



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

SREE SARASWATHI THYAGARAJA COLLEGE

PALANI MAIN ROAD, POLLACHI

642107

www.stc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sree Saraswathi Thyagaraja College (STC), founded by **V.S.V. Vidyaa Mandir Trust** during **1997** with an objective to meet the higher educational needs of the rural as well as the urban youth in and around **Pollachi** and other districts of Tamil Nadu, has become the cynosure of everyone and has won the confidence of the people as an institution of excellence with discipline, quality, and values. The trust was formed by the three great visionaries of the three Philanthropic families – **Thiru. P.M. Thyagarajan, Thiru. M.K. Arumugam and Thiru. D. Sivaraman.**

And now the institution is ably run and professionally managed by the service-minded business legal heirs, **Thiru. T. Sethupati as Chairman, Thiru. S. Venkatesh as Vice-Chairman and Thiru. M.A. Vijayamoghan as Secretary.** Our former Director General Dr. M. Settu was a brilliant corporate wizard who is no more, played a major role with his road map, strategic guidance, and meticulous planning in transforming the institution into an excellent one and his atman ever remains as the guiding spirit of STC for its great leap.

STC stands unique and majestic with its **‘A’ grade twice by NAAC**, Autonomous Status, ISO certification 21001 -2018, the **2nd Best College** Award among the affiliated colleges of Bharathiar University and the Second Rank holder in Sports and Athletics continuously during the last twelve years. Beginning its academic YATRA with a skeleton strength and from 1997 it is strong as on date with **3200 students.** Being **Co-Educational and autonomous** it has several unique best practices, inclusive of need-based **curricula, and outcome-based programmes.** A new building named **VSV Centre for Advanced Studies** with all modern amenities has been opened to enhance the teaching and learning experiences and research pursuits and for accommodating the new and latest programmes introduced. The institution has also introduced a special scholarship scheme through **STC MSET** for UG and PG students from 2019 onwards. Nearly **Rs.10 crores** have been disbursed to students as scholarships since 2004-05.

It is proud to place on record that it has introduced **Outcome-Based Education (OBE)** from 2018-19 to enable the students to gain mastery over the subjects, global competency and acquire skillsets and values of life.

Being student-centric to the core, it has many skill development programmes for English Communication, **BEC Courses, Yoga and value education, Wi-Fi**, free high-speed internet connectivity and excellent library national and international journals and magazines, e-journals, **DELNET and INFLIBNET** facilities. The institution is very proud of having airy, bright, and spacious classrooms, smart classrooms, and facilities to use **ICT tools** for technology-enabled learning, and a plethora of online courses through the National Programme of Technology Enabled Learning (NPTEL).

Vision

To become a premier institution and emerge as a University of Excellence

Mission

Achieve National and International recognition in the field of Education and Training in the areas of core competency by ensuring the highest quality in infrastructure, technology and faculty and their continuous upgradation for producing students with Knowledge, Wisdom and Compassion.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Right from the inception, the management board has met, on every Tuesday regularly to discuss matters of institutional development
- Strong sustained supportive management
- Income generated from fees and other sources is ploughed back for institutional development and students' welfare
- Conducive working environment through participative management and decentralisation of powers.
- Transparency in various functions of the institution
- Introduction of innovative degree programs – B.Sc. Data Science and Analytics, Artificial Intelligence and Machine learning, Data Science and Machine Learning
- Hi-Tech Campus with ERP, CCTV, and Wi-Fi for all
- State-of-the-Art Infrastructure
- Well-equipped laboratories
- Well-stacked Library with subscriptions to DELNET, INFLIBNET
- Case-based Teaching
- Outbound Trainings
- Regular updation of the curriculum in consultation with the stakeholders, introduced OBE and CBCS
- Use of innovative teaching and learning methods
- Holistic development of students and student-centric in all activities
- Outstanding Alumni Award for their achievements
- Industry Interaction Programmes
- Active MOUs with leading companies and practitioners

- Centralized Placement Cell, significant campus placements in reputed organizations
- Salary disbursement on 1st of every month to the employees through their bank accounts.
- Regular FDPs for faculty to keep pace with the latest developments
- Faculty motivated with awards and incentives for academic achievements
- Faculty with guideship - 55 and research scholars 85
- Extensive research activities and a strong industry-institute interface
- Promoted research and produced more PhDs for the benefit of the society, corporate and community
- A good number of publications in UGC-refereed Journals and presentations in conferences/seminars by the faculty
- 10 Patent rights owned by the faculty
- Acknowledged by the local community as one of the best institutions in higher education.
- A large number of extension activities organised to promote community welfare and inculcate a sense of social responsibility among students
- NSS, NCC & Student Associations
- Activity Day with wide-ranging Club activities
- Active Entrepreneurship Development Cell
- Sports with Fitness Centre
- Second rank in the Bharathiar University Sports for consecutive 12 years
- Representation in State and National and International teams in Sports and Games

Institutional Weakness

- Most of the students are First Generation Learners
- Rural students taking more time to compete with the urban students
- Negligible Financial contribution by alumni
- Less revenue through consultancy and corporate training programs since the college is located in a rural area where agriculture is the prominent profession.

- Being a self-financing college receiving grants from the government and other funding agencies is a constraint
- Lack of international fellowship for advanced research

Institutional Opportunity

- Incubation services for start-ups
- More revenue generation through consultancy and corporate training services
- Establishing Alumni chapters in prominent cities
- To explore more Alumni support and patronage
- Increasing demand for skilled professionals
- Job Opportunities in Government Sector
- To establish multipurpose indoor Stadium
- Representation of STCians in Olympics
- Extending the counselling support to the society
- To undertake more socially relevant research and projects
- Empowering rural women through entrepreneurship
- To become a globally recognized premier institution and University

Institutional Challenge

- Socio-economic status of students
- Lack of awareness on latest innovative programmes
- Low Fees Structure
- Getting Visiting or Guest Faculty because of region
- Dynamic nature of industry expectations
- Admitting International students

- Creating more number of students as entrepreneurs
- Receiving grants from Government

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

STC offers a total of 17 Undergraduate programmes and 8 Postgraduate programmes along with 13 research programmes.

STC follows the Outcome-Based Education [OBE] model from the academic year 2018 – 2019. A total of 644 courses are offered during the academic year 2022–2023. Under the OBE model, every curriculum has established Programme-Education-Objectives (PEO), Programme-Outcomes (PO) and Programme-Specific-Outcomes (PSO). In the syllabus, the mapping between PEO and PO was done, followed by the display of Course Outcomes (CO) and mapping of CO with both PO and PSO. Choice-Based Credit System (CBCS) facilitates both vertical and horizontal mobility of the students through Non-Major-Elective-Courses and Inter-Departmental-Courses.

STC has established “Curriculum-Development-Cell” [CDC] which conducts periodical meetings in consultation with IQAC towards updating of curriculum. Feedbacks from various stakeholders are analysed and deliberated in the BOS meetings and the action taken report is generated and displayed at the website of STC. The curriculum is discussed in respective Board of Studies (BOS), followed by its approval in the Standing Committee on Academic Affairs and Academic Council meeting.

Apart from the curriculum, 12 value-added inter-disciplinary-certificate-courses are introduced for final-year-UG students. 710 Courses focus on Employability, 66 courses on Entrepreneurship and 270 courses on Skill-Development. STC has introduced 7 undergraduate programmes and 1 postgraduate programme in the last five years. More than 85% of the programmes have field project / internship / research projects. A total of 421 courses have been introduced into the curriculum over the past 5 years.

Teaching-learning and Evaluation

STC follows a transparent admission process adhering to all statutory regulations. Students come from many districts of Tamil Nadu, other States and UTs of India, inclusive of many socio-economic, cultural, and educational backgrounds. The average enrolment percentage of students is 61.8 %. Seats are filled against reserved categories as per the Government norms.

To facilitate students from rural background and first-generation learners, Student Induction Programme is conducted and they go through a Bridge Course. Students are categorised on their learning levels through the Base Line Test. ABCD Analysis of Continuous-Internal-Assessments helps analyse the differential learning needs, which then results in Remedial Classes that are monitored through the mentoring system. The Mentor-Mentee-Ratio is 1:19.

Student-full-time-teacher ratio is 19:1. The number of students in the current year is 3023 and full-time faculty is 158, 68% of them are with Ph. D . The average teaching experience of faculty is 6.23 years.

Examination system is automated through ERP, AES (Autonomous Examination Software) and Bar-code scanners. An average of 19 days is taken from the last-exam-day to the declaration of results. The pass percentage of students for the current year is 94.2%.

An Academic Calendar is compiled each year with schedule of events. Through the ERP/LMS, Course Plans, Teaching Content are shared with the students. CO, PO and PSO are displayed in the notice-boards. CO and PO attainments are generated and monitored from the academic year 2018-2019 onwards.

Student Satisfaction Survey is done periodically and action taken based on the findings.

Research, Innovations and Extension

STC strives to excel in creating an ecosystem to promote research, nurture innovation and facilitate consultancy. The Centre for Research and Development caters to the needs of research activities and has a clear policy to establish a research culture by offering sufficient facilities and resources. The Research Ethics Committee provides rules and upholds a code of ethics in research and research ethics is included in the curriculum.

STC researchers and faculty use “Quetext” (online Plagiarism Checker software) to do basic checks. “Quetext” has Deepsearch Technology enabled with smart algorithms and offers contextual analysis and offers color-coded feedback with a comprehensive plagiarism score. The affiliating Bharathiar University uses Urkund software to check for plagiarism for research scholars; prior to submission all publications undergo quality assessment through this.

Seed Money from the College and Research Funds from governmental and non-governmental agencies keep the research moving forward. Consultancy Projects and Functional MOUs ensure that the external interaction helps us in keeping abreast of recent happenings.

Faculty members are encouraged to publish articles and write books and they are properly incentivised. Completion of PhD and Awarded Patents are also honoured and incentivised.

The faculty members have been recognised and awarded with meritorious certificates by NPTEL and other Higher educational Institutions for the academic proficiency and research in their respective domains.

The NSS, NCC, MSW, and Centre for Rural Development were responsible for 250 activities and extension services that go to full fill our one of the Best Practices - Making the United Nations Sustainable Development Goals (UN-SDGs) a Reality through Outreach and Extension Programmes.

Infrastructure and Learning Resources

The green campus of STC has 25.8 acres with built-in area of 24756.55 sq.mts. The infrastructure has two Academic Blocks; namely, Main Building and VSV Advanced Study Centre; the latter has been recently added to keep pace with the academic developments of the college. A separate Sports Block, with gym, courts, and

grounds, is dedicated to training and to promote sports and athletic activities.

Most of the classrooms are enriched with ICT facilities and some with smart boards. Fully-equipped Air-conditioned Seminar Halls, Conference Halls, Board-Rooms, and Open Auditorium with seating capacity of 3000 Members are available. The college has well-equipped physics, chemistry, psychology and computer laboratories with software, hardware, and instruments.

The college has well-stacked Libraries in two blocks. The libraries are fully automated with Integrated Library Management System with a good collection of print books, journals, and access to e-resources.

The IT infrastructure is periodically upgraded with optimum resource utilization and to reduce e-waste. The staff and students have access to Wi-Fi to facilitate teaching and learning process. The college adopts the spirit of paperless office which is to certain extent possible by deploying ERP, LMS, and other digital applications. The campus is fully CCTV enabled to ensure the safety of all students.

Maintenance of General, Technical, Website, Venue, Green Campus, Classrooms, Laboratories, Sports Facility, Hardware, Software Applications, Security & Safety, Power, Canteen Infrastructures are done periodically under a well written policy which ensures right allocation of sufficient resources, optimum use of resources, and safe environment.

Student Support and Progression

The institution provides a favorable environment which supports overall development and career of students. STC management offers six different types of scholarships to ensure that no one should be left behind because of economical hardships. Moreover, students are provided with essential guidance to secure scholarships from government and philanthropists. Government scholarships and freeships, STC Management scholarship, and Scholarships provided by NGOs have benefited 53.2% of students in the last five years.

The institution has established different regulatory committees; Anti-ragging Committee, Internal Complaints Committee, Students Grievance Redressal cell, SC/ST Welfare Committee and Students Welfare Committee. The institution has organized the capacity development and skill enhancement activities to improve students' capability related to Life skills.

The institution has taken the efforts in providing coaching for competitive examinations, career guidance and counseling through Centre for Training, Placement and Corporate Relations, Centre for Entrepreneurial Development and Counseling cell. The college has a well-established Yoga Centre, Language Lab and STC IAS academy – for providing coaching classes for civil service aspirants.

The Student Council is in the form of students associations: students are elected as President, Vice President, Secretary, Joint Secretary and Treasurer for the association and are assigned with different roles and responsibilities. All I and II Year students of UG programmes are enrolled in 18 different clubs based on their field of interest and hobby. Students have representation in academic council, clubs, and students' association and in Committees.

The institution organizes various co-curricular and extracurricular activities like Academic Fest, Sports events, Cultural Events through different clubs or forums for exhibiting the students' talents. STC students actively take part in sports and cultural events at University/State/National/International level and have won awards

/medals numbering 212 in the past five years.

The colleges have an active registered alumni association, networked through an online Application named AlmaShines. They have contributed to the development of the institution in various means. The alumni have contributed much for the development of the institution and students scholarship over the last five years. Alumni have representation in the BOS and participate in the placement activities of the college.

Governance, Leadership and Management

Sree Saraswathi Thyagaraja College, STC, founded by a unit of VSV Vidya Mandir Trust with an objective to meet the higher education needs of the surging youth of our nation, has become the cynosure of everyone and has won confidence of the society as an institution of excellence with discipline, quality and values.

The Board of Management and the institutional leadership not only focus on the stated Vision and Mission but also dynamically evolved ways and means to attain the set goals through transparent involvement of all stakeholders. The strategic plans, policies and objectives are in line with STC Vision, Mission, Values and Philosophy. The governance, Leadership and Management of the institution encourages decentralization and participative management, it ensures quality sustenance and excellence in teaching and learning, research, and outreach activities by involving Deans, Directors, HoDs, Centre Heads, Various Committees, Faculty, and students.

STC has well-designed institutional policies for its smooth functioning. The Internal Quality Assurance Cell (IQAC) has been instrumental for contributing significantly by evolving quality assurance strategies. Implementation of e-governance in the areas of operation, administration, Finance and accounts, Examination are in place. Internal and External Financial audits are conducted regularly to ensure the fulfillment of statutory requirements.

The introduction of Outcome-Based Education in the curriculum, MOOC courses with extra credits, registration of the institution with Quality Circle Forum of India (QCFI), NDLI, DELNET, INFLIBNET, NPTEL, BEC Courses, Yoga and Value Education, NSDC, MoUs and Tie-ups with industries and institutions enable the faculty and students to gain mastery over the subjects and acquire essential skill sets.

Welfare measures for teaching and non-teaching staff in the form of maternity benefits, contribution to PF and ESI, Group Insurance and Health welfare measures and financial support for FDP participation and membership in professional bodies are in place.

Institutional Values and Best Practices

STC ensures the learning and working environment is fair and positive to all genders, which is seen in the enrolment of male and female students and representation of female faculty members in responsible positions. WECC conducts various programmes for female students and staff. The PG & Research Department of English conducts a Course on Theorizing Gender.

The college has a waste management system to deal with degradable and non-degradable waste. A government-certified waste-collection company manages safe disposal of waste. Wastewater is treated in a non-electric-eco-friendly-sewage-treatment plant, and treated water is used for gardening. Sanitary napkins disposed through

incinerators.

The college nurtures a green campus with a ban on single-use-plastics. Rain-water Harvesting, Borewell Recharging, Energy Conservation, and Renewable-Energy-Generation are in place. Centre for Rural Development, NSS, NCC and Eco-Club run programmes on environmental conservation and prevention of pollution. Environment Audit and Energy Audit are conducted periodically.

A divyangjan-friendly-barrier-free environment is ensured with ramps, wheelchairs and special toilets, NVDA-software and Scribe facility are available. PhD research is being done in “Disability Studies.”

Communal and religious harmony is developed among students through celebrating national, religious, and regional festivals.

Awareness on democratic responsibility is done through observing Flag Day, Voters Day, Social Justice Day. Awareness Programmes on Legal Rights of Women and Prevention of Violence against Women and the Disclosure of Legal Provisions are conducted.

Separate Code of Conduct for Students, teachers and staff are published.

