



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**FATIMA COLLEGE (AUTONOMOUS)**

FATIMA COLLEGE (AUTONOMOUS) MARY LAND  
625018

[www.fatimacollegemdu.org](http://www.fatimacollegemdu.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Fatima College is a private, aided catholic minority institution run by St. Joseph's society of Madurai of the congregation of the sisters of St. Joseph of Lyon, France, affiliated to Madurai Kamaraj University, Madurai.

Started in 1953, Fatima College is a multidisciplinary institution. Currently 196 staff empower 4111 students enrolled in 21 UG, 14 PG, 2 Professional programmes and 6 Ph.D programmes. Autonomy in 1990 ushered curricular changes customised to emerging trends. Choice Based Credit System introduced in 2001 gave opportunities to redesign curriculum to suit ICT based teaching-learning.

The Outcome Based Education implemented in 2019 focused on developing core competencies of the learners.

Fatima College got five-star status in the first accreditation and 'A' grade in the subsequent two cycles. In 2004, the college reached the status of **College with Potential for Excellence**. The college was ranked 27th in NIRF India Ranking 2017, 65th in 2018, 94th in 2019 and 74th in 2020.

The college functions in two shifts to make optimum use of infrastructure and to cater to the growing number of students.

In tune with its policy on inclusivity, Fatima College reaches out to all sections of society particularly first-generation learners, the marginalized and the economically disadvantaged.

The wide variety of extension services rendered meaningfully in 16 villages have been recognized by MHRD for the *Unnat Bharat Abhiyan* and the perennial grant in 2019.

Facilitated by an MoU with Binary University, Kuala Lumpur, Malaysia, staff and students participated in the following two events organized by the University in Malaysia.

- 54 Students and 15 Staff attended an International Conference
- 9 students participated in a Credit-based Study Abroad Programme

MoUs with educational institutions and the corporate sector have strengthened academia.

True to the motto of the college "Lead Kindly Light", Fatima College is a guiding light for empowering women and moulding them as holistic persons through the value based education offered.

### Vision

**Vision Statement: *Women's Empowerment through Education***

**Vision:** Empower women by developing human capabilities through quality education based on Christian values, making them responsible citizens who can work for the advancement of the society and promote communal harmony in the multi-religious and multi-cultural reality of India eventually evolving into women of communion.

### **Mission**

- To enhance quality of life through the development of individuals.
- To enable women to become contributors in the economic, social and political development of India.
- To equip the students with 21st century skill-sets with a focus on problem-solving abilities.
- To motivate them to work for social justice.
- To give preference to the rural, economically backward and first generation learners.
- To enable students to be employed in the technology oriented, competitive market.

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

### **Institutional Strength**

- Participatory Governance with clear delegation of responsibilities
- Curriculum designed to incorporate emerging trends in higher education
- Skill-embedded, Value-added, Foundation, Online, Self-learning, Add-on Courses offered
- ICT-based teaching-learning
- E-Governance in Admission, Administration, Finance and Accounts & Examination system
- 40 functional MOUs including one with Binary University, Malaysia
- Research Advisory Committee & Student Resource Forum promote multi-disciplinary and socially relevant projects
- Ethical Studies and Value Education for shaping the moral fibre of students
- Fully automated Library as an excellent learning resource.
- 120 hours of Curriculum embedded extension activities in 16 villages
- Staff and Students volunteer to offer relief work in times of natural calamities mobilising funds and essentials
- Strong Alumnae association with National & International Chapters
- Mentoring & Counseling offered individually and in groups
- Campus - Wi-Fi enabled, Green and plastic free, Disabled-friendly
- Well maintained spacious Hostel
- Financial & material support to deserving students
- Fatima Incubation and Entrepreneurial Skill Training & Animation facilitating business startups and Skill Training Programmes.
- Paper Recycling, Oil Extraction Unit, Mushroom Cultivation and Vermi Composting are fully operational promoting Skill Training and generating revenue.

### **Institutional Weakness**

- Structured and research-based consultancy yet to generate substantial revenue
- Patents – only 1 filed

- International Fellowships to be applied for
- Inadequate Student and Staff diversity - Only 13 students from other states and 6 from abroad - Staff none - during the current year
- Number of students clearing Government Exams is relatively less
- More collaborations with Corporate Sector required - CSR funds to be mobilized
- High maintenance of sprawling campus

### **Institutional Opportunity**

- Three decades of Autonomous status gives ample opportunities to experiment and innovate in Teaching, Learning methodology, Research & Extension
- With enhanced ICT infrastructure, Faculty can develop more e-resources
- Active Institute–Industry Interface
- Recognition from MHRD schemes - opportunity to launch more projects and incubators linked with Government
- Given the national ranking, the College has opportunities to explore national & international linkages
- Faculty resources to offer coaching for Competitive Exams
- Locational advantage – heartland of Tamil Nadu
- Expertise of Staff can be tapped to offer structured consultancy and generate revenue
- There is scope to establish Technology-based Incubators in campus
- Given the teacher quality more patents can be filed
- International Collaborations for research
- Greater involvement of NRI Alumnae in all-round development

### **Institutional Challenge**

- Evolving Strategies to improve student diversity from within and outside the country
- In the new-normal situation getting rural-based students online
- Faculty and student exchange programmes with nationally and Internationally acclaimed Institutions
- Keeping the students on track despite the undue influence of Media
- Dealing with a traditional mindset of parents regarding placement of their daughters
- Financially supporting increased number of economically challenged students
- Encouraging students to use bicycles as part of green practices is not feasible as the College is located on the highway
- The autonomous status challenges the staff and the students to set very high benchmarks

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Fatima College introduced Choice Based Credit System (CBCS) in 2001 and Outcome Based Education (OBE) in 2019 in accordance with the rising demands in the field of Higher Education.

In its continued mission of empowering young women holistically, the College has been offering 49 U.G, P.G, M.Phil and Doctoral Programmes *in toto* during this NAAC assessment period. The learner-centric curriculum

spread across different levels of programmes caters to the needs of the students in the digital era. It is designed with the objective of shaping the learners into inquisitive researchers, topical innovators, befitting employees of the upcoming job markets and above all better citizens of this global village.

The quality-oriented curriculum is designed and developed periodically, in alignment with local, regional, national and international needs and demands. These meticulously designed courses ratified by the Board of Studies and the Academic Council, comprising University Nominees, Subject Experts, Alumnae and Industrialists, pave way for Employability, Entrepreneurship and Skill Development of the students.

The UG curriculum encompasses Major Core, Allied Core, Major Electives, Non-Major Electives, Skill-Based and Ability Enhancement Courses - a total of 1293 courses, which include 470 new courses and 223 Value added courses, spread over the last five years. Computer Application, Foundation Courses on Arts & Science, Ethical Studies, Human Rights Education, Outreach Programmes - Reach Out to the Society through Action (ROSA), Project and Reading Culture are offered as Add-on Courses. Major Core, Major Electives, Extra Departmental Courses, Internships and Projects form the PG Curriculum. Soft skills, Computer Applications, Comprehensive Viva and Reading Culture are offered as Add-on Credit Courses.

The learners are provided academic flexibility and mobility across departments through cafeteria / automat approach by enabling them to opt for Skills-embedded, Value-added and Extra Credit MOOC/Self-Learning Courses beyond the curriculum, thereby enabling them to transcend the domain knowledge.

Projects (mandated for III UG and II PG) and Internships (mandated for I PG) promote research culture, scientific temper and offer hands-on-training to the students. Contemporary and topical courses in line with the recent and emerging trends are introduced frequently fulfilling the demands of the Stake-holders.

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

The college follows student-centric teaching learning pedagogies.

The admission process is online, transparent in keeping with government norms.

The Teacher student ratio is 1:21.

The college has a mentoring system. Timely interventions are made and guidance is given by the full-time counsellors.

High teacher quality is maintained with 128 PhDs of which 45 are Research guides.

The IQAC organises numerous In-service programmes starting with the orientation for the newly appointed staff.

The staff are encouraged to take up additional qualifications, undergo faculty development programmes and have international academic exposure.

The differential academic learning levels of the students are analysed and addressed by the Class Teachers and mentors.

The highly successful practice of streaming the first year Part II English learners into Basic, Intermediate and Advanced learners with customised texts prepared by The Research Centre of English provides an easy language acquisition environment.

The ten-day Bridge Course offers smooth transition from the Tamil to English medium. The Student Induction Programme familiarizes the new entrants with the ethos of the college. Special attention is given to slow learners under the Strategies Adopted to Improve learning Skills (SAILS) while Intermediate and Advanced learners are given opportunities based on their aptitude and leadership skills.

Student-centric learning methods include real time projects, making documentary films, on site learning, lab-to-land practice, peer teaching to name a few.

Teachers took to virtual teaching a decade ago. All classrooms are ICT enabled. The fully automated Rosa Mystica library promotes a healthy reading culture.

The college has a highly reliable examination system with an In-house developed software for semester examinations. Examination reforms have not only given high credibility to the office of the controller of examinations but have positively impacted teaching, learning and evaluation. Transparency in mark checking by students, Internal & External evaluation, exhaustive question banks, grievance redressal system, prompt publication of results, security features in the mark sheets are a few notable practices.

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

To explore newer avenues of research and instil research culture in the campus, the Research Advisory Committee (RAC) headed by the Deans of Research organises and coordinates research activities. The Student Resource Forum is guided by the RAC to work on society-oriented, solution seeking research activities culminating in projects and presentations in the national inter-collegiate research fest 'Exploria', organized annually by the RAC.

The 6 Research centres jointly bring out the multidisciplinary research journal FACET (ISSN 0975 – 6973). There are 45 Research guides. To promote research the management gives cash awards to staff for articles published in UGC recognised and peer-reviewed journals. Award for the Best Research Scholar is given annually in Arts & Science disciplines to PhD scholars.

The library is a member of DELNET and subscribes to J-GATE and N-LIST database which allows access to 6000 journals and 31,35,000 e-Books. URKUND, plagiarism check software ensures meticulous adherence to research ethics. Research scholars are given individual cubicles in the library.

The Fatima Incubation Entrepreneurial Skill Training and Animation Centre (FIESTA) provides space for business start-ups. The Paper Recycling Unit and Oil Extraction Unit impart skill training to students. Apart from this the Recycling Unit facilitates 100% reuse of paper and reduces use of plastic material by producing paper bags, files and other environment friendly products. Students are trained to extract oil at the Unit. The oil extracted from organic raw material is also sold.

Women Empowerment Animation and Training (WEAT) offers short term skill-oriented courses for the under privileged women. Reach Out to Society through Action (ROSA), the Extension Activities Wing of the college, imparts training in making jewellery, paper and cloth bags, incense sticks, phenoyl etc to the women of 16

villages.

The involvement in community services has led to the holistic development of students enabling them to be socially responsible citizens. 5 villages have been chosen for the *Unnat Bharat Abhiyan 2.0* scheme of the MHRD. For dedicated services ROSA received The Best Social Forum Award from the Dr. Abdul Kalam Educational Trust.

### **Infrastructure and Learning Resources**

Fatima College is set on a 37-acre green campus and has excellent infrastructure to facilitate a progressive educational ecosystem.

There are 67 spacious, well ventilated and furnished classrooms, 10 seminar halls, 2 browsing centres, 2 language laboratories, 25 laboratories, a museum, counselling centre, wellness centre, Indoor and Outdoor stadium, 5 acres of sports infrastructure, Auditorium with a seating capacity of 2000, Smart rooms, Gymnasium & guest rooms.

The 7 blocks of the Hostel accommodate 1000 students. A hostel exclusively for sportswomen is under construction.

There is a working women's hostel and a crèche.

The campus is disabled friendly with special wash rooms & ramps, wheel chairs in every block and a lift in the main block.

The library is fully automated (using NIRMALS till 2020 & Fatima ERP from September 2020) well stocked with books and journals. There is a corner for the visually impaired where JAWS software is installed. Cubicles are provided for scholars. URKUND software is installed.

The Administration Block is powered by 8KW on grid solar panels. 3 generators of 507.5 kva power guarantee uninterrupted power supply.

All safety protocol is followed. Fire extinguishers are strategically placed and the IQAC conducts disaster management sessions for all staff. All equipments are well maintained as the college has 2 system engineers, requisite number of electricians and plumbers. Annual maintenance contracts are in place.

100Mbps broadband connectivity, 45 controlled Wi-Fi access points and optic fibre cabled connectivity is provided to all buildings in the campus.

The laboratories are maintained by the technical staff and lab assistants. A supervisor with a team of support staff maintains the campus spic and span.

A Bio digester is installed in the hostel premises. The biogas produced helps save 3 LPG cylinders per month.

The Mushroom Cultivation Chamber serves dual purposes of imparting entrepreneurial skills and income generation through sale of the produce.

Solid Waste management is done through the Vermi-Composting bed.

There is an extension counter of Indian Bank with ATM.

To enrich the spiritual experience of the students and staff a magnificent new Chapel was built in the campus this year.

### **Student Support and Progression**

There is a well-defined mechanism for student support and progression. There are 50 cells/ committees comprising staff coordinators and student representatives monitored by the Principal and Vice Principals. These committees coordinate to develop the academic, psychological, physical, economic, social and spiritual dimensions of the students. In keeping with the mission of the college the students are groomed into responsible women sensitive to the needs of the less fortunate and as ardent nation builders.

The college has a democratically elected, proactive Students' Union. The Union is trained in leadership and team building skills and guides the various student committees. The Students' Union finds representation in the College Council, IQAC, Planning and Evaluation Committee, Magazine Committee, Student Resource Forum, Career Guidance Cell etc. It shares responsibilities with the staff in organising student related events on campus and works with the IQAC to organise Passport Melas, Earn While You Learn schemes, skill training programmes etc.

The Management ensures that students avail government and non-government scholarships. Driving classes are also held for students. The Career Guidance Cell arranges regular campus drives. 436 out of 1436 students have secured placements in 2019–20.

The students are encouraged to participate in academics, sports and cultural events outside the college and have won many laurels.

As part of its inclusive policies, the college integrates the *Divyanjan* and students from disadvantaged sections into the mainstream through the Equal Opportunity Cell.

The number of Students who have progressed to higher studies after graduation in 2019–2020 is 491. The Earn While You Learn Scheme with the library and private industry has helped students pick up skills and an income.

The Alumnae Association is a registered body. The Association's contribution is notable in every field. It has sponsored Research Projects by staff, disbursed Rs.2,91,386/- to the economically deprived students, sponsored extension activities, set up business start-ups and the Paper Recycling and Oil Extraction Units. Chapters have been opened in the country and abroad.

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

The management system provides strategic directions for sustained development in sync with the Vision and Mission of the college. The Management displays ethical leadership which is visible in the consensus-oriented, participatory style of governance.



There are 33 well defined policies covering research, welfare, infrastructure, IT updation, waste management etc., The policies are updated taking into account the needs of the times.

The plans for the development of the college on all fronts are drawn up in true participatory style as the Management consults all the stakeholders.

As clearly spelt out in *The Sisters of St. Joseph of Lyons Educational Apostolate Policy (LEAP)*, the essence of governance is to promote human rights, social justice, responsible citizenry in order to preserve unity in the pluriformity of India.

Welfare measures for all the teaching, non-teaching and support staff promote a conducive, healthy work ambience. Feedback is taken, and analysed and corrective measures are implemented.

In order to make decentralization and participative management an effective practice, leadership is groomed among the staff and students enabling the efficient functioning of the institution. This has enabled the institution organise various academic, sports, cultural and extension activities.

The college makes concerted efforts to mobilise funds from the government, non-government agencies and philanthropists for development & research activities.

The IQAC spearheads developmental activities and has institutionalised numerous practices for overall quality sustenance. It organises In-service academic and skill training programmes, ensures all MHRD directives are implemented and the strategies of the college are deployed.

All financial dealings are transparent & audited internally and by external auditors. The college has always been commended by the office of the Regional Joint Directorate of Collegiate Education for its high degree of integrity and accountability.

The awards won by the college in various fields and the NIRF ranking bears testimony to the efficient and productive leadership.

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

The college reaches out to the less privileged and endeavours to bring all into the mainstream. All the academic, research, extra-curricular and extension activities revolve around the values enshrined in the vision.

Though it is an institution for women, the college takes multipronged efforts to sensitize the students and the neighbourhood on gender equity. The Women Empowerment Cell, Women Empowerment Animation and Training Centre (WEAT) and all the Part V activities are engaged in raising gender consciousness.

The college is an immaculately maintained green, plastic free campus. There are adequate rainwater storage sumps.

The Administrative block is solar powered. There are 26 solar lamps on campus. There is a gradual replacement of conventional tubelights by LED bulbs.

The green, energy and environmental audit findings are taken into account. The college is sensitive to the needs

of Persons with Disabilities (PWDs). Every block has ramps, wheel chairs, special wash rooms and the administrative block has a lift. Scribes are allotted to the *Divyanjans*.

The college and hostel campus follow the waste management protocols. The Environmental Education Committee and Green Club work towards eco consciousness.

As part of its inclusive policy, the college celebrates & observes 24 National & International days & festivals & *Matribhasha Diwas*.

Programmes for the geriatric society and the PWDs are part of the inclusive environment.

All the staff and students are sensitised of their constitutional obligations. Observing Constitutional Day, Voters Awareness Day, networking with NGO's visits to orphanages, Old Age Homes, Prison etc makes the students aware of their responsibility to society.

The college is known for its services in transforming the 16 villages adopted for outreach programmes.

Among the best practices of the college streaming of Part-II English students with preparation of customised books and work books is notable. Quite a few institutions wish to follow the Fatima model.

