MOTHER TERESA WOMEN'S UNIVERSITY

KODAIKANAL – 624 102

ANNUAL QUALITY ASSURANCE REPORT

2013-2014

IQAC

Part – A

AQAR for the year   2013 - 2014

I. Details of the Institution

1.1 Name of the Institution

Mother Teresa Women's University

1.2 Address Line 1

Pallangi Road, Attuvampatty (PO)
Kodaikanal - 624102

Address Line 2

Anadagiri IV Street
Kodaikanal – 624 101

City/Town

Kodaikanal

State

TamilNadu

Pin Code

624102

Institution e-mail address

atwunireg@yahoo.co.in

Contact Nos.

O4542-241021, 241122

Name of the Head of the Institution:

Prof.Dr.(Mrs.).K.Manimekalai

Tel. No. with STD Code:

O4542-241021, 241122

Mobile:

9442541121

Name of the IQAC Co-ordinator:

Dr.Ani Lukose

Mobile: 9442088264

IQAC e-mail address: iqacmtwu@gmail.com

1.3 **NAAC Track ID** *(For ex. MHCOGN 18879)* TNUNGN10133

OR

1.4 NAAC Executive Committee No. & Date: MARCH 31, 2007/194

1.5 Website address: https://www.motherteresawomenuniv.ac.in

Web-link of the AQAR: https://www.motherteresawomenuniv.ac.in/IQAC/AQAR/AQAR%20%202013-14 n.pdf

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1st Cycle	B++		2007	5 Years
2	2nd Cycle	NAAC Peer Team Visit on 6th, 7th & 8th Jan.' 2015			
3	3rd Cycle				
4	4th Cycle				

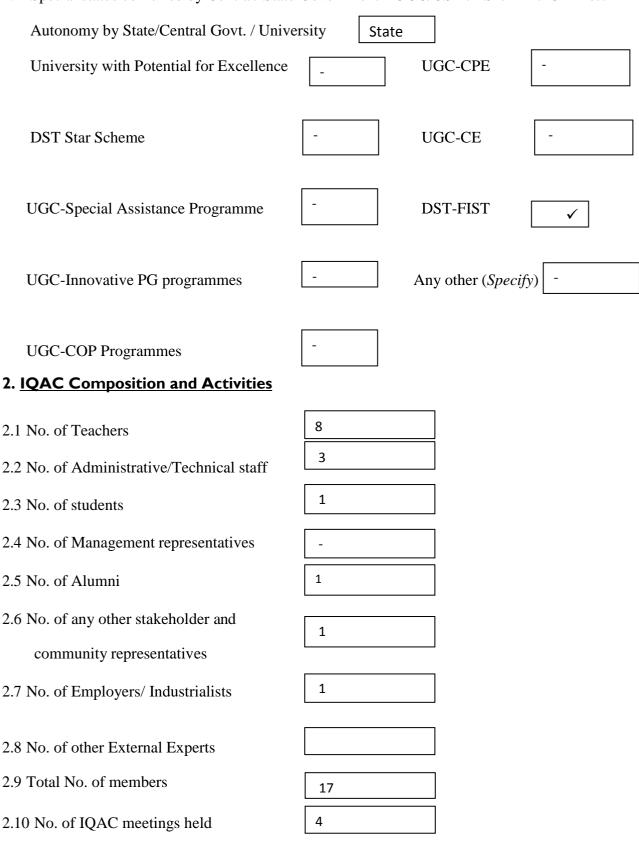1.7 Date of Establishment of IQAC: DD/MM/YYYY 03.02.2011

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC (*(for example AQAR 2010-11submitted to NAAC on 12-10-2011)*

   i. AQAR   2009-2010   30/09/2012
  ii. AQAR   2010-2011   30/09/2012
 iii. AQAR   2011-2012   30/09/2012
 iv. AQAR   2012-2013   23/07/2014

1.9 Institutional Status

University   State [✓] Central [ ]   Deemed [ ]   Private [ ]

Affiliated College   Yes [✓]   No [ ]

Constituent College   Yes [✓]   No [ ]

Autonomous college of UGC   Yes [✓]   No [ ]

Regulatory Agency approved Institution   Yes [✓]   No [ ]

(eg. AICTE, BCI, MCI, PCI, NCI) –   **NCTE**

Type of Institution Co-education [ ]   Men [ ]   Women [✓]

Urban [ ]   Rural [✓]   Tribal [ ]

Financial Status   Grant-in-aid [ ] UGC 2(f) [ ]   UGC 12B [✓]

Grant-in-aid + Self Financing [ ] Totally Self-financing [ ]