We have renewed our commitment to our philosophy “When an Institution becomes very important to the society, it no longer belongs only to its founders, but to the whole society.” This can be evident from our contribution to the society in terms of our TWO BEST PRACTICES –

1. Management Scholarships to Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All
2. Making the United Nations Sustainable Development Goals (UN-SDGs) a Reality through Outreach and Extension Programmes

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE SARASWATHI THYAGARAJA COLLEGE
Address	Palani Main Road, Pollachi
City	Pollachi
State	Tamil Nadu
Pin	642107
Website	www.stc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	A. Somu	04259-234007	9344864211	-	stc@stc.ac.in
IQAC / CIQA coordinator	M. Leelavathi	-	9095027572	-	stciqac@stc.ac.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	22-10-1997
Date of grant of 'Autonomy' to the College by UGC	24-10-2008

University to which the college is affiliated

State	University name	Document
Tamil Nadu	Bharathiar University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	13-03-2003	View Document
12B of UGC	13-03-2003	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	
AICTE	View Document	15-05-2023	12	

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Palani Main Road, Pollachi	Rural	25.82	24756.55

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BCA,Computer Applications,	36	H.S.C Passed and wherever the students have not studies mathematics the knowledge be imparted through Residential/Bridge Course	English	67	67
UG	BCom,Commerce,Applied Business Accounting	36	H.S.C Passed	English	40	14
UG	BCom,Commerce,Professional Accounting	36	H.S.C Passed	English	60	22
UG	BCom,Commerce,Banking and Insurance	36	H.S.C Passed	English	60	17
UG	BCom,Commerce,	36	H.S.C Passed	English	120	62
UG	BCom,Commerce,Business Analytics	36	H.S.C Passed	English	60	38

UG	BCom,Commerce,Computer Applications	36	H.S.C Passed	English	132	131
UG	BSc,Computer Science,Digital and Cyber Forensic Science	36	H.S.C Passed and wherever the students have not studies mathematics knowledge be imparted through Residential/Bridge Course.	English	66	61
UG	BSc,Computer Science,Computer Science	36	H.S.C Passed and wherever the students have not studies mathematics knowledge be imparted through Residential/Bridge Course.	English	133	133
UG	BSc,Computer Science,Data Science and Analytics	36	H.S.C Passed and wherever the students have not studies mathematics knowledge be imparted through Residential/Bridge Course.	English	66	66
UG	BSc,Computer Science,Artificial Intelligence and Machine Learning	36	H.S.C Passed and wherever the students have not studies mathematics knowledge be imparted	English	66	66

			through Residential/Bridge Course.			
UG	BSc, Computer Science, Information Technology	36	H.S.C Passed and wherever the students have not studies mathematics knowledge be imparted through Residential/Bridge Course.	English	126	126
UG	BSc, Mathematics, Mathematics	36	should have studied Mathematics & Applied Mathematics	English	40	0
UG	BBA, Business Administration,	36	H.S.C Passed	English	60	34
UG	BSc, Psychology, Psychology	36	H.S.C Passed (10,+2 Pattern)	English	60	19
UG	BA, English, English Literature	36	H.S.C Passed	English	40	27
UG	BSc, Chemistry, Chemistry	36	Should have studied Chemistry & Mathematics Applied Mathematics (or) Should have studied Chemistry & Biological Sciences	English	30	30
PG	MCA, Computer Applications,	24	A Pass in B.Sc CS, EBCA, B.Sc IT, C T , B.Sc SS	English	60	24

			Entrance Score as per AICTE Norms			
PG	MCom,Com merce,	24	B.Com or B.Com with any specialization Branch	English	40	32
PG	MCom,Com merce,Intern ational Business	24	A Pass in any UG Degree	English	40	27
PG	MSc,Mathem atics,Mathem atics	24	B.Sc Mathematics	English	30	0
PG	MBA,Busine ss Administr ation,	24	A Pass in any UG Degree with entrance score as per AICTE norms	English	120	91
PG	MSc,Psychol ogy,Applied Psychology	24	A Pass in any UG Social science Degree	English	55	55
PG	MSW,Social Work,	24	A Pass in any UG Degree	English	60	39
PG	MA,English, English Literature	24	BA English Literature B.A English Literature CA or Part II english in UG level with four semesters	English	30	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				43				104			
Recruited	3	0	0	3	21	22	0	43	32	72	0	104
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				46
Recruited	25	21	0	46
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	6	6	0	12
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	20	22	0	7	11	0	62
M.Phil.	1	0	0	0	0	0	27	16	0	44
PG	0	0	0	1	0	0	9	34	0	44
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	435	114	0	0	549
	Female	305	56	0	0	361
	Others	0	0	0	0	0
PG	Male	104	20	0	0	124
	Female	63	75	0	0	138
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	59	52	41	33
	Female	50	54	21	35
	Others	0	0	0	0
ST	Male	0	1	1	1
	Female	2	2	1	1
	Others	0	0	0	0
OBC	Male	554	577	489	376
	Female	421	408	359	296
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	53	68	77	13
	Female	42	45	48	21
	Others	0	0	0	0
Total		1181	1207	1037	776

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Computer Applications	View Document
Computer Science	View Document
English	View Document
Mathematics	View Document
Psychology	View Document
Social Work	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Education with Multidisciplinary components is an academic and pedagogical approach to develop multiple capacities in the intellectual, aesthetic, social, physical, emotional, and moral domains, among the students inside and outside the classroom, by integrating formal and informal learning opportunities and teaching, research and community engagements and promoting cross-disciplinary and interdisciplinary perspectives and academic practice. NEP 2020 suggests that the colleges will be “gradually phasing out the system of ‘affiliated colleges’ over a period of fifteen years” i.e. by 2035. The phasing out of the system of ‘affiliated colleges’ shall be supported by the mentoring of the affiliated colleges by the respective affiliating university. We have mooted this to implement in our institution and various steps have been taken including attending seminars and conferences related to NEP 2020, identifying bench marks from various institutions for multidisciplinary courses and closely following the norms and regulations of the affiliating university.</p>
2. Academic bank of credits (ABC):	<p>As per the UGC Notification on University Grants Commission Notification (28th July, 2021) “Academic Bank Account” means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study</p>

	<p>are deposited, recognized, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution. Academic Bank of Credits shall be established, on the lines of the National Academic Depository shall have a dynamic website providing all details of Academic Bank of Credits and its operational mechanism for the use of all stakeholder of higher education. Academic Bank of Credits is essentially a credit-based, and highly flexible, student centric facility. Our institution has been in the process of getting approval to apply for registration with Academic Bank of Credits from statutory authorities such as Governing Council, Academic Council and university authorities. Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, V-Lab etc. or of any specified university, shall also be considered for credit transfer and credit accumulation.</p>
3. Skill development:	<p>Integrating vocational education with general education is the most promising way to provide for holistic development of the students, equipping them with knowledge, skills and competencies which would prepare them for life and work. We have identified to collaborate with industries for internship to expose the students to the work environment and get the experience of hands-on practice. We are in the process of developing some bridge courses of varying duration depending on the pre-requirements of the course a student intends to move to horizontally. STC is actively working with NSDC and started offering Skill Development Courses. Currently under the auspices of NSDC we offer skill development courses: NSDC Fee-based non-funded Market LED Program (In 2023, a total of 1093 students completed the courses out of the 1145 enrolled students) – (Roles: Data Associate, Junior Software Developer, Web Developer, Retail Sales Associate and Retail Team Leader) PMKVY 4.0 – Skill Hub Initiative under Ministry of Skill Development and Entrepreneurship (MSDE) (In 2023, a total of 220 students completed the courses out of the 240 enrolled students) – (Roles: Credit Processing Officer, Micro-Finance Executive and Software Programmer) Recognition of Prior Learning (RPL) under PMKVY 4.0 Special Projects – Participation</p>

	<p>ration of 60% by Public and 40% by Students PM Vishwakarma Yojana Scheme – Approved Training Partner among the only 69 in the country. We have plans to increase the number of participants and the number of courses with an aim to significantly contribute to the nation-building exercise.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NEP 2020 envisages a greater Promotion of Indian Languages, Arts and Culture. The NEP document elaborates on the cultural and knowledge heritage of India, the importance of Indian Philosophy in the renewed perception and influence on the world events, the importance of the Multilanguage multicultural background of the country and the necessity for revitalizing these realms for the betterment of the country and the world. This strategy calls for a paradigm shift in our immediate past educational system (which, in general opinion, has devalued the Indian traditional knowledge). To bring back the glory of the ancestral values and knowledge and a line with AICTE, guidelines the institution has introduced a mandatory course on ‘Indian Constitution and Traditional Knowledge’ for all the UG students. To augment the lectures in the class room, standard text books on Indian Constitution and Cultural heritage of India have been given to the students. Through the efforts of Fine Arts Club, competitions are being regularly conducted in the regional language viz Tamil on the contemporary topics on environment, energy conservation, etc., as well as topics on the cultural and ethnic values of India. Taking the spirit of NEP 2020, STC has redesigned its curricula to include the following: Multi-disciplinarily across all Programmes Outcome-based Education in place from 2018 onwards Indian Knowledge System: Inclusion of Indian languages such as Sanskrit, Tamil, Malayalam Indian Knowledge System: Training in Yoga for all students (Separate Yoga Hall in the name of the Great Indian Saint Swami Vivekananda) Training in employable hard skills Training in employable soft skills</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Realizing the importance of Accreditation vis-à-vis Washington Accord, the college introduced the OBE concepts in its curriculum, Syllabi and evaluation. Five out of eight UG programmes In this process, the OBE has been implemented in all stages of Teaching-Learning Process. In line with the Graduate Attributes, PEOs and Pos referred in the NBA</p>

	<p>documents; markers have been developed and disseminated to the stakeholders. The PEOs have been established considering the factors such as Preparation, Core Competence, Breadth Professionalism and Life Long Learning. These are aligned with institute Vision and Mission and Departments' Vision and Mission. Pos and PSOs have been mapped with PEOs. Course outcomes have been defined for all the courses and the correlation strength with various POs have also been specified. In the evaluation process (Continuous Assessment and Semester Examination), the performance of the students in each course are linked to the POs and there after the PEOs and attainment is evaluated. The loop is closed on 360° feedback mechanism to continuously monitor and achieve the Outcome Based Education. Various committees in the College and Department level, keep assessing the attainment every semester. Documentary evidences are maintained so as to have a peer level evaluation.</p>
6. Distance education/online education:	<p>There is a perceptible change in the modes of the Teaching-Learning all over the world and there is a significant shift from all class room teaching and Learning to partly classroom partly online Teaching-Learning. This is exhibited in the worldwide popularity of Online education like MOOCs, etc. India is also keeping abreast in this new paradigm. We encourage our students and faculty to register and write examinations under SWAYAM-NPTEL for several years. Under our autonomous system, necessary approvals have been obtained to include the Credit Transfer Scheme to our students. Thus, the credits earned from SWAYAM-NPTEL are considered as replacements of elective courses. The list of such courses, are approved by the chair person before the beginning of the semester so that students register for those courses which are relevant for that particular curriculum and not repetitive/duplicative in nature. The online courses have also enabled the students to complete the credit requirements by the 5th semester and in 6th semesters. Students can take up full time internship in suitable industries. This doubly benefits the students to acquire skills required by the industry and a favorable career opportunity.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Club ABOUT THE CLUB The Electoral Literacy Club collaborates along with the Government, the District Collector who is also the District Election Officer (DEO), periodically participate and assign events to the club to create awareness on the importance of voting. Through Election Commission of India, STC aims to strengthen the culture of electoral participation among young and future voters. OBJECTIVES Electoral literacy club aims at strengthening the culture of electoral participation among young and future voters. To Create awareness among first year U.G. Students to enroll in Voters List. Arrange interesting activities to enroll voters list. Invite the experts to sensitize the students to learn electoral rights. Seeding the knowledge of electoral process and voting. To Promote the ethical voting.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The members will be part of interesting and thought-provoking, mostly classroom- based activities and games, which have been carefully designed to impart specific learning which will help them become an 'Empowered (Prospective) Voter' Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in competitions conducted by SVEEP (Systematic Voters' Education and Electoral Participation Program) as this will help develop their skills and confidence. Our students and staff have participated in the competitions. Our staff coordinator Ms. M. Banu Prithika has actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the public. The Club creates awareness among the public through posters and Participating competition as per the direction of District collector office.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of</p>	<p>Response: The Club creates awareness among the public through posters and Participating competitions as per the direction of District collector office.</p>

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	For this we conducted a personality test session in which the students came forward and gave up a self introduction. To enhance critical and analytical thinking, the club provided an opportunity for the students to engage in a word game, mime games and puzzle hunt session
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Response: The club collaborates along with the District Collector office who is also the District Election Officer (DEO) periodically participate and assign events to the club to create awareness on the importance of voting through various programs like rally , surveys and conducting Competitions.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3023	2785	2557	2444	2756
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
969	831	901	898	1007
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
158	151	150	147	163
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 280

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1185.13734	650.25441	372.94689	503.99194	519.59
File Description		Document		
Provide Links for any other relevant document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Sree Saraswathi Thyagaraja College (STC) offers UG and PG programmes that are need-based, industry and society relevant considering the development at Local, Regional, National and Global levels.

The guidelines of UGC - National Curriculum Framework and Guidelines, Tamil Nadu State Council for Higher Education (**TANSCH**E), National Educational Policy (**NEP 2020**) and United Nations Sustainable Development Goals (**UN-SDGs**) are considered. The institution has also implemented the Outcome-Based Education (**OBE**) model with Choice-Based-Credit-System (**CBCS**) and the syllabus is regularly updated by including inputs from all stakeholders.

The curriculum imbibes emerging skills reflected in **Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Course Outcomes (COs)** to strengthen the curriculum design with a focus on graduate attributes.

OUTCOME-BASED EDUCATION

- In the **OBE model**, the required knowledge and skill sets for a particular degree is pre-determined and the students are evaluated for all the required Outcomes during the programme.
- The key components under OBE are **Vision, Mission, Programme Educational Objectives, Programme Outcomes, Programme-Specific Outcomes and Course Outcomes**.
- Each Programme has the syllabus drafted in such a way that **POs** and **PSOs** are framed in line with **PEOs**.
- Each Course in the programme has **four to five COs** which are all subjected to further mapping with the **POs** and **PSOs**.
- The assessment under Outcome-based education at STC follows the direct assessment method whereby the OBE-based Skill Task components shall be either two or three of the following:
- Flowcharts, Miniatures, Demonstration, Snap Talk, Viva Voce, Class Presentation [Oral/Poster], Business Plan, Group Discussion, Simulation Exercise, Case Study, Games, Puzzles, Models, Paper Presentation, Article Review, Debate, Seminar, Reports, Portfolios, Questionnaire, Publication, Survey, Mini Project (Individual / Group), USP Component (Unique to The Course).

CHOICE BASED CREDIT SYSTEM

- STC also rigorously ensures the implementation of **CBCS** in all Undergraduate and Post graduate programmes.

- CBCS provides a learning platform wherein the students have the flexibility to choose their courses from a **list of electives, core, allied, non-major courses, value-based courses, and skill-based courses**.
- The **curriculum with CBCS** enables the students to experience their choice of courses and credits for their horizontal and vertical mobility.

GLOBAL NEEDS

The following programmes at STC have courses with focus on relevance to global needs:

UG – “Artificial Intelligence and Machine Learning”, “Digital & Cyber Forensic Science”, “Data Science and Analytics”

PG – “Commerce with International Business”, “Management”

UG & PG – “English”

PG – “Social Work”

PG – “Computer Applications”

UG – “Psychology”

PG – “Applied Psychology”

NATIONAL NEEDS

The following programmes at STC have courses with relevant focus on national needs:

UG – “Physics”, “Chemistry”

UG & PG – “Mathematics”

UG – “Commerce,” “Commerce with Computer Applications”, “Commerce with Professional Accounting”, “Commerce with Applied Business Accounting”, “Commerce with Business Process Services”

PG – “Commerce”

UG – “Computer Science”, “Computer Applications and Information Technology”

REGIONAL / LOCAL NEEDS

The UG programmes on Management, Commerce and Computer Science have courses with relevance to regional/local needs.

OTHER NOTABLE POINTS

Students are also motivated to do

- **Self-learning through SWAYAM-NPTEL/MOOC**
- **Value-added Certificate Courses**
- **Skill Training Courses**
- **Extension Activities**
- **Club Activities**

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

1.1.2

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

Response:

Sree Saraswathi Thyagaraja College offers a total of **25 programmes** comprising **17 undergraduate programmes** and **8 postgraduate programmes**.

The UG programmes have **language papers, core papers, allied papers, skill-based papers, non-major elective papers, and elective papers**.

Along with the above, certain extra credit papers such as “Professional English” and a minimum of two online courses are to be completed via *Study Webs of Active Learning for Young Aspiring Minds* (SWAYAM) or the *National Programme on Technology Enhanced Learning* (NPTEL) Platform.

ROLE OF CURRICULUM DEVELOPMENT CELL [CDC]:

- CDC provides the outline of the **curriculum framework** for every programme in line with **Outcome-Based Education**.
- CDC ensures to circulation of an online form link to get **curriculum-based feedback from the students and other stakeholders** such as Alumni, Academicians and Employer right before two weeks before the date of the Board of Studies during every academic year;
- The collected feedback on the curriculum is filtered and mailed to the respective Chairpersons of the **Board of Studies by the CDC**.
- These inputs are taken to the Board of Studies for their expert opinion and based on their suggestions; the revision of contents in the syllabus is done by the Board of Studies.
- Our institution has the policy of revising the contents of **the curriculum at least once in three years** based on the latest trends in the corresponding field or based on suggestions from **subject**

experts or curriculum feedback from the Board of Studies.

• **ADHERENCE TO THE FOCUS OF COURSES IN EACH PROGRAMME:**

- In every programme offered by our institution, equal level of importance has been given to the areas of **employability, skill development and entrepreneurship**.
- The **concept of employability** deals with the total number of courses offered in a programme that could make the **students get placed in his/ her discipline** with the needed **subject knowledge or domain knowledge**.
- In general, most of the **core courses and elective courses** offered in a programme have a balanced focus on employability. Nearly **197 courses in PG and 513 courses** in UG in various programmes are towards employability.
- The **concept of skill development** deals with the total number of courses offered in a programme that could enable the students to get equipped with the skills necessary to be successful in their field.
- Predominantly, most of the **elective papers and skill-based papers** have a focus on skill development. Almost **78 courses in PG and 192 courses in the curriculum UG** are towards **skill development**.
- The concept of entrepreneurship deals with the total number of courses offered in a programme that could make the students self-employed or enable them to start a business venture or a start-up.
- Most of the courses in **commerce and management programmes** have a focus on **entrepreneurship**. In the **PG level, 20 courses and 46 courses in the UG level** are towards entrepreneurship development.

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

1.2 Academic Flexibility

1.2.1

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

Response: 41.32

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

Response: 421

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

Response: 1019

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

STC integrates cross-cutting issues relevant to gender, environment and sustainability, human values and professional ethics by incorporating them into the curriculum and organizing sensitization programmes in the campus to imbibe moral values, professional responsibility and social commitment.

Professional ethics and Nation-building

Courses on Business Ethics, Labour welfare, Labour legislation, Professional Law, E-Commerce, E-Business, Campus to Corporate, Human Resource Management, Cyber Crime, Company Law, Business Law/Ethics/Management/Communication, Customer Relationship Management, Consumer Behaviour and Corporate Governance are offered to create conviction and commitment to values through various programmes.

