakal, N. Kallipatti, Soorakulam, are adopted by our college through the Swachh Bharat, Pradhan Mantri Jeevan, Jyoti Bheema Bima Yojana, and Unnat Bharat Abiyan schemes of the Ministry of Education. NSS, YRC, and RRC units have actively participated in numerous programs, such as renewable energy by donating a 20-watt solar street lamp, guidance programs on higher studies for the students, road safety and helmet awareness, the COVID-19 vaccination camp, Poshan Pakwada: A Healthy and Nutritious Diet to Curb Malnutrition among Children and Women, Celebration of 126th Anniversary of Swami Vivekananda Address Day, Cultural Heritage, Plastic Free Village, Orientation Programme on Swachh Bharat Event, Swachh Bharath Seva, NSS Day celebration, Dengue Awareness, Voters Day, and Republic Day were organized. Each unit made specific

efforts to create awareness about social security and welfare to maintain a better standard of living. Some of the activities are as follows:

- Awareness is created in adopted villages to maintain good health against COVID and mosquito-borne diseases like dengue and malaria and to conduct a vaccination drive in multiple phases. During the dengue and COVID-19 pandemic, students prepared Nilavembu kudineer and Kabasura kudineer, which they distributed and also distributed the masks in the adopted and nearby villages.
- The special attention provided to create awareness of various government schemes such as the Prime Minister Street Vendor's Atma Nirbhar Nidhi (PM SVANidhi), the Atal Pension Yojana, the Pradhan Mantri Jeevan Jyoti Bima Yojana (PMJJBY), and the Pradhan Mantri Suraksha Bima Yojana (PMSBY).
- The adequate concentration provided to empower the status of girls and women in the aspects of employment opportunity, education, and social security.
- The most important national and international days are observed and awareness program are organised for the public.
- The specific attention provided to create awareness and effective implementation in adopted villages under the themes of the Unnat Bharat Abhiyan.

File Description	Document
Upload any additional information	View Document

3.6.2

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

Response: 165

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	92	5	9	11

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 (data template)	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

3.7 Collaboration

3.7.1

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: 150

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 (data template)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The institution is located in a sprawling campus of **25** acres which strives to imbibe the teaching-learning process with a unique blend of intellectual rigour, aesthetic and ethical engagement. The campus has excellent infrastructural facilities and is always alive with curricular, co-curricular and extra-curricular activities.

All the departments are equipped with the necessary infrastructure to meet the ever increasing requirements with adequate number of class rooms, seminar halls, laboratories and sufficient space for organizing various academic related activities.

Classrooms

In our campus, the classrooms are well ventilated, furnished, each department has one ICT enabled classroom. Laboratories of computers based departments have CCTV facility. Classrooms are easily accessible through broad staircases, corridors, elevators and ramps for Divyangian. In order to avoid rush after the college ends, multiple exit points in all the floors to ensure smooth transit.

Auditorium /Seminar / Conference Halls

We have ICT enabled Air-conditioned auditorium with the capacity of 400 seats, Seminar hall with 150 seats and Conference hall with 20 seats.

Laboratories

As a part of practical subjects, we have labs for various academic purpose such as computer labs, internet lab, animation lab & visual communication lab. Since the students have to learn current technology, all our systems are available with latest software and high bandwidth.

Apart from technical subjects, we have following laboratories such as Galley (Kitchen), Training Restaurant, Training Bakery the Dept. of MCHM. Green mat studio, Audio Visual Recording Studio, Viscom Dept. Bio-Chemistry Lab, FSPM Dept. Mock Bank Setup, B&I Dept. and Fire Fighting Lab, FIS Dept. All the labs are equipped with state –of the art facilities.

The college is supported by a backup generator with the capacity of 250 KVA power for uninterrupted power supply .Separate Generator is with 125 KVA capacity dedicated for hostels.

Swimming

As swimming is a lifesaving skill, we believe that all our students must equip themselves with this skill. Our college has a semi-Olympic size swimming pool with certified separate trainers for boys and girls.

Driving

A driving school inside the campus trains the students with proper driving and road safety skills as part of their curriculum.

Controller of Examination

A separate building is allotted for Controller of Examination in order to maintain the Confidentiality.

Sports Facilities

Various indoor and outdoor sports facilities are available for our students. Outdoor games are Athletics Track, Basketball Court, Badminton Court, and Volleyball Court, Football, Kabaddi, and Kho-kho. Indoor games are Cricket Pitch, Table tennis Board, Chess, and Carom

Gymnasium & Yoga Centre

The College has a well-furnished gymnasium and yoga centre that ensures the physical and mental fitness of students and staff.

Cultural Facilities

The College also encourages students to participate in various cultural activities to excel in their field of interest. Cultural activities are organized in the Open Auditorium, A/C Auditorium, and Seminarhall.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 35.99

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
161.15	122.41	76.27	151.37	171.06

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA 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 understands the absolute information needs of students and staff to enhance teaching, research and learning process through finding and utilizing the texts and secondary sources

Krishnamal Ramasubbaiyer library uses customized Library in house software and SOUL 3.0 software for library management. All the operations are done through staff and students' Rapid radio (RFID) chip.

We have a collection of over 21706 volumes of books, 12855 titles and 22 magazines, 29 national, 08 international journals and 03 International Magazines, Project reports, it provides access to over 799500 e-books, 6000 e-Journals etc.

The Library of the college is automated with Open access facility for PG students and closed access facility for UG students. Intranet - OPAC provides all details about the Books, Question Banks, CDs, and journals.

The Digital Library gives access to major e-resources such as UGC, N-List.

Staff and students can access 799500 e-books and 6000 e-journals through their username and password.

The following are the details of learning resources at the main library as follows

- Number of Books Available – 21706
- Number of Titles available – 12855
- e-Journals - 6000
- e-Books - 799500
- Database Available – 01 (N – LIST)
- Indian Journals/ Magazines –51
- Foreign Journals / Magazines – 11
- Back Volumes of journals – 384
- Question bank – 662
- Dailies - 05

Facilities in the Library

Circulation Services – For Registration of new members, lending books and reservation of books.

OPAC – To access the data of the books by author, title, department wise subject headings, keywords, and class number.

e- resources – To access 6000 e-journals and e- books of 799500 from N-List.

Reference Services – collections of new books from general to subject – specific Sources and circulating news clipping

Library Best User Awards – Providing the library best user award for staff and Students

Interlibrary Loan – Allow books from one library to patron library.

Book bank facility is available

Question Bank – Department wise previous year question papers are maintained

OPAC

The main features of the OPAC are to check the availability of books, find loan periods, renew, or replace and also to verify your library account for what is checked out and when books are due.

Library Managing Club & Readers' Hub

Under this club, students are motivated to develop reading habits. Students are taken to visit book fair and asked to write book reviews. Certificates are issued to the winners.

Library committee

The Library has a Library Advisory Committee consisting of Chairperson, faculty members. The

Committee meets to discuss purchase of students course materials, new books and journals as per the list suggested by the members of faculty handling various subjects.

Services Timing

The college library is open from 08.40 am to 04.45 pm on all working days.

Institutional Repository

Previous year question papers, faculty publications and other publications of the college are available in the institutional repository

User Awareness Programme

Library provides an orientation to new students in the beginning of the academic year about library rules and regulation.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 4.8

4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
19.90	25.52	12.72	18.48	14.41

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

IT infrastructure of our college typically encompasses a complex system of hardware, software, networks, and support services that facilitate various academic and administrative functions. Here's a breakdown of components commonly found in the college's IT infrastructure:

1. **Networking Infrastructure:** This includes the backbone of the college's connectivity, such as Fibre optic connectivity, routers, switches, and servers. It forms the basis for internet access, internal communication, and data sharing among different departments, classrooms, labs, and administrative offices.
2. **Servers:** Colleges often maintain data housing servers that store and manage official information, such as ERP applications, Databases, student records, academic resources, research data, and administrative documents. These servers may include file servers, application servers, email servers, and database servers.
3. **Cloud Services:** Our College utilize cloud-based solutions for various purposes, including storage, collaboration tools, learning management systems (LMS), and software as a service (SaaS) applications like Google Workspace or Microsoft 365.
4. **Computing Devices:** This includes desktops and mobile devices used by students, faculty, and staff for academic, administrative, and research purposes. These devices often require management, security protocols, and software updates.