1.10 Type of Faculty/Programme

Arts [✓] Science [✓] Commerce [✓] Law [ ] PEI (Phys Ed.) [✓]

TEI (Edu) [✓] Engineering [ ] Health Science [ ] Management [✓]

Others (Specify) [-]

1.11 Name of the Affiliating University *(for the Colleges)*   [Not Applicable]

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University | State |

University with Potential for Excellence | - | UGC-CPE | - |

DST Star Scheme | - | UGC-CE | - |

UGC-Special Assistance Programme | - | DST-FIST | ✓ |

UGC-Innovative PG programmes | - | Any other (*Specify*) | - |

UGC-COP Programmes | - |

2. <u>IQAC Composition and Activities</u>

2.1 No. of Teachers | 8 |

2.2 No. of Administrative/Technical staff | 3 |

2.3 No. of students | 1 |

2.4 No. of Management representatives | - |

2.5 No. of Alumni | 1 |

2.6 No. of any other stakeholder and
    community representatives | 1 |

2.7 No. of Employers/ Industrialists | 1 |

2.8 No. of other External Experts | |

2.9 Total No. of members | 17 |

2.10 No. of IQAC meetings held | 4 |

2.11 No. of meetings with various stakeholders   Students   4   Faculty   6

Non-Teaching Staff   2   Alumni   1   Others (Parents)   1

2.12 Has IQAC received any funding from UGC during the year?   Yes [ ]   No [✓]

If yes, mention the amount   -

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. [ ] International [ ] National [ ] State [ ] Institution Level [2]

(ii) Themes
| 1. Role of Research in Quality Enhancement |
| 2. A Search for Innovative Teaching/Learning |

2.14 Significant Activities and contributions made by IQAC

1. Teaching Staff Recruitment/Promotion
2. Non-teaching Staff Promotion
3. Research Proposals invited from staff for allocation of UGC XII Plan Fund
4. SPSS Package
5. IQAC Newsletter
6. Science/Arts Forum
7. Social Responsibility programs

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	*Achievements*
Upgrading Curriculum	Board of Studies conducted for18 departments. 52 workshops are conducted for Faculty of University Departments affiliated colleges
Visiting Professor at the National and International Level	Professors are invited from India and abroad

Faculty Development Program	Five programs are conducted by EDC and CDC
Entrepreneurial Development Program	Conducted for staff members of the university departments and affiliated colleges

* *Attach the Academic Calendar of the year as Annexure.* I

2.15 Whether the AQAR was placed in statutory body ☐ ✓ ☐

Management ☐   Syndicate ☐ ✓   Any other body ☐

Provide the details of the action taken

Executive Council dated 4.12.2014
Agenda No. 2014:61

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	22	1		
PG	13			
UG	1			
PG Diploma	3			
Advanced Diploma	-			
Diploma	1			
Certificate	1			
Others	-			
Total				

Interdisciplinary	-	-		
Innovative	-	-		

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options – CBCS, Core, Elective option.
   (i) CBCS - 3 Core and 1 Elective per Semester.
   (ii) Pattern of programmes

Pattern	Number of programmes
Semester	13 (PG) + 1(UG)
Trimester	-
Annual	-

1.3 Feedback from stakeholders* Alumni [✓] Parents [✓] Employers [-] Students [✓]
   (On all aspects)

   Mode of feedback : Online [ ] Manual [✓] Co-operating schools (for PEI) [✓]

*Please provide an analysis of the feedback in the Annexure II

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

> Syllabus – Last Revised – 2013 (as per TANSCHE Rules)

Annexure III

1.5 Any new Department/Centre introduced during the year. If yes, give details.

> ✓ Centre for Swami Vivekananda
> ✓ Centre for Gandhian Studies
> ✓ Centre For Rural Development
> ✓ Centre For Intellectual Property Rights

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
48	23	9	14	2

2.2 No. of permanent faculty with Ph.D.

42

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
37	23	6	8	5	6	-	-	48	37

2.4 No. of Guest and Visiting faculty and Temporary faculty

-	1	1

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	15	47	59
Presented	40	34	9
Resource Persons	3	23	15

2.6 Innovative processes adopted by the institution in Teaching and Learning:

> 1. Peer Tutoring
> 2. Development of e-content
> 3. ICT enabled Teaching/Learning process

2.7 Total No. of actual teaching days during this academic year

203

2.8 Examination/ Evaluation Reforms initiated by the Institution
(for example: Open Book Examination, Bar Coding,
Double Valuation, Photocopy, Online Multiple Choice Questions)