An array of **co-curricular and extra-curricular activities** operating in the vibrant campus of STC including, **three units of the National Service Scheme (NSS), one unit of the Youth Red Cross (YRC) and National Cadet Corps (NCC) Army Wing, culture/arts clubs, eco-clubs, activity clubs and community service projects** have been made part of the curriculum. These help in holistic development of the students by giving them plenty of opportunities to participate and learn.

Gender

- Course on “**Gender Studies**” offered in PG English.
- The Women Empowerment and Compliance Committee (WECC), conducts **Gender Audit**
- Programmes and activities are organized to create awareness of **gender equality, women's health, sexual harassment, and legal rights** for women.

- Celebration of **Women's Day, Programmes for self-defense, yoga and gender sensitivity** help students to face societal challenges.

Human Values

- The course on **Value Education and Human Rights** is implemented for all first-year UG students to inculcate Ethics, Values and Human Rights in the social and cultural well-being of students.
- **Yoga practices** are given which focus on practical exposure to various asanas that improve the **physical health and mental stability** of students.

Environment and Sustainability

- **Environmental Studies** course is offered to all first-year UG students to sensitize them on ecosystem and environmental issues.
- The College is very particular in creating a **plastic-free campus**. Single-use plastics are banned in the canteen, hostel, and office.
- **Wastewater** is treated in a non-electric, **eco-friendly sewage treatment plant**, with a low carbon footprint. Treated water is used for gardening.
- The college has a well-planned **waste management system** which aids in keeping the campus tidy.
- STC has established an **"Eco Club"** with its activities focusing on environmental protection and other related matters.

Community Engagement Programme (UN-SDGs)

- United Nations-Sustainable Development Goals (Goals 3, 4, 6, 8, 10) are targeted by students by actively engaging themselves through community service in various fields including **Literacy Drives, Public Health, Digital India, Swachh Bharat Abhiyan, Unnat Bharat Abhiyan scheme (UBA)**, Environmental Issues, Water Conservation, etc.,
- Strong foundation of values, environmental sustainability, societal consciousness and professionalism in the curriculum emphasizes re-establishing STC students as respected members of the society as future-ready citizens.

National Education Policy Initiatives

- Skill-based training programmes
- Non-major elective courses to offer inter-disciplinary knowledge to students

Appropriate Integration of the Indian Knowledge System

- The following initiatives are taken:
- **Hindi and Sanskrit** are offered as an optional language under Part I in the curriculum for undergraduates.
- **Regional Language (Malayalam)** expended as an optional language for Undergraduates.
- **Basic Tamil** and Advanced Tamil courses catered to other language students.
- **Training in Yoga** offered to all students.
- **Days of National importance and regional festivals** are celebrated with zeal.

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

1.3.2

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

Response: 116

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

1.3.3

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

Response: 86.21

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

Response: 25

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

Response: 29

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
1181	1207	1037	776	965

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1770	1710	1710	1590	1590

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 80.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
996	964	919	865	881

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

2022-23	2021-22	2020-21	2019-20	2018-19
1221	1180	1180	1097	1097

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

STC admits students from diverse academic, economic, social, regional, and linguistic backgrounds;

hence the competency levels vary widely. With 26 years of experience, STC has devised a Comprehensive Strategy to address the differential learning needs of students:

1. **Induction/Orientation Programme**
2. **Bridge Course and Baseline Test**
3. **Continuous Improvement Assessments**
4. **Internal Assessment Components**
5. **ABCD Analysis**
6. **Mentoring System**
7. **Remedial Coaching**
8. **Student Centric Forums**
9. **Off-Campus Learning via SWAYAM, NPTEL, etc**

IDENTIFICATION OF LEARNING LEVELS

- All the **first-year** Undergraduate and Postgraduate students undergo **Student Induction/Orientation** Programmes. For UG Programs, an Induction/Orientation program is conducted for 7 days to orient them to the institutional policies, culture, values, inter and intra-department-facilities/activities, curriculum inputs, library portal utilization, and sports facilities which would familiarize the student with the new academic environment. Also, the students from various educational and social backgrounds will adopt to the new surroundings and form friendship with peers and self-explore themselves.
- **“Bridge Course in English”** would facilitate the students to be assessed in their Communication, Interpersonal Skills and create an awareness on current requirements in job market.
- **“Bridge Course in Mathematics”** would strengthen the fundamentals of mathematical concepts for non-major-mathematics students.
- For PG Programs, Induction/Orientation program is conducted for 6 days by the respective Departments by highlighting the strength of their departments and job opportunities.
- The departments implement Academic Assessment Strategy to categorize them into slow learners and advanced learners. They are:

1. **Baseline Test** helps to identify their level of knowledge and categorize students
2. **Continuous Internal Assessments (CIA 1 & CIA II)** Internal Assessment Components such as Assignments, Seminars, Quiz, Case-Study, etc enable the teachers to identify and categorize

students

3. **Mentor-mentee System in a 20:1** ratio is flexible for the faculty members to fulfill the students' needs and academic growth

SCAFFOLDING

The scaffolding technique supports the slow and advanced learners to actualize their potentials and reach their educational and career goals:

Scaffolding Reinforcement for Slow Learners

- **Remedial teaching** and library access hours allotted
- **Parent-teacher support system** to promote refined learning
- **Self-learning materials** and additional course materials/links via online teaching forums like Google Classroom, WhatsApp, and Emails
- **Off-Campus Learning** via SWAYAM, NPTEL, etc

Handholding of Advanced Learners

- Business English Certificate Course (**BEC**) conducted by Department of English
- Certified Management Account (**CMA**) course offered by Department of Commerce
- Competitive Exam Coaching in **UPSC and TNPSC are offered by STC-IAS Academy**
- Awareness created for **Higher Education and support** for education in India/abroad
- **Tutoring students** with learning difficulties with peer groups
- **Student Knowledge Forum** conducted where Advanced Learners do presentations on various topics
- **Academic Recognition** such as membership in Boards of Studies, Star Performer in Academics, Merit-based Ranking and Best-Outgoing Student Award
- **Off-Campus Learning** via SWAYAM, NPTEL, etc

Outcome

Improved competencies (Knowledge, Judgment, Strength, Skill to perform a job or to pursue higher education)

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

2.2.2**Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 19.13

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

2.3 Teaching- Learning Process**2.3.1**

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

Response:

Existence of **CBCS and OBE system of pedagogy and assessment** lays the foundation for Student-Centric Activities in the academic sphere. OBE system ensures clarity in curriculum framework based on real life, flexibility in deliberation, learning out of self- involvement among the student community and an exact evaluation of outcomes attained.

EXPERIENTIAL LEARNING PRACTICES

The various experiential learning platforms that are offered by the college

- Hands-on laboratory experiments
- Language Lab Training

- Screening of Movies and Documentaries
- Student-led seminars
- Field visits and Industry visits
- Internships programmes
- Department-wise Association activities conducted by Students
- Technical Expo
- Participation in Technical Symposium

PARTICIPATIVE LEARNING PRACTICES

Participative learning promotes collaborative skill and team spirit among students. The participative learning activities are:

- Group Learning through Skits, Story Narration, Role-plays and Street plays
- Guided Library Hours
- Seminars and Webinars
- Group Discussions
- Invited Talks, Guest Lectures, Augmented Lectures
- Aptitude skills offered by the Placement and Training Cell
- Massive Open Online courses (MOOC) like SWAYAM, NPTEL and CourseEra, which encourage participative learning and help earn extra credits in the semester evaluation process.

PROBLEM SOLVING LEARNING PRACTICES

Problem solving learning strengthens analytical skills and sharpens critical thinking among the learners. The problem-solving learning activities are:

- Innovative assignments
- Project-based learning
- Budget Analysis

- Research projects
- Case Study Analysis and Discussion - Management and Psychology departments
- Project-based Learning Programmes introduced in Computer and Commerce Streams.
- Aptitude skills offered by the Placement and Training cell helps students acquire problem-solving learning skills

ICT ENABLED TOOLS FOR EFFECTIVE TEACHING-LEARNING PROCESS

ICT-enabled tools and resources augment the traditional black board and lecture methods of teaching and learning.

- COVID Pandemic accelerated the use of online teaching modes through **Google Meet, Teams, and Zoom &** conduct Online Webinars.
- Teachers share Course Plan and Course Materials, conduct Assignments, Class Tests and Quizzes through the **ERP CAMU DIGITAL CAMPUS APPLICATION**.
- All **ICT enabled pedagogical practices** within the premise foster learner centric methodologies and facilitate two-way communication at better efficiency inside the classroom
- **Surveys and Feedbacks** are collected through Google Forms

Infrastructure Facility for ICT-integrated Teaching

- ICT-enabled teaching-learning process is facilitated in **23 smart classrooms**
- Campus is equipped with **24/7 Wi-Fi facilities**
- **Computer Laboratories are featured with high-speed internet connection** with adequate software to offer curriculum in an effective manner
- **Mobile App for CAMU DIGITAL CAMPUS APPLICATION** enables staff and students connected
- **Digital Cyber-Forensic Science laboratory** is equipped with 300 MBPS Wi-Fi connectivity
- **Language Lab** is equipped with **66 Computers** (with headphones) with **Learning Videos on Vocabulary, Grammar, Phonetics, Soft Skills, TOEFL and a server-based Assessment and Reporting.**

Learning Management System

- CAMU DIGITAL CAMPUS APPLICATION doubles up as an LMS Tool: sharing Course Plan, Course Materials, Assignments, Quiz, Tests
- Tech Meeting Apps notably **G-meet, Zoom, Teams** are used to organize interactive lectures and meetings in virtual mode
- Most of the Classrooms are equipped with overhead and **LCD projectors, and internet facilities.**
- The laboratories, seminar halls, conference/board rooms are equipped with ICT facilities.

Library for ICT based teaching and learning Process

- The college has access to e-journals and e - books through the active membership of DELNET, NLIIST and NDL

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

2.3.2

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

Response:

- Mentor- Mentee system is constituted with a vision to extend support and guidance to the students studying in the college for the **betterment of their academic and professional career** and thereby contribute towards nation building.
- The students may come across difficulties during the degree programmes and face academic and adjustment challenges.
- To cope up with such problems and to enable them to excel in academics and profession as per their potential, the Mentor-Mentee programme for the students of the institution has been developed.
- **Mentees shall be assigned to the mentors** right from the first year of the programme. A mentor shall not have more than 20 mentees at a time.

- The mentees preferably be attached to the same mentor for the entire duration of the programme.
- The mentor shall meet the mentees regularly and record the outcome of the meeting in the hard copy.
- The details about each mentee will be recorded and periodically updated.
- The mentor shall identify the students whose performance/attendance is below par. The mentor shall interact with the student and try to find out the cause of the problem or an indifferent behaviour.
- If required, the mentor will involve the parents, head of the department for reforming the student.
- Mentors
 - provide **counselling to the students** through personal attention and regular dialogues.
 - provide them tips on studies **personal counselling, guidance regarding career choices**, to get success in the examinations.
 - **support the mentees** in the form of precise content on courses, college admission process and scholarships etc.
- The scheme has become very successful in bridging the gap between the teacher and the student.
- The college aims that all students get rightly educated and take the right step towards building their career

Aims and Objectives:

- To bridge the gap between mentor and mentee.
- To ensure the **quality performance of the students in academics**.
- To deal with the related issues for the **holistic development** of the students.
- To provide mutual support and **congenial learning environment**.
- To inspire and **motivate for higher studies** and competitive examinations.
- To discuss **stress-related issues**.
- To regulate the **academic involvement and assess the outcome**.

Role and responsibilities of mentor:

- **Attendance:** A mentor shall observe and monitor the attendance of the mentee. He/she shall advise and take necessary follow up action with regard to students who do not meet the attendance norms of the college
- **Academic Matters:** A mentor shall also keep a track of the academic performance of mentees including continuous assessment, term and examination and help the mentee through counselling or by arranging remedial teaching, if necessary
- **Others:** A mentor is also responsible for the following -
 - Behavioural and discipline matters
 - Health and physical well-being
 - Achievements, talents, and co-curricular activities
 - Stress related issues

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

2.3.3

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

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

Response:

The institution ascends the summit of pedagogic excellence through **strategic planning and standardized execution** of all its academic endeavors. **Well-structured academic calendar, curriculum design and lesson plan** exemplify prompt planning and effective execution.

The College plans its academic year well in advance, including **all Curricular, Co-Curricular, and Extra-Curricular events**. The College has systematic practice of preparing and following the academic schedule in teaching-learning process.

The **Academic Calendar** is devised according to the general plan of the institution, specific information and guidelines, student responsibilities, rules and regulations, scholarship details, attendance details and evaluation process

Academic Calendar

- Academic Calendar is prepared by the **constituted committee** comprising the **Principal, Deans, Controller of Examinations (COE), IQAC Coordinator and senior faculty members**.
- Each Department submits their **Department Academic Plan with Budget** to the Principal before the start of the Academic Year.
- The schedules like **examinations, commencement of classes, syllabus completion date, celebration** and observation of national importance days, study and government holidays are planned.
- All mandatory information about the institution for implementation and smooth functioning are included.
- **Strategic Plan for the academic year** is prepared, incorporated in the calendar for distribution to faculty, staff, and students in advance.

Teaching Plan

Teaching Plans lay emphasis on the planning done at the department levels in alignment with the requirements around examinations as listed in the College Calendar. The teaching plan is uploaded in the **ERP- CAMU DIGITAL CAMPUS APPLICATION** by the faculty concerned before the commencement of every semester. The teaching plan is made exhaustive with ample scope for the formative assessments, its alignment with the laid-out dates of CIA-I, CIA-II, Model and End-Semester Examinations ensured throughout.

Department Level

- Heads of the Departments in consultation with faculty finalize **allotment of courses, timetable, and other responsibilities**. **Log Book** for all courses are prepared by the faculty concerned. The **final timetable, lecture schedule and lesson plans** are approved by the respective Deans/Directors. The Head of the Department monitors and adheres to the activities as given in the academic calendar.
- **Department Meetings** are conducted to review the activities scheduled, and deviation if any, is addressed and rectified.
- **Log Book is maintained for each class**, which comprises student's attendance and topics covered by the faculty. It is verified by the Heads of the Departments and Deans/Directors frequently.
- Log Book Audit is carried out as per **ISO 21001:2018 Auditing Standards**.

Teacher Level

- **Work Diary** is maintained by the course in-charge to record the actual teaching hours.
- Work Diary is verified by the Heads of the Departments and Deans/Directors on a weekly basis.
- The completed Work Diary is submitted to Deans/Directors for approval.
- Work Diary Audit is carried out as per **ISO 21001:2018 Auditing Standards**.

OUTCOMES

- **Day Order system** is followed to nurture holistic development of students
- **Co-curricular and Club Activities** are planned on Saturdays
- **End Semester Examination** is planned and completed within fifteen days
- **Calendar of Events** are planned well in advance by all the departments

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
158	151	150	147	163

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 47.86**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 134

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 12.81**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2024

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

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response:** 41.72**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 68

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years****Response:** 19.6**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	27	23	22	14

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

2.5.2

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

Response: 0.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	31	8	8	104

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

2022-23	2021-22	2020-21	2019-20	2018-19
5771	5267	4911	2333	5172

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

2.5.3

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

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

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

Response:

EXAMINATION PROCEDURES AND PROCESS

The institutional success of the **examination system** attains its prominence due to promptness and accuracy.

The generalized **schedule of exams** is planned well in advance and circulated through the academic schedule at the beginning of the semester and through academic calendar at the beginning of the year itself.

- **Notification for payment** of exam fees and the application is carried out well in advance before the commencement of end-semester examinations.
- **Question paper** is collected from setters and examined by the scrutiny board in advance with a span of 30 days before the commencement of theory examinations.
- **Hall tickets** are issued after the assessment of eligibility within the stipulated time promptly.
- **Continuous Internal Assessment (CIA), Model Exam and End Semester Exam (ESE)** are carried out punctually in a scheduled time with better efficiency.
- Strict adherence to **fixed time limit of 3 hours and 2 hours for ESE and CIA enables** confidence and the ability to work and think well in competitive and pressured environment among the students
- Valuation is carried out and completed in nominal days and the result gets published in nominal duration.
- **Announcement for revaluation application** and its succeeding process gets completed within next 15 days of time limit from result declaration.
- Notification for supplementary exams is given out with a time limit

IT INTEGRATION

The Examination processes are automated by **ERP CAMU DIGITAL CAMPUS APPLICATION and AES (Autonomous Examination Systems) Applications**. The entire workflow from student registration to result processing is carried out through AES. Our Automated Examinations System is capable of handling various aspects of modern OBE based curriculum and evaluation system.