Our practice of providing financial and material support is much appreciated by our stakeholders. This noble practice through the Mother Rose Care Fund inculcates the value of giving and touching the lives of the less fortunate.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	FATIMA COLLEGE (AUTONOMOUS)
Address	Fatima College (Autonomous) Mary Land
City	Madurai
State	Tamil Nadu
Pin	625018
Website	<a href="http://www.fatimacollegemdu.org">www.fatimacollegemdu.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr. G. Celine Sahaya Mary	0452-2668016	9791278009	91452-2668437	iqac@fatimacollegemdu.org
IQAC / CIQA coordinator	S. Vidya	0452-2669015	9442938792	91452-2665777	webinfo@fatimacollegemdu.org

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

Type of Institution	
By Gender	For Women
By Shift	Regular Day

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">C-36529-MinorityStatus.pdf</a>
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

<b>Establishment Details</b>	
Date of Establishment, Prior to the Grant of 'Autonomy'	02-07-1953
Date of grant of 'Autonomy' to the College by UGC	09-03-1990

<b>University to which the college is affiliated</b>		
State	University name	Document
Tamil Nadu	Madurai Kamraj University	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
Under Section	Date	View Document
2f of UGC	01-01-1968	<a href="#">View Document</a>
12B of UGC	02-04-2014	<a href="#">View Document</a>

<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	09-06-2020	12	Renewed Annually and extended till the current academic year

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	02-09-2004
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NIRF Ministry of Human Resource Development
Date of recognition	11-06-2020

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Fatima College (Autonomous) Mary Land	Urban	37	43397.47

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BA,Department Of History	36	Any Group in HSC	English	72	63
UG	BA,The Research Centre Of Economics	36	Any Group in HSC	English	72	66
UG	BA,Department Of Sociology And Social Work	36	Any Group in HSC	English	46	46
UG	BA,The Research Centre Of	36	Any Group in HSC	English	72	72

	English					
UG	BA,The Research Centre Of Tamil	36	Any Group in HSC and Tamil as Second Language	Tamil	72	71
UG	BSc,Department Of Mathematics	36	Mathematics and Physics in HSC	English	72	72
UG	BSc,The Research Centre Of Physics	36	Mathematics and Physics in HSC	English	46	46
UG	BSc,Department Of Chemistry	36	Chemistry and Physics and Mathematics or Biology in HSC	English	46	46
UG	BSc,Department Of Zoology	36	Chemistry and Zoology or Biology in HSC	English	46	46
UG	BSc,The Research Centre Of Home Science	36	Any Science Group or Home Science in HSC	English	46	46
UG	BSc,Department Of Computer Science	36	Mathematics and Physics in HSC	English	46	46
UG	BCom,The Research Centre Of Commerce	36	Commerce and Accountancy and Business Mathematics in HSC	English	72	72
UG	BA,Department Of English Sf	36	Any Group in HSC	English	69	69

UG	BA,Department Of Journalism And Mass Communication	36	Any Group in HSC	English	44	25
UG	BBA,Department Of Business Administration	36	Commerce and Accountancy in HSC	English	69	68
UG	BSc,Department Of Statistics	36	Any Group in HSC with Mathematics	English	69	39
UG	BCA,Department Of Computer Applications	36	Mathematics and Physics in HSC	English	44	44
UG	BSc,Department Of Information Technology	36	Mathematics and Physics in HSC	English	44	44
UG	BCom,Department Of Commerce With Computer Applications	36	Commerce and Accountancy in HSC	English	45	45
UG	BCom,Department Of Commerce Sf	36	Commerce and Accountancy and Business Mathematics preferred in HSC	English	65	65
UG	BSc,Department Of Mathematics Sf	36	Mathematics and Physics in HSC	English	138	116
PG	MA,Department Of History	24	BA History with fifty percent marks	English	35	9

PG	MA,The Research Centre Of Economics	24	BA Economics or BBE with fifty percent marks	English	43	15
PG	MSW,Department Of Sociology And Social Work	24	Any Degree with fifty percent marks	English	41	19
PG	MA,The Research Centre Of English	24	BA English with fifty percent marks	English	41	40
PG	MA,The Research Centre Of Tamil	24	BA Tamil with fifty percent marks	Tamil	43	26
PG	MSc,Department Of Mathematics	24	B.Sc Mathematics with fifty percent marks	English	44	44
PG	MSc,The Research Centre Of Physics	24	B.Sc Physics with fifty percent marks	English	29	29
PG	MSc,Department Of Chemistry	24	B.Sc Chemistry with fifty percent marks	English	28	28
PG	MSc,Department Of Zoology	24	B.Sc Zoology with fifty percent marks	English	28	9
PG	MSc,The Research Centre Of Home Science	24	UG Degree in Home Science or Biology or Chemistry or	English	28	25



			Microbiology or Biochemistry or Biotechnology or Nutrition and Dietetics or Agriculture or Food Technology with fifty percent marks			
PG	MSc, Department Of Computer Science	24	B.Sc Computer Science or BCA or B.Sc IT with fifty percent marks	English	28	27
PG	MCom, The Research Centre Of Commerce	24	B.Com with fifty percent marks	English	43	31
PG	MSc, Department Of Information Technology	24	B.Sc Computer Science or BCA or B.Sc IT with fifty percent marks	English	25	4
PG	MCom, Department Of Commerce With Computer Applications	24	B.Com with Computer Applications with fifty percent marks	English	40	14
PG	MBA, Department Of Management Studies	24	Any UG Degree with fifty percent marks and scores of any approved Common Entrance	English	60	60

			Test			
PG	MCA,Pg Department Of Computer Applications	36	Any UG Degree with fifty percent marks and Mathematics as a subject at HSC or UG Programme and scores of any approved Common Entrance Test	English	60	39
PG Diploma recognised by statutory authority including university	PGDCA,Dep artment Of Computer Applications	12	Any UG Degree with fifty five percent of Marks	English	47	47
Doctoral (Ph.D)	PhD or DPhil,The Research Centre Of Economics	36	MA or M.Phil in Economics with fifty five percent marks	English	1	0
Doctoral (Ph.D)	PhD or DPhil,The Research Centre Of English	36	MA or MPhil in English with fifty five percent marks	English	7	7
Doctoral (Ph.D)	PhD or DPhil,The Research Centre Of Tamil	36	MA or M.Phil in Tamil with fifty five percent marks	Tamil	7	7
Doctoral (Ph.D)	PhD or DPhil,The Research Centre Of	36	M.Sc or M.Phil in Physics with fifty five	English	2	2

	Physics		percent marks			
Doctoral (Ph.D)	PhD or DPhil, The Research Centre Of Home Science	36	M.Sc or M.Phil in Food Science and Nutrition or Human Nutrition and Nutraceuticals or Food Service Management and Dietetics or Food Processing with fifty five percent marks	English	1	1
Doctoral (Ph.D)	PhD or DPhil, The Research Centre Of Commerce	36	M.Com or M.Com with Computer Applications or M.Phil Commerce with fifty five percent marks	English	1	0

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				33				63			
Recruited	0	0	0	0	0	33	0	33	0	63	0	63
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				7				99			
Recruited	1	0	0	1	0	7	0	7	1	98	0	99
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						55
Recruited	13		32		0	45
Yet to Recruit						10
Sanctioned by the Management/Society or Other Authorized Bodies						34
Recruited	4		30		0	34
Yet to Recruit						0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	0	13	0	13
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	35	0	0	86	0	122
M.Phil.	0	0	0	0	5	0	0	67	0	72
PG	0	0	0	0	0	0	1	8	0	9

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	0	0	0	0	0
	Female	32	0	0	0	32
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	24	0	0	0	24
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	47	0	0	0	47
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	717	4	0	0	721
	Others	0	0	0	0	0
UG	Male	0	0	0	0	0
	Female	3400	9	0	6	3415
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	127	141	183	160
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	7	5	4	5
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	186	204	213	202
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1251	1544	1662	1413
	Others	0	0	0	0
Total		1571	1894	2062	1780

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS



<b>Department Name</b>	<b>Upload Report</b>
Department Of Business Administration	<a href="#">View Document</a>
Department Of Chemistry	<a href="#">View Document</a>
Department Of Commerce Sf	<a href="#">View Document</a>
Department Of Commerce With Computer Applications	<a href="#">View Document</a>
Department Of Computer Applications	<a href="#">View Document</a>
Department Of Computer Science	<a href="#">View Document</a>
Department Of English Sf	<a href="#">View Document</a>
Department Of History	<a href="#">View Document</a>
Department Of Information Technology	<a href="#">View Document</a>
Department Of Journalism And Mass Communication	<a href="#">View Document</a>
Department Of Management Studies	<a href="#">View Document</a>
Department Of Mathematics	<a href="#">View Document</a>
Department Of Mathematics Sf	<a href="#">View Document</a>
Department Of Sociology And Social Work	<a href="#">View Document</a>
Department Of Statistics	<a href="#">View Document</a>
Department Of Zoology	<a href="#">View Document</a>
Pg Department Of Computer Applications	<a href="#">View Document</a>
The Research Centre Of Commerce	<a href="#">View Document</a>
The Research Centre Of Economics	<a href="#">View Document</a>
The Research Centre Of English	<a href="#">View Document</a>
The Research Centre Of Home Science	<a href="#">View Document</a>
The Research Centre Of Physics	<a href="#">View Document</a>
The Research Centre Of Tamil	<a href="#">View Document</a>

## Extended Profile

### 1 Program

#### 1.1

##### Number of programs offered year-wise for last five years

2019-20	2018-19	2017-18	2016-17	2015-16
44	47	47	46	44

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

#### 1.2

##### Number of departments offering academic programmes

Response: 23

### 2 Students

#### 2.1

##### Number of students year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
4207	4534	4860	4815	4382

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

#### 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1483	1740	1626	1529	1405

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

**2.3****Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
4059	4355	4675	4653	4244
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.4****Number of revaluation applications year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
25	99	104	68	55

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
982	959	942	921	869
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2019-20	2018-19	2017-18	2016-17	2015-16
200	197	201	198	187
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

**Number of sanctioned posts year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
203	203	204	202	193
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
9643	9027	9770	9152	9300
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2019-20	2018-19	2017-18	2016-17	2015-16
1317	1311	1652	1670	1392
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 77****4.4****Total number of computers in the campus for academic purpose****Response: 633**

## 4.5

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

2019-20	2018-19	2017-18	2016-17	2015-16
348.63	376.80	401.98	401.45	283.92

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## 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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

The college adheres to the guidelines framed by the UGC and Tamil Nadu State Council for Higher Education in developing curricula to equip graduating students with 21st Century skills.

- The mechanism for curriculum development is set into motion by the **Curriculum Development Cell** which comprises the Principal, IQAC Coordinator, Academic Deans, the Heads and second seniors.
- The department frames the curricula in its **Pre-board Meet**.
- Syllabus of **Part I Language** namely Tamil, Hindi and French bear relevance at the local, national and global levels.
- **Part II English** fosters language acquisition skills to help students compete at the national and global levels.
- The model curricula designed by the UGC and the curricula of reputed institutions is studied and thrust areas are identified to develop the syllabi under **Part III** namely Major Core, Allied Core and Major Electives to suit the local, national, regional and global needs.

The **Curriculum Development Cell** has chalked out the Programme Outcomes (POs), while the Programme Specific Outcomes (PSOs) and Course Outcomes (Cos) have been carefully outlined by the respective departments. The members of the department are fully involved in evolving the comprehensive nature of the courses to match with course outcomes.

The proposed syllabi are placed before the **Board of Studies** for scrutiny and modifications after deliberations with the department. The syllabi with amendments are placed before the **Academic Council** for discussion and approval.

- Courses under **Part IV** like Value Education, Non-Major Electives, Environmental Education and Skill-based courses help the students transcend the domain knowledge.
- **Part V** activities like gender and environmental issues under NSS, NCC, YRC and AICUF for I and II year undergraduates, address the local, regional and national developmental needs.
- **Off-class courses** like Human Rights and Ethical Studies give a global perspective to the students.

Extension activities mandated for all III year undergraduates foster **community development and social responsibility**. Each student is involved in **community service** in the sixteen villages adopted by the college. The activities include women's rights, health and hygiene, environmental sustainability and awareness on Government schemes. The students are gainfully engaged in experiential learning by acquiring first-hand knowledge of rural India through surveys and case studies and participating in *Gram Sabha* meetings. This 3 credit-carrying programme has a comprehensive syllabus which is relevant to

local, regional and national needs.

Electives, value-added, skill based, non major electives, extra departmental courses, project work, hands-on training and internships ensure that the curriculum is globally, nationally, regionally and locally relevant and research is given a fillip.

The learner-centric **Choice Based Credit System** was followed from 2001.

**Outcome Based Education – OBE** was implemented in the college from June 2019. The learner centric teaching pedagogy focuses on measuring the students performance through the respective Programme/Course Outcomes.

**Women Empowerment and Animation Centre (WEAT)** in the college aims at improving the economic and social status of the underprivileged and marginalized women and school drop outs (girls only) through various **short term career oriented courses**. Empowered, the women become effective contributors in national development.

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

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

#### 1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 49

#### 1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 49

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years****Response:** 100**1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..**

2019-20	2018-19	2017-18	2016-17	2015-16
982	959	942	921	869

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
MoU's with relevant organizations for these courses, if any	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.2 Academic Flexibility****1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.****Response:** 36.35**1.2.1.1 How many new courses are introduced within the last five years****Response:** 470**1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.****Response:** 1293



File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

**Response:** 100

#### 1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 44

File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

**Response:**

**Cross cutting issues are taken up through curricula (Part I, Part II and Part III) and through Part IV, Part V and Extension activities.**

- The departments design courses keeping all four cross cutting issues in mind to promote knowledge enrichment, employability skills and responsible citizenry.
- There are value added certificate/crash/add-on/off - class courses which enable students become aware of all cross cutting issues and imbibe these values.
- The celebration/observation of all National and International days like International Women's Day, Communal Harmony Day, Human Rights Day, International Day of Democracy, and World Environment Day further strengthens students' exposure to cross cutting issues.

**Curricula:**

Part I Language, Part II English, Part III Major and Allied Core, Part IV Value Education and Environmental Education, and Part V - all cells and extension activities have incorporated courses/units/activities relevant to cross cutting issues.

**Part I Languages**, in particular Tamil and Hindi, have **human values** and **gender issues** incorporated as units.

**Part II English** has customised text books for the three streams, Basic, Intermediate and Advanced. Units have been chosen to promote all four issues, in particular **human values** and **gender sensitisation**.

**Part III Major Core and Allied** courses lend themselves to cross cutting issues promoting holistic development of students. A few **examples of the curriculum integrating cross-cutting issues** are listed below:

- Gender Studies, Women and Entrepreneurship Development, Gendered Representation in Media.
- Counselling Process, Human Rights through Literature, Social Psychology.
- Ecological Concerns in Literature, Urban Sociology, Energy Physics, Green Chemistry.
- Creche and Pre-school Management, Economics of Insurance, Hospital Administration, Media Laws and Ethics.

**Students' Projects** integrate cross cutting issues.

**Part IV** devotes itself to students' formation through Value Education, Environmental Education, Human Rights, Non-Major Electives and Extra-Departmental Courses.

#### **Part V and Extension Services:**

Part V comprises Cells from which a student chooses one for four semesters. They include NSS, NCC, Physical Education, Women Empowerment Cell, All India Catholic University Federation (AICUF), Youth Red Cross, and Rotary Club. **All Cells and their activities foster cross cutting issues.**

- The NSS engages in community service through camps.
- The NCC is involved in Nation Building activities through rallies and campaigns.
- Physical Education promotes professional ethics through fair play apart from creating sportswomen.
- Women Empowerment Cell is actively involved in gender sensitisation within and outside the college.
- AICUF takes up social and women centric issues.
- Youth Red Cross and Rotaract Club foster human values by taking up social issues.
- The Green Club spreads awareness on ecological concerns through awareness programmes and waste management.

**The college has adopted sixteen villages where students carry out meaningful and impacting activities under Reach Out to Society through Action (ROSA).** In a bid to transform villages, students through street plays, mural paintings, rallies, action songs teach waste management, promote gender sensitivity and instil civic sense.

Regular visits to the orphanage, Old age homes, hospitals, prisons and Juvenile homes kindle humanitarian

concerns, sense of justice and individual responsibility.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 197

#### 1.3.2.1 How many new value-added courses are added within the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
29	32	44	46	46

File Description	Document
List of value added courses (Data Template)	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 32.64

#### 1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
947	903	1921	1933	1800

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

<b>1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</b>	
<b>Response:</b> 71.1	
<b>1.3.4.1 Number of students undertaking field projects / internships / student projects</b>	
Response: 2991	
File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.4 Feedback System

<b>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</b>	
<b>Response:</b> A. All 4 of the above	
File Description	Document
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

<b>1.4.2 The feedback system of the Institution comprises of the following :</b>
<b>Response:</b> A. Feedback collected, analysed and action taken and report made available on website

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

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## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 89.36

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

2019-20	2018-19	2017-18	2016-17	2015-16
1680	1571	1894	2062	1780

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1909	1901	2189	2213	1845

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:** 86.81

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

2019-20	2018-19	2017-18	2016-17	2015-16
1175	1104	1329	1485	1270

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

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

The college has a mechanism through which the **different learning levels of the students are assessed and addressed.**

The Class Teacher maintains a **student profile** which details the student's academic, socio-economic background and talents. This practice is an effective tool to analyse the diverse requirements of students.

The students are **assigned mentors** (Mentor-Mentee ratio of 1:21) who identify the diverse differential academic needs and suggest relevant measures.

An **English Attainment Test** is conducted for the I UG students. Based on the scores, they are divided into **three streams** – Basic, Intermediate and Advanced – for Part - II English. Customized texts prepared by The Research Centre of English suit the learning ability of the students.

A **ten-day Bridge Course** is conducted with 3 hours of English and 1 hour of Major and Language each. This offers a comfortable transition from the Tamil to English medium as a number of students are from the Tamil medium stream.

The new entrants undergo a week-long **Student Induction Programme** during zero days. This helps them with their social and communication skills.

#### Opportunities for Advanced Learners:

- Advanced Learners get an opportunity to participate in **Short-Term Study Abroad Programmes** at Binary University, Malaysia, with which the college has an MoU.
- They are given opportunities to learn Japanese, German, French or Russian - run by the College.
- They are given ample opportunities to display their research acumen under the **Student Resource Forum (SRF).**
- They contribute creative articles to the College Magazine and Department Blog.
- While Internship is mandatory for all undergraduate students, advanced learners seek **Summer Internships with Premier Institutions** like The Central Electrochemical Research Institute (CECRI), Karaikudi, Indira Gandhi Centre for Atomic Research (IGCAR), Kalpakkam and Corporate Houses.
- The students with high academic credentials register for **self-learning**, NPTEL/MOOC and other

online courses. 90 have completed the courses during 2019-20.

- Advanced learners take up Microsoft Certificate Examination, acquire **parallel qualifications** like PGDCA, CWA, CA and ACS, to name a few.
- The IAS/NET coaching offered by the college has mostly advanced learners enrolled.
- Advanced learners are in various committees and hence **display leadership roles** and take initiatives in all curricular and extra-curricular activities.

#### Measures taken for Slow Learners:

**Remedial classes** under Strategies Adopted to Improve Learning Skills (**SAILS**) for Part II English and Part III Major are held after class hours as scheduled in the College Handbook.

- **Special attention** is given to slow learners in the college as well as in the hostel.
- Individual attention is given by the course teacher during remedial class.
- **Simplified learning materials** are prepared by the course teachers.
- Supervised group work and **Peer coaching** by advanced learners is organised.
- The curriculum is designed for a calculated rise in difficulty levels to help slow learners adapt to the system.

The slow learners are encouraged to participate in all class and college activities to help them shed their inhibitions and channelize their innate talents.

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

#### 2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)

**Response:** 21:1

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

### 2.3 Teaching- Learning Process

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

**Response:**

Learning is made student centric by combining conventional and innovative teaching methods. Students



take up individual and group projects in topics ranging from their specific major subject to value education, environmental education and human rights. Internships help students acquire deeper knowledge, both theoretical and empirical. Students promote the lab to land concept in some of their extension activities thereby developing self – management of knowledge and skill formation. The use of ICT also makes the learning process student centered. **As Fatima College is autonomous, a wide range of student centric learning methods are adopted.**

### Experiential Learning

Teachers have been given several input sessions on innovative teaching methodologies and are instructed to adopt them to create an interactive classroom. Learner-centered teaching methods such as group discussions, role play, case study, debates and field visits supplement class room teaching.

- **Hands-on-learning experience** is assured through mandated internship for all programmes.
  - During semester VI, students take up credit-carrying projects which nurture scientific temper. They take up **real-time project work** from well-established companies in and around Madurai city.
- Learners engage in **Lab-to-Land practices** reaching out to neighbourhood communities. Science exhibitions are conducted for school children.
- Paper presentations / publications, hone their research skills. In-house journals, blogging, preparing posters, writing for the college magazine, maintaining college and department notice boards keep the creativity of the learners vibrant.
  - **On- site learning** is encouraged through Industrial Visits, field trips, visit to heritage sites and Media Houses.
  - Organizational Skills are developed through various inter-departmental and inter-collegiate events
  - Highly appreciated **Documentary films** are produced every year by PG students of English ( You tube links provided as Supporting Documents )
  - **Alternate therapy** (naturopathy, siddha, nutraceuticals and acupuncture) is showcased annually by the departments of Tamil and Zoology.
  - Association activities are organized in all departments to promote the active participation by students.
  - Extension activities help Students to get first-hand information of the socio economic conditions of the adopted villages as door-to-door surveys are carried out.
  - **Earn While You Learn Schemes** provide hands- on experience in the College Library and Industry.