Bar-coding, OMR Sheets

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development
as member of Board of Study/Faculty/Curriculum Development workshop

| 32 | 32 | 32 |

2.10 Average percentage of attendance of students

83%

2.11 Course/Programme wise distribution of pass percentage:

S.No.	Title of the Programme	Total no. of students appeared	Division				
			Distinction %	I %	II %	III %	Pass %
1.	MBA	38		94	3	--	97
2.	MCA	11		100	--	--	100
3.	M.Com.	14		100	--	--	71
4.	M.Sc. Bio-Tech.	8		83	17	--	75
5	M.Sc. Chemistry	5		100	--	--	80
6	M.Sc. Maths	22		90	--	--	95
7	M.Sc. Physics	8		100	--	--	50
8	M.Sc. Comp. Sci. & IT	3		100	--	--	100
9	M.Sc. Vis. Com.	1		100	--	--	100
10	M.Sc. Food Service Mgmt. and Dietetics	7		100	--	--	100
11	M.Sc. Foods and Nutrition	2		100	--	--	100
12	Master of Social Work	2		50	--	--	100
13	M.A. Tamil	2		100	--	--	100

	Studies						
14	MA.Tourism Management	3		100	--	--	100
15	M.A. English	9		88	--	--	87
16	M.Ed	18	11%	89%	--	--	100
17	B.Ed SE [MR]	6	33%	50%	17%	--	100
18	P.G Diploma in Counselling	6	-	83%	17%	--	100
19	P.G. Diploma in Prof. Ethics	18	-	100%	--	--	100
20	P.G. Diploma in Human Rights Education	5	-	--	--	--	--

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- The staff and the students to use ICT enabled class room.
- The students to have e-mail Ids and to use e-Resources
- Encouraged to use smart-class rooms and to give special attention to weaker students
- Group learning is encouraged
- Subject specific competitions
- Performance monitoring through tests
- Collaboration between PG Departments and affiliated colleges
- Motivating students to participate in seminars and publications
- Counselling and mentoring by Faculty Members
- Weekly work done report by Teaching Staff
- Quiz programs, Surprise Tests

2.13 Initiatives undertaken towards faculty development

Faculty / Staff Development Programmes	Number of faculty benefitted
Refresher courses	12
UGC – Faculty Improvement Programme	-
HRD programmes	-
Orientation programmes	3
Faculty exchange programme	-
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	53
Others (Faculty Development Programmes)	38

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	79	23	5	14
Technical Staff	7	-	-	2

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

1. Strengthening internet connectivity in all departments
2. Staff members are supported to present research papers in Journals with high impact factor.
3. Sophisticate equipments to aid research
4. Motivating staff to send research proposals
5. Research methodology workshops are organised
6. Research colloquiums are held periodically
7. Resource persons are invited to orient on proposal writing

3.2   Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	4	8	2	11
Outlay in Rs. Lakhs	50.8lakhs	103.14lakhs	44lakhs	--

3.3   Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	2	4	--	5
Outlay in Rs. Lakhs	3.03lakhs	7.65lakhs		

3.4   Details on research publications

	International	National	Others
Peer Review Journals	85	12	-
Non-Peer Review Journals	-	4	-
e-Journals	1	-	-
Conference proceedings	20	4	-

3.5 Details on Impact factor of publications:

Range 2.98 to 0.5 Average 1.7354 h-index 27.6 Nos. in SCOPUS 27

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects				32 lakhs
Minor Projects				8 lakhs
Interdisciplinary Projects				---
Industry sponsored				---
Projects sponsored by the University/ College				2 lakhs
Students research projects *(other than compulsory by the University)*				7.45lakhs
Any other(Specify)State Govt Funded Schemes				
Curriculum Development Cell			1 Crore	50 lakhs
Visiting Professor			10 lakhs	10 lakhs
Establishment of smart class room			20 lakhs	20 lakhs
Establishment of Foreign Language			15 lakhs	15 lakhs
Establishment of Entrepreneurship cum skill development			20 lakhs	20 lakhs
Incubation and Technology Transfer			29.88 lakhs	14.50 lakhs
Tamilnadu Common Wealth Centre			5 Crores	2.66 Crores
Total				4.45 crores

IWID Rs.2.20 lakhs and INSPIRE Rs.32,000

3.7 No. of books published   i) With ISBN No.   4   Chapters in Edited Books   15

ii) Without ISBN No.   1

3.8 No. of University Departments receiving funds from

UGC-SAP -   CAS -   DST-FIST -

DPE -   DBT Scheme/fund -

3.9 For colleges   Autonomy -   CPE -   DBT Star Scheme -

INSPIRE -   CE -   Any Other (specify) -

3.10 Revenue generated through consultancy   1.96 lakhs

3.11 No. of conferences organized by the Institution

Level	International	National	State	University	College
Number	7	21	3	63	20
Sponsoring agencies	DST,CSIR,DRDO	UGC	CDC	UGC,CDC,EDC	EDC