Intel Core i3 3.60 GHz,4 GB RAM, 500 GB HDD	Academic Lab_1
Intel XEON 2.67 GHZ ,8 GB RAN,1TB HDD	Academic Lab_2
Hewlett-Packard HP Z420 Workstation 4GB RAM,500 GB HDD	Animation Lab_1
Hewlett-Packard HP Z420 Workstation 8 GB RAM 1 TB HDD	Animation Lab_2
Lenovo Think Station P410 Tower 8GB RAM 1 TB HDD	Animation Lab_3

High end printers such as HP LaserJet E731 MFP- COE Office and Smart class room projectors are available.

5. **Security Measures:** Robust security measures are crucial to protect sensitive data and ensure the integrity of the college's IT infrastructure. This includes firewalls, (Sophos XG-330), K7 antivirus software, intrusion detection systems, encryption, and regular security audits. **75 + CCTV cameras are installed for surveillance**

6. **Wi-Fi Connectivity:** Wi-Fi access available in the MBA class rooms and hostels to facilitate easy internet connectivity for students. Access points are strategically placed to ensure coverage across class rooms and hostels.

7. **Learning Management Systems (LMS):** Colleges use LMS platforms like Canvas, Moodle, ICT methodology, online assessments, and collaboration between students and instructors.

8. **Administrative Software:** College use specialized software for administrative tasks such as Campus Management System for student enrolment, attendance, mark entry, lesson plan, question bank, admissions, human resources, accounting, payroll and Library Management System (SOUL 3.0).

9. **Technical and Backup Support:** To assist users with technical issues, college has IT support teams that provide assistance, troubleshooting and guidance to students, faculties and non-teaching staff. External Hard Disk is available to keep regular backup.

10. **Telecommunication Infrastructure:** This involves communication systems, video conferencing tools, and messaging services used for internal communication and collaboration.

The IT infrastructure of a college is continuously evolving to keep up with technological advancements, security challenges and the changing needs of the academic community. Scalability, reliability and security are key considerations in maintaining a robust IT infrastructure.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

Student - Computer ratio (Data for the latest completed academic year)**Response:** 3.78**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 306

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

4.3.3**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development****Response:**

In the ever-evolving landscape of education, the integration of technology has become paramount in providing a dynamic and immersive learning experience. At the forefront of this educational revolution the college have an Audio-Visual Centre with state-of-the-art infrastructure including advanced video mixing equipment, editing facilities, cutting-edge hardware and software tailored for e-content development.

The heart of this centre lies in its commitment to fostering innovative teaching methodologies and creating digital content. Video mixing equipment forms the backbone of this initiative, allowing educators to seamlessly blend visuals and audio, capturing the attention of learners in a way that traditional methods cannot. The utilization of high-quality cinematic cameras, professional lighting techniques and sound recording systems ensures that the produced content is not only for quality content creation but also for effective learning.

The editing facility within the centre serves as the creative hub where raw footage is transformed into quality content for a great visual learning. Cutting-edge editing software empowers content creators to add graphics and animated contents which enhance the learning experience to new heights. Faculty can explore their creativity, producing content that transcends the boundaries of traditional teaching materials.

Media studies find a natural home in this innovative space, allowing to obtain hands-on experience in content creation, curation and dissemination. The centre becomes a laboratory for exploring the nuances

of media, providing a platform to hone their skills and understand the impact of visual communication on education.

A cornerstone of the Audio-Visual Centre is the lecture capturing system, a need of this modern education that ensures no academic related moment is lost. With the ability to record and archive lectures, seminars and presentations, this system not only facilitates asynchronous learning but also serves as a valuable resource for future reference. Students can revisit lectures at their own pace, reinforcing their understanding of complex topics and fostering a culture of continuous learning.

The hardware and software infrastructure supporting the e-content development in the centre is meticulously crafted to meet the diverse needs of educators and learners. High end computers equipped with industry-standard software for video editing and content creation, empower users to push the boundaries of conventional teaching methods. Web storage provides access to resources from anywhere, fostering a flexible and inclusive learning environment.

In conclusion, the Audio-Visual Centre stands as a beacon of educational innovation, leveraging video mixing equipment, editing facilities and cutting-edge technology for e-content development. This facility not only transforms the way educators deliver contents but also empowers students to actively participate in their learning journey. As we navigate the digital age, this centre serves as a testament to the power of technology in shaping the future of education.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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

Response: 64.01

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
350.17	255.20	123.76	224.13	260.13

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The College takes direct initiative for periodical maintenance of the infrastructure. The Head, Admin and Accounts, Campus Maintenance Engineer and Office superintendent monitor the quality of maintenance of infrastructure and equipment. All the electrical and electronic equipment are checked and maintained by a team of Civic Service Personnel headed by a Campus Maintenance Engineer.

Laboratory equipment is strictly inspected by lab assistants before the commencement of practical classes and examinations. Stock register and maintenance register are maintained. Further need of maintenance of lab equipment is forwarded through Principal to the maintenance department.

While handling electrical equipment, technicians are provided with necessary protection to ensure steady functioning and to safeguard against voltage fluctuations. In case of disruption in power supply, the diesel generator functions as the alternative source. One-third of total power is produced through solar plants to enhance the renewable energy.

The campus is installed with Lightning Arrestors, Surge protectors and Uninterrupted Power Systems in the required places to maintain safety protocols.

Advanced kitchen equipments both imported and indigenous are used in the Hostel mess and in the Marine Catering and Hotel Management Department.

A majority of our students and staff members use our college bus for their transportation, In this regard the buses are properly maintained and Fitness Certificates is obtained from the Regional transport Authorities. The college cars and vans are serviced and maintained by Authorized Service Centers.

All the rest rooms are cleaned twice a day by a team of House-Keeping Staff. Proper precaution procedures are followed to protect the health of faculties, students and staff inside the campus. Sanitary napkin wending machine cum disposal bin is placed in the girls' washroom and the waste is burnt in an Incinerator.

Other Maintenance:

Classroom: The classrooms are well maintained by the housekeeping staff before commencing and after the college hours. They also maintain the staircases, corridors and elevators for seem less operation.

Computers: The College has a System Administrator to oversee the maintenance of the Computer Systems. The use of the main computer lab is scheduled as per the time-table. Any repair beyond the scope of the system administrator, external agencies are called to troubleshoot the problem for the smooth conduct of lab sessions.

Sports equipments: All Sports equipments are under the supervision of the Director of Physical Education. The maintenance of the Courts is done regularly. Common facilities like Ground sports, Indoor games are provided to the students and faculties.

Library: Library remains open to the students from 8.40 am to 4.45 pm. Maintenance and utilization of library resources are done by maintenance team. The maximum period of borrowing is scheduled for fourteen days. The students can access the reference books in the reference section.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	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: 78.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
955	884	1026	1070	661

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 (data template)

[View Document](#)

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

[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Our institution is committed to providing Comprehensive Career Counselling to empower students for successful and fulfilling Placement and Higher Studies. The internal faculty team and external trainers are responsible for designing training sessions for each placement drive, ensuring that students are

equipped with the essential skills and insights required to navigate the competitive job market successfully. The training sessions are informative and tailored to meet the demands of the contemporary job market. The aim is to provide students with a well-rounded skill set that aligns with industry requirements.

The comprehensive placement training provided to students involves a systematic approach to covering various aspects of job interviews, industry expectations, and practical communication skills. The goal is to instil confidence in students, enabling them to present themselves as competent and employable candidates to potential employers. These training sessions are thoughtfully curated, considering the dynamic nature of industries and the evolving requirements of the industry landscape.

Besides providing placement training, our institution offers specialized guidance for competitive exams. Recognizing the pivotal role these exams play in shaping students' career paths, the focus is on preparing them with not only theoretical knowledge but also fundamental problem-solving skills and effective time-management strategies during exams. This dual approach ensures that students are academically prepared and possess the practical skills necessary for success in their chosen fields. The Career Counseling Cell invites speakers from the Competitive Examination Coaching Centre to interact with students, which offers valuable insights and guidance. This collaborative initiative aims to enhance students' understanding and benefits them in preparing for competitive exams and making career-related decisions.

Furthermore, we foster a culture of continuous learning by actively encouraging students to explore online resources, engage in industry workshops and attend mentor-mentee sessions. This holistic approach is designed to prepare students for existing opportunities and empower them to tackle the evolving challenges of the professional landscape.

Our institution's dedication to guiding and preparing students for successful and fulfilling career journeys is productive. The combination of comprehensive placement training, specialized exam guidance, and a commitment to continuous learning reflects our holistic approach to nurturing well-rounded individuals capable of meeting the dynamic demands of the professional world. Through our structured career development program, we aim to empower students to secure employment and thrive in their chosen fields.

Additionally, our institution conducts dedicated mentor-mentee sessions to address students' career requirements. These sessions further contribute to our commitment to providing personalized guidance and support in ensuring career development of the students.