### Participative Learning

- **Peer teaching – Learning** provides ample scope for participative learning.
- **Self-Study Courses, MOOCs** and other **Online Courses** through SWAYAM promote participative learning.
- **Star-gazing** is organized by the Physics and Mathematics Departments.
- Students participate in Seminars, make models and present posters.
- The **Language Lab** is used to enhance communication skills, a much-needed ability for placement.

### Problem-Solving Methods

- **Live Projects** - QR Code and other softwares developed by students of computer science.
- **Sensor-based devices** are created by the students of physics.
- **Case studies** through media literacy promotes problem-solving.
- **Computer Programming and the use of Statistical tools** for problem-solving.
- **Soft skills** develop students' confidence and help them in facing challenges and in problem-solving.
- **Mentoring** helps students pick up skills to critically analyze real-life situations and come up with solutions.

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

### 2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

#### Response:

Virtual teaching has become the norm now but the teachers of Fatima College took to e-teaching a decade ago. All staff use **ICT-enabled pedagogy** for effective, creative and innovative teaching. The traditional chalk-and-talk is also followed.

The infrastructure of the college supports technology-driven teaching-learning through **ICT-enabled classrooms**. The campus is **Wi-Fi enabled**.

**Periodic training** is given to staff to get introduced to and effectively handle emerging technologies.

The teachers use platforms like Zoom, Google Classroom and Microsoft Teams and also Moodle and Edmodo for online teaching. PPTs, Video Clippings, Online Quizzes, Assignments and Tests are all part of the digital culture of Fatima College.

The college has bought **Webinarjam**, an online meeting tool, which is used optimally.

#### Blended Learning

- Blended learning is part of the teaching-learning at Fatima College. Playing educational videos, documentaries, online lectures—NPTEL, SWAYAM and TED series and also Podcasts and screencasts—have added novelty and dynamism to the teaching-learning process.
- The staff use Loom and Screencast-O-Matic for recording e-content which is uploaded on the college website ([www.fatimacollegeedu.org](http://www.fatimacollegeedu.org)).
- Documentaries produced by the students are also uploaded in YouTube.
- The unit Dynamism is incorporated in most courses under OBE. This encourages self-study and use of web-sources.

**Fatima Online and Digital Education (FONDE):** To facilitate students comprehend the basics of Arts and Science disciplines and improve their self-learning skills, FONDE provides online FOUNDATION COURSES for I year students with two courses, one in Arts and the other in Science during semesters I and II respectively with 3 credits each.

The course with syllabus, course content in the form of videos prepared by staff with the transcript and question bank is made available in the website in the student's login a month before the examination. At the end of the semester, students take an online test.

- The syllabus, course material, question bank are uploaded in the college website (www.fatimacollegemdu.org).
- Online tests are conducted.
- Students are made aware of suitable online courses and are encouraged to enroll for MOOCs and NPTEL courses.

### **Rosa Mystica Library and E-Resources:**

The Rosa Mystica Library plays a major role in enabling the staff and students access online resources. Being a registered member of Developing Library Network (**DELNET**) and American Information Resource Centre, Chennai (**AIRC**), the library also subscribes to the **N-LIST** database, through which the students and staff have access to nearly 6000 e-journals and 31,35,000 e-books.

- **Remote access** with individual user name and password is available for DELNET and N-LIST database. Apart from this, Rosa Mystica Library subscribes **J-GATE**.
- The Online Digital Repository of e-journals, e-theses and e-books and other scholarly databases like ShodhSindhu and ShodhGanga are accessed by staff and students.
- Students are oriented by the librarian on the availability and the accessing of e-resources.

Learning Management System is in the developmental stage and will be implemented in the academic year 2021-2022.

<b>File Description</b>	<b>Document</b>
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

**Response:** 21:1

#### **2.3.3.1 Number of mentors**

Response: 200

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

Academic calendar is prepared for the year during the summer vacation by the Calendar Committee headed by the Principal. The committee works in collaboration with the Vice-Principals of Shift I and Shift II, IQAC, Deans for Academic and Cultural activities and Controller of Examinations and decides on **key dates** for the 90 working days of the odd and even semesters. The dates / schedules are presented in **the academic calendar issued to every staff and student**. The same is displayed on the college website.

Some Important dates are as follows:

- Re-opening after summer vacation for senior classes.
- Commencement of classes for I UG and I PG.
- Student Induction Programme.
- Faculty Induction Programme.
- In-service Programme for teaching staff.
- Capacity-building for non-teaching and sub-staff.
- Parents – Teachers meeting.
- Last date for paying the college fees.
- Centralized tests and practical examinations.
- Final Consolidation of internal marks for UG and PG.
- Registration for end semester examinations.
- Consolidation of Continuous Internal Assessment marks.
- Last working day for the semester.
- Study holidays and commencement of end semester examinations.
- Commencement of classes for the even semester.
- Registration for supplementary examination.
- Significant National / International days observed
- Events like Annual Alumnae meet, College Birthday, Sports Day Convocation etc.

**Dates presented in the calendar are rarely changed and teachers are expected to strictly adhere to them. This helps in meticulously planning out the academic calendar and the celebrations/observance of all events.**

Department events like club activities, guest lectures, workshops, inter-collegiate events and study tours are planned by referring to the Academic Calendar to avoid any clash of dates. The Academic Calendar

aids in scheduling all academic activities and keeps the staff and students abreast of all events on campus.

### Teaching plan

**The comprehensive format for the teaching plan was prepared by the IQAC.** The format with date, day order, topic, options for teaching pedagogy and assessment methods helps teachers have a clear idea about their teaching strategies for the entire semester.

Preparation of the comprehensive lesson plan by individual teachers according to the Continuous Internal Assessment schedule presented in the Academic Calendar is mandated and completion of the specified unit(s) is followed by the Department Heads.

As clear timelines are provided by the Deans of Academic Affairs, the teachers complete teaching specified units in the syllabus well within the time specified and set question papers accordingly.

The question papers are submitted to the **Examination Committee** of the department (HOD and one or two senior staff according to the strength of the department) for verification of the unit(s) completed and adherence to the prescribed pattern.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	<a href="#">View Document</a>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 51.76

**2.4.2.1 Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit.* year wise during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
128	110	103	90	79

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**Response:** 11.53

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

Response: 2305.7

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

## 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 declaration of results year-wise during the last five years**

**Response:** 11.7

**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**

2019-20	2018-19	2017-18	2016-17	2015-16
11.5	7.5	11	14	14.5

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

**Response:** 1.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
25	94	100	67	54

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

Fatima College has a highly reliable examination system with **in-house developed software** for semester examinations and an externally procured **Enterprise Resource Planning (ERP) for IT integration**.

Till the introduction of **fatimaexpack** the in-house software developed by the office of the Controller in 2010, marks were entered manually into different modules. This was a time consuming, tedious process and mark entry had to be checked multiple times.



**Fatimaexpack** has a high level of authentication and authorization features that provides a secure environment to deliver end semester results promptly. Speed, accuracy, security and reliability are its features. It is a complete package which also generates the eligibility list of students. The software is upgraded and customized depending on the need.

The Institution handles Continuous Internal Assessment operations by means of ERP customized to suit its needs. The ERP has well equipped features for CIA marks entry, processing and report generation.

The institution has a computerized examination section with well trained staff.

Fatima College joined the Digital India initiative in 2018. The Marks Statements, Provisional Certificates and Degree Certificates of eligible students are uploaded in the **National Academic Depository (NAD)**. The certificates uploaded have Unique Digital Signature of the college Principal.

931 certificates of the students of Fatima College are uploaded in the Central Depository Services (India) Ltd. (CDSL – NAD Portal).

### **Processes integrating IT**

The college has an integrated examination platform for all pre-examination and post-examination processes. The Examination Automation System includes the modules mentioned below, under ERP cloud computing so that staff and students can access data anywhere anytime.

**Semester Registration:** Students appearing for the semester examination, both regular and supplementary, are registered in the database for processing.

**Time Table:** Major-wise and subject-wise time-tables for both internal tests and end semester are sent to the department mail ids.

**Mark Entry:** The mark entries for all components of internal tests are uploaded in ERP.

**Consolidation of Continuous Internal Assessment (CIA):** Marks for all components from Part I to Part V courses are consolidated by the staff and verified by the students before the declaration of results. Students' Marks are uploaded on the college website and are also sent to their mobile phones. This allows parents to follow the academic progress of their wards.

**CIA Marks Transfer:** The consolidated marks are transferred to the database.

**Foil Card:** For external mark entry the foil cards and worksheets are generated.

**Checklist:** This module validates if all fields are entered. It validates the number of Total Credits and Mark Entries.

**Results and Statistics:** Results recorded for each student are analyzed and statistics obtained therein are presented in the Awards Committee Meeting for discussion. The list of students eligible to receive the Degree is generated and forwarded to the affiliating university - Madurai Kamaraj University, Madurai.

**Publication of Results:** The excel sheet is generated for the publication of results on the college website



and to the students' mobile.

**Printing Mark Sheets:** Final mark sheets for the students are regenerated.

### Positive impact of Examination Reforms

#### Teaching

The teacher has to ensure that the students have a thorough understanding of every course in order to answer questions of different levels of difficulty. The question paper follows Bloom's Taxonomy and hence questions are based on testing the knowledge, understanding, analytical and thinking skills of the students. Given the scenario of knowledge explosion, the **teacher has to constantly update her domain knowledge and technical skills**. The Revised Bloom's Taxonomy in five levels is introduced under Outcome Based Education.

#### Learning

**Students are weaned from rote learning.** They have understood that selective learning of "important/probable" questions will not help them pass and have realized that only a thorough understanding of the subject will earn them higher grades. Only the application of principles learnt will enable them to answer questions testing higher order thinking. Students also learn time management to complete answering all questions within the stipulated time.

#### Evaluation

The answer scripts of I and II UG are corrected by the Course Teacher (single evaluation) while double evaluation (Course Teacher and External Examiner) is followed for III UG and PG programmes. As all question papers are provided with the scheme of evaluation and key, the discrepancy between the two examiners in awarding marks is minimal. However, if the difference exceeds 20%, it is sent for third evaluation. The range of marks obtained by the students indicates that the question paper does justice to the varied learning levels of students.

**Exhaustive Question Banks have been compiled through the collaboration of the course teacher with external subject experts.**

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

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

**Response:**

**The Graduate Attributes (GAs)** of a Fatimite aim at empowering her holistically by enabling her to develop academic, professional, social and ethical competencies, thereby making her a competent and committed individual.

**Outcome-based Education:** Fatima College adopted Outcome-based Education (OBE) in 2019 to further improve its quality of education.

**The Course Outcomes (COs)** are based on the **Programme Outcomes (POs)** and Programme Specific Outcomes (PSOs). Each course in every programme has a set of desirable goals which would constitute the objectives of that particular course. The outcomes are presented in a graded manner—moving from knowledge to critical thinking as outlined in Bloom's Taxonomy. The objectives and outcomes are mapped to analyze students' attainment. Thus, a clear roadmap is in place at Fatima College with regard to OBE.

The **GAs and POs** are prepared by the Deans of Academic Affairs in consultation with the College Curriculum Development Cell which comprises the Secretary, Principal, IQAC Coordinator, Heads and second seniors of all departments.

The **PSOs** are prepared by the individual departments keeping in mind the vision of the college and the respective department, and the desired or projected goals of the programme.

The **COs** are prepared by the course designers in their respective departments.

**Mechanism for preparing and communicating POs, PSOs and COs to the Stakeholders:**

The POs, PSOs and COs are discussed and fine-tuned in the **Pre-Board Meeting** of each department. Expert opinion is sought in the Board of Studies meetings. Suggestions made by the members of the **Board of Studies** of each department with regard to each course are incorporated and all amendments are carried out before placing the syllabi before the Academic Council.

Once the syllabus along with POs and COs is ratified by the Academic Council, it is **displayed on the college website** [www.fatimacollegemdu.org](http://www.fatimacollegemdu.org) under each department.

The GAs and POs are also **displayed on the Digital Screen** placed at the entrance of the college lobby and on the Television Screen in the lobby. The GAs are also flashed on the Digital Screens inside Jubilee Hall and Maureen Hall before the commencement of student-related programmes.

Every staff member and student has a soft copy of the syllabus which contains the POs, PSOs and COs.

The GAs and the general concept of OBE are explained to students in detail during the Student Induction Programme (SIP).

It is also communicated to the parents during the Parents-Teachers meet held annually.

The alumni and the potential employers familiarize themselves with the OBE system at Fatima College by accessing the website.

**Thus, through OBE the college makes explicit the requirements, expectations and takeaways of each programme and course.**

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### **2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**

#### **Response:**

The OBE framework was implemented in 2019 in Fatima College. Programme, Programme Specific and Course Outcomes are clearly stated for all programmes and courses offered. The course teacher identifies the correlated competencies and performance indicators. Performance indicators are the teacher's expectations of student's attainment of the outcomes, which can be assessed through mapping and appropriate testing tools.

#### **Written Mode:**

- Internal tests and Semester Examinations
- Quiz/Objective type tests/Worksheets
- Assignments/Compositions/Reports
- Open book tests
- Case studies/Dissertations
- Comprehensive Viva

#### **Oral Mode:**

- Viva-Voce
- Situational Dialogues/Reading Skills
- Seminars
- Role play/Group Discussion/Public Speaking/Interview Skills

#### **Practical Mode:**

- Laboratory Experiments/Programming/Designing/Debugging
- Teaching Practice
- Paper/Poster/Power point presentation/Model making
- Documentary/Short Film Production
- Field Work/On-site learning
- Internship

Assessment is continuous and includes both Formative and Summative components. Clear timelines are

provided for formative assessment of the attainment of outcomes. The question paper follows Revised Bloom's Taxonomy and hence questions are based on testing the knowledge, application, analysis and evaluative skills of the students.

### Attainment of Programme Outcomes

- Programme specific learning outcomes are framed by all departments.
- Under each programme, the list of courses articulates their Course Outcomes.
- To assess the attainment of Programme Outcomes, feedback on the courses is obtained from the course teachers, students, industrialists, parents and alumnae.

### Attainment of COs is measured using Direct Assessment Method.

Direct Method of assessment is based on the performance of student in the Continuous Internal Assessment and End Semester Examination through different testing components.

In both formative tests and summative examination, if a student gets 60% marks for a question from a particular unit, corresponding to a particular level of Bloom's taxonomy, it is taken that she has understood that unit at the specified level and the respective CO has been attained. The average of all CO attainments in the formative tests (written, oral and practical) as well as summative examination is taken as the student's attainment of the course outcome in that particular course.

For students belonging to the previous academic years, the attainment level is assessed through the grade awarded to each course. There are 13 and 11 grades for UG and PG programmes respectively.

The grades of each course indicate the degree of achievement of the COs for that course.

Grading is done as follows:

In the UG programme, each course has thirteen grades with corresponding mark range namely **O+** (95-100), **O**(90-94), **D++**(85-89), **D+**(80-84), **D**(75-79), **A++**(70-74), **A+**(65-69), **A**(60-64), **B+**(55-59), **B**(50-54), **C+**(45-49), **C**(40-44), and **U**(0-39) which indicates a student's failure in the course. In the PG programme, each course has eleven grades with corresponding mark range namely **O+**(95-100), **O**(90-94), **D++**(85-89), **D+**(80-84), **D**(75-79), **A++**(70-74), **A+**(65-69), **A**(60-64), **B+**(55-59), **B**(50-54), and **U**(0-49) which indicates a student's failure in the course.

The programme outcome attainment level is gauged by the **Cumulative Grade Point Average (CGPA)** awarded for the programme.

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

### 2.6.3 Pass Percentage of students(Data for the latest completed academic year)

**Response: 96**

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

Response: 1463

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

Response: 1524

<b>File Description</b>	<b>Document</b>
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for the annual report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response: 3.73**

<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

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

**Response:**

The **Research Policy** of Fatima College focuses on:

- promoting a research culture among staff and students.
- encouraging multidisciplinary research.
- providing guidelines for the formation of the Research Cell, comprising the **Research Advisory Committee (RAC)** and **Student Resource Forum (SRF)**.
- ensuring research ethics and professionalism in all research conducted by faculty and scholars.
- providing an intellectual environment and infrastructure conducive for collaborative research among faculty and students from various departments paving the way for technology-oriented gainful employment.

Research activities of Fatima College range from experiments carried out with sophisticated instruments in laboratories to augmenting the analytical skills of students that require minimum research facilities.

- The **Intellectual Property Rights Cell** organizes programmes to encourage staff to patent their research findings.
- **RAC** is a well-organized team that endeavours to develop research facilities on campus and strengthen the research skills of staff and students by organizing various programmes and by publishing a multidisciplinary research journal **FACET (ISSN 0975-6973)**.
- The **SRF** encourages students in society-oriented and solution-seeking research activities culminating in projects and entries in inter-collegiate events.

**Research Facilities:**

- **Instruments** in Science Laboratories such as Sonicator, LCR Meter, PCR, Soxhlet Apparatus, Rotar Vapour, Micro-wave Synthesizer, Mechanical Shaker and UV Spectrometer promote research in the fields concerned.
- **Six departments are Research Centres** which promote contemporary and socially-oriented projects.
- There are **45 research guides** facilitating the intake of research scholars, both M.Phil and Ph.D.
- **Rosa Mystica Library** procures necessary research material, both print and e-versions.
- It houses more than 1,35,696 books in various disciplines of Arts and Science, with 165 journals and 61 magazines.
- It is a registered member of *Developing Library Network (DELNET)* and subscribes to J-GATE and N-LIST database through which researchers can access e-journals and e-books.
- **URKUND, plagiarism check software** in the library, ensures meticulous adherence to research ethics.
- Research scholars are given individual **cubicles** in the library.

**Implementation:**

- The curriculum of the college promotes research culture by mandating **projects** and internships in UG and PG programmes.
- Hands-on-training, industrial visits and documentary film productions add a social and pragmatic dimension to research endeavours.
- The campus is Wi-fi enabled and research scholars access e-resources through the internet in the library.
- Laboratories have been upgraded to facilitate research.
- UGC, Governmental and non-governmental research projects worth 26.5 lakhs have been pursued in the assessment period.
- The RAC has sponsored 3 projects by staff and Fatima College Alumnae Association has sponsored 3.
- The Management encourages staff to pursue their research under the UGC 'Faculty Development Programme'. 6 have completed their PhD in the assessment period under this scheme.
- Award for the **Best Research Scholar** is given annually, in Arts and Science discipline separately to motivate the scholars on campus.

In the Management Committee Meeting, it was decided to give cash awards to the staff who have published more than one article in UGC recognized journals.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

### 3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

**Response:** 0.22

#### 3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0.395	0.30	0.15	0.25	0

File Description	Document
Minutes of the relevant bodies of the Institution	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0

#### 3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

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

Response: 25.97

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

2019-20	2018-19	2017-18	2016-17	2015-16
3.20	3.06	12.51	1.20	6



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

### 3.2.2 Percentage of teachers having research projects during the last five years

**Response:** 2.14

#### 3.2.2.1 Number of teachers having research projects during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	11	2	1

File Description	Document
Names of teachers having research projects	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2.3 Percentage of teachers recognised as research guides

**Response:** 22

#### 3.2.3.1 Number of teachers recognized as research guides

**Response:** 44

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

**Response:** 16.29

#### 3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
3	4	8	2	1

#### 3.2.4.2 Number of departments offering academic programmes

2019-20	2018-19	2017-18	2016-17	2015-16
23	22	22	22	21

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
List of research projects and funding details	<a href="#">View Document</a>
Paste link to funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

#### Response:

The institution has a healthy ecosystem for the transfer of knowledge and to foster innovations. The **curricular, extra-curricular and extended activities of the college are designed to instil entrepreneurship skills** along with **subject knowledge** and with a **research orientation**.