3.12 No. of faculty served as experts, chairpersons or resource persons   40

3.13 No. of collaborations   International 4   National 8   Any other -

3.14 No. of linkages created during this year   11

3.15 Total budget for research for current year in lakhs:

From funding agency 4028647   From Management of University/College -

Total 4028647

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	
	Granted	
International	Applied	1
	Granted	
Commercialised	Applied	
	Granted	

3.17 No. of research awards/ recognitions received by faculty and research fellows Of the institute in the year

Total	International	National	State	University	Dist	College
	3	3	1	-	-	-

3.18 No. of faculty from the Institution
who are Ph. D. Guides
and students registered under them

41

142

3.19 No. of Ph.D. awarded by faculty from the Institution

14

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF 1   SRF -   Project Fellows 3   Any other 21

3.21 No. of students Participated in NSS events:

University level 200   State level -

National level -   International level -

3.22 No. of students participated in NCC events: -------

University level -   State level

National level -   International level

3.23 No. of Awards won in NSS:

University level -   State level -

National level -   International level -

3.24 No. of Awards won in NCC:

University level -   State level -

National level -   International level -

3.25 No. of Extension activities organized

University forum 8   College forum

NCC   NSS 10   Any other 1

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

- Blood Donation Camp
- Eye-Treatment Camp
- Cleaning the environment of villages
- Teaching various skills to be school students in and around Kodaikanal
- Polio second stage program
- Laughing Therapy to Faculty Members
- Launching Rajiv Gandhi Khel Abeyam Scheme
- TB Awareness
- HIV Awareness
- Adoption of a tribal settlement
- Mental mathematics for school children
- Voting awareness program in Villpatti
- Nutrition awareness camp
- Bone Mineral Density and Anaemia Screening
- Campus plastic free zone
- Cleaning Kodaikanal lake
- General health counselling
- Health and nutrition for tribal children
- Coping strategies for women managing small business
- Health and sanitation for Fortune Tellers

Criterion – IV
4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	3837.38sq.m	--	--	3837.38sq.m
Class rooms	25	12	UGC Xth plan fund &State Government fund	37
Laboratories	1	--	State Government fund	1
Seminar Halls	1	1	State Government fund	2
No. of important equipments purchased (≥ 1-0 lakh) during the current year.	10	-	-	10
Value of the equipment purchased during the year (Rs. in Lakhs)	14.5crores	--	-	14.5 crores
Others	-	-	-	-

4.2 Computerization of administration and library

- SOUL Software installed for easy searching of books
- Administration procedures are automated

4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	55584	405 Lakhs	2205	15 Lakhs	57789	420 Lakhs
Reference Books	3000	22 Lakhs	1500	10.5 Lakhs	4500	32.5 Lakhs
e-Books	-		-		-	
Journals	20		-		20	
e-Journals	15000	-	3000		18000	-
Digital Database						
CD & Video						
Others (specify)						

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Depart-ments	Others
Existing	209	4	Internet Lab for all students	Net-cafe for Hostel Students	1	3	16	--
Added	4	--	--	--	--	--	--	--
Total	213	4	1	1	1	3	16	--

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

- Training programme on System Troubleshooting
- Library Workshop,
- Digital initiatives of INFLIBNET for students
- Developing Tamil web content and uploading
- FDP on e-content development
- ICT ACT

4.6 Amount spent on maintenance in lakhs:

i) ICT

8.32 lakhs

ii) Campus Infrastructure and facilities

5.34 lakhs

iii) Equipments

268 lakhs

iv) Others

--

Total:

282lakhs

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

> 1. Arrangement for Campus Placement
> 2. Internet service for students
> 3. Earn while you learn schemes for students
> 4. Sales promotion by students [Gramodaya products]
> 5. URL services for Students
> 6. Science and Arts Forum
> 7. EXNORA for waste management
> 8. Rotract club
> 9. Herbal Garden
> 10. Tree Plantation
> 11. Sports Club

5.2 Efforts made by the institution for tracking the progression

> 1. Campus Interview.
> 2. Science Forum-competitions to test Skills.
> 3. SPARK
> 4. WUSF
> 5. Participation of students in Zonal/National level Sports events
> 6. Ramanujam Club
> 7. Publications

5.3 (a) Total Number of students

UG	PG	Ph. D.	Others
6	325	184	50

(b) No. of students outside the state

103

(c) No. of international students

-

No	%	
-	-	Men

No	%	
565	100	Women

Last Year						This Year					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
4	232	4	128	--	368	9	175	5	376	--	565