Overall, our institution's holistic approach towards integrating comprehensive career counselling, specialized exam guidance, and a culture of continuous learning aims to mould our students into academically competent, multi-faceted, and adaptable individuals, well-prepared for the corporate world.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.1.3

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

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee monitoring the activities and number of 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: 62.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
312	332	212	223	209

File Description	Document
Institutional data in the prescribed format (data template)	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 out of the

graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 6.75**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
58	55	14	12	0

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format (data template)	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 events during the last five years****Response:** 55**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
36	13	3	2	1

File Description	Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The Student Council plays an important role in monitoring both Curricular, Co-curricular and Extra-Curricular activities of the students. The Head of Departments selects volunteer student coordinators for Student Council. Subsequently, they communicate the details of the chosen students to the Student Council Faculty Coordinator, who, in turn, forwards the information to the Principal for acknowledgment. Students actively partake and represent in various Committees, Cells, Clubs, Mentor-Mentee Meeting, NSS, YRC, Alumni Meet, Parent-Teacher Association and Department Associations. Their active participation enhances the overall college experience and contribute to a positive and inclusive environment within the institution.

STUDENTS' FORUM: The Student Forum thrives on the dedication and commitment of class representatives who are pivotal in voicing collective perspectives and interests of the students. They play a crucial role in coordinating and organizing various events, both on and off campus. These class representatives are in-charge of planning and executing Extra-Curricular and Academic Competitions, Talent Shows, and Inter-School Meets.

INTERNAL QUALITY ASSURANCE CELL (IQAC): The Internal Quality Assurance Cell (IQAC) has student members to provide suggestions in various aspects for quality assurance processes from perspective of the students. The student-members bring a unique and important viewpoint to the IQAC, ensuring that the quality assurance processes align with the needs and expectations of the student community. Their active involvement contributes to creating a more holistic and student-friendly learning environment.

WOMEN EMPOWERMENT & WOMEN HEALTHCARE CENTRE: Students from the centre dynamically conduct awareness campaigns on Gender Equality & Women's Rights and celebrate International Women's Day & Women's Equality Day. Their initiatives aim to create a campus culture that not only values but promotes Gender Equality and Women Empowerment.

EXTRA-CURRICULAR ACTIVITIES COMMITTEE: This committee enables the students to improve their skills apart from academic such as organizing events, improving their leadership skills and representing the institution in inter-college competitions.

INTERNAL-COMPLIANTS COMMITTEE: This committee convenes regularly, with the active participation of both faculty and student members. The purpose of these meetings is to ensure the conducive learning environment, address internal complaints, and uphold a safe and supportive atmosphere for all students.

ANTI RAGGING COMMITTEE: The committee is committed to promoting a positive and respectful learning atmosphere that ensures the well-being of all students within the institution. Students from this committee play a significant role in fostering a safe and respectful educational environment.

STUDENT INDUCTION PROGRAM CELL: The Student Induction Program (SIP) enables the newcomers to adapt to the college environment, instilling them with the institution's values and culture. Focused on (SAGE) Socializing, Associating, Governing, and Experiencing, it encourages bonding with peers and faculty which creates a welcoming atmosphere for students as they integrate into college life.

CLUBS: The Institute has established 15 clubs, including the Art and Media Club, Library Managing Club, Health and Nutrition Club, and more. Each club operates with a student coordinator, supported by a faculty coordinator, organizing diverse events and competitions. These activities are designed to improve participants' skills and technical knowledge which in turn contributes to a vibrant and enriching college experience.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

5.3.3

The institution conducts / organizes following activities:

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 53.88

5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:

2022-23	2021-22	2020-21	2019-20	2018-19
12.57	11.98	9.44	11.63	8.26

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

Our Institute's Alumni Association plays a crucial role as a professional connective platform that brings together alumni. Functioning as a supportive network, it facilitates the exchange of experiences and provides assistance to current students and amongst alumni themselves. This association is instrumental in advancing the institute, fostering valuable professional connections that prove beneficial for both alumni and current students. Through the shared bond of experiences and expertise, the association is seen as a catalyst in establishing and creating a mutually beneficial environment for the entire academic community.

In the academic year 2019-20, our institution established two registered Alumni Associations, namely the "Subbalakshmi Lakshmipathy College of Science Alumni Association" and the "RL Institute of Management Studies Alumni Association".

Embracing the digital era, the institution transitioned to the "Vaave" Alumni Portal in 2019, with a singular focus on connecting our alumni on a global scale. This portal serves as an exclusive platform for facilitating constant interaction among alumni members and providing avenues for discussions about internships, projects, industry mentorship, industrial visit and career opportunities for current students.

In order to prepare the final-year students towards career development and as part of consistent alumni engagement, the Institute invites notable alumni in various fields to deliver speeches and share their professional experiences with them. This enables the students to be conversant with skill-set requirements in the industry.

As of December 20, 2023, this initiative has successfully connected 2076 students from Subbalakshmi Lakshmipathy College of Science (SLCS) and RL Institute of Management Studies (RLIMS).

Beyond mere connectivity, the portal has evolved into a dynamic ecosystem that encourages collaborative endeavors, knowledge-sharing, and professional networking. This digital transition underscores our commitment to leveraging technology for alumni engagement and signifies the institution's dedication to creating a globally connected community.

The success of the Alumni Associations can be attributed to their active involvement in organizing events and activities that bridge the gap between alumni and the current students. Webinars and mentorship programs have become regular features, fostering a sense of community and shared identity among alumni. These initiatives not only contribute to the personal and professional development of current students but also provide a platform for alumni to give back through their expertise and experiences.

As far as the Alumni Contribution is concerned, the Alumni Cell has received the financial contribution from its alumni community to the tune of Rs. 53,90,000 since its inception. The contributed fund has

meaningfully been utilised for improving the digital infrastructure of the institute such as installing Digital Interactive Board and Lecture Capturing System, which has made the academic learning environment more conducive.

This financial support reflects the commitment of our alumni in the growth and development of the institution which in turn strengthens the bonds between the current students and alumni.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The institution focuses on creativity, innovation, practical knowledge, life skills and a sense of discipline by imparting a holistic integrated learning approach in accordance with NEP.

The nature of the institution's governance is one where all stakeholders perform their duties with utmost sincerity and commitment. The focus is to provide Career Oriented Programmes to make the students employable and promote entrepreneurship through quality education initiatives and processes.

The Governing Body formulates policies, proposes new programmes and recommends any revisions to be made in the existing programmes based on the recommendation given by the stakeholders.

The Administrative body is headed by the Principal. The Curriculum Development Cell is headed by the Dean – Academics and the Examination Process by Controller of Examinations. The Academic Council, the Finance Committee, the College Council and the Internal Quality Assurance Cell (IQAC) ensure smooth functioning of the institution. Heads of the Departments and the Faculty members look after the academic activities of the respective programmes. The Administrative setup makes sure that the policies, new programmes and recommendations of the Governing Body are implemented meticulously to satisfy all the stakeholders.

The other bodies of the institution are Awards Committee, Autonomy Committee, NIRF Committee, the Board of Studies, Curriculum Development Cell and Planning & Evaluation Committee, Research and Development & IPR Cell, Students Council & Welfare Committee "SLCS Students Forum", ICT Committee, Academic Audit Committee, Entrepreneurship Development Cell, Women Empowerment Cell & Women Health Care Centre, Extra - Curricular Activities Committee, Grievance Redressal Committee, Internal Complaints Committee (Vishaka Committee), Anti-Ragging Committee, Admission Committee, Examination Cell, Placement Cell, Alumni Cell NAD/ABC Cell, Library Committee, Sports & Tournament Committee, All India Survey On Higher Education (AISHE) Committee, NSS / YRC / RRC, Differently Abled Students Cell, Training, Placement & Career Counseling Cell, Parent Teacher Association, Academic Calendar and Time Table Committee, Discipline Committee, Public Relations Committee, Student Induction Program Cell, Faculty Induction Program Cell, Scholarship Cell and SC / ST Committee. The members of each body are appointed by the Chairman and the committee/cell will conduct meetings periodically.

The Board of Studies meeting is convened by the Chairman (respective Head of the Department). The courses are validated by the experts. The Board comprises University Nominees, Industrial Experts, Course Experts, Faculty Members, Alumni, Students and parents. The Board of Studies formulates and

proposes the syllabi which is thereafter approved by the Academic Council.

Periodical Industry – Academia expert sessions, industrial visits, and experiential learning sessions are organized for the students. The students are involved in various extension/outreach activities in the name of “SLCS Samaaj Seva”. Communal activities are carried out through the National Service Scheme (Unit No: 105), YRC, RRC and UBA.