The following features are automated:

- Student Registration
- Attendance

- Online MCQs
- Examination Definitions
- Course Mapping
- Internal Mark Capturing
- Examination Enrolment
- Semester Exam Hall Ticket Generation
- Exam attendance marking
- External Marks capturing
- Result Processing
- Downloadable Forms from Website
- Revaluation process
- Result Publication
- CGPA Processing

Salient features of the IT Integration

- Fully automated and secured process
- Scanner based input
- Excel integrated data capturing
- CCTV for safety and security

EXAMINATION REFORMS

1. Centralized Examination and Valuation
2. Question Papers based on Outcome Based Education (OBE)
3. Feedback on Question paper by the course handling faculty
4. Examination Squad for CIA and ESE
5. Question Paper set by External Panel
6. Scrutiny System to ensure accuracy of evaluation
7. Programme Wise Ranking of meritorious students
8. Mark Statement with security features
9. Certificate Verification by external Technology Agency
10. Revision of Panel of Examiners once in three years
11. Provision for Improvement of performance
12. Supplementary Examination for outgoing students
13. Examination Grievance Committee to address the examination related Grievances
14. Disciplinary Action Committee to address the malpractices of the students
15. Examination Reforms Committee to suggest and implement the examination reforms
16. Rubrics in Internal Assessment which includes library utilization, class participation, case study/ papers/ reports/ assignment/ class presentation, Seminar and Group discussion
17. Decentralized external evaluation system
18. Declaration of Results within fifteen working days from the last day of the End Semester Examination

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

- STC has adopted the **Outcome-Based Education (OBE) mechanism from 2018-2019** to ensure student-centered learning methodology
- **Five Programme Outcomes (POs) and five Programme Specific Outcomes (PSOs)** have been framed for each programme separately. Besides, **Five Course Outcomes (COs)** have been drafted for each course, and their relationship mappings with POs and PSOs are measured
- The **process of OBE assessment** is designed to meet the **Vision and Mission of the institution**. To measure the attainment of COs, the question papers for both CIA and ESE are framed as per the guidelines of the **revised Bloom's Taxonomy**
- The performance of the students in all the semesters provides the **overall outcomes by the end of the programme**

The Process of PO, CO and PSO Mechanism

- The **PO and CO matrix** is effectively mapped to calculate the Programme outcome level of the students. Each course in the syllabus is stated with the CO
- **OBE is validated through CO, PO and PSO**

Dissemination

It is ensured that the PEOs, POs and COs are disseminated through

- The **Graduate Attributes, POs, PSOs, PEOs and COs** of the institution are disseminated through display boards in prominent places of the Institution

- The details of PEOs, PSOs, POs, and COs, are communicated to the newly appointed faculty members by the Heads during **Faculty Orientation Programmes**
- Students are oriented on the POs and COs by the Class-in-charge Faculty and the Course handling staff respectively.
- College Website
- Curriculum and Syllabus Book
- Student Induction/Orientation Programme
- Mentor-Mentee Meetings
- Department Notice Boards
- Classroom Notice Boards

Question Papers Mapped to Bloom's Taxonomy

- The course instructor knows the target course outcomes to be attained for a particular course being taught. Questions are set at the appropriate Bloom's levels in the internal, model and end-semester examinations.
- Bloom's levels are indicated for each questions in CIA I, CIA II, Model and End- Semester Examinations. Recorded data which are arrived at examination results are analyzed to check the level of outcome attained by each course.
- The Assessment and evaluation mechanism of CO and PO for UG and PG programmes- The question papers are set with questions on the cognitive domain of the students at different knowledge levels as follows:

Section	UG Programme	PG Programme
	Question Paper Pattern / Blooms Taxonomy/Knowledge level	Question Paper Pattern / Blooms Taxonomy/ Knowledge Level
A	K1	K1
B	K1, K2& K3	K1, K2, K3 &K4
C	K1, K2 & K3	K1, K2, K3 &K4

Continuous Quality improvement

- The college makes a continuous quality improvement by obtaining feedback from all stakeholders like Students, Alumni, Employers and Industrialists and validating the syllabus by honorary subject experts

Methodology for obtaining attainment Level

- The Course Outcome and Programme outcome attainment are recorded and automatically calculated by CAMU DIGITAL CAMPUS APPLICATION. Attainment Charts are generated and analyzed.
- A thoughtfully designed questionnaire is given to students for each course at the end of the semester to get Feedback and recorded to analyze the data.
- The mapping includes students' Performance in Class Seminars, Assignments, Participation in Classroom discussion and assessing the knowledge level of students in CIA and ESE to determine the CO-PO attainment by closely monitoring the teaching-learning process.

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

2.6.2

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

Response: 97.63

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

Response: 946

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Sree Saraswathi Thyagaraja College conducts research and development activities to advance knowledge in various subjects and encourages scholars to do high-quality research and promotes quality, integrity, and ethics in research.

- The **Center for Research** is the central unit that oversees, plans, and directs all research endeavors.
- The **Research Advisory Committee** carries out research policies, offers strategic planning for partnerships, **research promotion**, proposal submission, grant-in-aid acquisition, enhancing the caliber of publications, and oversees research and exchange initiatives.
- The **code of ethics** promotes moral research practices, academic honesty and deterrence of misbehavior. STC has a well-defined Code of Ethics to be followed by the research scholars and an **Ethics Committee** to address the grievances of the researchers.
- The College has **eleven computer laboratories** equipped with advanced software, including **SPSS and plagiarism checking software** for basic checks, for contemporary research. It offers separate cabins for full-time scholars and individual computers with high-quality internet facilities.
- The **Digital Library** provides online access to a wide range of resources, books, and journals.
- **Computer labs and ICT equipment** were used by Research Scholars and Faculty.
- **Seed-money funding** is available in STC to foster a good academic research environment.
- The **Centre for Research and Development assists in the publication of Research scholars' findings** in reputable peer-reviewed and SCI journals.
- **Research Promotion Policy** is available in the college website and it serves as a framework for all permitted research activity.
- Faculty researchers must guarantee manuscript quality and undergo a plagiarism check before publication. Basic Plagiarism Check through software facility is available. **Advanced Plagiarism Check is done by the facility in the affiliating Bharathiar University.**

- Professors supervising Ph.D scholars will receive **supervisory incentives**.
- **Incentives for Ph.D. holders** of faculty of STC is awarded when they publish research articles in journals and reputable publications
- The college offers **financial assistance for individuals presenting papers** at reputable national and international conferences and attending FDPs, workshops, and seminars.
- **Mobilization of Resources for Research Funds of Rs. 23.59 lakhs** have been given by the government and non-governmental organisations to the Faculty of STC for their academic endeavors and research.
- **Publications of Quality Research Articles** through reviewing and monitoring the manuscript submission, **352 research papers, 45 books and 230 chapters** have been accomplished by the faculty members of STC
- The College supports the **publication of conference proceedings and books** written by faculty with ISBNs.
- The College supports faculties to avail **membership in professional bodies**.
- **The consultancy policy of STC** has well-defined parameters for undertaking consultancy and revenue sharing. A total of Rs. 1.31 lakhs in consulting revenue was produced by the industry's sharing of academic knowledge by various departments of STC.
- **Incentives totaling Rs. 3.58 lakhs for publications and Rs. 23.58 lakhs** for research projects to promote research has been supported by STC seed money for research

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

3.1.2

The institution provides seed money to its teachers for research

Response: 24.79

3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
15	4.48	3.428	0	1.885

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

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 11.43

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

Response: 32

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	View Document
Institutional data in the prescribed format (data template)	View Document
E-copies of the award letters of the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.2 Resource Mobilization for Research**3.2.1**

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

Response: 23.59250

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

3.2.2

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

Response: 0.05

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

Response: 15

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

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 34.81

3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:

Response: 55

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

3.3 Innovation Ecosystem**3.3.1**

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

Response:

A supportive ecosystem for innovations, knowledge development, and information transfer has been established by STC, with Centres specifically dedicated to Research and Development, Consultancy Services, Entrepreneurship, and community involvement.

- **Centre for Research and Development** coordinates departments to enhance research activities through policy formulation and implementation
- **Intellectual Property Rights Cell** creates awareness and promotes IP generation/ transfer. Periodic research gatherings will be held to refresh knowledge and a unit dedicated to Intellectual Property Rights (IPR) has been established to advance research advances. It helps researchers to apply for patents and copyrights and enable commercialization of their research outcomes. **10 Patents** have been published by faculty members
- **Centre for Consultancy Services (CCS)** is yet another milestone in the growth path of STC. The ultimate objective of CCS is to make better use of the latent human resources at STC for the benefit of the society.
- **Center for Faculty Development (CFD)** values the importance of teachers in higher education and believes that good teachers with commitment and sincerity can lead to quality education. The institution recognizes that faculty is the foundation of higher education, providing knowledge,

wisdom, and compassion to students. To achieve this, CFD has been established; conducting numerous faculty development programs since 2005 to meet faculty needs and produce the best students and manpower for the nation.

- **Institution's Innovation Council (IIC)** promotes design thinking and innovations. It engages and encourages students in formative years to become innovators. IIC connects Centres and Departments with institutes/industries to up-skill ideas into startups/products
- **Centre for Counselling and Guidance (CCG)** provides individual and group counseling to students
- **Entrepreneurial Development Cell (EDC)** was established with a vision to spread the spirit and temper of entrepreneurship and to foster innovation and inculcate entrepreneurial skills in students' minds. EDC serves as platform to explore and promote the entrepreneurial potentials of students.
- **Centre for Rural Development:** The College is a rural-based institution, offers various Rural Development Programmes through the Centre for Rural Development. The programmes are aligned with the United Nations Sustainable Development Goals (UN-SDGs) such as health and hygiene programs, entrepreneurial development for SHGs, income generation programs, awareness programs for school children, environmental protection and mental health programs.
- The **Centre for Human Excellence** of STC incorporates YOGA into the curriculum to transform students into enlightened, spiritually oriented, and extraordinary citizens. This program not only provides a sound mind and body but also values like knowledge, wisdom, compassion, metaphysical experience, and soul communion with the Supreme. The ethics and culture program aims to teach life values and develop knowledge and wisdom for human excellence in the current scenario.
- The **Centre for Performing Arts** at STC aims to encourage campus participation in performing arts events throughout the year.
- **Indian Knowledge System**
 - FDP about India's Knowledge Traditions: Recovery Positioning and Mainstreaming, Conducted by IIT Kharagpur in Dec-2022, was attended by Faculty from STC and the same has been disseminated to all by in-house FDP.
 - **Indian Languages such as Tamil, Malayalam, Hindi and Sanskrit** are being taught to students as part of Curriculum.
 - **Herbal Garden with Herbal Knowledge Board** established to spread the importance of herbal medicines.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

File Description	Document
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	View Document
Constitution of the ethics committee and its proceedings as approved by the appropriate body	View Document
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	View Document
Bills of purchase of licensed plagiarism check software in the name of the HEI	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.2

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

Response: 1.55

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

Response: 85

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3

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

Response: 1.26

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

Response: 352

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Links to the paper published in journals listed in UGC CARE list	View Document
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	View Document

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.98

3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years

Response: 275

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 3.07

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

3.4.6

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

Response: 5.5

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

3.5 Consultancy**3.5.1**

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

Response: 3.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2.69	0.57	0	0

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

3.6 Extension Activities**3.6.1**

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

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

Response:

- EXTENSION ACTIVITIES**

Extension activities are an integral component in the education process of STC. Extension activities are included in the Curriculum of **UG students and 1 credit is awarded**. The geographical location of STC in the rural background has led to the establishment of Centre for Rural Development, **17 Clubs and 3 Student Bodies** like NCC, NSS, and Youth Red Cross.

A total of **142 Extension Activities** were conducted during 2018 – 2023 under different categories:

1. Education related – 12
2. Health related – 43
3. Social Upliftment – 27
4. Employment related – 39
5. Environment related – 21

The intended outcomes:

- The students would learn to think beyond the boundaries.
- The students would share the knowledge, skills, and the resources to the needy and the deprived community.
- These initiatives would shape the student in a holistic manner which goes beyond classroom learning.
- The concept is to provide the students with a purpose to learn and set goals for their future that extends beyond the self.

REPRESENTATIVE EVENTS CREATING IMPACT & SENSITIZING STUDENTS

1. STC in association with **BOMBAY STOCK EXCHANGE (BSE)** organized **INVESTORS AWARENESS PROGRAMME**.

- **60 Investors Awareness Programmes** conducted in February, March, April and May 2019
- Conducted **12 programmes in the rural villages**
- Rural, semi-urban citizens had awareness on the importance and concepts of savings and investments
- Grant received from **BSE, Rs. 2,40,000/-**
- Benefitted **2679 people in Pollachi and Udumalpet taluks**

2. STC is a participating Institution in **UNNAT BHARAT ABHIYAN (UBA)** a flagship programme of Ministry of Education and adopted **3 villages** for their development in collaboration with district administration

- STC Received Rs. **50000/-** grant under UBA scheme and organised **PLASTIC AWARENESS**

CAMPAIGN in Eripatti, Ayyampalayam and Vazhakoombu villages on 24th, 25th and 26th of September 2019.

3. Along with **Pollachi Rotary and Indian Immunological Society, Hyderabad, CRD constructed toilets for Schools. Rs. 18,00,000** /-was spent on SANITATION PROJECTS. The sanitation block was handed over on 21.07.2023 and 31.03.2023.

- Gollapatti High School, Negamam - **320 students**
- Municipal Boys High School, Pollachi - **600 students**
- Government Higher Secondary School, Vettaikaranpudur- **600 students.**

4. Organised **financial literacy awareness programme** for rural public on 3rd April,2023 at Eripatti, an UBA adopted village of STC.

5. The **YOUTH RED CROSS (YRC)** actively participates in regular blood blood donation drives, health and hygiene promotion and other social projects

6. **Three units of the National Service Scheme (NSS)** are functioning in the college with several volunteers under three Programme officers. The NSS volunteers

- **Render yeoman services** in several villages, orphanages, and old-age homes.
- Conduct **blood donation camps, immunization programmes, sanitation programmes, adult education, health-care camps and AIDS-awareness programmes**

7. **STC and The Hindu, Tamil Thisai, organise Career Guidance Programme** for the schools in Pollachi, Palani, Udumalpet and Dharapuram to create awareness on the importance of higher education.

8. **Centre For Rural Development and ARAVIND EYE CARE** work to create cataract free zones in the villages of Pollachi and Udumalpet taluk.

- Organized **eye camps covering 18 Panchayats** till date, which benefited more than 2000 people.
- Patients identified for cataract surgery and treatment done at **free of cost.**

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

3.6.2

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

Response: 142

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

2022-23	2021-22	2020-21	2019-20	2018-19
55	20	1	36	30

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

3.7 Collaboration**3.7.1**

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

Response: 1238

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

The Green Campus (**25.8 acres**) is well planned with built-in area of **63,586 sq.ft** meeting the statutory requirements of UGC, AICTE, Bharathiar University, and TANSCH. The College has Four Blocks, namely Main Building, VSV Advanced Learning Centre, Sports Complex, and the Hostels Complex.

PHYSICAL FACILITIES

Classrooms

- STC has **78 classrooms**; classrooms are equipped with ICT and Wi-Fi facilities while some are enriched with smart boards

Meeting Halls

- **1 Auditorium, 4 Seminar Halls, 3 Conference Halls with LCD projectors**

Laboratories

- STC has **11 well-equipped Computer laboratories, Physics, Chemistry and Psychology laboratories** for hands-on practice

COMPUTING FACILITIES

- **11 Computer Labs with 842 computers**
- Fibre Circuit from **BSNL at 100 MBPS** with a failover at 50 MBPS
- **LAB I equipped with embedded technology** facilities for MCA programme

- **LAB IX for B. Sc., DCFS** with **300 Mbps** bandwidth
- **LAB X for B.Sc., AI & ML**
- **LAB XI for B.Sc., DSA**
- Specialized tools are available for IOT Lab experiments.
- **23 Smart Boards** and 2 Android TVs
- **Campus and hostel Wi-Fi** (Bandwidth 100 mbps) with **109 access points**

ACADEMIC FACILITIES

- **LIBRARY**
 - **Two Libraries** with a total area of **5400 Sq. ft.** is well stacked with **43372 volumes of books, 58 Journals**, research reports, periodicals, and magazines
 - **Digital Library with 25 computers** that support access to online and e-resources
 - **24x7 learning** facilitated by remote access to N-List
- **CAMU DIGITAL CAMPUS**
 - *Student Information System (SIS)*
 - Student Registrations
 - Online Attendance
 - Student Mentoring
 - Fee Management
 - Internal Assessments
 - Digital Student Record
 - Online Exams
 - *Learning Management System(LMS)*
 - Unified SIS & LMS
 - Collaborative Learning backed by Governance

- Integrated Content Hub
- Connected Learning Goals with Strategic Plans and Achievements
- Streamlined and Simplified Sharing
- Mobile-first Approach for Learning on the Go
- *Outcome-Based Education*
 - Future-ready Curriculum Design
 - Smooth Curriculum Delivery
 - Flexible Assessment Models
 - Real-time tracking
 - Activity-mapped OBE Model
 - Automated Attainment Charts
- *Choice-Based Credit System*
 - Learner-Centric Approach
 - Efficient Academic Planning
 - Automated Course Registration
- *Mobile Application for Staff and Students*
- *200 and more type of reports*
- Video Conferencing facility
- Lecture Capturing System(LCS) available for e-content development.
- Reprography and Stationery Centre
- Auditorium (Dr. M. Settu Hall) (2750 sq ft.)
- Open Air Stage at Sports Ground with seating of **3,000 members** (Ad hoc)

OTHER ADDITIONAL FACILITIES

- Canteen

- Water Doctors
- Parking Area
- Counseling Room
- CCTV Surveillance Cameras
- Fire Extinguishers
- Hostels for Boys and girls

SPORTS FACILITIES

- 200-meter standard track with supporting equipment
- Football field (90X 55 sq. mt.)
- Two volleyball courts (37 X 25 sq.mt. each)
- Basketball court (32 X 18 sq. mt.)
- Two Ball-badminton courts (30 X 20 sq. mt. each)
- Hand-ball court (43 X 25 sq.mt)
- Kho- Kho court (32 X 20 sq.mt)
- Tennis court (37 X 25 sq.mt)
- Two Kabaddi courts (18 X 20 sq.mt each)
- Indoor Games Hall with Table Tennis (2 Nos.), Chess, Carrom
- Separate Green Rooms for Boys and Girls
- Gymnasium (468 sq. ft) with 16 Stations Multi-Unit and 10 Single-Unit

FACILITIES FOR YOGA

- **Swami Vivekananda Yoga Hall** (an exclusive Yoga Center with 2570 sq. ft) for training and practicing Yoga
- **MOU with Arivu Thiru Koil** for training in Yoga for all students

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

4.1.2

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

Response: 38.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
159.11	331.20	158.17	491.79	95.44

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource**4.2.1**

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

Response:

STC Library functions from two facilities for easy access; one in the **Main Building and another in VSV Advanced Study Centre** with total **5400 Sq.Ft.** Apart from **43372 books**, the library has journals,

e-journals, newspapers, magazines, and back-volumes. More than **58 reputed National** and International periodicals are being subscribed. The Digital Library is equipped with high-speed Internet connectivity and has access to **INFLIBNET-N LIST, DELNET and NDLI**.