Demand ratio   --   Dropout   2%

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

- Coaching on TNPSC Group II examination
- Soft Skills for all final year students
- Social Intelligence skill training
- Coaching for Bank examination

No. of students beneficiaries   380

5.5 No. of students qualified in these examinations

NET   2   SET/SLET   2   GATE   ☐   CAT   ☐

IAS/IPS etc   1   State PSC   ☐   UPSC   ☐   Others   ☐

5.6 Details of student counselling and career guidance

1. Workshop organised by inviting outside experts from reputed institutions
2. Remedial coaching
3. Career guidance
4. Students Counselling centre

No. of students benefitted   384

5.7 Details of campus placement

On campus			Off Campus
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
1	35	3	28

5.8 Details of gender sensitization programmes

- Seminar on Child Abuse, Causes and Preventive Measure
- Violence against women
- Gender sensitization for Self Help Groups

5.9 Students Activities

    5.9.1   No. of students participated in Sports, Games and other events

State/ University level   90   National level   15   International level   -

No. of students participated in cultural events

State/ University level   10   National level   -   International level   -

    5.9.2   No. of medals /awards won by students in Sports, Games and other events

Sports: State/ University level   48   National level   12   International level   -

Cultural: State/ University level   10   National level   -   International level   -

5.10 Scholarships and Financial Support

	Number of students	Amount
Financial support from institution	--	
Financial support from government	SC/ST,BC,MBC, DNC, Minorities UGC single girl child Uzhavar Scholarship	_____ Rs 24,000 p.a _____
Financial support from other sources	1(Vijayalakshmi trust)	Rs.50,000 p.a
Number of students who received International/ National recognitions	2 (INSPIRE) 2 (TNSCST)	Rs.3,84,000 p.a Rs.2,40,000 p.a

5.11   Student organised / initiatives

Fairs: State/ University level [-] National level [-] International level [-]

Exhibition: State/ University level [-] National level [-] International level [-]

5.12   No. of social initiatives undertaken by the students: 6

- Campus cleaning
- Gardening
- Lake cleaning
- NSS
- RRC
- Yoga- Pudhuyugam TV

5.13 Major grievances of students (if any) redressed:

- Hostel grievance
- Transportation
- Warm Food
- Water Problem
- Net cafe
- UPS
- Gym
- Bank Service
- Napkin vending machine
- Flooring
- CC TV

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision

-Holistic empowerment of women via education

-A Society of equal status between men and women

Mission

- Promote women's education at all levels

- A pioneer in the field of women empowerment

- Impart education of international standards

6.2 Does the Institution has a management Information System

Procedures of administrative sections are automated and information systems are maintained at respective places.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

- Curriculum Development Cell monitors
- Broad based curriculum
- Periodical Curriculum revision
- Slant on Women's Studies in all disciplines

6.3.2 Teaching and Learning

- ICT enabled teaching and Learning
- Hands on experience
- Team Teaching
- Internship

6.3.3 Examination and Evaluation

- Choice Based Credit System
- Dummy Number
- Instant Examination
- Endowment Prizes
- OMR

6.3.4 Research and Development

- Research Committees
- Research Publications with citation index and high impact factors
- Financial Assistance from Funding Agencies
- Inter disciplinary Research

6.3.5 Library, ICT and physical infrastructure / instrumentation

- Video Lectures
- 1 GB connectivity – Campus-wide LAN
- 5 Smart Class Rooms
- Video Conferencing
- SHODHGANGA
- Library Automation
- UGC Info net
- OPAC
- Institutional Repository

6.3.6 Human Resource Management

- E-Governance,
- Committees, Deans, EC, AC, Planning Board
- College Development Council, Students Affairs

6.3.7 Faculty and Staff recruitment

- Faculty - Selection Committee as per UGC Norms
- Staff –Through Employment Exchange and Direct recruitment

6.3.8 Industry Interaction / Collaboration

MoUs with
- ICT Academy of Tamil Nadu (Objective: To train the trainer)
- Tally
- Ms. Chellamuthu Trust and Research Foundation, Madurai
- MoU signed with TEA-National Institute of Fashion Technology , Tirupur for skill training
- M&H consultancy services ,Chennai
- ACE Equity, Chennai
- Corporation bank, Banglore
- All is Well HR solutions, Chennai

6.3.9   Admission of Students

- Admission Committees
- Entrance Examinations and Interviews
- As per Government Roaster System