There is a robust system in place to upkeep the state of art infrastructure to sustain and improve the learning environment.

File Description	Document
Upload any additional information	View Document
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Strategic / Perspective Plan

The purpose of a perspective plan is to provide a clear direction for the future and to make necessary strategic decisions. The perspective plan provides a roadmap for the future, aligns efforts towards goals, and helps navigate challenges and explore opportunities. The Governing Body formulates effective administrative structure, perspective plans, and policies. Well-defined and communicated institutional policies provide a framework for decision-making, promoting research activities and guide the behavior of members within the organization. Thus ensures that responsibilities are clearly defined and tasks are efficiently distributed. The deployment is carried out by the Administrative body. The Internal Quality Assurance Cell (IQAC) plays a key role in ensuring the strategic plans are achievable and the policies promote sustenance.

1. To receive the Highest Accreditation A++ in upcoming cycle of NAAC.
2. To start more professional programmes which have demands in the future in order to focus our motto, to make the students employable.
3. To introduce Massive Open Online Courses (MOOCs) in all the departments.
4. To organize International Conferences, National Seminar and Workshops in all the

departments.

5. Planned to organize Faculty Development Programs periodically.
6. Planned to improvise Outcome Based Education.
7. Planned to construct a Multi- purpose Auditorium.
8. To promote experiential Learning in all the Programs.
9. To create more self-sustained e-content by utilizing our in-house facilities such as Video Centre and Lecture Capturing System (LCS).
10. To collaborate with other institutions / organizations / industries for promoting industry – academia programs.
11. To create awareness among the adopted villages with regard to Government schemes through Service Forums.
12. To encourage and motivate the Faculty to take up Minor Research projects by providing SEED Money from the College Management.
13. To sign MoUs with reputed training institutes to provide training for all Competitive Examinations and Eligibility Tests.
14. To collaborate with esteemed institutes to provide training and certifications in English communication at our college.
15. To coordinate e-governance system with contemporary technology.
16. To tap the opportunities from NAD / ABC for automating the COE process.
17. To organize more Professional Development Programs for Faculty members.
18. To observe more national and international commemoration days and in turn make the students aware of them.
19. To introduce Course Validation.
20. To introduce Self-Learning Extra Credit Courses.
21. To enhance Teaching Learning process through LMS.
22. To promote Central Government Scheme UNNAT BHARATH ABHIYAN in the adopted villages.
23. Initiative to register in Institutions Innovation Council (IIC)

24. Initiative to participate in National Institute Ranking Framework (NIRF).
25. To conduct Faculty Induction Program for the new faculty members.
26. To promote Sustainable Development and mitigate Climate Risk.
27. To promote Quality Standards.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

1. Employee Provident Fund (EPF) and Employees' State Insurance Scheme (ESI)

EPF

All the employees of our institution are enrolled under EPF.

ESI

Employee who earn gross salary less than Rs. 21,000 are enrolled for ESI. Family members are covered based on the fulfillment of the terms and conditions stipulated by ESIC.

2. Health Insurance

All the teaching and non-teaching staff members are covered under Health Insurance and Personal Accident Insurance. Staff can avail periodic health checkups at discounted rate with MoU signed hospitals.

3. Gratuity

For the teaching and non-teaching staff members who have completed five years of service, gratuity is provided at the end of their service.

4. Interest free Loans

Interest free loans are provided to teaching and non-teaching staff members on the occasion of marriage or as festival advance.

5. Swimming Training and College Bus Transport - At concessional rates

The college is equipped with a Semi-Olympic size swimming pool. Faculty members who are medically fit, undergo 20 hours of Swimming.

College Bus Transport-At concessional rates

The college operates 14 buses in and around Madurai and Virudhunagar districts.

6. Sale of Organic Vegetables and fruits

The college has a farm which grows organic vegetables and fruits. The organic fertilizers are produced through vermicomposting.

7. 24X7 Ambulance Facility

The college has its own 24X7 Ambulance facility for emergency purpose.

8. Staff Quarters at Concessional Rent

The college has twelve 2BHK flats (1000 sq.ft. each) and four 3BHK flats (1500 sq.ft. each) at the rent of Rs. 2,500 and Rs. 3,250 respectively.

9. Concession to the children of the staff members

The children of the staff members are provided with fee concession at Educational Institutions under Subbalakshmi Lakshmipathy Foundation (SLF).

10. Separate Canteen Facility

A dedicated canteen facility is provided to the teaching staff members. The entry and billing is done by biometric / RFID authentication.

11. Reverse Osmosis (RO) Water Facility

The college has a Reverse Osmosis Plant and it is supplied to the entire campus.

12. Concessional Tour

Every year, a tour will be arranged under concessional rates for the staff members.

13. Free Medical Camp

The NSS Unit of our college organizes free medical camp for the staff members.

14. Opportunities to obtain International Certifications

The college has collaboration with international bodies through which faculty can obtain certification.

15. Financial support to faculty members for attending professional development programs (Conferences, FDP, Short Term Courses, Webinars, Refresher Courses, etc) and Publication of research work.

- The College will provide 100 % financial assistance for the faculty members to participate in FDPs, PDPs, Conferences, Seminars, Workshops, etc.
- For Publication in Journals and Book as Edited Volume, the college will provide 75% of publication charges.

16. Financial Support / On Duty provision to pursue Ph.D

The college provides Financial Support / On-Duty Provision to the faculty members wishing to pursue

Ph.D programme.

17. Performance Appraisal

Annual Performance Appraisal is done for Teaching and Non-teaching staff members every year. Based on it, salary revision will be made.

File Description	Document
Upload any 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: 56.29

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
50	44	36	35	32

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 82.86

6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ Management Development Programs (MDP) during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
57	60	54	65	54

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 (data template)	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**

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The College mobilizes funds in the following ways.

The entire financial operation is centrally monitored and controlled by the Foundation Office – Subbalakshmi Lakshmipathy Foundation (SLF).

The main source of revenue is the fee collection from the students. Fee collection is done two terms in a year. All the students pay the fee through electronic mode / direct deposit in the college bank account or demand draft drawn in favour of the college. The College also receives donation from philanthropists.

Being a self-financing institution, it does not receive any funds or grants from the Government – Central or State and UGC.

The Promoter is publishing the leading National Daily ‘Dinamalar’, hence has the policy that, all the advertisements related to the college are published in the newspaper free of cost.

In case of any shortage of funds, the promoter supports the college by providing required funds.

For developing the infrastructure, the Foundation obtain loans from bank and creates required infrastructure. The loan is repaid in instalments over the tenure of the loan from out of reasonable surplus earned during the operation of the college.

The Foundation running the college has been registered under the Companies Act as a Non-Profit Organization and necessarily funds are utilized only for educational purposes without any diversion of funds.

The College optimally utilizes funds in the following ways.

The Finance Department of SLF monitors the collection. Creates and obtains monthly fixed deposits from the bank for the entire semester in advance.

For disciplined financial operations, separate bank accounts have been opened for different expenses heads.

The budget is prepared by the respective HODs and faculty members. Based on the Department-wise budget, the Annual Budget for the college is prepared by the Principal and approved by the competent authorities.

The funds are used for the purpose for which they are approved and mobilized.

The College utilizes funds every year for;

- Maintaining and augmenting infrastructure and equipment;
- Conducting Seminars, Workshops, Lectures and Inter-collegiate events.
- Providing financial support to the faculty members for attending FDPs, PDPs, Seminars/Conferences/Workshops and Providing Seed money to Faculty members so as to promote research;

The College follows the ethical aspect not to receive any kinds of donation for admission of students and appointment of staff. Hence, the College has to rely solely on fee collection from the students.

Auditing

Monitoring the financial aspects is a significant process and it is done through both internal and external audit. All the cash bills and credit bills are checked, verified and payments are made. All vouchers are audited by the Internal Audit Assistant of the Accounts Department on daily basis. The expenses incurred under different heads are thoroughly checked with supporting documents and reported to the Management. This is done to ensure that the funds are optimally utilized.

The Internal Audit and External (Statutory) Audit is done by CA S. Ramamoorthy (ICAI Membership No.200/24552), Madurai and by CA R. Rudhrakumar (ICAI Membership No. 019444), of Rudhrakumar Associates, Chennai respectively.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 5

6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)

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

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Regular financial audits play a crucial role in ensuring the financial health and transparency of an institution. The periodic audits promotes accountability, identify potential risks and ensure compliance with financial regulations.

All the records and returns are filed without default with the Authorities namely the Registrar of Companies and Income Tax Department.