The departments promote entrepreneurship through skill based, and value-added courses. **Live projects** are carried out by the students of computer science and computer applications. **A patent has been filed on testing critical software components.**

**Entrepreneurial Development Centre (EDC-upto 2018)** organized **technical training sessions** for the students in handicrafts and preparing phenoyl, candle and incense. **134** students underwent the training.

**Fatima Incubation & Skill Training Centre (FIST)** was instituted in **2017** to promote entrepreneurship among alumnae and to offer skill training in Beauty Culture, Paper Recycling, Mushroom Cultivation, Oil Extraction, and Vermi-Composting & Composting.

**Fatima Incubation Entrepreneurial Skill Training and Animation Centre (FIESTA)** was created in **2018** by merging EDC and FIST.

- The centre provides space for self-employment. Nutrition Café, Scarlet Beauty Parlour, Jaalam Fashion Unit, Kalam Events, Lucky & Legend Tailoring Shop, and Yasmin Dolls are the start-ups by the alumnae.
- **Paper Recycling Unit** and **Oil Extraction Centre** sell the products to staff and students on campus and also trained **127** students from Fatima College and the three colleges with whom Fatima College networks.
- A course on **Beauty Culture and Health Care** trained 50 students in 2018.
- 24 students underwent training on Mushroom Cultivation and 226 on candle & incense making.
- **46** support staff were trained in mushroom cultivation, mat-making and phenoyl preparation.
- Students are involved in **vermicomposting** and preparation of seed balls. The same is taught to the village community as well.
- Students participated in “**Agri Expo 2019**” and distributed seed balls to the public.
- Sales Days are arranged to promote the sale of products made by students and alumnae.

### Transfer of Knowledge via Projects

- MCA students developed **QR Code for IT Infrastructure Management** and automation software for WEAT Centre, Counselling and Mentoring, Smart Room Booking to name a few.
- Computer Science students developed **Mobile Apps** for Intercollegiate Competitions.
- **Sensor-based devices** are created by the students of physics

**Women Empowerment Animation and Training (WEAT)** is involved in community orientation by conducting various **Skill-oriented courses** such as Diploma in Medical Lab Technician Course, Apparel Designing & Garment Construction, Certificate Course in Computer Application, Tailoring and Hand Work, Machine Embroidery and Type Writing, for the underprivileged women and drop-out girls in and around Madurai. **1724 students** have benefitted from these courses.

“Reach Out to Society through Action” (ROSA), the Extension Activities Cell of Fatima College, **imparts training in the making of paper bags, preparation of phenoyl, washing powder and incense** to the village people.

**FACET (ISSN:0975-6973)**, a Multidisciplinary Research Journal of Fatima College and the **Student Resource Forum** are platforms for incubating research concepts. **The Research Advisory Committee** promotes socially relevant research. Six departments are **Research Centres**. This has given a fresh impetus for research among faculty and students.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 270

### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
62	62	44	60	42

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

## 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

**Response:** A. All of the above

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

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**

**Response:** 2.42

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 109

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 45

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

**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 1.1**3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
33	45	64	49	25

**File Description****Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

Any additional information

[View Document](#)**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years****Response:** 1.33**3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
14	72	73	60	42

**File Description****Document**

List books and chapters in edited volumes / books published

[View Document](#)

Any additional information

[View Document](#)**3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed****Response:** 2.15

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>

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

Response: 5.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

## 3.5 Consultancy

### 3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 0.29

#### 3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2019-20	2018-19	2017-18	2016-17	2015-16
0.218	0.052	0.018	0	0

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View Document</a>

### 3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 23.07

#### 3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
0.753	1.878	12.084	7.853	0.5

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	<a href="#">View Document</a>
List of facilities and staff available for undertaking consultancy	<a href="#">View Document</a>
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1 Extension activities are carried out in the neighbourhood community, -sensitising students to social issues, for their holistic development, and impact thereof during the last five years

##### Response:

The extension activities of Fatima College, under **Reach Out to Society through Action (ROSA)**, are carried out in accordance with the vision and mission of the college. A line from the College Prayer “... **help us to grow as responsible women, caring for every kind of neighbour, especially our less fortunate brothers and sisters,**” reinforces the spirit of reaching out to the society.

Extension activities aim at giving awareness to the students on the **contemporary social issues of the neighbourhood communities** and to motivate them towards achieving action-oriented solutions to the problems of the target community.

The service is extended to sixteen neighbouring villages and the students involve themselves in activities that enhance their social commitment leading to the betterment of the villagers. The **involvement in community services has led to the holistic development of the students enabling them to be socially responsible citizens.**

##### Reaching out to Society:

- Of the 16 villages adopted by Fatima College, 5 villages *Ambalathadi, Vadugapatti, Kondaiyampatti, Thirumalnatham* and *Nedungulam* were chosen under the **Unnat Bharat Abiyan 2.0** scheme of the Ministry of Human Resource Development (**Participating Institution Id: C-36529**).
- Programmes organized as per the directions of MHRD - **Swatchh Bharat Summer Internship, Swatchh Bharat Abhiyan, SwachhtaPakhwada, Swachhata Hi Seva, and Swachh Survekshan**



**Grameen.**

Extension activities have helped the students to be sensitive to the needs of the society. The students come up with various meaningful activities to impact society.

- Students made **500 masks** during Covid-19 and distributed them in the adopted villages.
- Extension activity on curb of bursting crackers was carried out in the villages in November 2020.
- **Uprooted *Prosopis Juliflora*** in the adopted villages to conserve the water table.
- **Rs. 3,76,889/-** was mobilized for GAJA cyclone Relief Fund.
- **Rs.11,31,279/-** was generated for reaching out to the 2015 Flood affected areas of *Cuddalore* and *Pandruti*.

**Impact Created:**

- Representing the villagers in **Gram-Sabha** Meetings and seeking solutions to issues related to the villages.
- Installation of **RO water purifier** and **LED lamps** in the village *Achampatti*.
- Organization of **Medical Camps** in the villages is a regular feature.
- **Tutoring** the village school students, motivating them for higher studies and orienting them regarding their future career.
- **Awareness Programmes** on a number of issues such as **Covid-19**, dengue, health hazards of open defecation, hygiene, anti-plastic campaign, prevention of suicide, consumer rights, identifying the local medicinal plants and explaining the availability of Government Schemes.
- **Skill training programmes:** Preparation of Candles, Phenoyl, Washing Powder, Cone Incense.
- **Micro-entrepreneurship Programme:** Making of cloth Bags, preparation of candles, detergent powder and phenoyl.
- **Summer Camps** for Village Students were organized on campus and the students from the adopted villages benefitted from the coaching classes.

The extension activities are meaningfully carried out through the successful collaboration of NCC, NSS, AICUF, YRC and Women Empowerment Cell. **Involvement in extension activities has brought an attitudinal change in the students as they are now eager to reach out to society.**

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

**Response: 3**

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



2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	0	0

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

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

**Response:** 334

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

2019-20	2018-19	2017-18	2016-17	2015-16
86	88	55	63	42

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

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**Response:** 88.41

**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
3830	3941	4376	4094	3902

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

### 3.7 Collaboration

#### 3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

**Response:** 298.6

##### 3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2019-20	2018-19	2017-18	2016-17	2015-16
607	325	235	197	129

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

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

**Response:** 39

##### 3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
15	2	5	3	14

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

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

The Management of Fatima College augments and constantly upgrades the physical facilities to facilitate the teaching-learning process. The college is set on a **37-acre green campus** with imposing buildings and infrastructure with all amenities.

The facilities that promote a good teaching-learning ambience are:

- 67 well-furnished class rooms of which
  - 26 are fitted with LCDs
  - 6 are with Interactive boards
  - 2 are with Smart TV
  - All are Wi-Fi enabled
- **10 Seminar Halls with ICT** provisions to facilitate the conduct of seminars, conferences, workshops, special lectures, meetings and events organised by the departments.
- The **Golden Jubilee Hall** with the state-of-art acoustics, high resolution projector and LED Display Digital Board can seat 2000 participants.
- **25 Science and other laboratories** furnished with adequate equipment.
- **Language Laboratory** to enhance students' communication skills.
- **Two Browsing centres** for the benefit of the student community with 78 computer terminals. The Centre is open till 6 p.m. for the benefit of the hostel students.
- **769** systems with printers and scanners to facilitate teaching and learning.
- **100 Mbps broadband connectivity** and 45 controlled Wi-Fi access points with Optic fiber cabled connectivity provided to all the buildings in the campus.
- **3 Generators** with a total capacity of 507.5 KVA that guarantee uninterrupted power supply.
- **8 KW and 10 KW On-grid Solar Power Panels** provide power for the administrative block.
- **A Museum** with a variety of zoological specimens maintained by the Department of Zoology.
- **A Recording studio** that supplements the needs of the department of Journalism and Mass Communication and also provides for **e-content development**.
- Upgraded Chemistry and Zoology laboratories.
- **A herbal garden**, maintained by the department of Zoology, helps students gain practical knowledge on the cultivation of medicinal plants.
- **A Counselling Centre** with trained full-time counsellors offering individual and group counselling.
- All wings have ramps for differently-abled students, with a **lift** in the main block.

The central library "Rosa Mystica Library" houses 135696 books and 165 reputed Journals and 61 Magazines. Its salient features are:

- Subscription to 13000+ online full-text access journal titles
- 2167 e-resources
- cubicles for researchers

- **JAWS software, talking books and Braille material for the visually-impaired**
- 15 systems equipped with internet facility for free browsing facility to students
- 10 departments maintain departmental libraries.
- All departments are furnished with computers with internet facility and printers.

**Well-established hostel** on campus with 7 blocks, 185 rooms that provide accommodation to 1000 students.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

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

##### **Response:**

The college has a well-maintained infrastructure which promotes extra-curricular activities.

##### **SPORTS**

The college has **five acres** of infrastructure for promoting sports and games. An **open air stadium** with a stage and an **indoor stadium** constructed with the financial support from UGC under the XII Plan facilitate students' accomplishments in sports. The facilities, with year of establishment and area specification, are listed below:

##### **Indoor:**

- Badminton courts – 4 (2017) [13.4x6.1 Sq. Mts. each]
- Basketball – 1 (2017)[28x15 Sq. Mts]

##### **Outdoor:**

- 200 meters track with long jump, high jump and triple jump pit, shot-put, javelin, discus and hammer throw sector
- Badminton courts – 2 (1957) [13.4x6.1 Sq. Mts. each]
- Ball badminton – 1 (1957) [24x12 Sq. Mts]
- Basketball – 1 –(1957) [28x15 Sq. Mts]
- Kabaddi – 1 (1957) [11x8 Sq. Mts.]
- Kho Kho – 2 (1957) [27x16 Sq. Mts. each]
- Volley ball – 2 (1957) [18x9 Sq. Mts each]
- Football – 1 (2004) [120x90 Sq. Mts.]
- Hand ball – 1 (2004) [40x20 Sq. Mts.]
- Hockey – 1 (2004) [100x60 Sq. Mts.]

In addition, facilities for indoor games such as table tennis, carom and chess are available. An **open gallery**, with a seating capacity of 1000, affords a panoramic view of the ground. A **stage** for hosting sports related functions and a lounge for the sports students is maintained.

Our sportswomen, of whom 160 are **University Blues**, have been winning accolades in various Tournaments. They have emerged as National Level Kho-Kho, Football, Handball, Hockey players, and athletes.

Friendly matches, training sessions, and special camps are arranged throughout the year for the sportswomen.

**Fatima College Alumnae Association (FCAA)** provides nutritious soup to the sportswomen.

The much appreciated **College Band** comprises the players and athletes. To promote sports, sportswomen are exempted from paying tuition and hostel fee.

### **GYMNASIUM AND YOGA**

- The college has a well-furnished gymnasium that ensures the physical fitness of students and staff.
- **Mindfulness Meditation and yoga** are mandated activities for the first year students under Meditation in Action Movement <https://fatimacollegemdu.org/mam/>
- **Fitness Club** conducts exercises every day.

### **COUNSELLING CENTRE**

- A Counselling Centre is open for students of Shift I and Shift II and the staff.
- Trained counsellors offer individual and group counselling.

### **AUDITORIUM**

The spacious and well-equipped Jubilee Hall with seating capacity of 2000, San Jose Seminar Hall that can accommodate 250, Maureen Block Hall and Maureen Hall are additional large halls with ICT facilities.

The auditoriums have green rooms and lounges attached.

### **PROMOTING FINE ARTS**

The college has well-stocked backstage provisions with costume and jewellery to support cultural activities.

The **Deans of Cultural Affairs** organize the **Fine Arts Intra-collegiate** and select students to participate in intercollegiate events. Trainers are called in when required.

The Students' Union assisted by various committees showcases the talents of students by organising **Springs Intercollegiate** annual events.

**The well-kept grounds are used for a host of cultural activities, mass yoga, exhibitions and competitions.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Geotagged pictures	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

**Response:** 100

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 77

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

**Response:** 14.62

##### 4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
60.51	38.22	95.46	27.84	42.35

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

**Rosa Mystica Library** is well equipped with 135696 books in various disciplines of Arts and Science. 165 reputed Journals and 61 Magazines in Science & Humanities are subscribed to for the faculty, student community and research scholars. Learning aids such as video cassettes, maps and CDs are available in the library.

Rosa Mystica Library uses Network Information Resources Management of Academic Library System (NIRMALS).

NirmalSuite 2014 is the upgraded version using Oracle 11g as back-end Server, VB.NET 2010/JSP as front-end tools, with MS SQL Server 2008.

Name of the ILMS Software: *NirmalSuite* (2014 – 2020)

Fatima ERP (September 2020 Onwards)

Nature of Automation: Fully Automated

Year of Automation: 2005

**Automated Services** provided in the Library are highly reader-oriented and reader-friendly. They are

1. Reference Service
2. Selective Dissemination of Information (SDI)
3. Current awareness service (CAS)
4. Documentation service
5. Inter-Library loans and Document Delivery services through DELNET
6. Online Public Access Catalogue (OPAC) service provided through Digital Library - With the help of OPAC service, students can locate required books without any delay
7. Reprography service
8. Computerized Library transactions

Being a registered member of Developing Library Network (**DELNET**) and American Information Resource Centre, Chennai (**AIRC**), the library also subscribes to the **N-LIST** database, through which the students and staff have access to nearly 6000 e-journals and 31,35,000 e-books.

Remote access is available for DELNET and N-LIST database. Rosa Mystica Library subscribes to **J-GATE**; individual user name and password for all users are created to access the resources remotely.

High definition cameras have been installed to monitor the students' movements in the library. Students and staff members' walk-ins are monitored by **Gate Entry system**.



The library functions with the mechanism of circulation, cataloguing, public access, acquisitions, and barcoding serials control that are automated. The software includes facilities for inter-library loans, selection, stock rotation, newspaper indexes, archives, self-service and data loading. In addition to managing bibliographic data, the software accommodates multimedia collections, community information, historical archives and artefacts, abstracts and full-text management. It is also compatible with **Radio Frequency Identifier (RFID)** solutions.

The institution takes initiatives to implement all possible measures of innovation in the library. Some of the initiatives are as follows:

1. Free WI-FI, internet access, free download facility.
2. Central Air Conditioning in the browsing centre LIBNET.
3. Average Footfall 2019 – '20: 24.47% per day
4. Meet the Author Programme, Library Week Celebration, and Book Exhibition.
5. Selective dissemination of information by WhatsApp and Email.
6. New arrivals of books communicated through the BlogSpot fcrosamysticalibrary.blogspot.com, new book display section and video slideshow on the television screen.
7. Library usage is optimized by keeping it open during examinations from 9 a.m. to 4 p.m. and during General Holidays from 9 a.m. to 1 p.m.
8. Women scholars from other institutions are permitted to use the library.

To promote reading culture, students have to put in 60 off-class library hours, carrying 1 credit, during their course of study.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste Link for additional information	<a href="#">View Document</a>

#### 4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	<a href="#">View Document</a>

#### 4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 10.64

**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2019-20	2018-19	2017-18	2016-17	2015-16
11.54	12.02	10.36	8.60	10.67

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year**

**Response:** 13.39

**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 590

File Description	Document
Details of library usage by teachers and students	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 IT Infrastructure

**4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities**

**Response:**

Fatima College upgrades its IT facilities for aiding the teaching-learning process. Consequently, the IT Policy is updated with requisite budget.

- **Internet connectivity** was increased from 32Mbps to 100 Mbps in October 2019 to speed-up Internet service and connectivity, with a leased line, the Internet Service Provider being BSNL.
- Optic fiber cabled intra-net connectivity is provided to all blocks on campus with 10/1000 Mbps.
- **'SOPHOS' firewall** is installed for the security of the campus network with features like IP NAT, DMZ, Port blocking and content filtering.

- The campus is equipped with six cisco manageable switches with wired and wireless network for structured networking through sixty VLAN connections, and is enabled with five L3 switches and twenty four L2 switches with uninterrupted power support.
- **45 Wi-Fi access points** provide simultaneous access to 1000 users. The access points have controlled Wi-Fi, dual radio system and power radiation less than 26 dbm to avoid health hazards for students and staff.
- The campus has **769** computers.
- The computers in the laboratories are connected by LAN.
- Four Laboratories are equipped with LED TVs.
- The Browsing Centres function with 78 systems. LIBNET was upgraded with 16 more systems in 2016.
- Language Lab is equipped with SUN software.
- Higher end HDMI Smart TV is installed in the Audio Visual Room.
- An enhanced LED display in Jubilee Hall and Maureen Hall.
- 2 Digital notice boards installed in 2018.
- **48 Cameras with** recording facilities connected to **CCTV** are on campus and one camera exclusively for a complete surveillance of the entrance.
- Students' absence is reported to their parents within an hour via SMS – **Parent Alert**.
- End Semester Examination Results are published online.
- **Students' Union election has been automated since 2017-'18.**
- **Admission process and fee payment** are online from 2018.
- The software for **online feedback** system for peer feedback and students' feedback on the staff members is developed and maintained by the Department of Computer Science.
- Non Major Elective, Extra Departmental Course and Value added certificate courses are selected online by the students.
- The computers on campus are maintained by **2 System Engineers**.
- The college website is maintained by a third party. The updation of contents is done by the **College Web Committee**.
- **Fatima Online and Digital Education (FONDE)**, instituted in 2017, monitors
  - the foundation courses offered online for all I year students
  - online courses that facilitate students gain extra credits
  - Staff and students' registration of online courses offered by SWAYAM

#### CYBER SECURITY:

- Fatima College was chosen as a **National Resource Centre – Cyber Safety and Security Standards for Madurai District** (2016) by the National Cyber Defence Research Centre, to create awareness and conduct training and research programmes for staff and students.

From 2016 till date 9 events were organized in Fatima College and neighboring colleges and schools thus enabling 1500 students understand the importance of cyber safety.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**4.3.2 Student - Computer ratio (Data for the latest completed academic year)****Response:** 7:1

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Student - computer ratio	<a href="#">View Document</a>

**4.3.3 Bandwidth of internet connection in the Institution.****Response:** 250 MBPS

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

**4.3.4 Institution has the following Facilities for e-content development**

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

**Response:** A. All of the above

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional information	<a href="#">View Document</a>

**4.4 Maintenance of Campus Infrastructure****4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years****Response:** 34.68**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities**

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

2019-20	2018-19	2017-18	2016-17	2015-16
114.04	109.85	154.78	128.43	116.48

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

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

The Management Committee foresees the requirements and needs of the college. It prepares proposals and budgets, and gets the approval of the Provincial Council of St. Joseph's Society, Madurai, for implementation and uses its resources optimally.