6.4 Welfare schemes for

Teaching	Health Insurance, Health centre, Gymnasium
Non teaching	Gymnasium, Health Insurance, Health centre
Students	Gymnasium, Net-Café, Loan Scholarship for SC/ST hostel students

6.5 Total corpus fund generated   -----

6.6 Whether annual financial audit has been done   Yes   ✓   No ☐

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic			Yes	IAAC
Administrative			Yes	UAAC

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes   Yes   ✓   No ☐

For PG Programmes   Yes   ✓   No ☐

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

- Transparency
- Online declaration of results
- Instant examination

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Autonomy in
- Students Admission
- Staff recruitment
- Introduction of new courses
- Research departments

6.11 Activities and support from the Alumni Association

- Guest lectures on respective research areas
- Instituted awards for winners of Documentary films

6.12 Activities and support from the Parent – Teacher Association

-

6.13 Development programmes for support staff

- Technical Writing workshop
- Advanced Computer applications

6.14 Initiatives taken by the institution to make the campus eco-friendly

- Plastic free Campus
- Tree Plantation
- Kitchen gardening
- Rain water harvesting
- Herbal Garden

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

- EDC -Skill Training program for rural women CDC
- Adoption of Tribal settlement
- Student Quality circle

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

> 1. Preparation of SSR for NAAC – submitted in 2014.
> 2. Launching Tamil Nadu Commonwealth Centre – Established with State Government assistance.
> 3. Strengthening Institutions – Industry collaborations- MoUs are signed and activities have been started collaboratively.
> 4. Centres of various specialised areas to be started a few centres viz, Gandhian Studies, Swami Vivekananda Studies, Rural Development and Intellectual Property Rights.

7.3 Give two Best Practices of the institution *(please see the format in the NAAC Self-study Manuals)*

> • Designing and Developing Curriculum for quality teaching/learning
>
> • Self employability through Skill Training

Annexure IV

7.4 Contribution to environmental awareness / protection

> Environmental Awareness given to Tribals
> EXNORA
> Water bodies, Research projects, sanitary napkins
> Curriculum

✓

7.5 Whether environmental audit was conducted?   Yes   No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

> Academic audit, Social audit

8. Plans of institution for next year

- A-View proposed
- Smart card (Cash free campus)
- Creation of Schools
- New academic programs
- Institutional/ Industry collaboration for skill training & Placement
- Advanced student support services
- Digitalization of grey literature
- Promoting research on women in development at the national and international level.
- Equipping students for self employment

Name: Dr. Ani Lukose   *Name: Prof.Dr.(Mrs.).K.Manimekalai*

Signature of the Coordinator, IQAC   *Signature of the Chairperson, IQAC*

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Annexure II

Alumni's Feedback

1. To convene alumni meet every year for better networking.
2. Contributes to subscription and donation.
3. To provide set of support in curriculum formation and chart out extra-curricular activities.
4. Human resource reservoirs for Ph.D. Scholars/ M.Phil. / PG.: Teacher Education and Higher Education Institutions.
5. Placement to be organised in plains.

Parents Feedback

1. To offer Bridge course for new subject for MBA
2. Communication skills – for Tamil medium students
3. Students require safe transport facilities
4. Minority students and local students and first generation and SC/ST

Students Feedback

1. Working hours suitable to the environment.
2. Since a few buses are plying, requested special trips for students.
3. Hostel students requested supply of hot meals.
4. Photo stating facilities requested in the University premises.
5. Book bank requested.

Feedback from Co-operating Schools

From Special Schools Where students go for Teaching Practice

1. Students theoretical knowledge is good but effort should be taken to apply it practically among the students with mental retardation.

2. Days allotted for teaching practice can be increased from 20 to 30 as students have to learn how to handle children with mental retardation practically. Moreover students can be sent in 2 spells or teaching practice instead of sending them for 30 days in one spell.

3. Students are well equipped in the concepts related to mental retardation and we would like to attend campus interview if arranged by the University for Placement of the students in our school.

4. The strength of the students is their dedication and commitment in handling children with mental retardation.

5. Practical component in the curriculum has to be increased than the theory component as we need to train them practically when they are placed in our schools.

I

1. **Title of the Practice**:

   Designing and Developing Curriculum for quality teaching/learning

2. **Objective of the Practice**:

   The chief objective is to interact with subject experts in India and abroad to evolve a world class curriculum and to orient members of the Board of Studies to achieving this goal. Workshops are periodically conducted on teaching and research methodologies, curriculum designing and development, value addition, evaluation and employability issues. The end purpose is to train teachers in professional skills, and to prepare teaching modules and quality textbooks. Constant upgradation of this exercise is done through feedback from alumini, students and parents. The basic principle of this practice is to arrive at quality curriculum that is all at once innovative, attractive, knowledge oriented and employable.