The Foundation accounts which incorporates the accounts of the college are also yearly assessed by the Income Tax Authorities including scrutiny assessment as they may decide.

The internal and external (Statutory) audits are conducted regularly. The Internal Audit is done by CA S. Ramamoorthy (ICAI Membership No.200/24552), Madurai and the External Audit is done by CA R. Rudhrakumar (ICAI Membership No. 019444), of Rudhrakumar Associates, Chennai. All their reports state that they have obtained complete information and explanation to the best of their knowledge and belief for the purpose of auditing. Proper books of accounts are maintained and as such there are NO objections from the internal and external Auditor(s).

Process of the internal audit:

All the cash bills and credit bills are checked, verified and payments are made. All vouchers are audited by the Internal Audit Assistant of the Accounts Department on daily basis. The expenses incurred under different heads are thoroughly checked with supporting documents. The accounts and financial positions are reported to the Management.

The staff members of Internal Auditor visits the college campus once in every two months. They check all the records like cash book, bank book, purchase journals, etc.

The Internal auditor will furnish the Internal Audit Report every year.

Process of the external audit:

Subbalakshmi Lakshmipathy Foundation (SLF) is registered under 'Section 25' of the Companies Act, 1956 and External Audit (Statutory Audit) is conducted in compliance with the provisions of the Companies Act and the Income Tax Act.

The accounts of the college are audited by the Statutory Auditor regularly. At the end of every financial year, all the records finalization work is done, the same is submitted to the External Auditor.

After the audit, the report is sent to the Management. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline at all levels. The audited statement is duly signed by the authorities of the Management and Chartered Accountant.

Regularity in conducting both internal and external financial audits demonstrates the institution's commitment to financial integrity and responsible management. It implants confidence among stakeholders, including, philanthropists and regulatory bodies by showcasing a dedication to transparency and accountability.

File Description	Document
Upload any additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

In the context of SLCS, the Internal Quality Assurance Cell (IQAC) plays an important role in advancing quality assurance strategies and processes. The IQAC has implemented pragmatic approaches to continually uphold the quality of the teaching-learning process, operational structures, methodologies, and learning outcomes. Regular assessments are conducted at intervals, and the incremental improvements across various activities are meticulously documented.

Practice 1: English Language Enhancement Program

An impactful initiative by the IQAC is the "Proficient Usage of Register Learning (PURL)" under the English Language Enhancement Program. Over the past three years, PURL has been instrumental in providing daily English and Hindi words, Thirukural, health tips, and national geographic segments. This initiative aims to instill ethical values and enhance vocabulary among students. The IQAC has successfully integrated PURL components into students' professional situations, motivating them to apply these linguistic skills where needed.

In addition to PURL, the IQAC initiated "Capshine" - a six-month language enhancement mobile application. Capshine features video lectures on English communication and a specialized job interview mastery course, contributing significantly to enriching students' learning experiences. This comprehensive approach substantially improves students' speaking abilities, vocabulary, and confidence. Capshine, in particular, nurtures confidence in diverse social settings, emphasizing networking, leadership, and constructive feedback for personal growth. This holistic approach profoundly influences language proficiency, confidence, and leadership potential, shaping both academic and personal development for students at SLCS. The successful adoption and implementation of PURL and Capshine showcase exemplary practices embraced by the SLCS student community.

Practice 2: SLCS - Samaaj Seva

The notable initiative by the IQAC involves instilling social values and responsibilities in students through extension/outreach activities aligned with our College Core Values, known as "SLCS - Samaaj Seva." This initiative focuses on performing extension/outreach activities in the neighborhood to contribute to the holistic development of society, emphasizing true citizenship. Each department consistently engages in extension/outreach activities under the SLCS - Samaaj Seva initiative.

These extension/outreach activities serve to mold students into leaders of social change, equipping them to provide lasting solutions to socio-economic challenges. It becomes a reflective process for students, allowing them to relate the topic to themselves. Actively participating in these extension/outreach activities fosters a sense of selfless service-mindedness among the students, contributing to their personal growth.

The SLCS - Samaaj Seva initiative is a strategic approach employed by the IQAC to nurture a sense of social responsibility and infuse values in students, promoting their active involvement in addressing societal needs and challenges. Through these endeavors, students not only contribute to the betterment of society but also undergo a transformative experience that shapes their character positively.

File Description	Document
Provide the link for additional information	View Document

6.5.2

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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

SLCS regularly assesses its teaching-learning processes, operational structures, and methodologies, along with learning outcomes through the IQAC. The IQAC ensures ongoing reviews of the teaching and learning process to uphold sustained academic quality in various methods. The two examples are as follows;

Example 1 : Course Committee Meeting (CCM)

The Course Committee Meeting, organized by the IQAC, is comprised of Department Heads, faculty members, and student representatives chosen based on their academic performance, including toppers, average, and below-average students. This meeting precedes Continuous Internal Assessment I, II, and End Semester Examinations, serving as a vital step in academic oversight.

Conducted periodically, the Course Committee Meeting plays a crucial role in scrutinizing the learning and teaching practices within the institution. In these sessions, various aspects are deliberated, including the status of syllabi completion, details of provided study materials, academic achievements of students, and any grievances that may have arisen. The collective discussion results in the identification of suitable solutions to address these matters effectively.

Importantly, the Course Committee Meeting ensures a comprehensive review by actively incorporating student perspectives. Student suggestions are not only considered but are also implemented as part of an ongoing effort to enhance the learning process. This inclusive approach fosters a collaborative environment where the collective insights of faculty and students contribute to the continuous improvement of teaching methodologies and overall academic quality.

In essence, the Course Committee Meeting, orchestrated by the IQAC, emerges as a dynamic platform for holistic evaluation, proactive problem-solving, and the continual refinement of the learning environment, ultimately benefiting the entire academic community at the institution.

Example 2: College Council Meeting

On a monthly basis, the institution, as an initiative facilitated by the IQAC, systematically evaluates its

teaching, learning, and evaluation processes, as well as the structures and methodologies of operations, alongside an examination of the achieved learning outcomes.

Central to this initiative is the College Council, a comprehensive body comprising key stakeholders such as the Principal, Vice-Principal, Dean-Academics, IQAC Coordinator and Members of IQAC, Head of the Departments, NSS Program Officer and the Director of Physical Education. Led by the Principal, the College Council Meeting serves as the focal point for the review of all academic matters, drawing upon the collective expertise and input of the Dean-Academics, Heads of the Departments, and participating faculty members.

In addition to academic considerations, the meeting delves into various aspects impacting the overall performance of students. Matters pertaining to students' discipline, examination results, staff and student attendance are thoroughly discussed, recognizing their influence on the holistic academic environment.

This initiative reflects a proactive and structured approach to continuous improvement, ensuring that academic processes are consistently refined and aligned with the institution's objectives. Through the collaborative efforts of the College Council, facilitated by the IQAC, the institution demonstrates its commitment to ongoing assessment and enhancement of the educational experience for students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

6.5.3

Institution has adopted the following for Quality assurance:

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equity Sensitization at SLCS

In Subbalakshmi Lakshmi Pathy College of Science (SLCS), gender equity is prioritized through comprehensive educational initiatives. The institution has taken proactive steps towards promoting gender equity by initiating a Gender Audit and implementing measures over the past five years.

Through curriculum, our college promotes gender equity sensitization by offering the Value Education as a mandatory course for all the students. This course covers important topics like challenges faced by women, gender equality rights, and the impact of new economic policies on women. The commitment to gender sensitivity extends to the Visual Communication Department, where the Media Law and Ethics course includes topics such as the Indecent Representation of Women (Prohibition) Act 1986, ensuring that students in media-related fields are well-informed about ethical considerations in portraying women in the media.

Gender equality is advocated actively in academics and extracurricular activities. The talent show conducted by our college highlighted the outstanding talents of female students, underscoring our commitment to inclusivity. The event featured traditional Indian martial art (Silambam), musical performances, and diverse dance forms, celebrating the amalgamation of tradition and modernity. This illustrates the college's commitment to fostering an inclusive environment where students of all genders can explore and showcase their diverse skills.

In sports, our college actively supports and encourages the participation of female students. Female students are appointed as Captains and Vice-captains for various sports houses, offering opportunities to demonstrate their athletic abilities and recognizing their leadership potential. This comprehensive approach exhibits our unwavering commitment to ensure gender equity.