- The **Vice-Principals** manage the overall functioning of the college pertaining to discipline, class room maintenance, and maintaining a green and clean campus.
- The **IQAC coordinator** strives to promote quality in every aspect of the campus.
- The **Deans of Academic Affairs** ensure that the curricula of all programmes are rigorous, updated and employable and in line with the vision and mission of the college.
- The **Deans of Research** promote scientific temper, nurture students' research aptitude and support innovative projects and maintain ethical standards in research.

**Maximum utilization of the infrastructure:**

- In order to use the Infrastructure optimally, the college functions in **two Shifts**; Shift I from 8:30 a.m. to 1:30 p.m. and Shift II from 12.30 p.m. to 5:30 p.m.
- Off-class courses are conducted from 9:30 a.m. to 11.30 a.m. and from 2:15 p.m. to 4:15 p.m. for shift II and Shift I respectively.
- The seminar halls, conference rooms, audio visual rooms and Golden Jubilee Hall are optimally used by all departments for meetings, seminars, conferences, quiz programmes, ICT based teaching-learning, and intra- and inter-collegiate competitions.
- The Indoor Stadium is utilized for all indoor games and sports. It is also hired by outside agencies for events like skating, karate and traditional martial arts.
- The Library is open to all students, staff, scholars and alumnae. Membership is open to outsiders as well. The Library also hosts book exhibitions.
- During weekends and holidays, the campus is utilized for campus drives, Central and State

competitive examinations.

### **Maintenance:**

The college has separate administrative offices for the aided and the self-financing sections for the upkeep of the physical facilities of the college.

The policy is to augment infrastructure to keep pace with the expanding curricular and extracurricular activities.

Infrastructure policy has two components, Physical and IT Infrastructure, to facilitate the teaching-learning process. The Management Committee formulates this policy and revamps it according to emerging trends keeping in mind the vision and mission of the college.

- The **Office Managers** are in-charge of the maintenance of clean, green, plastic-free buildings, laboratories and other infrastructure on campus. A register is maintained in which the staff can register complaints/needs.
- The **system engineers**, electricians and plumbers ensure the smooth and efficient maintenance of the college.
- All laboratories are maintained by the technical staff and lab assistants.
- A full-time **Supervisor** and a team of dedicated support staff are involved in maintaining the campus spic and span. The entire campus is swept twice a day and wash rooms are maintained hygienically.
- **The Quality Circle members**, especially the student volunteers, ensure disciplined parking and plastic-free campus via appropriate monitoring.

The **Library** is maintained by the Librarian and her staff. Under the Earn-while-you-Learn scheme, 67 students were employed from 2015 to 2020 as part-timers for maintenance of library.

The **Sports Ground**, Gallery and Indoor Stadium are maintained by the Marker and the support staff.

Students register their complaints/suggestions in the **Suggestion Box** placed in the Administrative Block. Complaints, if any, are attended to immediately.

The departments maintain a **stock register** for the instruments in their laboratories. RO Plant, AC, Generators, UPS and Batteries are maintained with the help of AMC.

The **Browsing Centre** is open till 6.00 p.m. for the benefit of the hostel students. Hostel infrastructural needs are attended to by the in-house electricians and plumbers.

**Security guards** employed through a registered security agency guard the college round the clock.

The entire campus and the surrounding area of the college are under the scrutiny of CCTV cameras.

The college takes special steps to ensure the well-being of its staff and students. Two staff are in-charge of **first aid** facilities. The service of the doctors is availed when the need arises.

The college has a **Wellness Centre** where students can rest if they suffer from minor ailments. For major

ailments they are taken to the clinic (24 hours service) situated just opposite the college hostel. A van is available on campus for taking patients to the hospital.

**The hostel** comprises 7 buildings: Loretto Hall, Madonna Hall, Marysown, Annunciata, Marieta, Vimalita and Bethlehem which have 185 rooms that can accommodate 1000 students. Each hostel building and its inmates are supervised by a warden and other supporting staff. Measures are taken to ensure availability of electricity and water round the clock.

Solar Panels installed on campus provide alternate source of energy.

A bio-digester has been installed in the hostel for the production of bio-gas necessary for cooking thereby reducing the usage of three commercial LPG cylinders per month.

At the end of each academic year, an inventory audit is conducted for checking the instruments, furniture and library stock.

An **extension of Indian Bank**, Koodalnagar Branch, functions on campus for the benefit of the students and staff. Indian Bank ATM was launched on campus in 2015.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 26.88

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

2019-20	2018-19	2017-18	2016-17	2015-16
963	1099	1247	1365	1458

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

**Response:** 23.6

##### 5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1175	1158	1075	1040	912



File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships besides government schemes in last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**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) 4. Awareness of trends in technology**

**Response:** A. All of the above

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

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.**

**Response:** 92.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
3920	4284	4575	4780	3660

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

**5.1.5 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
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 32.35

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

2019-20	2018-19	2017-18	2016-17	2015-16
436	495	458	451	477

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

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

**Response:** 33.11

#### 5.2.2.1 Number of outgoing student progressing to higher education.

**Response:** 491

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

**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)**

**Response:** 84.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
24	33	22	17	6

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
53	39	22	18	6

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

## 5.3 Student Participation and Activities

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

**Response:** 159

**5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.**

2019-20	2018-19	2017-18	2016-17	2015-16
45	42	38	15	19

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

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

**Response:**

Fatima College has an active **Students' Union**, both in college and hostel, that links the management, staff and students. The college conducts elections democratically each year in accordance with the guidelines and procedures laid down by the College Council in line with the **Lyngdoh Committee recommendations**.

The office bearers of the Students' Union are President, Vice-President, Secretary, Joint-Secretary and Treasurer for Shift I and II separately, and they function under the guidance of the Principal and the Staff-Advisors to the Students' Union.

To empower the Office Bearers, Class Representatives, Assistant Representatives and other Committee Members, **Leadership Training Programme** is organised every year.

**Academic responsibilities:**

- The Presidents of Students' Union, both Shift I and Shift II, are members of the
  - a. **College Council** and
  - b. **IQAC**

- **Student Resource Forum** organises an Intercollegiate Research Fest *Exploria* annually and other programmes related to research.
- Final Year Student Representatives from all Departments are members of the **Career Guidance Cell**.

#### **Administrative responsibilities:**

- The office bearers of the Students' Union **conduct daily assembly** and General Assembly which is organized once a week. They conduct fitness routine and pass on important information from the Management and the Staff to the students
- They **monitor the functioning of different committees** that take care of Discipline, Decoration, Cultural Activities and Cleanliness, and are responsible for the effective planning and execution of the programmes organized in the college
  - The Students' Union organizes *Springs*, a State Level **Intercollegiate Cultural Fest**.
- The Students' Union gets **feedback** on all issues from the student community. The Management and the College Administration look into it.
- Students' Union monitors the students' activities on campus to maintain the integrity and discipline of the students. The members share responsibilities in the **organization of any event** taking place on campus or elsewhere on behalf of Fatima College.
- They have a special role in the **conduct of medical camps** networking with the Part V - Cells and Clubs.

#### **Students' role in various committees of the college:**

- The President of Students' Union (Shift I) and the Secretary of Students' Union (Shift II) are members of the **Cell for the Prevention of Sexual Harassment**.
- Sports Representatives from Shift I and II are in the **Planning and Evaluation Committee** of the college.
- **Equal Opportunity Cell** has a student representative who would address the issues concerned with Persons with Disabilities.
- All **College Cells/Clubs/Part V activities/Extension activities** function under the effective leadership of student representatives.
- Students are on the editorial board of the **College Magazine**.
- Each **Department Association** is spearheaded by a Student Committee that organises relevant programmes.
- Student Representatives are in **Library Coterie** – Library Club of Rosa Mystica Library, and National Digital Library of India Club. Office Bearers of Students' Union are part of the **Library Committee**.
- The Hostel inmates elect their **Hostel Students' Union** that assists the Warden in the smooth and efficient functioning of the hostel.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Paste link for Additional Information	<a href="#">View Document</a>

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

**Response:** 21.4

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
25	23	23	20	16

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

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

**Response:**

**Fatima College Alumnae Association (FCAA), is a registered body (Reg. No. 92/2015) under The Tamil Nadu Societies Registration Act (1975).** It functions with the motto of sustaining the bond between the college and the alumnae, and enables proper channelization of the contributions from the alumnae. **Alumnae Chapters** have been created at several places; at Nellai, Devakottai, Bangalore, Rameshwaram, Chennai, Theni, Kodaikanal, New Jersey and San Jose.

Alumnae involvement is manifested in contributing holistically to the development of the institution by augmenting the infrastructure by rendering financial support, academic services and organizing career development programmes. **Annual Alumnae Meet** is organized every year on the second Saturday of July. Distinguished Alumnae and women achievers are honoured on that day.

The contributions of FCAA from 2015 to 2020 are as follows:

### Augmenting Infrastructure

- Installation of 26 solar lamps on campus and 4 focus lights at the college entrance.
- Installation of Water Cooler on campus.
- Five Wheel Chairs have been made available.
- Establishment of Waste Paper Recycling and Oil Extraction Units on campus.

### Financial Support

- FCAA has sponsored **three Research Projects** during 2018 – 2019.
- **Endowments** have been created for academic excellence.
- Financial support to the meritorious yet economically deprived students (Rs. 2,91,386/- disbursed to students during 2015 – 2020).
- Dr. Amirthavalli Memorial Award to two to four students majoring in Chemistry every year. As part of extension activity, the Chemistry Department has utilized Dr. Amirthavalli Memorial Alumnae fund for sponsoring an RO Water Plant in Government High School and for the Installation of Solar Lamp in Achampatty Village.

### Promoting Entrepreneurship

- During the Annual Alumnae Meet, alumnae entrepreneurs are encouraged to put up stalls on campus.
- **Paper Recycling and Oil Extraction Units** function effectively teaching entrepreneurial skills to the students of Entrepreneurial Development Cell. The units also organise special training programmes and short-term courses.
- Intensive training is offered to the students of Entrepreneurial Development Cell.
- **Fatima Incubation Centre** aims to nurture and develop innovative ideas of the alumnae and motivates them to establish successful business start-ups. It houses the business start-ups of the alumnae, Nutrition Café, Scarlet Beauty Parlour, Jaalam Fashion Unit, Kalam Events, Lucky & Legend Tailoring Shop, and Yasmin Dolls.

### Academic Services

- Each department has an alumna in the Board of Studies as specified in the UGC Guidelines to give feedback on the curriculum.
- Subject experts from among the Alumnae deliver Endowment Lectures.
- Instituting Endowment and Merit-cum-means prizes to meritorious students and subject-toppers.
- Feedback is received from the Alumnae for the revision of curriculum.

### Promoting Sports

- A **soup kitchen** has been established to offer hygienic and nutritious soup to the sports students of Fatima College.

**Annual Inter-collegiate Tournament for Women** is conducted from 2019. A Volleyball Tournament was conducted on September 3 & 4, 2019. The first online National Ludo King competition for college boys and girls was organized on August 20, 2020.

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

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

**Response:** A. ? 15 Lakhs

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

NVAAC



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

##### Response:

? **The college has a well-developed Management System which provides strategic directions for its growth and development based on its vision and mission.**

? The college is governed by St. Joseph's Society of Madurai. The Governing Body, the Academic Council comprising the Secretary, Principal, Vice-Principals of both shifts, Controllers of Examination, Deans, Heads of Departments, IQAC Coordinator and the external members are collectively engaged in setting quality benchmarks.

##### ? **Nature of Governance**

? The College Management displays ethical leadership which is reflected in the **consensus-oriented, transparent and participatory style of governance.**

? The **Provincial** of St. Joseph Province of the congregation of the sisters of St. Joseph's of Lyons is the Chairperson of the Governing Body. She, along with her team, ensures that the vision and mission of the college is at the core of all decisions made.

? The **Secretary** takes care of recruitments and employee engagement. The **Principal** directs all academic, research and student-related activities.

? Stakeholders like the staff, parents, industrialists, alumnae and the external experts are consulted on major developmental issues.

? Most of the members of the Board of Management reside on campus and that helps in effective governance.

##### ? **Perspective Plans**

? **Long-term and Short-term plans** are drawn up by the Management Committee. The plans include starting of new programmes, augmentation of

infrastructure, welfare measures for the staff and financial matters.

? The college has taken concerted steps to accomplish five year plans and has implemented the recommendations of successive NAAC Peer Teams.

? As plans are student-centric, teachers along with the Students' Union, and stakeholders like the Alumnae, Parents, the Government and Industries are

involved in planning various curricular, and co- and extra-curricular activities.

? The IQAC ensures that quality is maintained on campus. Collaboration and signing of MoUs, orienting and moulding the young staff, organizing

leadership and capacity building programmes, and ensuring the implementation of MHRD and UGC schemes are part of the perspective plans of the

institution.

? Curricular and co-curricular goals and targets are communicated to various stakeholders through the website, college handbook, notice board

displays, letters, circulars and bulk messages sent through SMS.

### ? **Participation of Teachers**

? In order to promote **participatory governance**, decision making at multi- levels in statutory and non-statutory bodies is encouraged for the efficient implementation of various programmes and activities. **Teachers are represented in all bodies to work in close collaboration with the Management.**

? The College Council meets regularly and the objectives of the college and strategies to be deployed are discussed.

? The Management is transparent and open to suggestions. **Unilateral decisions are not taken** by the Management.

? **General staff meetings** are regularly scheduled. The Management seeks feedback from the staff which is collated, analysed and action is taken.

? Teachers have an annual meeting with the Provincial and her team, and are free to discuss matters relating to governance.

? The Grievance Committee redresses issues.

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

### **6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.**

**Response:**

Fatima College has a mechanism of providing **operational autonomy** to various functionaries in order to ensure decentralized and participative governance.

Leadership is evolved through assigning responsibilities. **The Secretary** ensures that the policies and guidelines pertaining to the overall efficient functioning of the college are adhered to meticulously.

**The Principal** delegates powers to the Vice-Principals and other officials such as Deans, Heads of Departments and coordinators to ensure smooth and systematised governance.

**The four Vice-Principals**, two each in shift I and II deal with all student related matters, general discipline and organisation of events. Meetings are held regularly with the students' union and coordinators of various committees to work out details for the smooth conduct of events.

**The Heads of Departments** take decisions based on the consultations with all department members. The Principal convenes the Heads' Meeting regularly to appraise herself of all the academic planning and other college related activities.

To sustain student-related, research based and placement activities there are **50 cells/clubs/committees** coordinated by the Staff.

Suggestions from the **staff club**, both teaching and non-teaching, are sought by the Management.

**The Students' Union** is an effective bridge between the Management and students. It plays a vital role in the planning and conduct of all student related activities, especially inter-college competitions.

#### *Case Study:*

To make decentralization and participative management an effective practice, leadership is groomed among the staff and student community thus enabling the efficient functioning of the institution. **Fatima College Hostel is a good example of decentralization and participative management.**

Fatima College Hostel has 7 blocks with 185 rooms accommodating nearly 1000 students. The hostel is managed by the Fatima College Hostel Committee which comprises the College Principal, Secretary, Chief Warden, Deputy Wardens and staff. To assist the Management there are student office bearers who constitute the **Fatima College Hostel Union**.

The Hostel Union has a President, Vice-President, Secretary and Joint Secretary from III year, II year, PG and I year respectively. The Office Bearers are **democratically elected** by the inmates. **Leadership Training** is given to the Office Bearers and Committee Members.

**The Hostel Union replicates the duties of the College Students' Union.** As in the college, the Hostel Union is assisted by various committees each with 8 – 10 students to represent Shift I and Shift II.

Committees are formed for Discipline, Cultural activities, Cleanliness, Sports, Decoration, Food, Magazine, Liturgy and Choir.

There are Floor Representatives in each block. Each committee has its task cut out in assisting the management to help the inmates feel safe, happy with an orderly life style.

Each committee member realises her responsibility as a partner in running the hostel by meticulously planning and executing all activities.

The committee members ensure zero wastage of food and promote responsible womanhood.

**The governance of Fatima College Hostel is decentralized with students participating in maintaining the ethical and disciplinary fiber of hostel life.** In true participatory style, parents' suggestions are incorporated to make the hostel *a home away from home*.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for strategic plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

**Response:**

**Activity:**

#### **Curriculum Development: Introduction of new courses and programmes**

Fatima College has used its autonomous status to its full potential to design a range of well-crafted and comprehensive curriculum with clearly defined learning objectives and outcomes.

**The curriculum is ICT based, a rich blend of the traditional and contemporary, meeting global, national and regional needs promoting an experiential learning environment.**

The guidelines for introduction of new courses and restructuring the existing ones are in tune with the UGC and Tamil Nadu State Council for Higher Education (TANSCHHE) guidelines.

The college has moved from Choice Based Credit System to the competency based Outcome Based Education.

The comprehensive curriculum fosters students' analytic, creative and personal skills suitable for the emerging job markets.

There has been an incremental growth in the number of new courses introduced in the assessment period. **This is the result of the successful implementation of the plans discussed in the Academic Council.**

**The Process**

The **Deans of Academic Affairs** in consultation with the Heads of departments set the process of restructuring the curriculum to provide academic flexibility and mobility to the learners.

Workshops on Outcome Based Education were organized. The curricula of renowned HEIs was also analysed to learn more about OBE.

1. **Consultations** with IQAC external members, expert committee members, Board of Studies members, industrialists, students, parents and alumnae is the primary strategy adopted to enrich curriculum.
2. **Feedback** is obtained from various stakeholders and suggestions are noted for appropriate action.
3. **Linkages** with the industry are well established. This has facilitated industry visits, internships, hands-on training, and real-time projects resulting in experiential learning and sharpening the employability skills of students.
4. The persistent efforts of the CDC in ushering in a curriculum with contemporary courses to increase the global competency of the learners have resulted in **innovative teaching methods. Blended Learning and flipped Classrooms have come to stay.**
5. To keep pace with the new methods of teaching-learning, infrastructure has been augmented, classrooms have been equipped with smart boards, and laboratories have been upgraded. **The robust curriculum has impacted the teaching - learning ambience.**

#### **Evidence of Success and Action Taken**

- The NAAC Peer Team for the third cycle (2013) had two recommendations for curricular aspects:
  - a. Introduce more courses and programmes in the light of changing needs
  - b. Upgrade departments into Post-Graduate and Research Department
- Both the recommendations have been fulfilled. Between 2013 and 2019
  - **3 UG and 4 PG** Programmes were introduced.
  - **2** Departments have been upgraded as Research Centres.
  - With the restructuring of Curriculum, each department introduces **new courses and value-added** courses.
  - The number of research guides has gone up to 45.
  - The staff with PhD has increased to 128.
- Curricula for Extension Activities, Part V activities and Ethical Studies have been framed.

**The IQAC** has initiated a **Centre for Foreign Languages**. Japanese, French, Russian and German courses are offered.

**MoUs** to enhance the curriculum are in place.

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

### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

#### Response:

Fatima College follows the **policy stated in the Sisters of St. Joseph of Lyons Educational Apostolate Policy, The Indian Province, 2009**. The administrative set-up, appointment and service rules are spelt out in this Handbook. The Provincial and her team study the needs of the time, analyse the demands of higher education and frame the institution's policies in tune with the vision and mission of the founders.