3. **The Context**:

   The main context in the curriculum designing is to make it all inclusive, one that defines emerging areas, interacting with other academic bodies and industrial sectors to create a curriculum that is grounded in practical and realistic aspects of teaching and learning methods. One of the major challenges in the task is to identify academic components and controls that world contribute to making the curriculum vibrant and applicable to life issues. At times a strong mindset for imparting traditional epidemiology defies a move towards including areas that are radical and perhaps one that challenges mental frontiers of knowledge. Preparation of resource materials and text books are to be produced with contemporaneous outlook, with elimination of deadwood concepts that have become outdated and archival. Curriculum formation has to break the traditional mould to be innovative.

4. **The Practice**:

   Almost all disciplines have implemented the new curriculum and found it contextually lucrative. The Board of Studies comprises of leading subject experts in the field and pioneers the emerging areas have vitally contributed to the formation of the curriculum. The curriculum content has gained a new structure and is distinguished by its uniqueness compared with its predecessor and the pear curriculum of other institutions. One of the practice is the introduction of language skills for all PG in the II semester with 1 credit and a EDP paper in the II semester with 1 credit. The latter involves a project work followed by a viva-voce. It is to be mentioned that the formation of the curriculum also witnessed a

keen comparisons and contrast with others of its kind in higher education. The hurdles to the novelty of the project of the curriculum revision came from staff members of the affiliated colleges who were more in favour of retaining the curriculum component of the part, as they suggested the new texts were out of the reach of poor students and were also hard to secure. Further the fear of treading an unexplored area of study and its undivided reception was one of the limitations to the entre exercise of curriculum formation.

5. **Evidence of Success**:

In the teaching/learning process, students are more receptive to new information, knowledge dissemination and to emerging creative ideas. A few percentage of students are diffident to changes as they fear examination failures, and are on unsure grounds when new concepts, terminologies and jargons are introduced to them. However when the examination results were compared with foregone results, it was found that students under the new curriculum structure did not fare badly after all.

6. **Problems Encountered and Resource Required**:

The Tamil Nadu Government under its scheme for higher education has sanctioned Rs. 1 crore for selecting up the centre for curriculum development. Its main target is to evolve a world class education curriculum on par with other institutions abroad. The initial teething problem that accompanies any change was encountered with comments such as 'a tough curriculum', 'difficult to pass the examinations', 'not acquainted with the area of study', etc. With more departments plunging into the exercise of curriculum revamping, it has acquired a new dimension.

7. **Notes**:

Constant/periodic curriculum revision is an academic exercise most education institutions are involved in. Instead of making it a routine, monotonous activity it would be a best practice if more minds are pressed into making this academic curriculum revision which it the backbone to any academic institutions of excellence, a highly productive, dynamic and fruitful endeavour.

II

1. **Title of the practice:**

Self employability through Skill Training

2. **Objective of the practice:**
   1. To develop skills specially designed for women students like jewels making, Mushroom Cultivation, Napkin Preparation and so on.

2. To create employability among students through Career Awareness Programmes, certificate courses, discipline oriented programmes.
3. Train students to appear for competitive examinations.

Outcomes Intended:
Students are lacking employability due to various reasons like communication skills, leadership skills, unaware of career related programmes of the government and other sectors and have no training / knowledge on the skills required to appear for competitive exams. Even their degrees related employability is denied due to lack of practice in their related field.
Hence, considering all these issues, EDC trains students:

- On Numerical skills required to appear for competitive exams.
- Offers certificate course (Tally ERP) which students of any discipline can learn and gain employability.
- Awareness programmes like how to appear for Banks exams, to be an LIC agent, career opportunities in Charted Accountant, Cost and Management Accountant and Company Secretary ship.
- Training on preparation of Electronic Circuits Models.

In addition, to enable the students to become Entrepreneurs, the cell offers various skill training for short duration - much demanded and provides very good income with low investments suitable to women students like
1. Jewel making
2. Pot designing
3. Mushroom cultivation
4. Food Items preparation
5. Bakery Item Preparation
6. Domestic cleaning agents preparations
7. Arts and crafts
8. Apiculture
9. Kitchen gardening
10. low cost teaching aids
11. napkin preparations
12. Foot mat from unused and waste materials and so on.

3. **The Context:**
While implementing this practice the challenges faced by the cell are:

1. Curriculum must permit and provide for the inclusion of skill training
2. Students of Master degree are expecting discipline oriented modular employability skills to be imparted.