Facilities for Women at SLCS

Safety and Security: SLCS prioritizes the safety with a comprehensive security system, including checkpoints, a 24x7 surveillance network with CCTV cameras, and a ragging-free campus actively supported by an Anti-Ragging Committee. College buses are equipped with safety measures, and women faculty members accompany students during Industrial & Field Visits. Facilities like napkin vending machines and incinerator contributes to better hygiene. Dedicated medical room for girls is available at the campus. Separate seating arrangements in classrooms, canteens, mess areas, and bus ensure the

comfort of female students. Separate hostel facilities demonstrate the institution's commitment to holistic safety.

Counseling: SLCS places a strong emphasis on the mental health and well-being of its female students. The Counseling Room provides a supportive environment, and an adjunct professional counselor visits the campus to address the students periodically to ensure the mental well-being of the students. The Career Guidance Cell plays a crucial role in providing insights into future career paths.

Common Rooms: SLCS recognizes the importance of conducive spaces for relaxation, dining, and study. Exclusive common rooms for both girls and boys at the college contribute to a positive and inclusive atmosphere.

Through its curriculum and extracurricular activities, SLCS has made great progress toward promoting gender equity sensitization. The security of women is valued by creating an environment in which they can prosper. The institution's holistic strategy, which combines academic and practical activities to build a culture of equality among its students, clearly demonstrates its devotion.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

7.1.2

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	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

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

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

Response:

Advancing Sustainable Practices: A Holistic Approach to Waste Management

The college has implemented complete systems for solid, liquid, biological, e-waste, and hazardous waste, placing it at the forefront of sustainable waste management. As part of our proactive commitment to environmental management, the college engages in eco-friendly activities, thoughtful water consumption, and innovative recycling projects to ensure a safe and sustainable future.

Solid Waste Management:

The college has established a solid waste management system that encompasses the entire waste disposal process, from collection to disposal. By dedicating workers to segregate decomposable and non-decomposable waste at the source, we ensure effective waste sorting. Our commitment extends to sustainable agriculture practices, with a vermi-compost unit, contributing to soil fertility, and economic sustainability. Additionally, our college addresses food waste through a bio-gas plant, efficiently converting it into bio-gas and nutrient-rich manure in a closed-loop system. Waste management becomes an educational tool in the Animation department, where students creatively repurpose waste materials, fostering environmental responsibility and artistic skills.

Liquid Waste Management:

In the realm of liquid waste management, our institution maximizes the potential of recycled water by using treatment plants such as ETP and STP. This includes its application in horticulture, station maintenance, and toilet flushing for non-drinking purposes. These practices not only adhere to regulatory standards but also showcase responsible water usage in public infrastructure, promoting sustainability.

Biomedical Waste Management:

Biomedical waste management is a global concern, particularly in disposing of non-biodegradable sanitary napkins. Our college addresses this by having an incinerator for proper disposal, adhering to the regulations of biomedical waste disposal.

E-waste Management:

E-waste management involves repairing electronic gadgets for optimum utilization, reusing them as

demo devices, and disposing of unrecyclable e-waste through vendors. By showcasing repair and repurposing as educational endeavors, we merge sustainability with skill development.

Waste Recycling System:

At the heart of waste recycling system of the college lies meticulous categorization. The waste from the bins is collected separately as decomposable and non-decomposable. Food wastes generated from various places in the college undergo eco-friendly processes in the bio-gas plant, producing renewable energy. It is used as alternate form of energy in the kitchen. The excessive food wastes are processed and used as nutrition rich manure in the vermi-compost unit, promoting organic farming. It shows the commitment of the college to converting waste into valuable resources.

Hazardous Chemicals and Radioactive Waste Management:

In Food Science & Processing Management labs, micro scale experiments minimize chemical usage, promoting efficiency and reducing risks. The institution ensures the absence of bio radioactive waste, aligning with its dedication to environmental sustainability and safety in academic and laboratory spaces.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Green Campus Initiatives

A "green campus" is a place where eco-friendly practices are promoted through education and environmental-friendly actions. Subbalakshmi Lakshmipathy college of Science places a strong emphasis on sustainability, environmental consciousness, and eco-friendly practices.

Restricted entry of automobiles

The implementation of a restricted entry policy for automobiles within the campus represents a significant step toward environmental sustainability. Specifically designed to reduce CO₂ emissions and enhance the overall purity of the campus environment, this initiative limits the entry of non-college vehicles beyond a designated point, by the security guard stationed at the entrance. Parking stations inside campus is provided for vehicles but movement of vehicles inside the college is not encouraged. By minimizing automobile movement within the campus, noise levels are effectively kept to a minimum, contributing to a serene and calm learning environment. This proactive measure not only aligns with eco-friendly principles but also underscores the institution's commitment to fostering a green and tranquil atmosphere for the benefit of the entire campus community.

Use of Bicycles/ Battery powered vehicles

Faculty members and supporting staff staying inside the campus are advised not to use automobiles inside the college premises. They are encouraged to use Bi-Cycles.

Ban on use of Plastic & Landscaping with trees and plants

Nudging Towards a Plastic-Free Campus

Efforts to minimize plastic usage on campus are enforced, with awareness campaigns conducted through orientations and display boards. Inside the campus and the college canteen, **paper bags** are replaced with plastic ones, aligning with sustainable practices. Additionally, prominently placed signages serve as reminders for students to refrain from using plastic, fostering a collective commitment to reducing the environmental impact of plastic waste.

Landscaping with Trees and Plants: Fostering Biodiversity

The college campus is adorned with an abundance of trees and plants, including both medicinal and indigenous species, playing a crucial role in preserving biodiversity. At its core, a natural **eco-green**

park, graced with a variety of trees, stands as a serene focal point, creating a pleasant environment for all students. The Department of Fire and Industrial Safety takes pride in maintaining an **herbal garden** on campus. This garden features medicinal plants like *Ocimum sanctum* (Tulsi), *Solanum trilobatum* (Thoothuvalai), and *Trachyspermum ammi* (Ajwain) etc., known for their therapeutic properties. Hostel students and faculty members in staff quarters actively engage with these herbal treasures, harnessing their medicinal benefits.

The green landscape of the college owes much to the efforts of NSS students and SLCS SAMAAJ SEVA, who dedicate themselves to maintain it. To commemorate important environmental celebration days, the college conducts annual tree plantation drives and extension activities, enriching the surroundings and reinforcing the commitment to environmental consciousness. The college also embarks on organic farming initiatives, cultivating vegetables for internal consumption. This approach to landscaping not only beautifies the campus but also emphasizes our dedication to nurturing a green, healthy, and eco-friendly educational ecosystem.

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

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

SLCS committed to providing an inclusive and accessible environment for all individuals, including Divyangjan (Differently-abled). To ensure that everyone can participate in our academic programmes, various facilities are implemented to enhance accessibility for Divyangjan (Differently-abled). Our college makes it easy and safe for everyone to get around.

1. Built environment with ramps/lifts for easy access to classrooms

Ramp-rails are available at both the north and south entrances of the SLCS main building. Our college also has lift provision that is designed to safely carry wheelchairs for the easy mobility. These user friendly facilities enable students with impairments to move seamlessly between floors, attend classes, access labs and engage in all aspects of college life without limitations.

2. Divyangjan friendly washrooms

Separate divyangjan friendly washrooms are available for boys and girls. These restrooms have fittings and fixtures that are easy and comfortable for people with disabilities. It is conveniently located at the ground floor, and they are marked with clear signs for easy identification.

3. Signages including tactile path, lights, display boards and signposts

Throughout the campus, proper lighting is provided. The well-lit spaces ensure and enhance visibility for them. Display boards and signpost are placed at the key locations across the campus. They provide clear directional information, aiding individuals to find their way around the campus with confidence.

4. Assistance:

The institution has the wheel chair facility. For additional help, there is always someone available across the campus to assist individuals with disabilities. To address the unique needs of the differently-abled students, our exam cell provides a separate hall for examinations on the ground floor. This space is designed to accommodate the specific requirements of the students. The college offers special support for them; ensuring books and essential items are delivered to them through volunteers, eliminating the need for them to collect. The library has installed **Braille blaster software** for visually impaired students.

File Description	Document
Upload any additional information	View Document

7.1.8

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

Response:

The institution provides an inclusive environment for everyone, promoting tolerance and harmony across various diversities, including cultural, regional, linguistic, communal, and socio-economic differences. Students in the college come from a variety of socio-economic and cultural backgrounds. They are treated with equality and respect without any discrimination. Equal opportunities are extended to students in both academic pursuits and co-curricular activities, fostering a holistic learning experience.

The institution upholds a properly designed dress code and uniform for students, male staff members, and overcoat for female faculty members to promote the sense of equality. The Curriculum Development Cell of the college offers an Extra Credit Course on 'Cultural Heritage of India' in association with Dhan Foundation, providing a platform for students to understand their cultural roots. It stimulates the interest of students in native literature, religion, and cultural heritage.