- The **Board of Management** of which the **Secretary** is the Chairperson keeps a watchful eye on adherence to all policies, appointment and service guidelines and augmentation of infrastructure.
- The **Governing Body** reviews the overall functioning of the college, proposes new academic initiatives, explores networking and suggests various campus developmental activities.
- The **Principal** is the Chairperson of the Academic Council. She appraises herself of all the activities of the college through regular, scheduled meetings with the Vice-Principals, Controllers of Examinations, Heads of the Departments, IQAC coordinator, Deans, Coordinators of various cells and committees.
- The **IQAC**, in accordance with the NAAC guidelines, spearheads all the quality improvement, and sustenance programmes and activities.
- All **Statutory Bodies** give suggestions in all matters pertaining to the effective implementation of the curricula and address all challenges in this exercise.
- Apart from the Statutory Bodies, the numerous non-statutory Bodies work in tandem with the stakeholders to evaluate and implement activities to give directions for improvement.
- The **Controllers of Examinations** are meticulous in the conduct of Internal and End Semester Examinations, and declaration of results.
- The **Academic Deans** along with the Curriculum Development Cell ensure that the curriculum is well designed, incorporating the latest trends in the respective areas of study.
- The **Heads of Departments** coordinate the activities of the respective departments and ensure the smooth conduct of curricular and co- and extra-curricular activities. All issues are discussed in the weekly department meetings.
- The **Research Deans** promote a robust research culture by notifying viable topics for research in different subject domains, take steps to promote paper presentations in national and international seminars/conferences, maintain high ethical standards in research and bring out the annual multidisciplinary journal of research *FACET*.
- The **Deans of extra-curricular affairs** ensure the maximum participation of students in intercollegiate events.
- The **Coordinators** of all Committees and Clubs plan the annual activities meticulously. Workshops

and skill-training sessions are organized regularly.

- The **Students' Union** plays an important role in placing the collective requests of students before the Management for a productive and vibrant campus life. The Union monitors the functioning of the various student committees formed for Discipline, Cultural Activities, and Decoration, to name a few. All student activities are organized in consultation with the Vice-Principals and Staff-in-charge.
- The College Office headed by the **Office Managers** takes care of all administrative activities in consultation with the Secretary and Principal.

**The leadership steers the college with clear vision riding on the crest of accountability following the principles of decentralization as is evident in the Organogram.**

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Organogram of the Institution webpage	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression**

**Response:**

The work ambience at Fatima College is healthy because of the welfare measures adopted for the teaching, non-teaching and sub-staff. The college takes steps to promote the professional competencies of all three categories by organizing workshops and training programmes throughout the year.

The following measures promote the welfare of **ALL STAFF**:

- The wards of the Staff are given **admission** to programmes of their choice.
- Financial assistance is provided to the staff, when required, through the **Staff Club**.
- **Medical check-up** and wellness programmes are conducted periodically.
- A “**Passport Mela**” in collaboration with the Regional Passport Office, Madurai, facilitated 28 staff members receiving their passports.
- **Cash prizes** are given to staff for research publications from 2019 onwards.
- **French, German Japanese and Russian Courses** organized for the teaching staff.
- A **Crash Course** to develop communication skills for the teaching and non-teaching staff organized in collaboration with **Infrastructure Leasing & Finance Services Limited (IL&FS)**.
- Free internet facility
- A well-equipped **fitness centre** provides space for workouts.
- The **extension counter of the Indian Bank** with convenient working hours and the ATM on campus facilitate transactions.
- Mandatory welfare schemes like gratuity and contributions to EPF (**Employees Provident Fund**) are in place. Staff who are in the unaided section are members of ESI (Employees’ State Insurance Corporations).
- Pongal **Bonus** is given to all teaching and non-teaching staff.
- Salary is revised periodically for the staff of the self-financing section. Incentives are given for additional qualifications.
- The Management treats requests from staff availing leave for special reasons with consideration.
- Qualified counselors on campus offer guidance to staff.
- All **Jubilarians** and retiring staff are felicitated with mementos in silver and gold.
- **Staff - Management get-together** on Teachers’ day, Christmas celebration and farewells is a healthy practice of Fatima College.
- **Retreats** for spiritual renewal are organized for the Catholic staff.
- A healthy practice of participating in all family functions and moments of grief is followed by the Management and Staff.
- The non-teaching and support-staff work in two shifts thus facilitating a comfortable work ambience.
- A **family tour** is arranged for the non-teaching and support-staff annually. The Management bears half the expenses of the tour.

### **Career development and progression**

The Management ensures that the staff get their promotions as and when due. Appraisal forms are given which, when filled and verified, are forwarded to the office of the Regional Joint Director of Collegiate Education, Madurai.

Academic and professional competency is recognized by way of **Best Performance Awards** in 4 categories - Arts, Science, Self-financing and Professional.

The Management encourages staff to pursue research, publish research papers, have international exposure,



and take up government/UGC-funded projects.

Staff are encouraged to serve on Academic Bodies and offer Consultancy.

The Management provides financial assistance for staff to participate in seminars hosted by other institutions.

The IQAC organizes numerous **in-service and capacity building programmes for teaching, non-teaching and support-staff which promote professionalism in the work place.**

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

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

**Response:** 2.12

#### 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

2019-20	2018-19	2017-18	2016-17	2015-16
18	0	0	0	3

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

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

**Response:** 14

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

2019-20	2018-19	2017-18	2016-17	2015-16
28	17	9	11	5

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Reports of Academic Staff College or similar centers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

**Response:** 17.18

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
96	32	30	6	10

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	<a href="#">View Document</a>
IQAC report summary	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

##### Response:

Fatima College (Autonomous) Madurai is aided by the Government of Tamil Nadu and the University Grants Commission. The management of finance pertaining to the college is done in a systematic and efficient manner. **All income and expenditure is audited both internally and externally.** All financial transactions with the Government and its agencies is through **Public Fund Management System (PFMS)**.

##### Internal Audit

The Office Manager and Principal scrutinize all matters related to receipts and disbursement of funds under various heads of income and expenditure.

The college office has dedicated assistants dealing with college income and expenditure related to off class courses, Part V activities, functions and events. Funds/Grants pertaining to Government /UGC /Autonomy Grant/College with Potential for Excellence Grant are handled separately.

- All receipts, vouchers, utilization certificates are scrutinized by the Office Managers before they are sent to the External Auditor.
- The financial statements of the aided and self-financing courses are prepared by the respective Office Managers and are audited by the external auditor annually.
- All departments have separate bank accounts and they are monitored by the Head of the Department and the Principal. The pass books are with the Office Managers.
- The departments present a budget for departmental activities to the Principal for approval. The income and expenditure statement is scrutinized by the Office Manager before the release of funds.

##### External Audit

- The college is managed by St. Joseph Educational Society registered under the Tamil Nadu Societies Registration Act of 1975. Registration number 41 of 1979. PAN number is AAFTS5007E.
- The salary of the teaching staff in the aided category is released by the State Government. The claim bills for the salary grant for the teaching and non-teaching staff under the aided category are passed by the Regional Joint Director of Collegiate Education (RJDCE), Madurai.
- The external audit is conducted by the **RJDCE**, Madurai Region for the funds received from the government sources. The financial statements of Account for salary, fee collection, scholarship and UGC accounts are submitted for scrutiny by the RJDCE's office, Madurai region, when they visit the campus for auditing.
- All the UGC accounts - Autonomy Grant, CPE, XII Plan, General Development Grant, Research Grants, and Recurring and Non-Recurring Grants are audited by an external Chartered Accountant and the statement of accounts and utilization certificate are submitted to the respective funding agencies. The accounts have been audited till 31.03.2020.
- Queries on audit are promptly attended to and settled.
- **As all financial dealings are transparent with a high degree of integrity and accountability, the college has always been commended by the RJDCE.**
- The return of income for the financial year 2020 – '21 has been filed after verification by the External Auditor.

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

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

Response:

Fatima College makes concerted efforts to tap Government and non-Government resources in its efforts to mobilise funds for quality sustenance and enrichment of college development activities.

The Management Committee comes up with strategies to tap funds from non-government agencies and Philanthropists. The Principal along with the Office Managers is accountable for all financial transactions.

##### Strategies to Mobilise Funds

? The college has mobilized funds under the **UGC schemes** – XII Plan, CPE, Autonomy Fund, ICSSR, Indian Academy of Science, NAAC and the **Tamil Nadu State Government**.

? Proposals have been sent to the UGC for RUSA and for establishing a Women's Studies Center.

? Funds have been tapped from the **United Board of Christian Higher Education in Asia (UBCHEA)** for conducting a 3-day “Train the Trainer” National Workshop to enhance pedagogical skills.

? Well-wishers, Philanthropists, Alumnae, and retired staff are approached to mobilize funds.

? As the college is known for its developmental activities, the corporate sector, when contacted, responds to our call through its corporate social responsibility funds.

? When departmental, cultural and intercollegiate events are conducted **sponsors** are approached who contribute part of the expenses.

? **Endowments and academic prizes** are created by staff, students, alumnae and well-wishers. It is a notable and healthy practice of the staff, both serving and retired, to generously contribute to quality sustenance.

? Funds are also raised with the permission of the Management by organizing Sales Day by putting up stalls during cultural events and through sponsorship.

? The college not only mobilizes funds for its developmental needs, but also seeks funds to carry out **relief work in times of natural calamities**. The staff and students contribute generously. The college has been in the forefront to offer **financial and material support** when Tamil Nadu was affected by cyclones and floods. Relief work was also carried out during the pandemic.

? Rs. 2,73,93,846 has been mobilized from UGC, ICSSR, NAAC, RGNIY, INSA, TNSCST and UBCHEA during the assessment period.

? Rs. 38,14,197 was mobilized from philanthropists during the assessment period.

### **Utilization of Funds**

The college utilizes funds for:

? Conducting seminars, workshops, endowment lectures and intercollegiate events.

? Carrying out research under the UGC Major and Minor project schemes.

? Providing Scholarships and freeships.

? Maintaining and augmenting infrastructure and buying equipment.

? Constructing an indoor stadium with funds from the UGC under the XII plan (2017).

? Providing mid-day meals for the deserving under the Manna Scheme.

? Giving Fee concessions, meeting study tour expenses, and providing clothes for deserving students. Conducting Fine Arts and other student related activities and organizing farewell to outgoing students.

**It is the ethical policy and practice of the institution not to receive any donations for admission of**

students and appointment of staff. Hence, the college has to rely solely on Government Funds and the generosity of its well-wishers and Management or Congregation funds for all round developmental activities.

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

## 6.5 Internal Quality Assurance System

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

### Response:

It is the vision of the IQAC of Fatima College *to promote quality initiatives and interventions prioritizing the holistic growth of the college in unison with its vision and mission.*

Apart from collecting data for NIRF and AISHE, **the IQAC spearheads developmental activities** in the college. Special activities are chalked out for the entire year. These pertain to the students, staff, Incubation Centre and Skill Training Programmes. Suggestions are given for campus enrichment and maintenance of infrastructure.

**The IQAC has institutionalized the following practices for quality sustenance:**

### I. In-service Programmes for Teaching, Non-Teaching, Support Staff

#### For Teaching Staff

- The IQAC conducts a week-long **Induction Programme** for the newly recruited staff at the commencement of the academic year. The sessions include:
  - classroom communications and management
  - life skills
  - micro teaching
  - work culture of Fatima College.
  - Handouts are given, and tasks & activities are set.

The newly recruited staff are evaluated on their teaching skills. Suggestions for improvement are offered.

- **A NAAC-sponsored National Seminar** on Disruptive Innovation in Higher Education Curriculum was organized on 30.08.2019. This was the first of its kind to enable staff to adopt technology in

the efficient functioning of the institution.

- Programmes on **life skills** are arranged for all staff members. Sessions on time management, fitness, self-esteem, and personality development, to name a few, have contributed significantly in institutionalizing quality assurance strategies thereby assuring all-round incremental progress of the college.

### **For Non-Teaching Staff**

- The IQAC has ushered in **e-governance**. The non-teaching staff have been trained to carry out administrative reforms. Sessions on work-life balance, disaster management and life skills, promote greater commitment and enhance their overall efficiency. This helps in developing the right behavioural skills to be effective contributors in taking the institution forward.

### **For the Support Staff**

- **Skill Training Programmes** on mushroom cultivation, oil extraction, Phenoyl and incense making, vermicomposting, mat making etc. are conducted for the support staff. This not only gives them a break from their routine but more importantly endows them with a sense of self-worth. The IQAC organizes sports events for them.

## **II Student Centric Initiatives**

- The IQAC has institutionalized certain practices as a strategy for the dynamic growth of the student community. The IQAC, in accordance with the UGC Guidelines, coordinates the **Student Induction Programmes** to help students smoothly transition from school to college life. The sessions include personality development, self-esteem, communication skills, team building and the college culture.
- The IQAC has initiated the **Earn While You Learn Scheme** in collaboration with an Indo-Japanese Industry Hi-Tech Arai Pvt. Ltd, Madurai. In an LoI signed with the industry, students work in shifts.

### **Post-accreditation Initiatives of the IQAC:**

- Networking of Colleges
- Academic and Administrative Audit
- MoUs – International, National & Corporate
- NAAC-sponsored National Seminar
- Energy, Environment and Green Audits
- Student Induction Programme
- Capacity Building Programmes
- Skill Training Programmes
- Passport Mela
- Fitness Sessions
- Disaster Management
- Implementing MHRD Schemes
- Organizing Webinars

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

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

The IQAC has strategies to review the teaching-learning process followed in the college. Based on the initiatives and recommendations of the IQAC, quality is maintained in the teaching-learning process. Among the many methods used to enrich the teaching-learning ambience, the **Academic Audit** and **Feedback Mechanism** play a crucial role.

**1. Assessment of the teaching-learning process through Academic Audit**

The Academic Audit, both internal and external, is indispensable in reviewing the teaching-learning scenario. The process gauges teachers & students' performance and evaluates the learning outcomes.

The **Internal Audit** involves **Micro Teaching** by staff. The teaching methodology of the newly recruited staff is assessed by the IQAC Coordinators and the Heads of Departments. The parameters for analyzing teaching competency are framed by the IQAC. The parameters for assessment include domain knowledge, communication skills, teacher personality and the use of ICT. This review of the staff has raised the standard of teaching and also has held the staff accountable to the profession. Further, their pedagogy is enriched with flipped and blended modes of teaching.

The internal audit mechanism helps the institution in chalking out programmes for staff to raise the bar in adopting qualitative, and efficient teaching-learning practices.

Based on a needs analysis, the IQAC plans and implements its activities. Skill-training programmes for the students are the immediate outcome of the needs analysis. The regularly interacts with the Students' Union and gets their suggestions for the all-round improvements of campus life.

The **External Audit** is conducted on alternate years. Academicians from universities and reputed Institutions review the evaluative reports of all departments. The team highlights the strengths and limitations of the departments and offers suggestions for improvement. Suggestions on adopting various online platforms to enrich teaching-learning, curricular and co-curricular aspects are also given.

**2. Feedback Mechanism to assess the teaching learning process and learning outcomes.**

The IQAC gets feedback from students, parents and the industry to assess the relevance of the courses offered by Fatima College in terms of knowledge and skill acquired, development of critical thinking,



employability and career orientation.

The feedback form is designed to elicit responses on the curriculum, promotion of research culture, student-centric activities, and campus life in general.

Feedback is also got from the **students on the staff**. The questions pertain not only to the staff members' teaching competence, use of technology and knowledge updation but also to teacher personality as well. Her ability to impact heterogeneous learners is assessed.

**Parents** provide feedback on the curriculum and the learning outcomes. This feedback is obtained during the Parent-Teachers' Meet. The feedback is collated and the Management takes the necessary steps to enrich the teaching-learning process. Feedback is obtained from the **industry** to assess the relevance of the courses in terms of knowledge, skill acquired, employability and critical thinking. Based on the feedback from the prospective **employers**, the students are trained to face interviews, improve their communication skills and develop their soft skills so that they are career-ready. Feedback enables fine tuning the curricula, examination reforms and creating opportunities for internship all of which result in overhauling the teaching-learning process.

The IQAC uses the feedback mechanism as an effective tool in the collaborative and participatory method of reviewing its teaching-learning process.

**Thus the IQAC helps the Institution in creating quality benchmarks and in maintaining high standards in the teaching –learning process.**

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

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

**Response:** 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Paste web link of Annual reports of Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

Fatima College takes multipronged efforts to sensitize the students and the neighbourhood on gender equity through curricular, co-curricular activities and extension activities.

#### A. CURRICULAR ACTIVITIES

- ? Many departments have **women-centric courses** as highlighted in the supporting documents.
- ? The Research Centre of English has produced texts for students of **Part II English** where **lessons on revisiting gender roles** are included.
- ? Gender sensitization takes place in the classroom through debates, discussions, and awareness on Movements like **SheDecides, HeForShe, MeToo**.
- ? **Short films**, produced by MA English students, titled *Frame to fame* and *Kuyili* highlight gender issues.
- ? Documentaries on gender issues are produced by the students of Journalism and Mass Communication.
- ? A UGC MRP on *A critique of Feminine stereotypes in western fairy tales: Towards Gender Sensitization* has helped students understand multiple gender identities.

#### B. CO-CURRICULAR ACTIVITIES

**Women Empowerment Cell, AICUF, NSS and Human Rights Cell** organise seminars, workshops and group discussions on women and gender roles. Topics like *Prevention of Gender-based Violence, Plight of Transgenders, Constitutional Guarantees for Women, Human Rights, Legal Rights, and Cyber Security* help raise gender consciousness.

Leadership Programmes are organised for the students to recognise their potentials and cross gender barriers.

To promote gender equity, 14 staff and 54 students attended an **international workshop** jointly organised by Fatima College and Binary University, Malaysia on “Women Transcending Gender Boundaries: the Malaysian Story” at Binary University, Malaysia from September 12 to 18, 2018. The students who attended the workshop are in turn motivating their peers to break gender barriers.

Extension activities sensitize the neighbourhood on gender equity.

## C. FACILITIES ON CAMPUS

### 1. Safety and Security

- ? The very structure of the college with its high compound and round-the-clock security spells safety.
- ? **48 CCTV** cameras monitor the entire campus.
- ? Students are sensitized regarding sexual harassment during the Student Induction Programme and through Part V activities. There is a Cell for **prevention of Sexual Harassment.**
- ? The **Vishaka Guidelines and POCSO Act** are explained to the students in all Part V activities.
- ? The Hostel offers secure stay to girl students.

### 2. Counselling

- ? The college has a dedicated Counselling Centre with a trained, full-time Counsellor. Two more staff counsellors offer **personal and group counselling.**
- ? The **mentoring system** is an effective way for teachers to deal with academic, psychological, and emotional issues of their wards. Each teacher is assigned 15-20 mentees and she follows their progress. Necessary interventions are made.

### 3. Other facilities

- ? **Special buses** plying from all parts of the city bring the students (both Shift I and II) to the college and transport them back.
- ? **Safety locker** is provided at the lobby of the library.
- ? The college is **disabled friendly** with a lift, ramps, rails, wheel chairs and wash rooms with easy access.
- ? A well-equipped **gymnasium** and a hygienic **nutrition café** provide the necessary physical and health benefits to students.
- ? **A Day Care Centre** is established in Maria Bhavan in the college campus.

File Description	Document
Annual gender sensitization action plan	<a href="#">View Document</a>
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>

### 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

**Response:** A. 4 or All of the above

File Description	Document
Geotagged Photographs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:**

Fatima College has a healthy policy in protecting the environment following the principle of **Reduce, Reuse and Recycle**.

- An **Energy Audit** was conducted in January 2020 and a **Green audit** in March 2020 by external agencies. The recommendations of the audit have been implemented by the Management. For instance, Boards on water and energy conservation have been prominently displayed, Fire Extinguishers are easily accessible and Staff have been trained to handle the same.
- The **Green Club** has initiated various activities like solid waste management, preparation of liquid decomposer, planting of herbal saplings and segregation of waste.
- The campus has a strict **“Say no to Plastic” policy**. The canteen does not use plastic cups and

plastic bags less than 50 microns.