3. Impartation of skill needs investments of small size from students' side for the purchase of raw materials for certain training programmes which they don't prefer.
4. Skills / Training of societal issues like solar installation training and so on requires high cost which usually are not affordable by the students.
5. The cell must solicit funds for entrepreneurship programmes from various funding agencies to enrich its activities and guidance on this issue that how to link suitable candidates under funding agencies programmes must be given
6. Government should identify the candidates and should implement the programmes through educational institutions

4. Practice

Most of the students of the University are from minority community, the cell hopes that success lies in the identification of suitable training programmes applicable to women students. The cell usually offers low cost but income generating short duration training programmes to students. Hence the students after learning the particular skill could prepare the products and sell it to their friends, relatives and neighbours. This income helps the students to meet their personal needs like refreshment charges, fees, tour expenses and so on. This motivates the parents also and they join their hand in their ward endeavour.

Students who are trained under various categories are called as trainers in the successive programmes and which act as live examples as entrepreneurs to present learners. So the cell could offer programmes with cost effective basis and the fund of the cell could be diverted in **establishing respective workshops**. The cell established Napkin unit at Nilakottai Centre which is the entrepreneurial Centre of the University.

For Napkin wrapper design, the cell offers chances to MCA students and invites innovative wrapper design from them. The student brought out lot number of designs and of them, best is selected by the Vice Chancellor and named as **Safety & Softy**.

The produced Napkins are distributed to local village people at Nilakottai and their satisfaction level is solicited and the outcome of the result is good. Now the cell aims for formal sale.

The Cell trains the students in spiral binding and trained students are appointed under Earn While You Learn Scheme. They collect the student's projects (both internships, main projects) and do the binding at lower cost than that of market price which is welcomed by our students

It is also inevitable that the business ideas of the students should be brought into notice of the public and support should be provided to them in the form of linkage

with financial institution, guiding market analysis and so on. Hence as first step, the cell conducted Business Plan competition inviting best business proposals among the college students of Tamil Nadu. After panel scrutiny, best proposal is selected and given cash award.

The cell focuses not only the students but also the faculty. It trains the faculty (training to trainers- TOT) in entrepreneurial concepts with the intention of inculcating the entrepreneurial spirit in students. This Faculty Development Programme enable the faculty to know not only the concepts of entrepreneurship but also the other components necessary for being an entrepreneurs- finance, marketing, business proposal writing and so on.

5. **Evidence of Success:**

1) As a result of awareness programmes, the students enthusiasm is created
2) Discipline oriented programme provide best result to the student.
    Preparation of Electronic Circuit Models training enables the physics students to prepare school students project and thereby gain employment to earn money.
3) Skill training provide excellent result among the students
    Mushroom cultivation requires low investment but yield would be reaped within 15-20 days. Kodaikanal climate is very conducive enough to grow mushroom and demand for mushroom now a days is increasing. The Mush room cultivation training enabled our students to grow in their home and supply the products to their neighbouring, house, friends and relatives.
4) Domestic Cleaning agents preparation training also provides attractive income to our students. They also supply the products to the University, faculty and to their students friends
5) The business plan proposal s writing training turns the MBA students to be a consultant to SHGS member in preparing their proposals
6) Low cost kitchen gardening practices created the students to take up small gardening ventures for their Entrepreneurship programme (Non subject skill base elective) and the producers of them are sold to staff and students.
7) Bakery items , Food Processing training gives an opportunity to Home Science students to host their Guests who are visiting their departments for various reasons
8) Low cost Teaching aids preparation training enables the participants (B.Ed., M.Ed.) to prepare and sell the Teaching aids to the students of Education to other students while their teaching practice.
9) Jewel making training kindles the entrepreneurial traits of students of many disciplines and they produce and distribute/sell it to their students at their birthdays.

10) Mud Pot Designing training gives considerable income to the students participants as the designed pots are much wanted by many small concerns for decorating their ambience.

11) As a result of Foot mate from unused or waste materials training student are regularly earning meager amount to meet their expenses like material Xerox, internet usage and purchase of stationery

6. Problems:

1. They need financial support for initial start ups

2. They required linkage with financial institutions

3. They want to know the branding, registration procedure.

4. They need information on purchase of materials at low cost

5. They need packing facility /help/ equipments knowledge and quotations

6. They need to be supported to form cluster

7. They need to be monitored by suitable committee for further progress

8. Being women entrepreneurs, they need to be counselled in overcoming problems from family side, society side.

9. As the educational institution is unable to go beyond certain limit, there must be an mechanism linking the women entrepreneurs, Institution and Entrepreneurship Institute of the government for monitoring the regular development of student entrepreneurs.