Recognizing the importance of linguistic diversity, the college offers language options, including Tamil,

English, Basic Hindi, and Basic French for students. The Department of Languages eagerly promotes and commemorates linguistic diversity by conducting competitions and celebrations like Mother Language Day and Bharathiyar Day.

Annual Day and Sports Day are celebrated every year to promote unity and harmony. Engaging in sports activities allows students to interact with their peers, promoting leadership, social skills and teamwork. These events promote the values of teamwork and sportsmanship, contributing to the overall sense of unity among our students. Independence Day and Republic Day are celebrated with great zeal to ensure patriotism.

The college hosted a Talent show to expose the talents and extracurricular skills of the students. They showcased their talents in music, dance, drama, and other artistic forms, providing a collective representation of the diverse backgrounds present in the college. This show illuminates the individual talents by promoting an appreciation for the rich array of cultures and traditions within the institution. Mega Sales Day – “SLCS Sandhai” helped the students to exhibit the promotional abilities and entrepreneurship skills. As a team, students from all the departments collaborated and set up stalls which in turn led to the development of partnership without any communal differences. Regional festivals like Pongal, Saraswathi Pooja and international celebrations like Christmas and New Year, were celebrated on campus. These festivals develop a sense of togetherness among students from different religious groups.

The college enthusiastically engages in a range of impactful celebrations, including Teacher’s day, Universal Children's Day, National Girl Child Day, and the recognition of both International Women's Day and International Men's Day. Voters Day is celebrated to emphasize the importance of the right to vote and encourage civic participation. National Unity Day is observed to foster and safeguard the unity, integrity, and security of the nation. These celebrations contribute to fostering a culturally enriched and inclusive environment within the college community. This proactive approach nurtures positive interactions among students from diverse religious and cultural backgrounds, establishing a culture of unity in diversity, mutual respect, and freedom of expression among staff and students.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The institution, guided by its aim to strengthen the nation, has implemented various events and programs to raise awareness of constitutional commitments among teaching and non-teaching staff and students. The college has incorporated knowledge of constitutional obligations, encompassing values, rights, duties, and responsibilities, directly into the curriculum to produce leaders as well as citizens with proper ideals and ambitions for nation-building. This ensures that students are not only prepared academically but also have a strong sense of civic responsibility and an understanding of their place in society.

In the curriculum, Value Education is offered to all undergraduate students to impart values. The syllabus for the course is structured to strictly enforce the importance of ethics and basic human rights. In the Student Induction Program, the Principal provides a specialized lecture on Universal Human Values, aiming to convey the importance of nurturing positive values by developing unique characteristics in the minds of students. By emphasizing values such as empathy, integrity, and compassion, the speech aims to guide students in their journey towards personal and academic growth. The Jeevan Kaushal Life Skills (JKLS) extra credit course also encompasses Universal Human Values in its syllabus.

The college has made significant efforts to increase awareness and appropriate practices among students in various areas, including:

1. National Identities and Symbols:

The College celebrates the Independence Day with great pomp and vigor every year to promote national Integrity. On campus, Republic Day is also observed with the utmost honor and respect. This day honors the importance of India's constitution, which guarantees the individual rights of every citizen.

2. Fundamental Duties and Rights of Indian Citizens:

The Faculty of various departments has organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens.

The Electoral Literacy Club is incredibly dedicated to helping students learn about the constitution and motivate them to participate actively in their civic responsibilities. They address everything from modern issues within constitutional frameworks to fundamental democratic principles. The College ensures that the students participate very enthusiastically in all such activities.

National Voters day is celebrated to honor and acknowledge the importance of the right to vote in a democratic society. It serves as a broader reminder to all citizens, including students, about the essential role they play in shaping the democratic process through active participation in elections.

Consumer Club has been established with the aim of safeguarding consumer rights. This club provides students with an ideal platform to learn about and raise awareness regarding various forms of exploitation. Through the Consumer Club, students gain exposure to different consumer protection acts, empowering them with knowledge about their rights in the marketplace.

Activities organized to promote sensitization on Constitutional Obligations

Every year on November 26, SLCS celebrates Constitutional Day in an effort to teach and instill

constitutional ideals in the students. The day honors the work of those who drafted the Constitution.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	View Document
Policy document on code of ethics.	View Document
Handbooks, manuals and brochures on human values and professional ethics	View Document
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	View Document
Constitution and proceedings of the monitoring committee.	View Document
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	View Document
Provide Links for any other relevant document to support the claim (if any)	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:

TITLE OF THE PRACTICE - 1

SLCS-SAMAAJ SEVA

OBJECTIVE OF THE PRACTICE:

Subbalakshmi Lakshmi Pathy College of Science (SLCS), has initiated SLCS-SAMAAJ SEVA to transcend traditional educational boundaries to enrich the communities through the multifaceted outreach and social welfare programs. It aims to empower individuals and uplift communities by fostering holistic development and societal elevation. The true motive of the program lies in its dedication to meaningful community-driven activities. This is achieved by designing programs that not only impart skills but also instill great values, fostering a sense of belonging and shared purpose. By offering welfare and support to fellow communities, the practice aims to create a ripple effect of positive change. It recognizes that sustainable progress is not achieved through isolated efforts but through a collective commitment of our students to the social betterment.

THE CONTEXT

SLCS is a symbol of empowerment through education and skill development. Our institution, comprising dedicated departments, that involves students in transformative outreach programs. These initiatives serve as bridges that connect communities, addressing their needs and healthy life style. Our focus lies in raising health awareness, tackling societal issues, and advancing welfare causes. SLCS is committed to cultivate a sense of social responsibility in our students. Our effort goes beyond classroom education, aims to create a great impact on society. By engaging in these initiatives, our students learn the importance of giving back and making positive changes here. This approach enriches and equips them with the skills and mind-set necessary to be proactive to societal well-being.

PRACTICE

Our institution extends its educational reach beyond the conventional curriculum through multifaceted programs. These initiatives encompass a wide spectrum of crucial areas including environmental enrichment, where our students and faculty members actively engaged in conservation endeavours to safeguard our planet's biodiversity. Additionally, our focus extends to people welfare, by improving accessibility and quality of healthcare services. Women's empowerment stands as a pivotal facet, with initiatives designed to support gender equality and provide opportunities for women's advancement. Moreover, our priority is social security through the activities aimed at bolstering community well-being. Through these various activities, our institution aspires to create a holistic impact, addressing the challenges and contributing to a more sustainable and equitable society.

EVIDENCE OF SUCCESS

The consistent commitment to various extension programs exhibited in SLCS SamaajSeva is embodied by Subbalakshmi Lakshmipathy College of Science. These endeavours benefit the community and turn students towards societal change. These social initiatives are the profound commitment to senior citizens' welfare by regular visits, bringing emotional support and empathy in students. Environmental conservation, road safety campaigns, literacy drives for the underprivileged groups, financial literacy programs, 'Share the Meal' initiatives aiding the marginalized, and Swachh Bharat cleanliness camps are integral to SLCS's ethos. The activity conducted imparts principles like non-violence and community service, and it is a reflection of SLCS's attempts to preserve cultural heritage. These diverse pursuits cultivate well-rounded individuals, nurturing values of compassion, leadership, and social engagement, preparing students as conscientious global citizens beyond academic excellence.

TITLE OF THE PRACTICE - 2

SLCS – SANDHAI (Sales Day)

OBJECTIVE

To empower students from diverse academic backgrounds by providing a hands-on platform to showcase their innovative products, salesmanship abilities and entrepreneur skills, SubbalakshmiLakshmipathy College of Science conducts “SLCS-SANDHAI (Sales Day)” a purpose-driven initiative aiming to cultivate an entrepreneurial ecosystem in the campus. The primary objective is twofold: first, to make a bridge to fulfil the gap between theoretical learning and practical application, encouraging students to apply classroom knowledge in a real life marketplace setting; second, to instil business acumen, resilience, and responsibility in budding entrepreneurs, promoting their growth beyond academic realms such as practicing advertisement campaigns to promote their products. By hosting this event, the college aims to encourage students with a sense of ownership, nurturing their confidence to thrive in competitive business environments.

THE CONTEXT

Subbalakshmi Lakshmipathy College of Science emerges as a dynamic point of diverse talents and aspirations. The inception of the “SLCS-SANDHAI (Sales Day)” initiative arose from a profound recognition of the untapped potential residing within the student cohort. The college offers a platform to amplify these latent abilities, fostering an environment where creativity and entrepreneurial skill could thrive. This programme is conducted once in three months at the college campus. The “SLCS-SANDHAI (Sales Day)” has organically grown into a highly anticipated event for all the departments. This evolution fostered an environment where innovation, collaboration, and the celebration of student talents became intrinsic elements, enriching the fabric of the college experience for all.