INTEGRATED LIBRARY MANAGEMENT SYSTEM (ILMS)

- **ModernLib** is the **Integrated Library Management System** that supports various operations and services of the Library.
- **Library Automation Software** (Bar Code scanning) allows for the automation of routine library tasks and services, making it easier to identify **43,161** books. Computerized circulation, cataloging, acquisition, and serial control systems are in place at the libraries. Three modules make up the Library Automation Software: **ModernLIB, OPAC, and E-Gate Entry**.
- **OPAC (Online Public Access Catalog)** provides complete information on book release dates, individual details, return deadlines, and other related topics. It also helps to quickly locate the appropriate book's section on the library rack reference
- Library resources are made available for users with restrictions.
- The user's time-in and time-out entries are recorded to the e-gate register and the software also supports Multi-E-Gate option.

SALIENT FEATURES OF THE LIBRARY

- **Unique collection** of old and rare books and reading materials.
- **Thesis and Dissertation** corner and reference collections. (M. Phil & Ph. D THESIS-177)
- Library under **CCTV surveillance**.
- The library is fully automated with all its functions and has well-connected **broadband and Wi-Fi**.
- **Digital Library with 25 computers**, internet facilities provide access to e- resources (**Main Building-7 and VSV Advanced Study Centre-18**).
- The Digital Library of the college has about **2,840 CDs**, floppies, and cassettes. Question papers of the Semester Examinations and all back volumes of the journals are made available for reference.
- Through **DELNET, N-List and NDLI e- Journals and e- books** can be referred

LIBRARY SERVICES

- Library Category: OPEN ACCESS SYSTEM

- Circulation
- DELNET (Developing Library Network)
- INFLIBNET (N-List)
- Shodhganga
- ShodhSindhu
- NDL (National Digital Library)
- Ready reference service
- Overnight Issue
- Book Bank Scheme students
- Downloading and coping in CDs
- Article Search in the database created
- New Arrivals List displayed in the Notice Board
- Covers of New Arrivals shared through WhatsApp to all students and staff
- News Clipping
- Articles displayed in the Notice Board
- Divyangjan friendly

LIBRARY BOOKS COLLECTION (Department-wise)	No. of Volumes
Chemistry	262
Commerce and Management	15,656
Computer Science	13,614
English	2,358
General	2,052
Mathematics	3,314
Malayalam	36
Physics	319
Psychology	355
Social Work	812
Tamil	4,594

Total	43,372
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REFERENCE

- BACK VOLUMES-2935
- International Magazines -2
- International Journals - 17
- National Magazines - 52
- National Journals - 76

E-Resources

- DELNET, INFLIBNET and NDLI
- E-Books, E-Journals and E-Thesis
- E-Contents

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

4.2.2

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

Response: 0.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.75	1.79	5.36	2.69	0.67

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

IT infrastructure is the heart of the institution as it connects all academic and administrative processes and ensures all stakeholder-needs are met as planned. These facilities have been augmented periodically as per requirement. The management allocates an annual budget for IT Infrastructure to augment and update the existing infrastructure to meet the dynamic character of IT.

SNAPSHOT

- The total number of computers available on campus is **842** (computers used exclusively for academic purpose is 710)
- The college has **SIX SERVERS**.
- **Wi-Fi-Enabled campus** (100 MBPS + 50 MBPS), **109 WIFI Routers**
- **Desktops on the campus** have been upgraded from Dual core to **core i3, i5 and i7 processors** in 2022 and 2023.
- **ERP/LMS Application** (CAMU DIGITAL CAMPUS) is used to manage all the administrative and academic process online.

- **7 high-end desktops** were installed in the IQAC
- **EPSON L3210 ECOTANK** Color printer is available in IQAC

AVAILABLE RESOURCES

- Number of Computer Labs: **11**
- No. of **Computers: 842**
- No. of **Laser printers: 48**
- High Speed Laser **Monochrome Printer (COE): 1**
- High Speed Laser **Color Printer (COE): 1**
- **ID Card printer:1**
- **CCTV** (including hostels and road side): **102** (with 3 NVRs)
- **LCD Projectors: 60**
- **Firewall** (3 years License)
- **Net-fox (TACTINE)** Firewall with hotspot for **400 users**
- **Anti-Virus** (3 years License)
- **K7 Total Security for 380 users**

OPERATING SYSTEM SOFTWARE & DATABASE

- Linux 7.2, Centos 6.5, Windows 10, Windows 2003, Windows 2008 Std Server EDU
- SQL Server Std 2008 R2 OLP NL, Oracle 9i

ACADEMIC LICENSED APPLICATION SOFTWARE

- C, Basic, Fortran, Cobol, Pascal, Borland C++, Turbo C++, Louts Smart, Java, Fox Pro, Power Builder, Visual Studio 6.0, MS Visual Studio pro 2010 OLP NL,
- MS Visual Studio pro 2013 OLP NL, Corel Draw 12, Adobe Creative Suite CS4-X4 & Open-Source Software.

SPECIAL LEARNING RESOURCE

- SPSS, Python Anaconda, Tableau, Kali, VM, Auvik, Nmap, Wireshark, burp suite, Nessus, Autopsy, Encase, ftk imager, Hashcal, VM, Remnux, Ollydbg, Sysinternal, IDAPro, ProcMon, Windbg, X34/64debugger, MEMU, ESFile explorer, JDK SE, Hadoop, Hive, Pig

AVAILABLE SERVERS

- Server – I: Oracle, Domain Server
- Server – II: SQL Server, MySQL server, Antivirus Server
- Server – III: Firewall
- Server – IV: Biometric
- Server – V: Linux
- Server – VI: MOODLE

INTERNET CONNECTIVITY

- The college has Fiber leased-line-Internet Connections - 100 MBPS and 50 MBPS and 4 access points, subscription done every three months.
- Fiber Broad band Internet Connection Exclusive for Lab – IX: 300 Mbps

SERVICE PROVIDERS

- BSNL OFC

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

4.3.2**Student - Computer ratio (Data for the latest completed academic year)****Response:** 4.11

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

Response: 735

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

4.3.3

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

Response:

STC has a dedicated Audio-Visual Capture and Editing Centre (AVCEC) connected to the Internet with a bandwidth of 100MBPS and enabled with required hardware and software for capturing lectures, mixing, editing, and hosting in YouTube for the benefit of students to ensure learning-on-the-go or learning-after-office hours.

Objectives of LCS

- To provide STC faculty members with the ability to video record their lectures, edit and upload to a hosting partner (YouTube)
- To get the video lectures ready for every course that is taught each semester
- To assist students in using flipped and blended learning approaches
- To provide students with access to these materials

Lecture Capture & Editing Equipment

Lecture capture is crucial in making most of the opportunities that the development of digital technology offers to both educational institutions and students. Faculty members can record or capture their lectures in high definition and post them online. The following equipment are available:

- P-Action Camera GoPro Hero 12 Creator Edition is available for shooting high-definition videos

- P-Tripod-H (A5) Manfrotto Gimbel to ensure stability for the camera
- Sandisk i-memory Card (Micro SD Extreme Pro) for data storage
- LED Video Light
- Tripod with fluid Video Head
- Green Backdrop background (ChromaKey)
- High-end Desktop with software and applications

Benefits of LCS

While lecture capture offers substantial benefits to improve students' learning experiences, it is not meant to take the place of in-class instruction.

- Flipped Classrooms –
 - Facilitates the remote delivery of programs. Students who are unable to attend class in person for reasons personal or who are located far away when they travel for participating in Sports Competitions and Academic On-Duty missions can still access to these lectures.
 - Students have far more control over their education when they have the option to view the lecture recording at any time and from any location.
- Enables the delivery of blended learning course, integrating more than one type of instruction into a program, such as traditional face-to-face instruction with online instruction. Because this type of hybrid program adds much-needed flexibility to course delivery, it appeals to both educators and students
- Learn about fresh forms of carefully selected material to enhance lectures in the classroom and work together to enhance understanding
- The ability to access all content from one location
- Divyangjan friendly: videos with captions and audio enhances learning

LCS Working: A Comprehensive Video-Based Platform

- The streaming and recording platform receive signals from the lecture's video and audio sources, such as cameras, presenter laptops, and microphones.
- The audio and video sources are recorded, combined, and edited into a digital format and hosted on the video management platform (YouTube)

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 59.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
804.33	349.57	169.43	292.55	311.16

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

4.4.2

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

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

Response:

The College has well-established system for supervision and maintenance of physical, academic, and supportive infrastructure. A dedicated Administrative Officer manages the Infrastructure Planning and Development, Purchase, Transport, and the General Maintenance Team.

UTILIZATION OF PHYSICAL AND ACADEMIC FACILITIES

- Faculty and staff ensure optimum utilization of facilities
- Classroom allotment based on requirements
- Laboratories allotted based on the department requirement
- Auditorium and Seminar Halls booked on request and used for co-curricular and extracurricular activities by Associations, Centers, and Clubs.
- Library facilities support Group discussion, reading/referencing, and effective utilization of books and on-line resources
- Recycle and Reuse of wastewater by non-electric Sewage Treatment Plant (STP)
- Wind Mills and Solar Panels for augmented Green Energy
- Music Room for regular practice.
- Sports Infrastructure for training and conduct of sports and games
- Campus Parking facilities for staff and students are under the surveillance of security personnel

PHYSICAL FACILITIES

- Experienced gardeners maintain the flora in the campus.
- Plumbing and electrical systems and major-service-projects completed at the end of every semester.
- The housekeeping team takes care of the campus cleaning.
- The restrooms for boys and girls cleaned twice a day. Continuous flow of water ensured in the restrooms.
- Regular calibration and maintenance performed as part of the Annual Maintenance Contract (AMC) for air conditioners, generators, CCTV cameras, water purifiers, and photocopier machines, Fire safety equipment, Sewage Treatment Plant and Motor vehicles.

MAINTENANCE OF ACADEMIC SPACES

- The classrooms, staff rooms, labs, library, and common areas are cleaned daily by the support staff.
- Periodic Maintenance ensures safe drinking water in all floors.
- Annual renovation of furniture done.

LABORATORY MAINTENANCE - COMPUTER LABS

- Stock Register and Log Books maintained.
- Minor computer issues are handled by the system administrators
- Major issues are addressed by the supplier or manufacturer.
- Software and Antivirus Applications installed and updated periodically.
- Obsolete equipment identified and removed from stock after write-off
- E-waste disposed through a Government-certified-Waste-Disposal Agency.

LABORATORY MAINTENANCE - PHYSICS CHEMISTRY, AND PSYCHOLOGY

- Maintenance of equipment and cleaning of glassware done by lab assistants after every practical class.
- Rules clearly displayed, informed to the students and published in the website.
- Students made aware of the Waste Disposal Mechanism
- First-Aid procedures clearly notified and displayed.

LIBRARY MAINTENANCE

- Books purchased as per curriculum demands
- Stock verification process implemented annually.
- Integrated-Library-Management-System updated periodically and add-on modules purchased on need basis.

TECHNICAL INFRASTRUCTURE MAINTENANCE

- Audio Visual Equipment, ICT facilities, printers, scanners, LCD projectors maintained by the Technical Support Team.
- Networking & Intranet maintained by network administrators.
- CCTV surveillance camera deployed

SPORTS INFRASTRUCTURE MAINTENANCE

- Director of Physical Education oversees the assistant coaches and supporting staff to take care of courts, playground, gymnasium, and sports store room facilities.
- Regular inspections are performed on all sporting goods, and a record of the equipment supply is kept.

THIRD-PARTY MAINTENANCE

No.	TYPE	MAINTENANCE BY
1	UPS	Digital Powelinks, Coimbatore
2	Fire Extinguisher	Sri Muthu Engineering Company, Coimbatore
3	Water Purifier	Crossfields, Coimbatore
4	Firewall	Redlink Communications
5	Generator	Maniranjan Diesel Sales and Service Pvt. Ltd, Tirupur

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 53.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
2439	1335	1125	1080	1237

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format (data template)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

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

Response:

STC aims to embed the **employability skills** among the minds of the students right from School.

1. In association with the **National Daily Newspaper, The Hindu, Tamil Thisai, STC organizes**

Career Guidance Programme (CGP) for the nearby schools. This facilitates students to pick the right college-degree programmes to suit their career aspirations.

2. STC has established a **placement cell, Centre for Training, Placement and Corporate Relations (CTPC)**, which has been working vibrantly towards the development of the career of students.

- Training to all undergraduate and postgraduate students is offered right from the first year of study. In the regular class timetable separate slots are allotted for this purpose.
- **Communication Skills and Personality Development trainings** are offered.
- Training in **Soft-Skills, Quantitative Aptitude, Logical Reasoning and Verbal Reasoning** are offered by Corporate Trainers, Industry Experts and In-House Trainers.
- Providing **Hands-on Practice sessions** to enhance the capability of the students.
- Organizing **periodical tests** to monitor the progress
- Conducting **Mock Interviews** to make the students confident to face the interview
- To train the students to grasp the **best offers** from companies
- To arrange **on and off campus interviews, job fairs** with the participation of leading industries and collaboration with Bharathiar University

3. **Centre for Counselling and Guidance (CCG)** offers individual and **group counselling** to students. **E-counselling** facilities are also available. The Centre arranges regular seminars and workshops for faculty and students. The centre also extends its service to nearby schools, industries, prison cells and the public.

- To cater to the needs of the students who aspire for **Civil Services Examination** conducted by Government of India, and competitive examinations by the Government of Tamil Nadu, STC has started an exclusive **coaching centre STC- IAS Academy**.
- The Academy has been established with an aim to provide total assistance to the students preparing for the **UPSC / TNPSC Examinations**.
- The focus is on providing **holistic education** not only covering the prescribed syllabus but also enabling the students to face other challenges of life with equal ease.
- The College has conducted **numerous orientation programmes** and structured classes through the best trainers from **Vetri IAS Academy**.
- Alumni of STC have organized an **awareness program** especially for final year undergraduate students and they have shared their experience on how to prepare for competitive exams like **TNPSC Group II, IV and UGC-NET** and so on.

4. **Entrepreneurial Development Cell (EDC)** was established with a vision to spread the spirit and temper of entrepreneurship and to foster innovation and inculcate **entrepreneurial skills** among students.

- Creating **awareness on entrepreneurship** among the students through training programmes, workshops.
- Facilitating students by providing information on entrepreneurial opportunities through **MSME, DIC, TIIIC** and other financial institutions.
- Establishing a network for **proper guidance** to take up entrepreneurial ventures by equipping students with necessary managerial skillsets to run a **business venture** successfully.

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression**5.2.1**

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

Response: 42.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
592	439	431	254	239

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

5.2.2

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

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

Response: 8.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
165	137	2	49	56

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

5.3 Student Participation and Activities**5.3.1**

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 141

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted

as one) year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
44	36	24	19	18

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

5.3.2

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

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

Response:

STC believes that **students are the future leaders of the nation** and encourages them to be part of various **associations and committees**. The students volunteer actively and work with faculty for the enhancement of their **personal skills and for the welfare** of the larger society they are part of.

- Students of STC are one of the **stakeholders of the College** and they contribute significantly to the sustainable growth of the college.
- The **feedback of the students** is taken into consideration in designing or amending the syllabus.
- Each class has **two Class Representatives** who interact with administrators to share their views and grievances on a day-to-day basis.

Students on Academic & Administrative Bodies/Committees

- One Student representative is the member of Academic Council.
- Two Students nominees are in the IQAC Composition.

- One student is the member of minority and OBC cell
- Each 2 volunteers from NSS and NCC and 2 social work students are in the members of Anti-Drug Committee.
- Two students(UG&PG) are members in the Internal Complaints Committee(ICC)

Students Association

- Every **Department has its own association** in which the **students are selected as President, Vice President, Secretary, Joint Secretary, and Treasurer.**
- They organize the department activities like Expert talk, Workshop etc.
- They identify the industries and organizes the industry visit for their peer members.

Women's Empowerment and Complaint Committee (WECC)

- **WECC is constituted by students** and teachers for better understanding of the the issues faced by girl students.
- It focuses on the **woman empowerment** and their protection in and around the college premises and organizes '**legal advice**' and '**gender sensitization programmes**' .

Internal Compliance Committee

- Internal Complaints Committee is a **mandatory committee** with established standards and procedures.
- STC has an effective **monitory system to control harassment** against working women and it works for the credibility and accountability of them throughout the year.

National Service Scheme (NSS)

- The various regular and special **camp activities** were held to identify, develop and hone the **skillsets of the volunteers.**
- With unparallel dedication and involvement the college has **adopted the villages of the region,** where in the committed volunteers discharge their selfless service.

National Cadet Corps (NCC)

- National Cadet Corps functions with an aim to develop **qualities of character, courage,**

commandership, discipline, leadership, secular outlook, spirit of adventure and sportsmanship and the ideals of selfless service among the youth to make them useful citizens.

- The mission of this group is to pool create a human resource of organized, trained and motivated youth to provide leadership in all walks of life including the Armed Forces and be always available for the service of the nation.

Clubs

- To kindle the talents and nurture the passion of the students STC has **17 students clubs**.
- The clubs enhance the **personal traits of students** by improving their communication skills, leadership skills, social networking, organizational and management skills.
- Clubs act as outlets for youngsters, and it brings students with common interests in particular hobbies together. They share their **expertise and participate in intracollegiate, inter-collegiate level competitions** to showcase their talents.

OUTCOME

- STC students come out as individuals with excellent leadership quality, societal attachment and duty conscious citizens of India.

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

5.3.3

The institution conducts / organizes following activities:

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

Response: A. All four of the above

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

5.4 Alumni Engagement

5.4.1

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

Response: 27.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
25.841	1.417	0	0	0

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

5.4.2

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

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

Response:

The former students of Sree Saraswathi Thyagaraja College are among the most valuable resources. STC has established a strong bond with Alumni and has registered **Alumni Association under the Tamil Nadu Societies Registration Act 1975**, on **September 27, 2017** with the Alumni Association Registration Number **308/2017** that functions very actively with a purpose to stay connected and maintain relationship and rapport with STC.