- Plastic water bottles, lunch boxes and files are banned. Instead, staff and students use steel products, jute bags and files.
- The **Paper Recycling Unit** produces durable and attractive files.
- Flex Boards are avoided and instead **Digital Boards** have been installed.

### Solid waste Management

- Waste collection bins with colour coding as **degradable and non-degradable waste** are kept at various points on campus.
- Class rooms have wicker baskets to collect dry waste. The wash rooms have bins. There is an incinerator for disposal of sanitary pads.
- Organic waste from the hostel is converted into biogas through the **bio-digester**. This has resulted in the reduction of the use of 3 LPG cylinders per month.
- Excess waste Paper and cardboard are sold to authorized vendors.
- Waste paper is converted into paper files and bags by the **Paper Recycling Unit** of the college.
- The college is moving towards paperless administration: Internal communication, question paper setting, messages to parents and collecting feedback are done electronically.

### Liquid Waste Management

- The liquid organic waste from the hostel kitchen is converted into organic fertilizer. This sullage is also used for vermicomposting.
- Liquid waste from washrooms is drained into concealed drains connected to the corporation drainage system. The huge septic tanks collect excreta.
- Rain water is effectively harvested in five tanks on the campus. Liquid waste is effectively managed to promote **zero stagnation**.

### E-Waste Management

- E-waste is not stored on campus. Obsolete items are sent back to the retailers under the 'buy back' policy and new equipment are bought. Rechargeable batteries are used.
- Instead of frequently buying new laptops, the software is upgraded.

### Waste Recycling System

Waste in the form of solids, liquid, vegetable and e-waste is recycled. As stated earlier, solid waste in the form of organic waste is recycled through the biogas plant. Paper waste goes to the paper recycling unit. Liquid waste goes to the undergrounds drains and the sullage is used for Vermicomposting.

### Hazardous Chemicals Waste Management

The Chemistry department follows a **green chemistry** policy where use of chemicals is minimized by doing micro scale experiments.

No bio medical or radioactive waste is produced in any laboratory.

**The college & hostel campus are well maintained and pollution free because both meticulously follow**

the waste management protocols.

File Description	Document
Geotagged photographs of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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 all of the above

File Description	Document
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	<a href="#">View Document</a>
Geotagged photos / videos of the facilities	<a href="#">View Document</a>
Any other relevant documents	<a href="#">View Document</a>

#### 7.1.6 Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	<a href="#">View Document</a>
Certification by the auditing agency	<a href="#">View Document</a>
Certificates of the awards received	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 7.1.7 The Institution has disabled-friendly, barrier free environment

- 1.Built environment with ramps/lifts for easy access to classrooms.
- 2.Disabled-friendly washrooms
- 3.Signage including tactile path, lights, display boards and signposts
- 4.Assistive technology and facilities for persons with disabilities ( Divyangjan) accessible website, screen-reading software, mechanized equipment
- 5.Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

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

File Description	Document
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 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 other diversities (within 500 words).

**Response:**

Fatima College makes concerted efforts to bring students of all creed, castes, regions and socio-economic



strata into the mainstream as Indians. *The college fosters the spirit of oneness by teaching students who are from diverse backgrounds to shun a sectarian approach to life and cultivate a pluralistic outlook.*

The Institution provides an inclusive environment by celebrating all important festivals, highlighting diverse cultures through various events, conducting programmes on national integration, promoting the arts and reinforcing tradition.

To celebrate **cultural and regional diversity** the following steps are taken:

? **Pongal:** The cultural festival of Tamil Nadu is celebrated in a big way. The outgoing students make *Pongal* in the college and distribute it to all staff,

students and inmates of the nearby orphanage and home for the aged.

? **Muthamizh Vizha** organized annually by The Research Centre of Tamil gives a glimpse of Tamil art, literature and culture.

? For all important functions the portico and lobby are adorned with the traditional *rangoli* and *kolam* thus adding a cultural dimension and keeping the art

alive.

? Students put up stalls on **ethnic food** regularly.

? To support weavers, an annual handloom exhibition and sale of sarees is put up in the campus.

? **Folk arts** of India form an integral aspect of intercollegiate events.

To highlight **linguistic diversity**, international **Mother Language Day** is celebrated with a host of competitions.

To promote linguistic diversity, the college teaches Hindi, French, German and Japanese apart from English and Tamil.

**Deepavali, Christmas, Eid** and **Pongal** are celebrated in a grand manner. In an effort to unite all students as Fatimites and Indians, no student is deprived of her rights to enjoy a rich campus life.

Fatima College includes students from all walks of life, of different faiths and abilities in all its enrichment activities. **The Equal Opportunity Cell** empowers students from the weaker sections and the *divyangjan* through awareness programmes.

The campus is **disabled-friendly** to integrate persons with disabilities (*divyangjan*) into the mainstream.

Breakfast/Noon meal schemes (Manna Scheme), fee concession and distribution of clothes are offered irrespective of caste, creed, region or language.

Fatima College has a unique practice of strengthening family bonds and fostering respect for the elderly through its acclaimed **Grandpa – Ma Fest**.

Programmes are organized for children with cognitive disabilities. This inclusive practice is in collaboration with NGOs as part of **Mental Health Day**.

To instill in students good citizenry, tolerance and communal harmony, **Communal Harmony Week** is observed.

The college choir is trained to sing on all cultural and religious occasions. At all events readings are taken from *The Bhagwad Gita*, *The Bible*, and *The Quran*.

Discourses on all faiths are included in the **Ethical Studies** classes.

The hostel inmates enjoy a thoroughly inclusive life forming lasting friendship transcending religion and region.

**A Fatimite is moulded to promote and celebrate the pluralistic fabric of India and the world. This is largely due to the inclusive environment of the college.**

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

Fatima College gives top priority to inculcate in all its students the value of good citizenship to mould them into effective nation builders.

The college sensitizes the students and staff to observe **fidelity to the constitution** through invited talks apart from observing the **Constitution Day** (26th November) where all the rights and duties of law-abiding citizens are highlighted and reinforced. All such programmes are attended by staff and students.

Courses like **Ethical Studies** and **Human Rights** reinforce the constitutional values of justice, equality, liberty, and fraternity.

Through **Media Literacy** the students are sensitised into imbibing and promoting responsible citizenry.

**Part V** activities provide the right platform for students to have group discussions and take up topical issues to highlight the promotion of fundamental rights and also cases where the rights are infringed.

As Fatima College is a women's institution, the staff and students are sensitised to the constitutional guarantees for women especially Article 15 (3). The students, in turn, are able to speak on the fundamental rights and duties in the villages adopted for extension activities.

The college has initiated various activities to help our young women to be responsible citizens. Some of the activities which sensitize students towards constitutional responsibility are as follows:

- **Participation in the local community:** Students carry out this prime constitutional responsibility by engaging in meaningful activities in their visits to the orphanages, old age homes, hospitals, and school for the blind. These scheduled visits inculcate in them the value of reaching out to the less fortunate, caring for the geriatric society, and giving back to the society through education.
- **Participation in the democratic process:** An exclusive session is held on the right and need to vote. Officials from the Collector's Office address the staff and students on this responsibility. Election duties are performed by staff for both central and state elections.
- **Respect the rights and beliefs of others:** This responsibility is reinforced through the observance of Communal Harmony Week. The students and staff are sensitized on the need to follow secular ideals.
- **Preserve the composite culture of India:** As students come from a diverse background, events are organized to help them appreciate the variety of cultures. This is done through an exposure to the various art forms of India. Students perform folk dances, display costumes, sing songs, and prepare ethnic food. Thus they are able to transcend provincial minds and appreciate the composite culture of India.
- **Preserve the natural environment:** The initiatives of the green club (Fatima interconnecting with Nature: FIN) fulfill a constitutional obligation, namely, to preserve the natural environment. Awareness campaign, mural painting, seed ball preparation, planting of saplings, observance of *Swachhta Pakhwada*, cleaning of the Vaigai river, promoting civic sense through rallies and posters are some of the activities.

*Thus, the staff and students of Fatima College not only uphold the law of the land but practice the spirit of oneness as well.*

File Description	Document
<ul style="list-style-type: none"> <li>• Details of activities that inculcate values; necessary to render students in to responsible citizens</li> </ul>	<a href="#">View Document</a>

**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 Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
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
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	<a href="#">View Document</a>
Code of ethics policy document	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

#### Response:

Fatima College has the healthy practice of commemorating / celebrating national, international days and important festivals. All the important days are marked in the college calendar and relevant activities are planned and organized by the cells / clubs.

**The college commemorates around twenty National/International days and celebrates four festivals.**

On **National Days** like Republic Day and Independence Day nationalistic fervor is instilled through competitions like quiz and essay writing.

The NCC cadets participate in the parade in the police grounds and race course grounds. Students also give cultural performances in the affiliating University and the Reserve Lines.

NSS students give performances at the special prison for women. *The dance performance and mime shows are highly appreciated by the University and State Officials.*

On Martyrs Day and Gandhi Jayanti, staff and students take a pledge to maintain the secular, socialist fabric of India.

**Matribhasa Divas** is celebrated with gaiety by the students who come from diverse cultural backgrounds. Competitions like painting, group dance, solo and group singing are organized.

**Constitutional day** highlights the constitutional obligations of the staff and students. The department of History organizes special events with invited speakers.

**National Handloom Day** is observed. To support the weavers stalls are put up and staff and students buy handloom sarees.

On **Teachers Day**, the students felicitate the teachers and the Management hosts a grand lunch for the staff.

Rallies are held on **Human Rights Day**. All Part V students are active participants presenting mimes and putting up posters to highlight the need to respect the rights of all.

The department of Mathematics celebrates **Ramanujam Day** by organizing a seminar.

The Department of Home Science with Food Biotechnology spreads awareness on the benefit of breastfeeding as part of **World Breastfeeding Week**. Doctors are invited for talks.

Being a women's institution, **International Women's Day** is celebrated in a big way. In 2019, a few staff and women from public life were honoured with the **Women of Excellence Awards** for their distinguished services in various fields.

On **Mental Health Day** children with special needs from special schools are invited and programmes are held for them. The department of Sociology conducts programmes in villages in collaboration with an NGO.

**Communal Harmony Week** is observed with peace gathering and formation of Human chain apart from weeklong activities that instill the value of peaceful coexistence.

**National Science Day** is celebrated by all science departments with special programmes for school and college students.

Other important days marked in the college calendar are also celebrated with departments taking the initiative to highlight the achievements of writers, scientists, national leaders and thinkers. The department Notice Boards and the College Notice Boards are meaningfully maintained to mark each national, international and special day.

The college celebrates **Pongal, Deepavali, Christmas and Eid** in a meaningful way.

*It has to be underscored that all our invited guests for these special national and international days have greatly appreciated the manner in which the events are organized.*

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

### 1. TITLE OF THE PRACTICE

## Customized Learning – Streaming of Part- II English Learners

WEB LINK: <https://fatimacollegemdu.org/best-practices/>

### 2. OBJECTIVES OF THE PRACTICE

Streaming of Part- II English students is one of the best and long standing academic practices of Fatima College. The main objectives of streaming of students for Part-II English are:

- To place the learner in a **homogenous ambience** where the teacher teaches based on the comfort level/pace of the learners.
- To enable the teachers to cater to the **diverse learning abilities** of the students.
- To produce **customized materials** according to the level of the streams and to emphasize the joy of learning.
- To create scope for **equal opportunities** for placement by bringing the disadvantaged learners into the mainstream.
- To **evolve best practices in teaching-learning** that would bridge the gap between slow and advanced level learners.

### 3. THE CONTEXT

- Fatima College has a progressive policy of **inclusivity and plurality**. It is the vision and mission of the institution to empower women through holistic and innovative education. Hence, the college reaches out to the first generation learners who are mostly schooled in the Tamil medium. It is challenging for them to cope with academics when they enter an English-speaking environment. This is reflected in their low scores not only in Part- II English but the major subjects as well, as the medium of instruction is English.
- The Management, in consultation with The Research Centre of English, decided that the best way to integrate the slow and average learners would be to stream them in their Part-II English classes.
- From 1991 till 2001, students were streamed into three levels: Basic, Intermediate and Advanced. Texts available in the market were prescribed. The department, based on a workshop on 'Material Production,' prepared customized texts for the three levels. The pedagogic style also changed appropriately and so did the testing methodology.
- The result of this experiment was tangible and students overcame their fear of English, performed better in Part-II English and improved their comprehension of Major Subjects taught in English.

### 4. THE PRACTICE

- Making use of its autonomous status, Fatima College adopts numerous learner-centric teaching-learning strategies. The streaming of the students of Part-II English is a successful practice.
- **An English Attainment Test (EAT)** is administered on the first day of the new academic year for the first years. The students take the 100 marks test for one hour. The components include grammar, vocabulary, comprehension and continuous writing. Based on the scores, the students are divided into three streams.
- A **ten-day Bridge Course** follows the EAT. The course not only helps the learners with a fairly smooth transition from the secondary to the tertiary level, it also ensures a familiarity with and orientation to the English Language and the major subject. The schedule for the Bridge Course is three hours of English, one hour of the major subject where basic subject-specific concepts are

reinforced in English and one hour of language (Tamil, Hindi & French). After the 10-day Bridge Course is completed, the students continue with Part-II English stream-wise and their Major subjects.

- The Research Centre of English has produced **customized texts** for all three levels, supplemented with **work books** and **audio-visual aids**. This has made language learning enjoyable and creative, and learners are instilled with confidence.
- **The Language Laboratory** is put to optimum use to develop their communication skills. Part-II English is taught for two years (4 semesters). Till 2017, streaming was followed for two years for Part – II English. Learners were encouraged to take the **upward mobility test** and move to the higher stream based on the assessment after their first year.
- Since 2018 the streaming practice, is being followed only for the first two semesters. Streaming has been done away with in Semesters III and IV as both Basic and Intermediate level learners show enhanced English Language learning capabilities. Thus the practice is dynamic and result oriented.
- Streaming entails not only the production of different levels of textbooks but also the setting of **suitable question papers** and continuous internal testing components. The Research Centre of English has done a commendable job in carefully designing textbooks based on the suggestions and reviews of ELT Experts.
- While keeping the learners motivated to take to the English Language, the teachers constantly work on their teaching styles to suit the learners.
- It has to be underscored that the **texts are revised periodically**, question papers and testing components revamped as it is an unceasing call to the teachers to be innovative in English Language classes.

## 5. EVIDENCE OF SUCCESS

- The success of streaming with customized text books for the learners of Part – II English is evident in their **improved communication abilities** leading to a better performance in campus drives.
- Streaming of students for Part-II English has helped the learners **overcome the psychological and communication barriers** they faced initially.
- As the students learn at their own pace with the help of texts prepared for them, Language acquisition has become easier. The students at the Basic level have a text which incorporates interesting components like grammar games, vocabulary, dialogue, and description, to name a few. They not only improve their communication skills but also **imbibe life skills**.
- The students at the intermediate level have a higher graded text with additional continuous writing.
- The advanced learners learn language through literature with all genres finding a place in the text. The tasks are also challenging with creative writing forming an integral component. Students from the Advanced level regularly contribute articles for the **College Magazine and Department Blogs**.
- Institutions where the staff of the Research Centre of English are members of the Board of Studies have requested for workshops to introduce the concept of streaming.

## 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- Catering to diverse learners with different learning abilities is a challenging task for any teacher.
- Bringing the disadvantaged learners into the mainstream requires special dedication, sustained efforts and innovative thinking on the part of the teachers. The Research Centre of English went ahead with producing graded, customized texts for all the three levels with regard to I year students and for the non-streamed II year students as well. This meant walking the extra mile as it did not stop with text book preparation but entailed preparing workbooks, audio lessons and setting



multiple question papers as well.

- With additional department and college responsibilities, producing texts in a creative, learner-centric manner was a time consuming task. Keeping the students' needs in mind, the faculty immersed themselves in this monumental task of producing customized textbooks.
- As of now, the texts are for private circulation only. With a little fine tuning and the backing of a good publisher we shall soon enter the text book market.

## BEST PRACTICE – II

### 1. TITLE OF THE PRACTICE

#### ***Milagros: Touching Lives of the Marginalized***

web link : <https://fatimacollegemdu.org/best-practices/>

### 2. OBJECTIVES OF THE PRACTICE

- It is a healthy, humane practice of Fatima College to assist the economically weak students focus on their academics by taking care of their material needs. “*Milagros: Touching Lives of the Marginalized*” inculcates the value of reaching out to the less fortunate. This is reinforced in the College Prayer which exhorts the students to “... grow as responsible women caring for every kind of neighbour, especially our less fortunate brothers and sisters.”
- The practice takes care of the **financial, material and academic needs** of the students to a reasonable extent.

### 3. THE CONTEXT

- It is the firm commitment of the Congregation of the Sisters of St. Joseph of Lyons to **strengthen students' ethical values** through integral education and care for those at the periphery of the society.
- Fatima College believes that no student should be left uncared for. Hence, the Management, the staff and students contribute to the **Mother Rose Care Fund** which helps the disadvantaged girls avail fee concessions. *The word Milagros means miracle and needless to say touching lives is nothing short of a miracle in the lives of both the giver and the receiver.*

### 4. THE PRACTICE

- The **practice of providing fee concession/breakfast and noon meals/clothes/tour expenses** for the less privileged goes a long way in helping them successfully complete their undergraduate/ Master's degree. This makes the practice of touching the lives of students unique as many students face an uphill task in completing their education for lack of financial resources.
- This is a well-established practice of Fatima College which inculcates the **value of sharing** among our students.
- The fund is generated through the generous contribution of the Management, staff and students. Apart from concessions in the tuition fee, students are also given a meal token from the '**Manna Scheme**' which is part of the Mother Rose Care Fund. The class teacher prepares the list of students



who are in need of meal tokens. The Heads of departments submit the same to the Vice-principals. The Vice-principals issue the meal tokens to the students. The canteen provides wholesome meals after collecting the tokens from the students.

- Apart from the regular contributions to Mother Rose Care Fund, the Staff and Students also contribute to this scheme.
- The students are also given **clothes** during Christmas, Deepavali and College Birthday celebrations. The Management buys sarees/salwar–kameez sets which are distributed to the students identified by the class teacher. Around 150 girls benefit under this practice on an average each year. The Management strives to reach out to more students.
- **The study tour expenses** of two deserving students in each department are taken care of and on an average 40 students are taken care of every year.
- Meritorious students from the economically weaker sections are encouraged through the numerous **merit-cum-means prizes** instituted in the college.

## 5. EVIDENCE OF SUCCESS

- The success of this practice is seen in the way the students reach out tangibly to the less fortunate as they have learnt to empathize with them.
- Apart from encouraging and enabling the girls to excel in academics, the **students are sensitized to the needs of the underprivileged**. This sensitivity is reflected in the moral fibre of the Fatimites who are among the first to respond during times of national calamities. **Thus this practice helps in creating ‘Whole Persons’ and not just intellectual beings.**
- Stakeholders have commended the college for instilling the value of compassion and **transforming the lives of the students.**

## 6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- There is no insurmountable problem faced by the college in following this practice. It is true that the college needs greater financial support to reach out to more deserving students. To achieve this, the college explores various means/sources to augment the funds generated.
- Resources have to be tapped to create an exclusive fund for the sole purpose of reaching out to the needy.