PRACTICE

The “SLCS-SANDHAI (Sales Day)” at Subbalakshmi Lakshmipathy College of Science is a vibrant spectacle that utterly transforms the campus into a bustling hub of innovation and commerce. Each department contributes to the vibrant tapestry of the event, setting up stalls that serve as stages for showcasing an eclectic mix of student-crafted products. From delectable homemade treats to cutting-edge technological novelties, the range of offerings mirrors the diverse talents and interests within the college

community. However, beyond individual achievements, the “SLCS-SANDHAI (Sales Day)” acts as a nexus for interdisciplinary collaboration. This fusion of diverse perspectives and skill sets creates a crucible of innovation, fuelling a dynamic exchange that transcends departmental boundaries. It serves as a crucible for holistic growth like effective communication, adept negotiation, and agile problem-solving skills.

EVIDENCE OF SUCCESS

The resounding success of the “SLCS-SANDHAI (Sales Day)” initiative resonates through a myriad of metrics and heartfelt testimonials, painting a vivid picture of its impact within Subbalakshmi Lakshmipathy College of Science. It underscores the “SLCS-SANDHAI (Sales Day)” as a vibrant marketplace pulsating with sought-after offerings and entrepreneurial promise. It is an experiential hub where students refine their abilities in marketing, salesmanship, and the nuances of entrepreneurship, resonating far beyond conventional classroom teachings. It is a required skill in present job market. These narratives, woven with resilience and creativity, stand as living proof of the initiative's ability to nurture entrepreneurship.

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:

Life Skills at SLCS

Subbalakshmi Lakshmipathy College of Science (SLCS), believes in equipping our students not only with academic excellence but also with practical life skills that promote holistic development.

Jeevan Kaushal Life Skill(JKLS)

Life skills are defined as the behaviours used appropriately and responsibly in the management of personal and professional affairs. They are also a set of human skills acquired via learning or direct experience that are used to handle problems and questions commonly encountered in day to-day personal and professional life.

Recognizing the fact that Life Skills play a crucial role in making our graduates employable and in being successful in their life, the college took the initiative of introducing the Jeevan Kaushal – Life Skills Courses based on the UGC guidelines for the students through which they are assessed via tests.

Jeevan Kaushal Life Skills (JKLS) are offered for all UG Programmes which consists of 4 courses with 2 Credits (Self Learning, online, Extra Credit)each.

The courses are as follows;

- Communication Skills – during the 1st semester
- Professional Skills – during the 2nd semester
- Leadership & Management Skills – during the 3rd semester
- Universal Human Values – during the 4th semester

Driving License

One such unique offering within our campus is the provision of driving classes and the facilitation of obtaining a driving license, which is a best opportunity for the students. Exclusive in-house driving school “RL Driving School” for students and staff members is available at the campus. Dedicated and trained instructors are appointed to facilitate the process.

The commitment to provide a comprehensive educational experience led us to introduce this unique initiative in our college. The ability to drive is not just a practical skill but a step towards independence and readiness for the realities of life beyond academia.

This initiative not only ensures convenience but also emphasizes safety and responsible driving practices. The program is specifically designed for beginners, offering comprehensive modules that cover theoretical knowledge about road safety awareness, simulator training and on the road practice.

Learning to drive isn't solely about mastering the vehicle; it's about instilling discipline, focus, and responsibility. Integrating the elements of safety training, emphasizing the importance of adhering to traffic rules and regulations, inculcating a sense of civic responsibility in our students are the main objectives of this initiative.

What makes this initiative truly exceptional is its impact on our students' lives specifically acquiring the training for driving within the campus, not only saved the time it also boosted their confidence as they stepped into the professional world.

The curriculum is planned for 26 Hrs, which include 8 Hrs of theory, 8 Hrs of Simulator and 10 Hrs of On road training.

The commitment to holistic education and the empowerment of the students, paving the way for a brighter, more capable generation of graduates. Around 2100 members were enrolled and acquired driving license through our RL Driving School.

Swimming

One such distinctive feature that sets us apart is our provision of swimming facilities—a refreshing addition to our campus life. Swimming is not merely seen as a recreational activity but as an avenue for physical fitness, stress relief, and skill enhancement.

Nestled within our vibrant campus is a state-of-the-art swimming facility, purposefully designed to cater to the needs of our students. Semi-Olympic size swimming pool is available at our campus. Students who are physically fit are permitted to take up the swimming classes, along with the fitness certificate.

Dedicated, trained male and female instructors are available for training. The kids (3 mtrs length, 3 mtrs breadth, 1 mtr depth), diving (13 mtrs length, 13 mtrs breadth, 4.2 mtrs depth) and racing (25 mtrs length, 12.5 mtrs breadth, 1.2 to 1.6 mtrs depth) pools are available. The course is designed for 20 Hrs after the completion of the course students will be receiving the completion certificate.

Pan Card

Understanding the significance of financial literacy and preparedness in the digital world, the process of PAN Card application is initiated in our campus services. The PAN (Permanent Account Number) is a vital identification number for financial transactions and tax-related activities in India.

Dedicated assistance is offered to the students through the application process, by ensuring compliance with the necessary documentation. Many of our alumni have acknowledged the advantage of having the PAN number during their placements.

Passport

As part of the dedication in providing a comprehensive educational experience, the college takes immense pride in offering a unique service—facilitating the acquisition of passports within our campus. This initiative helps our students to embrace international opportunities and broaden their horizons.

Understanding the significance of a passport as a gateway to global opportunities, the passport application process is integrated into our array of student services. The passport, beyond being a travel document, symbolizes access to a world of learning, cultural exchange, and professional growth. By providing a platform for students to obtain this essential document within our campus, the students are empowered to explore diverse opportunities worldwide.

Graduates leaving the campus equipped with a passport find themselves better prepared to explore global academic opportunities to pursue career paths that transcend national and international boundaries.

The initiatives such as Driving license, PAN Card acquisition, Swimming Classes, and Passport services—embody the institution's commitment to holistic education, preparing students for the academic success and also for the future where practical skills as well as global readiness are paramount. Subbalakshmi Lakshmipathy College of Science stands as a beacon of comprehensive student development, empowering graduates for success in a dynamic and interconnected world.

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

5. CONCLUSION

Additional Information :

Core Values

- Discipline
- Punctuality
- Genuineness
- Cleanliness
- Uniformity
- Volunteerism
- Competency
- Excellence
- Leadership
- Good Citizenship

The aim of the College is to create an elevated and sustained excellence in the educational system, which is relevant for today's and future industries/corporate requirements by inculcating the core values among the students.

Concluding Remarks :

With the motto "Learning for Better Living" and the quality policy "We at SLCS, dedicate ourselves to provide quality education and training that meet National and International standards to our stakeholders. We shall endeavor to make continual improvement of the quality system to meet our Customer Requirements", the college gives better living to the students by providing quality education to evolve in the employable and entrepreneurship skills.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>57.98</td> <td>26.02</td> <td>11.66</td> <td>158.80</td> <td>369.01</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>161.15</td> <td>122.41</td> <td>76.27</td> <td>151.37</td> <td>171.06</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	57.98	26.02	11.66	158.80	369.01	2022-23	2021-22	2020-21	2019-20	2018-19	161.15	122.41	76.27	151.37	171.06
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4.2.2	<p>Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years</p> <p>4.2.2.1. Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>29.51</td> <td>33.58</td> <td>16.06</td> <td>22.85</td> <td>21.95</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>19.90</td> <td>25.52</td> <td>12.72</td> <td>18.48</td> <td>14.41</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	29.51	33.58	16.06	22.85	21.95	2022-23	2021-22	2020-21	2019-20	2018-19	19.90	25.52	12.72	18.48	14.41
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19.90	25.52	12.72	18.48	14.41																	
4.4.1	<p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years</p> <p>4.4.1.1. <i>Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)</i> 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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

263.12	194.29	131.66	257.13	285.16
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
350.17	255.20	123.76	224.13	260.13

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>719.4</td> <td>516.56</td> <td>280.07</td> <td>632.48</td> <td>924</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>511.32</td> <td>377.61</td> <td>200.03</td> <td>375.50</td> <td>431.19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	719.4	516.56	280.07	632.48	924	2022-23	2021-22	2020-21	2019-20	2018-19	511.32	377.61	200.03	375.50	431.19
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