- The college connects with and all Alumni through a digital platform (both web and mobile app) named **Almashines**, which has the following Modules:
 - Alumni Chapters
 - Alumni Groups
 - Notice Board
 - News & Stories
 - Events
 - Batchmates
 - Find Alumni
 - Careers
 - Mentorship
- The college organizes **Annual Alumni Meet** regularly on the **Sunday (adjoining Christmas)** in the month of December at both departmental Level and college level.
 - During the Alumni meet, distinguished alumni are awarded, under various categories, for their contribution to the institution and the society.
 - Updated **Alumni Directory** is released. The directory includes the contact information of all the alumni, making it easier for them to stay in touch with each other through networking.
 - The alumni association publishes a **newsletter** on the day of the meeting. The newsletter contains updates on the activities of the association, about achievements and contributions

of alumni, and information on upcoming events.

- Successful Alumni are identified and their portraits are prominently displayed on the corridors of the college so that they can be role models for their successors.
- STC is quite confident that the involvement and the promotional attitude of STC Alumni will steer the institution into limelight and take it to greater heights in terms of student attitude, quality, and future vision

ALUMNI CONTRIBUTION - ACADEMIC ACTIVITIES

- Alumni are invited as **resource persons** for various programmes such as seminars, workshops, and conferences.
- Alumni serve as the backbone of the institution by providing their suggestions in framing the curriculum and they act as the **members in Board of Studies**.
- Alumni support their juniors in facilitating **industrial training and internships**.
- At Department levels, **Alumni Meet** is conducted either through online mode or offline mode regularly for the current students to have communication with their seniors.
- Meritorious alumni are the **active members of IQAC** and give valuable suggestions for the institution development and students welfare.

ALUMNI - FINANCIAL CONTRIBUTION

- Alumni act as **philanthropists** and provide scholarships for the students.

ALUMNI CONTRIBUTION - PLACEMENT/ENTREPRENEURSHIP

- Alumni share their **professional experience** to support the current graduates in **placement**.
- **Alumni act as HR** and suggest employment opportunities to the students.
- Alumni with a **passion for teaching** are appointed as Faculty and Supportive staff in STC.
- STC Alumni are remarkably placed as **State Government and Central Services** officials.
- **Heads of Departments in various Educational Institutions** are Alumni of STC.
- The distinguished alumni who are **entrepreneurs motivates their juniors** to become an entrepreneurs.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

In accordance with its **Vision and Mission**, the management steers governance with representation from UGC and University nominees, notable academicians, industry experts, employers, faculty, alumni, and students. The statutory bodies namely Governing Body, Academic Council, Finance Committee and Board of Studies are constituted as per the norms of UGC, Government Tamil Nadu and the affiliating Bharathiar University. The institutional governance and leadership ensures quality and excellence in **teaching-learning process, research, and outreach activities.**

NAAC

STC has faith in the NAAC criteria and the NAAC assessment process to transform higher education institutes into centres offering superior learning experiences. Hence, the institutional governance is based on NAAC 7-criteria framework. Adopting this framework helps us in self-evaluation on all the indicators and assist us in planning and expansion.

NATIONAL EDUCATION POLICY

Following the spirit of **NEP 2020**, STC has redesigned its curricula to include:

- **Multi-disciplinarity** across all Programmes
- **Outcome-based-Education** from 2018 onwards
- **Indian Knowledge System:**
 - Inclusion of Indian languages - Sanskrit, Tamil, Malayalam
 - Training in Yoga for all students
 - Celebration of Pongal, Onam, Christmas, etc.
- **Skill Development:** Training in employable hard and soft skills

In AY-2021-22, as many 12 FDPs were conducted on NEP.

INSTITUTIONAL GROWTH

The institution has a modest beginning in **1997 with 4 UG Programmes and 37 students**. Currently it offers **17 UG Programmes, 8 PG Programmes**, with **3200** students.

STC offers various **Skill Development Courses**:

1. Currently under the auspices of NSDC we offer skill development courses:

1. **NSDC Fee-based non-funded Market LED Program**

2. **PMKVY 4.0 – Skill Hub** Initiative under Ministry of Skill Development and Entrepreneurship (MSDE)

2. Recognition of **Prior Learning (RPL) under PMKVY 4.0**

3. Special Projects – Participation: **60% Public and 40% Students**

4. **PM Vishwakarma Yojana Scheme** – Approved Training Partner among the only **69** in the country.

DECENTRALIZATION, PARTICIPATION IN THE INSTITUTIONAL GOVERNANCE

STC practices **decentralization and participative management to achieve its mission, vision**, and values by involving faculty and supporting staff and all stakeholders.

- The **Governing Body** formulates and approves the **strategic plans of the institution**.
- The **Academic Council approves** policies and matters relating to academics, Research and Development.
- **Principal monitors** day-to-day affairs by delegating the responsibilities to Vice-Principals, Deans, Directors and HoDs.
- Prepare **Department-wise Academic Plan** with Budget
- **10 Centres, Committees, Cells**
- **17 Student Clubs**
- Committees for Freshers Day, College Day, Sports day, Graduation Day etc.,

INSTITUTIONAL PERSPECTIVE PLAN

The management, Principal, Vice-Principals, Deans, Directors and HoDs jointly envision the Perspective

Plan of the College.

SHORT TERM GOALS

- **2023-24** – NAAC Accreditation with A++
- **2024-25** - Among top 100 in NIRF Ranking
- **2025-26** – First in Media ranking.
- **2026-27** - NBA Accreditation for MBA / MCA
- **2027-28** - ISO 14001 Accreditation for Environmental Management System (EMS) and ISO 18001 Accreditation for Social Accountability

LONG TERM GOALS

- **2029-30** – To become STC University
- **2030-31** – International Product Development, Full-fledged Technology Incubation Centre
- **2031-32** – International Fellowship for Advanced Research
- **2032-33** – To participate in Olympic Games
- **2040** – Among Top 100 Universities in Asia

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Focusing towards the vision of becoming a premier institution and emerge as a University of Excellence, the **institutional perspective plan** is effectively deployed through the following measures.

- Obtained **ISO-21001-2018** (Educational Organizations Management Systems) Certificate
- **Digital Campus** is established by implementing the **ERP, LMS** and other Applications.
- **Curriculum Design and Development Cell (CDC)** established
- **Outcome-Based Education (OBE)** is implemented effectively since 2018
- **Additional building** for advanced studies is created
- **23 Smartboards and 2 Android TVs** were installed to enhance ICT enabled teaching and learning
- **Participation in NIRF** (National Institutional Ranking Framework)
- Membership in **National Digital Library of India Club (NDLI)**
- **MoUs Industry-** Institute Interface activities
- Quality sustenance and **FDPs through IQAC**
- Research promotion through **seed money**
- **Placement Preparedness** Training for students
- Services through **Support Centres**
- **Wi-Fi** campus with **109 accesspoints.**
- **CCTV** coverage with **102** cameras
- **LCD Projectors: 60**
- New Programmes introduced in UG

Administrative Structure

- **College Committee and Governing Body** evolve policies and practices and prescribe modus operandi through the Secretary and the Principal.
- **Vice Principal (Academics) and Vice Principal, (Administration)** coordinate with the Principal for the smooth conduct of College.
- **Administrative Officer** undertakes all academic support functions of students and the faculty,

including premises maintenance, Hostels, Cafeteria etc., in consultation with the Secretary and the Principal.

- **Finance Committee** scrutinizes financial proposals, income and expenditure pattern and devises financial plan.
- **IQAC being the prime body** in benchmarking and transforming Academic reforms moderates all quality initiatives.

Academic Structure:

- **Curriculum Development Cell** designs curriculum framework based on inputs from experts, feedback from stakeholders and instructions from regulatory bodies. Board of Studies reviews and validates curriculum design; Standing Committee scrutinizes and recommends it to the Academic Council which, approves curriculum/curriculum framework modifications and new courses/programme proposals.
- **Controller of Examination** schedules and conducts Continuous Assessment Tests, End Semester Examinations and declares the results.
- **Heads of Department (HoDs)** are responsible for overall discipline, curriculum design and development, integrity, students' association activities, Parents Meet and functions of department.
- **Faculty members** involve in attendance track record, remedial classes for slow learners, mentorship, teaching-learning-evaluation, student progression etc.,

Facilitative structure:

- **Committees, Cells, Clubs, Forums, Associations and Department of Physical Education** perform extra-curricular, sporting, cultural and community engagement activities. Sustaining harmonious academic environment ensured through Grievances Redressal Cell, Women Empowerment and Complaint Committee, and Internal Complaints Committee.
- **Library, Computer Labs, Alumni Association, Fitness centre, Centre for Placement and Corporate Relations, Centre for Entrepreneurial Development, Centre for Counseling and Guidance, Centre for Digital Learning, Centre for Human Excellence** supports students for employability and skill enhancement.

Staff Appointment

- HoDs shall submit **staff requirements to the Principal** every academic year / semester beginning.
- **Advertisements** are released in the social media platforms and in reputed dailies with required

eligibilities. The received applications are shortlisted and called for an interview.

- The **Staff Selection Committee** interviews as per procedure and selection will be on merit basis only.
- The recruits will be appointed and inducted on various **institutions policies(HR), rules and regulations and practices.**
- The service rules and policies are available in **STC website.**

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

PERFORMANCE APPRAISAL SYSTEM

- **Performance Appraisal** is carried out once a **year**.
- The **prescribed format** will be released to all the appraisees in advance.
- The **external appraisers** are identified.
- **Experts in the particular domain** will assess the concerned Faculty in terms of copies of credentials submitted.
- It covers both the teaching and other related capabilities such as **result analysis, subject knowledge, Research and publications** in reputed and indexed journals, academic excellence, Body Language, Tone Modulation, Eye contact, etc.,
- The total weightage of the **evaluation process is 350 marks**. The scope of the assessment is segregated into **5 areas**, namely **Academic Capabilities (100 Marks), Research and Publication (100 Marks), Student Support Activities (50 Marks), Contributions to the institution (50Marks) and Professional Development (50 Marks)**
- **The outcome of the assessment** will be grouped into three categories such as **A Category (Between 275 and 350 marks), B Category (Between 175 and 275 Marks) and C Category (175 marks and below)**

- Based on the observations made by the experts, the Principal personally interacts with the individuals for correction and corrective actions.
- The **C category** faculty are given a **Performance Improvement Plan (PIP) with SMART Goals** and guidance through HODs as Mentors and Senior Faculty Members as Guides. Periodically the achievement of agreed goals are monitored.
- **Special Incentives** are provided in accordance with assessment outcomes on monthly basis.

STAFF WELFARE

- All staff members are regularly covered under **Employee Contributory Provident Fund** Eligible staff members are covered under **ESIC**
- Coverage under **Group Personal Accident Insurance Policy** for both Staff and students
- **Free medical consultation** by a visiting doctor at regular intervals
- A **fitness Centre (Gymnasium)** is made available for the use of students and staff
- **Provision for Maternity Leave** with pay and free personal and family counseling

PROFESSIONAL DEVELOPMENT

- An **orientation programme** on team building and leadership is organized for all staff members once in a year
- **Incentives** are given for research publications in high impact factor journals
- **Institution bears 50% of membership fees** in professional associations
- **Additional leave with pay (On Official Duty)** for the faculty to pursue Ph.D. programme and for attending Conferences / Workshops.
- A **special increment of Rs.5,000/-** is extended to faculty on the award of Ph. D
- A **special increment of Rs.5,000/-** on completion of **ten years of service**
- **Special grant of Rs.9,000/-** per annum is offered to HoDs
- **Seed Money** is provided to undertake research by the faculty
- **FDP for Teaching & Non-Teaching staff** for Professional Development, Career Advancement, and improvement in emerging areas

- Faculty members are motivated to submit funding requests to organizations like the UGC, DST, DBT, and ICSSR to conduct seminars, conferences, projects, etc.
- **Special Orientation Programmes** are organized for the newly recruited faculty members
- Deputes senior faculty members to top ranking institutions like IIM- Indore, IIM- Ahmadabad, IIM-Calicut etc.,
- **Wi-fi connectivity**, Well-stacked library with unlimited e-resources

OTHER WELFARE ASPECTS

- College bus
- Hostel accommodation
- Tour

OUTCOME

- **An inclusive environment ensuring, the physical, psychological, and social well-being of Staff.**

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

6.3.2

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

Response: 62.16

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
104	90	106	82	96

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

6.3.3

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

Response: 65.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
106	123	9	126	141

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

STC is a **self-financing Institution** since its inception **1997-98**. The visionary Management gets financial support from the **VSV Vidhya Mandhir Trust**.

- To guide the resource mobilization process, the institution has a **resource mobilization policy**, and optimum use of the available resources. The financing for academic and research purposes are primarily self-sufficient for the activities that are related to the Institution.
- The institution avails **loan facilities from banks** based on its needs, especially for infrastructural developments and for long-term planning and spending.
- **Funds** are also mobilized through interests from **fixed deposits, hostel fees, revenue from rents, alumni contributions, Research grants**, etc.,
- The college gets funds collected through **tuition fees**, which are utilized optimally.
- From the academic point of view, optimum utilization of resources is ensured through **budget allocation, periodical auditing**

and complying with the proposals on time as proposed in the academic and administrative plans

- In addition to these, grants from funding organizations, **revenue derived from conference, seminar and workshop registration fees and Competitive Exams** are also added to the income.
- The institution makes wise use of the cash generated from various sources to **manage expenditures** as well as to **invest money into long-term growth** initiatives.
- STC follows the **budgetary control system** to monitor the effective and efficient use of financial resources. The **Finance Committee** is constituted as per the guidelines of UGC and meets twice in a year. The Principal is the Chairman of the Committee. The finance committee has fixed the limits of total recurring and non-recurring expenditures based on the income and resources of the institution.
- The **budget** includes recurring expenditures such as **salary, electricity, maintenance cost, stationery**, other consumable charges and non-recurring expenditures like the purchase of lab equipment, furniture, and other infrastructure development expenditures.
- The expenses are closely monitored by the accounts department against the **budget allocated by the management** for Optimum utilization of resources towards
- **Development and maintenance of infrastructure, Renovation and modernization of laboratory facilities, library** and its resources, sustenance of green campus
- **Procurement of sports amenities**, furniture, stationery, teaching aids
- **Conduct of examinations**, Facilitate the working of centers, clubs, NCC, NSS and YRC
- **Maintenance of software**, Internet, and Wi-Fi facility
- **Welfare measures of Staff** and Students

SCHOLARSHIP

- The institution accepts voluntary contributions from **philanthropists** for providing free ships and scholarships to deserving students.
- At present the institution has **eight Endowment Awards** instituted by the well-wishers of the institution to help the deserving and meritorious students as per the guidelines prescribed by the donors
- The Institution offers merit, **economically-challenged and sports scholarships** to deserving

students based on the mark scored in the qualifying examination, economic status and achievements in sports and games

- **Alumni and sibling scholarships** are offered to promote students to pursue higher education.
- The college offers **free education to deserving students** every year as per the guidelines of the parent university.
- **Scholarship for Certificate courses** is provided for various certifications of the students to enhance their skills towards professional growth.

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

6.4.2

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

Response: 65.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
24.67520	11.05	3.5	0.31	26.43154

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

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

- The institution follows the **budgetary control system** to monitor the effective and efficient use of financial resources. At the beginning of the academic year the **annual budgets** are prepared, reviewed, and approved by the **Finance Committee**. The finance committee has fixed the limits of total recurring and non-recurring expenditures based on the income and resources of the institution.
- The institution has established a foolproof mechanism for **conducting internal and external audits** on all the financial transactions in every financial year to ensure the **financial management system**. The audit approach basically centered upon review procedures to assess the authenticity of the system to examine the possible human errors.
- The audits were conducted of the accounts of **M/s. V.S.V Vidyaa Mandir Trust and M/s. Sree Saraswathi Thyagaraja College, a unit of the trust. CA Hari Narayanan. B.Com. FCS, Chartered Accountant (M No. 22690) conducts the internal audit.**
- The Financial Internal Audit evaluates the **financial statements of an institution** and ensures that its financial records are fair and accurate enough, as claimed.

Scope of the Internal Audit

- The scope of the audit includes various receipts and **payment vouchers, recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges** etc., and non-recurring expenses such as **infrastructure facilities, lab equipment purchases, furniture and other development expenses** etc.,.
- The books of accounts, all **payment vouchers, Invoices, TDS on Income Tax** are also subjected to the audit process. The internal auditor also verifies that the fees are collected from all the students and if there is any concession/ scholarship, the same is granted by an **authorized signatory**. The audit process also ensures that the **prescribed fees are remitted** and properly accounted for under the heads concerned.
- The expenses are **monitored by the department of finance and accounts** against the budget allocated by the management. The **Utilization Certificates (UC) has been obtained** for the projects received from the funding agencies.
- In the case of expenditure, the college has a uniform practice of making payments only through cheques for better transparency. Similarly, the college receives **financial contributions**,

endowment funds and other funds only through cheques, DD or NEFT.

- Internal audits are conducted on a half-yearly basis by a **finance expert**. To mention, Internal Audit for I half (Apr '22 to Sep'22) was conducted on **21.10.2022 & 22.10.2022**. Internal Audit for the II half (**Oct'22 to Mar.'23**) was conducted on **28.04.2023 and 29. 04.2023**.

Process of External Audit

- The accounts of the college are audited by **chartered accountants** regularly as per statute. Any queries in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits.

Audit Outcome

- As the funds generated are being utilized properly in accordance with budget allocations duly **supported by bills, vouchers, and invoices**, the **internal audit report** confirms that there are no discrepancies in the process of **accounts and finance** either major or minor during the assessment periods.