File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:**

**Reach Out to Society through Action (ROSA) – Reach, Sensitize and Act**

Since 1953 Fatima College has been doing yeoman service by following its vision *Women's Empowerment through Education* with **the ultimate aim of making the students contributors in the economic, social and political development of India**. To achieve this end, the college has a holistic curriculum which enables students to go beyond the classrooms and become effective agents of transformation of society.

To fulfil its vision and mission, the college also focuses on extension activities along with academic excellence. **The college has performed commendably in the area of reaching out to and sensitizing the neighbourhood communities.**

**Reach Out to Society through Action (ROSA)** is the extension programme of Fatima College which aims at providing **experiential education** to its students by enabling them to reach out to the neighbourhood.

The vision of ROSA is to make the students *socially responsible citizens who are sensitive to the needs of disadvantaged sections*.

**The Practice:**

To bridge the urban-rural divide and sensitize the students to the needs of the neighbourhood communities, the college has adopted **16 villages** around Madurai city. The final year UG students put in **120 hours of extension activity**. Students are evaluated for **100 marks** based on their performance in the Pilot Study, Village Activities, Report, Outcome and Attendance. This carries **3 credits** and is part of the curriculum. This extension activity is **community service** that involves working in adopted villages in real time and looking at the problems faced by women, children, youth and the elderly in a practical, realistic manner in order to make necessary interventions.

Students and Staff-in-charge from each department meticulously chalk out **need-based activities** for the target group in the villages. Networking with the NGOs, SHG leaders, VAOs, teachers, village leaders and Panchayat leaders, key areas for improvement are identified.

Some of the **thrust areas are literacy, health, environment, waste management and organic farming.**

Multifarious intervention **strategies** are employed by the students to address the problems of rural India:

- **Skill training** like making jute and cloth bags, jewellery, garments, phenoyl and soap is imparted.
- The elders and persons with disabilities are made aware of various **government welfare schemes and steps are taken to get them these benefits.**
- The youth are encouraged to form **Sports Clubs**.
- **Organic farming** and kitchen gardening are taught to the women.
- **Seed balls** are distributed to the villagers.
- **Women-centric issues** like rights, health and hygiene are taken up.

The highlight of the Extension Activity was the **15 day Summer Internship** at Kondayampatti Village from 28th May 2018 to 13th June 2018. 50 students representing all majors participated in the Summer Internship. The internship has enabled the students to carry out activities under **Swachh Bharat Mission**.

Fatima College, one among the top 100 institutions in NIRF ranking, has **Participating Institution Id: C-36529** under **Unnat Bharat Abhiyan 2.0**. For the commendable work done in the villages, the programme received a grant of Rs 50,000/-in 2018 and Rs 1,75,000/- under the **Perennial Fund** from the UBA Central Coordinating Agency IIT Delhi in 2020. <https://youtu.be/sPihP2filCw>

While there are 5 villages under UBA, the students do not restrict their community service to these 5 villages. These 5 villages are part of the 16 villages adopted by the college.

For the services rendered to the society, the **Best Social Forum Award - 2017** was conferred upon ROSA by Dr. Kalam Education Trust for Tribal, Chennai. 9 staff received the **Social Star Award** for Humanity and 21 received the **Best Social Worker Award** for their community services.

#### **Impact of the Extension Services on the students and the villagers:**

**Extension Activities in Fatima College is one of the means of empowering the students** as it helps them face the challenges of life. It is a means of raising the thinking skills and awareness levels of students in order that they be effective agents of change. It has to be underscored that through extension activities the students undergo an **attitudinal change** which spurs them to reach out to their fellow humans.

Through scheduled visits and interaction with the Village Officials, elders, women and youth, the students have developed their **people skills**. This in turn helps them to be sensitive to the needs of others on campus and at home.

The college is committed to moulding a generation of students who would work towards **Nation Building**, especially Rural India.

*Fatima College already has a brand image. Extension activities add to its distinctiveness keeping the mission of the college at the core of all its ventures.*

Students are enabled not only to step out of their comfort zones but are motivated to use all their analytical and creative skills to help bring about a **tangible change in the lives of the villagers**.

It is heartening to see the students fully involved in preparing leaflets, questionnaires for their door-to-door campaigns and surveys and also putting together street plays, puppet shows and videos to uplift Rural India.

It is through ROSA that our students imbibe the maxim of Mahatma Gandhi - *the best way to find yourself is to lose yourself in the service of others*.

While academics makes them suited to the job market, **extension service prepares the students for life as whole persons committed to the cause of bettering the society**.

Fatima College has performed commendably by empowering women by developing human capabilities and promoting responsible citizenry.

File Description	Document
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

NAAC

## 5. CONCLUSION

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### Additional Information :

The college has made concerted efforts in fulfilling the recommendations of the NAAC Peer Team for the 3rd Cycle (2013). The following are the actions taken based on the recommendations:

- Number of Staff with PhD has increased from 47 to 128
- Research Guides have increased from 16 to 45
- International exposure for academic purposes gained by faculty
- Fatima College Alumnae Association (FCAA) became a registered body in 2015 - Reg. No. 92/2015. National and International Chapters opened
- New Courses in the fields of Women's Studies, Gender Studies etc. introduced
- 4 Departments upgraded to PG; 2 to Research Centres and 3 UG Programmes introduced
- Campus is wi-fi enabled - 100 Mbps
- Library is fully automated with enhanced collection of learning resources
- One patent has been filed
- Flipped and blended learning practiced
- Teachers re-oriented on the use of disruptive technology

### Concluding Remarks :

The functioning of the College with full staff strength, excellent infrastructural facilities, admirable student support, holistic value-based education, sensitizing them to ecological concerns, societal and gender equity contribute to its ranking 74th in the latest NIRF ranking in 2020.

The UGC authenticated our sustained momentum of progress by awarding the prestigious status of College with Potential for Excellence (2004 – 2019). The College was adjudged *Best Academic Institute* by Dr. Abdul Kalam Educational Trust in 2016, *The Best Governed Institution* by the University of Malaya, Kuala Lumpur, Malaysia in 2019.

The NAAC Peer Team of 2013 had eleven recommendations. The College has fulfilled all except its suggestion to move towards 'Deemed University' Status.

Having turned sixty-eight, Fatima College has the right balance of wisdom gained from experience and the confidence to take up challenges in the future.

We thank all the Stake-holders for being partners in our progress.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p><b>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented.</b>            Answer before DVV Verification : 44            Answer after DVV Verification: 44</p>																				
1.3.2	<p><b>Number of value-added courses for imparting transferable and life skills offered during last five years.</b></p> <p><b>1.3.2.1. How many new value-added courses are added within the last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>12</td> <td>11</td> <td>6</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>32</td> <td>44</td> <td>46</td> <td>46</td> </tr> </tbody> </table> <p>Remark : Below Pdf numbers represents Brochures, Course Content, Course Outcome which are not considered. 1) For year (19-20) pdf number 5,6,21,31,32,33,34 2) For year(18-19) pdf no. 9,10,,16,18,24 3) For year(17-18) pdf no. 12,11,16,25,32,33,34,37 4) For year(16-17) pdf no. 26,23,24,36 5) For year(15-16) 32. 6) Referred brochure year wise and as per date mentioned in brochure the input edited.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	6	12	11	6	33	2019-20	2018-19	2017-18	2016-17	2015-16	29	32	44	46	46
2019-20	2018-19	2017-18	2016-17	2015-16																	
6	12	11	6	33																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
29	32	44	46	46																	
1.3.3	<p><b>Average Percentage of students enrolled in the courses under 1.3.2 above.</b></p> <p><b>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b>            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1064</td> <td>1080</td> <td>2154</td> <td>2171</td> <td>1865</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>947</td> <td>903</td> <td>1921</td> <td>1933</td> <td>1800</td> </tr> </tbody> </table> <p>Remark : Input edited as per 1.3.2</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1064	1080	2154	2171	1865	2019-20	2018-19	2017-18	2016-17	2015-16	947	903	1921	1933	1800
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947	903	1921	1933	1800																	

2.1.1	<p><b>Average Enrolment percentage (Average of last five years)</b></p> <p><b>2.1.1.1. Number of students admitted year-wise during last five years</b>  Answer before DVV Verification:</p> <table border="1" data-bbox="304 309 1046 443"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1680</td> <td>1571</td> <td>1894</td> <td>2062</td> <td>1780</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 521 1046 656"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1680</td> <td>1571</td> <td>1894</td> <td>2062</td> <td>1780</td> </tr> </tbody> </table> <p><b>2.1.1.2. Number of sanctioned seats year wise during last five years</b>  Answer before DVV Verification:</p> <table border="1" data-bbox="304 734 1046 869"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1955</td> <td>1901</td> <td>2132</td> <td>2213</td> <td>2088</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 947 1046 1081"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1909</td> <td>1901</td> <td>2189</td> <td>2213</td> <td>1845</td> </tr> </tbody> </table> <p>Remark : 1) Input edited w.r.t AICTE EoA document and increase of seats approval from Madurai Kamraj University(Authenticated document). 2) For year(18-19) EoA document given only for MBA &amp; MCA. 3) For year (2016-17) total sanction seats are 2028</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1680	1571	1894	2062	1780	2019-20	2018-19	2017-18	2016-17	2015-16	1680	1571	1894	2062	1780	2019-20	2018-19	2017-18	2016-17	2015-16	1955	1901	2132	2213	2088	2019-20	2018-19	2017-18	2016-17	2015-16	1909	1901	2189	2213	1845
2019-20	2018-19	2017-18	2016-17	2015-16																																					
1680	1571	1894	2062	1780																																					
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1955	1901	2132	2213	2088																																					
2019-20	2018-19	2017-18	2016-17	2015-16																																					
1909	1901	2189	2213	1845																																					
2.1.2	<p><b>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)</b></p> <p><b>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</b>  Answer before DVV Verification:</p> <table border="1" data-bbox="304 1559 1046 1693"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1494</td> <td>1385</td> <td>1690</td> <td>1849</td> <td>1578</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1771 1046 1906"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1175</td> <td>1104</td> <td>1329</td> <td>1485</td> <td>1270</td> </tr> </tbody> </table> <p>Remark : Considered sc+st+sca+bc+bcm and edited accordingly.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	1494	1385	1690	1849	1578	2019-20	2018-19	2017-18	2016-17	2015-16	1175	1104	1329	1485	1270																				
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2019-20	2018-19	2017-18	2016-17	2015-16																																					
1175	1104	1329	1485	1270																																					
2.3.3	<p><b>Ratio of students to mentor for academic and other related issues (Data for the latest completed</b></p>																																								

academic year )

**2.3.3.1. Number of mentors**

Answer before DVV Verification : 203

Answer after DVV Verification: 200

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

**2.4.2.1. Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. year wise during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
128	112	103	90	79

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
128	110	103	90	79

Remark : For session (18-19) Fatima baby & K. Catherine is not considered as full time teacher in metric 3.2 and edited accordingly.

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

**2.4.3.1. Total experience of full-time teachers**

Answer before DVV Verification : 2341

Answer after DVV Verification: 2305.7

**3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

**3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.395	0.15	0.3	0.25	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.395	0.30	0.15	0.25	0

**3.1.3 Percentage of teachers awarded national / international fellowship for advanced**



**studies/research during the last five years****3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

Remark : In clarification document, HEI has provided letter of visiting senior fellow for duration 23/May/2016 to 10/June/2016 hence the input edited.

**3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****3.2.1.1. Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3.21	3.06	13.04	1.21	6

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3.20	3.06	12.51	1.20	6

Remark : Input edited w.r.t Sanction letters of seed money provided in clarification document(PDF page number 2)  $10.84+1.67$  (Ist installment) = 12.51

**3.2.2 Percentage of teachers having research projects during the last five years****3.2.2.1. Number of teachers having research projects during the last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5	4	12	2	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

3	4	11	2	1
---	---	----	---	---

Remark : 1) As per clarification document and Sanction letters of grants for teacher referred and edited accordingly. 2) For year(2017-18) Dr. B.Vinsha is already considered.

3.2.3	<p><b>Percentage of teachers recognised as research guides</b></p> <p>3.2.3.1. <b>Number of teachers recognized as research guides</b>          Answer before DVV Verification : 45          Answer after DVV Verification: 44</p> <p>Remark : 1) D. Fatima baby can not be considered under this metric since her date of leaving HEI is (30/06/2018). 2) Only latest year data is considered under this metric.</p>																				
3.3.2	<p><b>Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.</b></p> <p>3.3.2.1. <b>Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1003 1046 1137"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>62</td> <td>66</td> <td>55</td> <td>66</td> <td>48</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1216 1046 1350"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>62</td> <td>62</td> <td>44</td> <td>60</td> <td>42</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	62	66	55	66	48	2019-20	2018-19	2017-18	2016-17	2015-16	62	62	44	60	42
2019-20	2018-19	2017-18	2016-17	2015-16																	
62	66	55	66	48																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
62	62	44	60	42																	
3.4.2	<p><b>Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years</b></p> <p>3.4.2.1. How many Ph.Ds are registered within last 5 years          Answer before DVV Verification : 110          Answer after DVV Verification: 109</p> <p>3.4.2.2. Number of teachers recognized as guides during the last five years          Answer before DVV Verification : 45          Answer after DVV Verification: 45</p> <p>Remark : 1) For 3.4.2.1 (Asso. Prof. Latha) pdf number 33 can not be considered and edited accordingly. 2) DVV partner asked for 37 certificates and 1 certificate not accepted and edited, but if ratio calculated then 107 would be the Number of Ph.D's registered per teacher. 3) For indicator 3.4.2.2(5 year data) the input remains as it is and not edited according to 3.2.3(Latest year data)</p>																				
3.4.3	<p><b>Number of research papers per teachers in the Journals notified on UGC website during the last five years</b></p>																				

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	47	64	52	25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
33	45	64	49	25

Remark : Checked Link given for website of the Journal, Link to article/paper/abstract of the article and considered UGC Care list, Scopus, Web of Science index journal and edited accordingly.

3.4.4 **Number of books and chapters in edited volumes / books published per teacher during the last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	129	103	84	68

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
14	72	73	60	42

Remark : All book pdf has been checked and considered ISBN number with date. 2) For year(18-19): 2,3,8,13,14,17-19,21,22,26,28... 3) For year (17-18) : 1,2,9to18,23,26to31..... 4) For year (16-17) : 2,4,6,7,8 to 13....Theses pdf number given for reference.

3.5.2 **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**

3.5.2.1. **Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.753	1.878	12.084	7.853	0.5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16

0.753	1.878	12.084	7.853	0.5
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**3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	1	4	7	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	0	0

Remark : Input edited as per certificate provided in clarification document.

**3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years ( including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
93	93	60	69	44

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
86	88	55	63	42

**3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**

**3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4068	4111	4615	4604	4039

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3830	3941	4376	4094	3902

3.7.1 **Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

3.7.1.1. **Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
607	325	235	197	129

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
607	325	235	197	129

3.7.2 **Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

3.7.2.1. **Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	2	5	3	15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
15	2	5	3	14

4.1.3 **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

Answer before DVV Verification : 77

Answer after DVV Verification: 77

4.1.4 **Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

**4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
74.50	68.07	87.96	125.84	30.78

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
60.51	38.22	95.46	27.84	42.35

Remark : Input edited as per the audited statement provided by HEI.

**4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)****4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11.92	14.27	11.72	9.30	12.19

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
11.54	12.02	10.36	8.60	10.67

Remark : Input edited as per audited statement provided in clarification document.

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year****4.2.4.1. Number of teachers and students using library per day over last one year**

Answer before DVV Verification : 1079

Answer after DVV Verification: 590

Remark : 1) The input is edited as per footfalls provided during 05/08/2019-09/08/2019 in clarification document. 2) HEI has provided calculation of per day usage of library by teachers and students for 1 year (2019-20) 3) As per footfalls provided for 5 days the input is edited.

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
114.04	109.85	154.78	128.43	116.48

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
114.04	109.85	154.78	128.43	116.48

**5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years**

**5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1182	1158	1100	1040	912

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1175	1158	1075	1040	912

Remark : 1) As per Sanction letter of scholarship provided in clarification document the amount generated for year (19-20) = 1093 2) Input edited as per audited statement and list of student provided by HEI.

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations offered by the Institution during the last five years.**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3920	4284	4651	4780	3660

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3920	4284	4575	4780	3660

Remark : Input edited as per clarification document provided by HEI.

5.1.5	<p><b>The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases</b></p> <ol style="list-style-type: none"> <li><b>1. Implementation of guidelines of statutory/regulatory bodies</b></li> <li><b>2. Organisation wide awareness and undertakings on policies with zero tolerance</b></li> <li><b>3. Mechanisms for submission of online/offline students' grievances</b></li> <li><b>4. Timely redressal of the grievances through appropriate committees</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: A. All of the above          Remark : As per the clarification document the input has been changed.</p>																									
5.2.2	<p><b>Percentage of student progression to higher education (previous graduating batch).</b></p> <p><b>5.2.2.1. Number of outgoing student progressing to higher education.</b>          Answer before DVV Verification : 491          Answer after DVV Verification: 491</p>																									
5.2.3	<p><b>Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)</b></p> <p><b>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.) year-wise during last five years</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="306 1189 1046 1323"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>53</td> <td>39</td> <td>22</td> <td>18</td> <td>6</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1402 1046 1536"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> <tr> <td>24</td> <td>33</td> <td>22</td> <td>17</td> <td>6</td> </tr> </table> <p><b>5.2.3.2. Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="306 1693 1046 1760"> <tr> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> <td>2016-17</td> <td>2015-16</td> </tr> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	53	39	22	18	6	2019-20	2018-19	2017-18	2016-17	2015-16	24	33	22	17	6	2019-20	2018-19	2017-18	2016-17	2015-16
2019-20	2018-19	2017-18	2016-17	2015-16																						
53	39	22	18	6																						
2019-20	2018-19	2017-18	2016-17	2015-16																						
24	33	22	17	6																						
2019-20	2018-19	2017-18	2016-17	2015-16																						
6.3.2	<p><b>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.</b></p> <p><b>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</b>          Answer before DVV Verification:</p>																									



2019-20	2018-19	2017-18	2016-17	2015-16
39	9	15	11	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
18	0	0	0	3

Remark : 1) E-copy of letter/s indicating financial assistance of all number of teacher is not submitted. 2) Crosschecked with the previous document and clarification document 3) W.r.t statement of account (previously submitted document ) and list of number of teacher provided with financial support the input has been edited.

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	17	9	11	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
28	17	9	11	5

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
4.5773	5.48129	2.7497	2.05825	2.29407

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality initiatives with other institution(s)**
3. **Participation in NIRF**
4. **Any other quality audit recognized by state, national or international agencies (ISO Certification)**

Answer before DVV Verification : All of the above

Answer After DVV Verification: 3 of the above

Remark : Sanitation Certificate and Fire safety certificates can not be considered under quality audit hence input edited.

7.1.6 **Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:**

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

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: A. Any 4 or all of the above

Remark : As per the clarification documents the input is edited.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of programs offered year-wise for last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>47</td> <td>47</td> <td>46</td> <td>44</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>44</td> <td>47</td> <td>47</td> <td>46</td> <td>44</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	44	47	47	46	44	2019-20	2018-19	2017-18	2016-17	2015-16	44	47	47	46	44
2019-20	2018-19	2017-18	2016-17	2015-16																	
44	47	47	46	44																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
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2.2	<p><b>Number of outgoing / final year students year-wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1463</td> <td>1471</td> <td>1414</td> <td>1474</td> <td>1350</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1463	1471	1414	1474	1350										
2019-20	2018-19	2017-18	2016-17	2015-16																	
1463	1471	1414	1474	1350																	

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1483	1740	1626	1529	1405

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
203	203	204	202	193

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
200	197	201	198	187

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1494	1385	1690	1849	1578

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1317	1311	1652	1670	1392