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

The objective of IQAC is to establish a framework for consistent and effective action to enhance the institution's academic and demonstrative achievements. It provides greater clarity and emphasizes on quality sustenance. The IQAC seeks to ensure quality by implementing systematic quality improvement initiatives.

The two practices institutionalized as a result of IQAC initiatives to ensure Incremental Improvements are as follows:

1. ACADEMICS REFORMATION

Planning and Implementation of Academic Plan before the commencement of the academic year to outline the academic, co-curricular, extracurricular, and assessment schedules which would be carried out by the college, departments, clubs, and committees throughout the academic year.

- **Innovative degree programmes** were introduced, such as Digital and Cyber Forensic Science, Data Science and Analytics, Artificial Intelligence and Machine Learning, Business Analytics, Banking and Insurance.
- **Field visits** to places of importance, Industrial visits, Educational Tours, and Institutional visits are mandatory for all classes of UG and PG.
- **Internships** are mandatory for II UG and I PG.
- **Projects** are compulsory for III UG and II PG students.
- **MOOC courses** are compulsory and are given extra credits. Completion of **Value-added Courses and NPTEL** made compulsory in the curriculum. **MoU** with digital learning companies were processed. **Centre for Digital Learning** was established to centralise the MOOC courses.
- **Learning Resource Centre**, A New library was established in the VSV advanced study centre. The **e-resources** consortium includes **INFLIBNET- N LIST, DELNET, and NDLI**. The digital library with a Wi-Fi facility and a leased line connection of 100 MBPS.
- **E-Content Development Cell** was established with facilities of **Lecture capturing System**, and developed **E-content** for students ease learning.
- **E-governance Automation** through digitalization: IQAC initiated the **introduction of an ERP and LMS** since it is a single solution that allows monitoring quality at every stage of the academic process. It is a modern SaaS-based ERP on the cloud, developed to operate in real-time to plan, educate, and communicate with the administration, faculty, students, and parents
- **Strengthening the Laboratories:** Programme-wise laboratories were established.

2. RESEARCH AND DEVELOPMENT INITIATIVES

- **Seminars, conferences, workshops, FDPS** were conducted to enhance and promote research.
- The **Intellectual Property Rights Cell** has been established. IPR awareness increased the patents of faculties
- Recognitions to research output, **Research advisory committee** screens, and assists in submission of manuscripts earned faculty publications in reputed peer-reviewed, indexed journals.
- **Publications:** To promote publications, **research incentives** were provided. **Research articles and Book publications** have increased from the previous cycles.
- **Salary Increments** are provided to faculty for producing PhDs by the Management as a measure of encouraging more faculties to be involved in research.
- **Seed money** is provided for faculty to do research. Faculty receiving the seed money are required to publish their work in a reputed Journal. The seed money grant was increased.
- **Consultancy services** were done and income was generated by the faculties.
- **Financial assistance** is provided to staff for attending workshops and conferences, and membership in professional bodies from the Management.
- The **Incubation Centre** was established under the department of Chemistry
- **International MoU** wMoUs signed for collaborative with abroad institutions

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

6.5.2

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

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

Response:

IQAC plays an instrumental role in ensuring the quality of teaching-learning and review of assessment and evaluation. The following are the two examples:

1. Student-Centric Teaching Model

- The **outcome-based education** model was introduced in STC from AY2018- 2019. The vision and mission of STC are reflected in Programme Education objectives, which in turn are disseminated in **programme outcomes and course outcomes**.
- IQAC along with the **Centre for Faculty Development** organized several FDPs to introduce the Faculty to **Innovative Teaching-Learning Pedagogy**, and training was given to understand and implement the OBE Model and in line with **National Education Policy and Curriculum design** was restructured.
- **Academic activities** are planned and reflected in the **Academic Calendar** which is monitored and evaluated by the **Academic Calendar Committee** in line with the teaching and learning process and examination schedule.
- All the freshly admitted students of STC, undergo an **orientation programme** in which the Institution's **Vision, Mission, Programme objectives** are disseminated. The **teaching-learning** process, the method of continuous evaluation, **co-curricular and extracurricular activities**, discipline, and values of STC are disseminated to the students.
- The **teaching plan** for each course is prepared by the faculty before the beginning of every semester as per **OBE requirements**, specifying the topic, methodology adopted, **ICT usage**, and duration; the teaching plan is recorded in the LMS.
- **Syllabus Completion** as per plan is recorded in the **class logbook** with details of the **course/teaching plans** by faculty and reviewed by the HOD and Director/Dean. The practice is enhanced and e-governed through the ERP.
- **Continuous Internal Assessments (CIA)** are conducted as per plan and **ABCD analysis** of results helps categorize the students as slow learners, and advanced learners based on a percentage of marks scored.
- **Remedial Classes** are conducted to equip slow learners with **peer teaching and additional assignments**. Faculty mentor the students and support them in their progress.
- **E-content Development Cell** was implemented to develop digital content through LCS
- **Extra Credit** for completion of courses offered by MOOC, SWAYAM, NPTEL, Infosys Springboard, etc. are given to students

2. Feedback and Review Mechanism

- IQAC monitors the **learning outcomes through the Feedback and Review Mechanism**.
- **Curriculum Feedback** from students and stakeholders is periodically carried through online and offline. The consolidated report of feedback is scrutinized and analyzed and necessary steps are taken to implement curriculum reformation and infrastructure augmentation.
- **Exit Feedback** from students is taken course-wise, and directly through IQAC at the end of the semester through ERP.
- Students are also free to approach the Principal of the Institute for feedback and suggestions. **Suggestion boxes** are placed at prominent places in STC for students' representation.
- The **collected Feedback** is categorized properly analysed and shared with the Principal, Director/ Deans, HODs, and individual faculty members based on the need. Necessary steps and initiatives are accordingly taken.
- The **teaching-learning processes** are reviewed, and improvements are implemented, based on the

IQAC recommendations.

- **OBE attainment levels** are assessed through direct and indirect methods.
- **Internal and External Audit** ensures adherence to the **Academic Plan, course plan**, innovative teaching methodology adopted, maintenance of academic records and files
- **Academic Administrative Audit** and Finance Audits are conducted periodically to monitor and appraise the same
- **Annual Performance Appraisal: External Experts in the particular domain** will assess the Faculty in terms of copies of credentials submitted.

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

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equity

- To nurture gender equity among the students, the college conducts various programmes on **gender equality and gender sensitization**.
- Rendering equal opportunity to all genders, reduction in enrollment gap between male and female students and **equality in learning process** is well taken care by the institution.
- The College has **equal enrollment of male and female students**, representation of female faculty members could be seen in both academic and administrative areas like **NCC, NSS, Board of Management, Directors, HoDs, CDC, BoS, Clubs, etc.,**

Sensitization of Gender Equity

- As a feather to the cap, **Women's Empowerment and Complaints Committee (WECC) and Internal Complaints Committee (ICC)** function exclusively for the welfare of female students and faculty.
- The college promotes and ensures **gender equity** by conducting various activities throughout the year.
- Due importance is also given to **health care and skill sets**. **Legal awareness** is one of the programmes conducted by the college to educate the girl students and female faculty members on the legal aids they have.
- **Female students** are motivated to organize and participate in various events.
- Most of the Departments and Centers are headed by female faculty members. **Women's day** is celebrated with zeal and enthusiasm every year.
- The institution promotes **gender sensitization** through extracurricular programmes like the **Cancer Awareness Programme, Legal Rights of Women, Prevention of Violence against Women** and the Disclosure of Legal Provisions, Workshop on Gender Sensitization and

Prevention of Child Sexual Abuse.

- **International Yoga Day and World Suicide Prevention Day** are well commemorated every year.
- The **PG and Research Department of English** offers a course on Theorizing Gender.
- The **PG and Research Department of Social Work** and other Departments conduct various programmes on the promotion of Gender Equity.
- To protect the students' security, the college campus is **monitored by CCTV**.
- **Centre for Counselling and Guidance and Anti-Ragging Committee** ensure the safety and protection of the students.
- The college is visited by a **doctor twice a week**.
- **Separate hostel** facilities are available for female students
- **Restrooms** are available for girl students and female faculty members with Sanitary Napkin Dispensers and Incinerators.
- **Physical and mental health** is ensured for faculty members and students through Yoga, sports activities, and training.
- Through **Unnat Bharat Abhiyan** the institution has conducted eye camps in villages.
- **Women Empowerment and Complaints Committee** along with the **Internal Complaints Committee** and the PG and Research Department of Social work organized drug de-addiction programme.
- PG and Research Department of Social work has organized various programmes in association with ICC like **health & hygiene, Gender sensitization, solid waste management, Hazards of Plastic, Suicide prevention day, organ donation day, nutrition day, cancer day, drug abuse and illicit trafficking during**.
- NSS has conducted various programmes like **Hydro Power sanitation, Cardiopulmonary Resuscitation, TB awareness, Corona awareness programme, Corona Vaccination Camps, Blood donation camp, plantation of Palm Trees, Fit India Movement Walkathon, and orientation on helmet awareness programme**.
- PG and Research Department of Social work and NSS have jointly conducted **Tribal Camps** for the upliftment of tribal women.

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

7.1.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response:

The institution has a well-planned **waste management system** designed to deal with degradable and non-degradable waste.

Solid Waste Management

- Academic and administrative blocks have **bins for waste collection.**

- For biodegradable and non-biodegradable waste, the college supplies **separate coloured bins**.
- Non-biodegradable and **e-waste** are collected and handed over to a **Government-Certified Waste Management Agency**. MOU is in force.
- **Kitchen waste and vegetable waste** from the hostel mess and canteen are disposed of properly. Food waste is collected by the nearby farm thrice a week.
- **Single use plastic** is banned.
- A certified vendor collects **exam papers** and institution waste papers for proper shredding and recycling.
- The college is completely Wi-Fi enabled and the full-fledged usage of the **ERP reduces the consumption of papers**.
- Feedbacks are collected through **Google forms** and other online platforms.

Liquid Waste Management

- The college has **awareness sign boards** in various places to educate the students, faculty members and the staff on the proper consumption of water.
- The college has **borewells and wells for rainwater harvesting**.
- **Waste water** from the septic tank is let into the **soak pit**.
- Wastewater is treated in a non-electric, **eco-friendly sewage** treatment plant, with a low carbon footprint.
- Treated water is used for **gardening**.

Biomedical waste management

- Sanitary napkins are safely disposed through **incinerators**

e -Waste management

- E-waste like the parts of computers, printers, scanners, network cables, servers, monitors, compact discs, copiers, calculators, battery cells etc. are **disposed to certified agency**.
- E-waste is well managed by the **lab admin section and disposed of once a year**. A **proper ledger** is maintained for e-waste disposal to authorized agencies.
- **Outdated computers** are exchanged with the latest configuration.

- Computer labs are monitored by the lab admin and his team.
- The college has signed an **MOU with Green Era Recyclers**, Coimbatore for disposal of unused equipment which cannot be reused or recycled.

? **Hazardous chemicals and radioactive waste management**

- **Hazardous chemicals and radioactive materials** are not used in laboratories.
- The **safety rules** are displayed in all Laboratories to ensure safety.
- **Insoluble chemical substances** are collected separately and non-hazardous chemicals are diluted before disposal.
- **Fume Hood and Exhaust fans** are available for removing the fumes, vapors, and dust in the Chemistry laboratory
- All **broken glassware** in the laboratory and used filter papers are collected separately and disposed of as per regulations.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5

Green campus initiatives include

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

Response:

The **Green Campus** ensures a green, clean, and **pollution-free** campus and to inculcate the practice of conserving nature and judicious use of **non-renewable resources**. Additionally, it gives the institution a chance to redefine its environmental culture through educating the faculty and students on **environmental ethics and to promote sustainable** and eco friendly practices in and beyond the campus.

- To operate a well-balanced campus in matters related to **environmental care**
- To create awareness among the faculty and students on **environment conservation**, significance of a clean environment.
- To create awareness on issues related to the environment through **awareness programmes viz. rally, clean campaign, seminars, conferences, workshops, sapling distribution, tree plantation, palm seeds distribution, campus beautification, wildlife photography, trekking, wildlife conservation awareness programmes.**
- To **educate students and faculty members** to voice for environment conservation.

GREEN CAMPUS

- The college has a lush green campus, with **16,500 sq. feet of garden area.**
- Greenery within the campus provides **pollution-free air** and they act as carbon-sink.
- As a proof of Green Campus, wild **peacocks visit the college and brood** in the campus.

- Faculty and students actively participate in **planting trees** both on and off campus through **NSS, Eco Club and Extension activities**.

WATER CONSERVATION

- To ensure **rain-water conservation**, **Rainwater Harvesting** is practiced. The rainwater from the **roof-top outlets** is carried through a network of underground pipelines to the **wells and soak-pits for ground water recharge**.
- **Wastewater** is treated in a non-electric, **eco-friendly sewage** treatment plant, with a low **carbon footprint**.
- **Treated water** is used for gardening.

ALTERNATIVE RESOURCES

- **Solar panels** are installed for power production.
- Through **100 solar panels 17894 units** of current are generated every year.

ENERGY CONSERVATION

- **Energy Audit** is conducted every year.
- **LED bulbs and LED monitors** for the computers are used for energy conservation.
- **Sensor-based light** controls at select places to conserve energy.
- **ERP** is used to reduce paper work by helping to reduce carbon footprint by reducing the consumption of papers.
- The college is completely **Wi-Fi enabled** which facilitates **digitization** of attendance and internal assessment records. **Digital Library** enables students to access eBooks and e-Journals. Students submit their assignments online.
- Feedbacks are collected through Google forms and other **online platforms**.
- **Steam-based cooking** is used in the hostel.

WASTE MANAGEMENT

- The college has a well-planned **waste management system** which aids in keeping the campus safe and tidy.

- **MOU with a certified** Waste Management Company exists to professionally dispose of all types of waste.
- Separate dustbins with sign boards are used throughout the campus. For the collection of waste under various categories such as biodegradable, non-biodegradable waste and e- waste the college supplies separate color-coded bins, which are kept at accessible places in the campus.
- **E-waste** such as the parts of computers, printers, scanners, keyboards, mice, network cables, servers, monitors, compact discs, copiers, calculators, battery cells etc. are disposed to certified vendors.

BAN OF PLASTICS

- The College is particular in creating a **plastic-free campus**.
- **Single-Use plastics** are banned in canteen, hostel, and office.

VEHICLES

- The movements of **automobiles are restricted inside the campus**.
- Common **Commutation facilities** available to faculty, staff, and students to reduce carbon footprints.
- **College buses** and vehicles are emission tested.

PEDESTRIAN PATHWAYS

- **Designated pathways** ensure safe and secure walking between buildings.
- **Ramps facilitate** physically-challenged students and staff.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

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

Response:

Sree Saraswathi Thyagaraja College (STC) provides a secure and well-protected environment for the people with disabilities. The institution firmly believes that the disabled students and staff should not be left out and they always should be a part of the mainstream. The **Disability act (The Rights of Persons with Disabilities (RPwD) Act)** was passed in the year 2016 and came into force in 2017. The objective of the act is to ensure that all the people with disability can lead their lives with dignity, without discrimination and with equal opportunities. The institution goes along with the Act.

- The institution has a **Divyangjan friendly, barrier free environment** for all faculty, staff, and students.
- The environment of the institution helps and supports the individual to function without assistance or help.
- STC offers an inclusive **teaching and learning** environment for all the students. The institution is very much particular in comprehending the physical, social, and psychological agony of a disabled person.
- One of the **full-time research scholars** of the PG & Research Department of English is pursuing her research on **DISABILITY STUDIES**. Thus, the institution is much keen in unraveling the complex life of the disabled people.
- The institution has **constructed ramps, separate toilets for disabled people**, and wheelchairs are available for the aid of the students.
- **Braille books** are available in the library.
- **Scribe facility** is offered for visually challenged students for both internal and end semester examinations.
- The institution has **NVDA software for differently-abled students**.
- **Sign boards** are available to indicate barrier-free movement.

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

7.1.8

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

diversities (within 500 words).

Response:

- Sree Saraswathi Thyagaraja College is always consistent in providing an inclusive environment.
- The Philosophy of the institution **“When an institution becomes very important to the society it no longer belongs only to its founders but to the whole society,”** is the triggering force behind all the endeavors of the institution.
- Management, Principal, Faculty members, Staff and Students all work and move in creating a **harmonious, well-balanced, closely-knit inclusive environment** both on and off campus.

Promotion of Cultural Diversity

- The college functions with the key motto of the nation **“Unity amidst Diversity.”** The college inculcates oneness and unity by celebrating regional festivals.
- The college always adheres to the **secular and multilingual aspects** of our country. All the programmes conducted revolve around Indian integrity.
- Festivals like **Pongal, Ramzan, Christmas, and Onam** are celebrated with utmost care and sincerity.
- **Inter-Collegiate (Aadukalm) and Intra-Collegiate (Shristi)** competitions are conducted.
- The college has never failed to exhibit solidarity toward **Indian spirituality**.
- Through the **Grievance Redressal Cell**, students can voice their thoughts. The code of ethics and dress code is suggested by the college.
- As Compassion is one of the mottos of the college, much priority is given to **integrity and unity**.
- A **multicultural environment** is promoted by admitting students and recruiting faculty members from other states.
- To focus on **communication skills coaching on BEC, Drama Club, and Literacy Club** function effectively.
- **Centre for Training and Placement** functions well in training the students on soft skills.
- **Kaya Kalpa and Yoga class** was conducted by the teachers of Arivu Thiru Koil.

Promotion of Linguistic and Communal Harmony

- The college has a **multilingual environment**. Students from the nearby states are motivated to

learn their mother language through language classes.

- **Tamil, Malayalam, Sanskrit and Hindi** are offered to students under part I in the curriculum
- To improve the reading skills of the students the library has **Malayalam Newspapers**.
- **Patriotism** is adhered and nurtured by celebrating the birth dates of national leaders like **APJ Abdul Kalam and Kamarajar**.

Social and Economic Integration

- **Various festivals like Pongal, Diwali, Onam, Christmas, Ramzan, Navarathri** are celebrated by all the students and faculty members in a zealous way.
- **Independence Day, Republic Day, World Suicide Prevention Day, National Voter's Day, World Yoga Day, World Tiger Day** are also celebrated every year.

Harmonious Regional Growth

- **Regional diversity** is well balanced by regional harmony. The Institution is much particular in adopting and practicing activities that promote cultural inclusiveness and regional diversity. **Harmony and cultural inclusiveness** sustain the growth of a multi-lingual and multi-cultural country like India.
- The college is known for its adherence to **regional diversity** by commemorating various events.
- NSS and Centre for Rural development play a significant role in creating cultural harmony through Unnat Bharat Abhiyan.

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

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens

as reflected in the Constitution of India within 500 words.

Response:

- Sree Saraswathi Thyagaraja College has an elated **vision in rendering quality education to students, encompassing holistic development and growth.**
- The College owes the ardent responsibility of nurturing students not only with quality education but also with the principles and ideologies that adorn our **constitution and human values.**
- The Management, Principal and the Faculty members aim in inculcating elite ethos in the minds of the students. Comprehending the **responsibilities, values, rights, principles, and duties of a good citizen** are inculcated along with education.
- **NSS, NCC, YRC, Red Ribbon Club** and various other clubs of the college work toward the noble goal of enriching the minds of the students.
- STC runs several important programs to educate staff and students about their **rights, duties, values, and responsibilities as Indian citizens** under the Constitution.
- The college functions with **Justice, Liberty, Equality, and Fraternity.** Students are encouraged by college to uphold the Constitution's moral principles.
- **Birthdays of national leaders** are celebrated in a zealous way. **Independence Day and Republic Day** are celebrated religiously. **Teacher's Day** is celebrated every year by honoring the renowned school teachers.
- **Value education** is imparted by offering courses like **Environmental Studies and Value education** and ethics to emphasize constitutional obligation.
- By **organizing eye camps and blood donation camps**, students are trained to develop care and concern for fellow human beings.
- The college also celebrates **Flag Day, Voter Day, International Yoga Day, Drug Awareness and Social Justice Day through NSS.**
- **Legal and consumer awareness programmes, road safety and drug awareness** were imbibed through various programmes.
- To ensure **Covid free campus**, the college has conducted Covid Vaccination Camp. "Campus Cleaning Day" was organized by NSS. Compulsory masks and hand sanitation were strictly followed during the pandemic.
- Understanding the **importance of palm trees**, the NSS units of the institution have been actively involved in planting palm nuts.

- **International Women's Day** is celebrated.
- **World Consumer Day, World Autism Day rallies, and World Glucoma day** were conducted by NSS.
- **World Suicide Prevention day, Mental Health Awareness Day, AIDS Awareness Day, World Peace Day** were observed
- As a part of the **Swachhta Pakhwada**, NSS & NCC jointly conducted a special Plogging Event in the institution.
- The institution has conducted **career guidance programmes** along with The Hindu in various schools
- **“Digital Payment Methods and its security”** for the general public organized by the Department of Information Technology, and the awareness was given to **Self Help Group (SHG)** Members.
- PG and Research **Department of Social Work** has organized awareness programme on the impact of Substance Abuse, **Health Awareness programme** for the migrant workers, **Cyber Stalking awareness programme**, Cancer awareness programme, Mental Health programme, **free eye camps** and importance of Health and Hygiene.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE- 1

1. TITLE OF THE PRACTICE

Management Scholarships to Ensure Inclusive and Equitable Quality Education and Promote Lifelong Learning Opportunities for All

1. OBJECTIVES OF THE PRACTICE (50 words)

To

- 1.Fight against poverty derailing the education of the youth
- 2.Augment sustainable development through Quality Education
- 3.Enable self-reliance and boost economic growth by enhancing skills
- 4.Improve people's lives by opening opportunities for better livelihoods
- 5.Motivate the meritorious students to pursue higher education

1. CONTEXT

Being set in a rural area and the economic pressures compounded by the COVID Pandemic has motivated us to strategize the need to uphold the value of “inclusive and equitable quality education for all” (UNSDG-4), which resulted in the increase of management scholarships. As Quality Education is the foundation of sustainable development management scholarships has reduced the student drop-outs facilitated the economically challenged students to reach their education targets.

1. THE PRACTICE

- 1.**Merit Scholarship** is offered to students with more than 81% in +2 will receive 25% fee concession,
- 2.**Economically Challenged scholarship** is based on marks excluding Language Papers in +2. Students with 71% and above receive 50% fee concession, 60% to 70% receive 25%.
- 3.**Alumni Scholarship offers 25%** Fee concession for all PG Courses for those students studied their UG in STC. Also applicable to siblings of STC alumni.
- 4.**Sibling Scholarship** is applicable to siblings of current STC students. 25% Fee concession offered for students with minimum 50% marks in +2 (excluding language papers).
- 5.**MSET Scholarship** is offered through an Eligibility Test. **100% fee waiver** for the first 8 ranking students, 50% waiver for the next 32 ranking students, 25% waiver for the next 64 ranking students.
- 6.**Sports Scholarship** is offered to students who excelled in sports and games in school. Meritorious get 100% fee waiver with free boarding and lodging.
- 7.**Scholarship for Certificate courses** is offered to students upon successful completion of certificate courses.

Uniqueness

These scholarships contributes to

1. **UN-SDG Goal 4** (inclusive and equitable quality education for all)
2. **Gross Enrolment Ratio (GER)**
3. To facilitate the vulnerable, including with disabilities, to all levels of education **UN-SDG Goal 1**
(End poverty in all its forms everywhere)

1. **EVIDENCE OF SUCCESS**

Evidence 1

Management Scholarships:

- In AY-2021-2022, **Rs. 2.29 Crores** disbursed to **1259** students
- In AY-2022-2023, **Rs. 2.44 Crores** disbursed to **1331** students

Evidence 2

MSET Enrollment:

- 584 students in AY-2021-2022
- 542 students in AY-2022-2023

Evidence 3

Student drop-out percentage

- 13% in AY 2021-2022
- 8% in AY 2022-2023

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED: (75 Words)

- Validating exercise for faculty members in identifying the deserving candidate. A team of Faculty members travel to the homes of the economically challenged students to ascertain the facts
- More Funds to support students to meet their educational requirements

NOTES

(Refer Scholarship Policy for more details)

BEST PRACTICE- 2

1. TITLE OF THE PRACTICE:

Making the United Nations Sustainable Development Goals (UN-SDGs) a Reality through Outreach and Extension Programmes

1. OBJECTIVES OF THE PRACTICE (50 words)

- To spread the vision of UN by implementing and incorporating a select few SDGs in the regular practice of STC
- To build a socially fair, equitable, economically viable and environmentally friendly world
- To promote social equality by participating in civil society and political life and mould students into responsible citizens

1. CONTEXT (75 Words)

This practice goes along with the United Nations Sustainable Development Goals such as Quality Education-4, Good Health and Well Being-3, Reduced Inequalities-10, Decent Work and Economic Growth-8 and Clean Water and Sanitation-6.

To implement Sustainable Development Goals and inculcate social, environmental, and national responsibilities the college conducts various extension activities throughout the year.

9 Centres, 3 Cells, 2 Councils, 18 clubs, NCC, NSS, Youth Red Cross and CRD jointly execute the activities.

1. THE PRACTICE (200 Words)

1. Education Related (Quality Education - SDG 4): In association with the National Daily Newspaper, The Hindu, Tamil Thisai, organises career guidance programme for the schools situated in the nearby areas.
2. Health Related (Good Health and Well Being - SDG 3): CRD organised village household survey under Swatch-Bharat-Abhiyan for the villages adopted under Unnat-Bharat-Abhiyan. CRD along with Pollachi Rotary and Indian Immunological Society, Hyderabad constructed Sanitation Block at Government Higher Secondary School, Pollachi & Government High School, Gollapatti.
3. Social Upliftment (Reduced Inequalities- SDG 10): For social upliftment, Awareness Rallies related to cancer, drug abuse, child labour, helmet awareness were conducted.
4. Employment Related (Decent Work and Economic Growth- SDG-8): Along with Bombay Stock Exchange organized Investors Awareness Programme.
5. Environment Related (Clean Water and Sanitation- SDG-6): Under Unnat-Bharat-Abhiyan, STC has adopted the following villages for their development in collaboration with district administration.

1. Eripatti
2. Devampadivalasu
3. Vazhaikombunagoor
4. Nallur
5. Ayyampalayam.

Uniqueness

1. The institution adopts UNSDGs - Quality Education-4, Good Health and Well Being-3, Reduced

Inequalities-10, Decent Work and Economic Growth-8 and Clean Water and Sanitation-6.

1.EVIDENCE OF SUCCESS (100 Words)

2.

Evidence 1

The “STC-Hindu-Tamil Thisai Career Guidance Programme” beneficiaries:

- Students of 45 Schools in AY-2021-2022
- Students of 50 Schools in AY-2022-2023

Evidence 2

Rs. 18,00,000 /-was spent on Sanitation Projects. Beneficiaries:

- Gollapatti High School, Negamam - 320 students
- Municipal Boys High School, Pollachi - 600 students
- Government Higher Secondary School, Vettaikaranputhur- 600 students.

Evidence 3

Various social issues have been addressed through campaigns and awareness rallies.

Evidence 4

Grant received from BSE – Rs. 2.40.000/- for Investor Awareness Programmes. Benefits include:

- 60 Investors Awareness Programmes
- 2679 people were benefited in and around of Pollachi and Udumalpet Taluks

Evidence 4

Grant received Rs. 50,000/- grant under Unnat-Bharath-Abhiyan scheme for plastic awareness campaign in Eripatti, Ayyampalayam, Devampadivalasu, Nallur and Vaazhaikombu villages.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED: (150 Words)

- To make students shed their inhibition while rendering the service is a challenging task.
- Lack of support, coordination, and participation from the village people.
- More funds to expand these initiatives.

NOTES

(Refer Extension Activities Report for more details)

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:

Institutional Distinctiveness

“A sound mind in a sound body” is the basic philosophy of physical education. Both brain and brawn of students should be equally trained and developed to bring the best out of them in all walks of life.

The **Department of Physical Education** at STC has been encouraging sportsmen by giving them **professional training, coaching, competitive experiences**, and exposures under the direct supervision of trained and experienced coaches and sports administrators.

Our professional preparation through training brings excellence individually and as a team. In pursuit of excellence, our boys regularly play against top teams in Tamil Nadu and other states, which provide them

plethora of job opportunities as sports administrators in various departments of Central and State governments.

STC Sportsmen are committed, hardworking, highly disciplined and achieve heights without compromising their studies. Government organizations like **ICF, Railways, Banks, Central Excise, Customs** etc., prefer STC sportsmen as they are seen as assets and have endurance to play for long years in their teams.

OBJECTIVES

- To bring glory to STC in the field of sports and to inspire the youth to achieve excellence.
- To provide specialized sports training with adequate academic support to bring about the best.
- To evolve professional educational process to develop sports as a career
- To develop awareness on the importance of sports for holistic development.

VISION

“To bring laurels to STC in Olympics, Asian and Commonwealth Games”

LIFE LINE

“Sports @ STC Start with Dream Finish with Future”

OUTREACH ACTIVITIES

2022-2023

EVENT	DATE
Fifth District-Level STC Founders Trophy in Volleyball, Basketball and Ball Badminton for boys, Kho-Kho and Ball Badminton for girls	13.08.2022
Tenth State-Level Inter-School STC Founders Trophy in Ball Badminton for boys	14.10.2022 & 15.10.2022
Tenth State-Level Inter-School STC Founders Trophy in Volleyball for boys	28.11.2022 & 30.11.2022
Bharathiar University Inter-Collegiate “Ball Badminton Tournament” for Men	03.03.2023

2021-2022

EVENT	DATE
STC organized Bharathiar University Inter-Collegiate Volleyball “C” Zone Tournament	03.12.2021
STC organized Bharathiar University Inter-	09.12.2021 & 10.12.2021

Collegiate Volleyball Inter Zone Tournament	
STC organized State-Level Kabaddi Tournament for Women	11.12.2021 & 12.12.2021

2019-2020

EVENT	DATE
Fourth District-Level STC Founders Trophy in Volleyball, Basketball and Ball Badminton for Boys, Kho-Kho and Ball Badminton for Girls	16.07.2019 & 17.07.2019
Ninth State-Level Inter-School STC Founders Trophy in Ball Badminton for Boys	31.07.2019 to 02.08.2019
Pollachi West Zone Inter-School Tournaments for boys and girls	06.08.2019 to 21.08.2019
First Regional Level Inter-School Bhuvanesh Memorial Basketball Tournament for boys	29.08.2019 & 31.08.2019
Bharathiar University Inter-Collegiate Ball Badminton Tournament for Men	11.10.2019 & 12.10.2019
Ninth State-Level Inter-School STC Founders Trophy in Volleyball for Boys	06.01.2020 to 08.01.2020
SDAT Non-Residential Camp for Pollachi Educational District School Students	07.03.2020

2018-2019

EVENT	DATE
Third District-Level STC Founders Trophy in Volleyball, Basketball and Ball Badminton for Boys, Kho-Kho and Ball Badminton for Girls.	26.07.2018 & 27.07.2018
Eighth State-Level Inter-School STC Founders Trophy in Ball Badminton for Boys	19.10.2018 & 21.10.2018
Bharathiar University Inter-Collegiate Ball Badminton for Men	12.10.2018 & 13.10.2018
Eighth State-Level Inter-School STC Founders Trophy in Basketball for Boys	06.12.2018 to 08.12.2018
First Regional Level Talent Hunt Ball Badminton Tournament for boys	05.01.2019
Eighth State-Level Inter-School STC Founders Trophy in Volleyball for Boys	01.02.2019 to 03.02.2019
First Regional Level Inter-School Dr. M. Settu Memorial Tournament in Ball Badminton for boys and girls	17.02.2019

IMPACT OF THE PROGRAMME:**AWARDS****International Level:****2020-2021**

- 1.N. Ranjith Kumar of I BA (English) won Bronze Medal in 2020 Smart / MVP Sports Foundation Online Global Taekwondo Speed Kicking Championship from 23rd to 25th October 2020.
- 2.N. S. Nirmal of II M.Com (IB) won Gold Medal in World Power Lifting Championship held at Amravati, Maharashtra from 5th to 8th December 2020.

2021-2022

- 1.C. Venu of I BCA represented India in the Under 19 World Volleyball Championship held at Tehran, Iran from 24th August to 02nd September 2021.
- 2.L. Ruban of I MSW won Gold Medal (105 kg) in Asian Power Lifting Championship held at Istanbul, Turkey from 24th to 27th December 2021.
- 3.T. Sathamhussain of II BA (Eng) represented India in the 9th World Para Taekwondo Championship held at Istanbul, Turkey on 11th& 12th Dec 2021.

2022-2023

- 1.M. Kabilan of I BBA represented India Under-18 Men's Volleyball Team and the team won Third Place in the 14th Asian Men's Under-18 Volleyball Championship held at Tehran, Iran from 15th to 22nd August 2022.
- 2.STC Volleyball Players M. Kabilan of I BBA, C. Venu of II BCA, M. Deepak Kumar of III BCA, K. Gopinath of III BCA and K. Anandha Kumar of III BBA represented Tamil Nadu State Junior Men Volleyball Team for the Sri Lankan tour scheduled from 30th March to 7th April 2023.

Bharathiar University Overall Sports Ranking

- STC boys secured second place in the Bharathiar University Overall Sports Ranking for the year 2022-2023. This was officially declared by the University authorities in the BU Sports AGM on 17th August 2023.

PLACEMENT THROUGH SPORTS

S.NO	NAME OF THE STUDENT	DEGREE	DEPARTMENT	ORGANIZATION
1.	M. Pavithran	2014 – 2019	BBA, M.Com (IB)	Panchayat Office – Clerk
2.	M. Muhammed Fazil Huq	2014 – 2019	B. Sc , M. Sc (MATHS)	Tamil Nadu Police, Pollachi
3.	S. Thilak Charan	2016 – 2019	B.Com	India Post, Coimbatore

4.	M. Ravikumar	2017 - 2020	BBA	Indian Navy, Cochin
5.	M. Mikeelcin	2017 - 2020	BBA	Central Excise
6.	N. Govindaraj	2018 – 2020	M.Com (IB)	South Central Railways, Secundrabad
7.	M. Sabarish Kumar	2018 – 2021	BBA	India Post, Dharapuram
8.	S. Nandhagopal	2019 – 2022	BBA	Central Excise
9.	A. Madheswaran	2019 – 2021	MA (ENGLISH)	Central Excise
10.	K. Karthickraja	2015 - 2020	B.Com, M.Com (IB)	Tamil Nadu Police
11.	B. S. Abhinav	2017 – 2022	BBA, M.Com (IB)	KSEB, Tiruvananthapura m
12.	A. Manoranjith	2020 – 2023	B.Com	Indian Army
13.	L. Ruban	2019 – 2023	M.Com (IB)	South Central Railways

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

5. CONCLUSION

Additional Information :

- STC firmly believes that the purpose of education is not merely to transfer knowledge and skills to students but transform them into responsible and responsive citizens of this great country.
- Choice-Based Credit System with Outcome-Based Education was introduced in 2018-19
- ERP/LMS Application implemented as part of Digital Campus initiative.
- Introduction of Advanced and Specialized Programmes such as BSc Digital and Cyber Forensic Science, BSc Artificial Intelligence & Machine Learning and BSc Data Science & Analytics
- Bridge Courses planned and executed to minimize learning differential gap
- Inter-Disciplinary Courses (IDC) introduced for UG and PG
- Completion of MOOC courses made mandatory
- Members from industry inducted in Board of Studies
- Students equipped for corporate jobs by providing value-added certificate courses, industry training during program, mandatory internships, and intensive training for placement
- The support services through centre of excellence and department associations and clubs revolve round the students to make the campus student-friendly and student centric.
- NCC Army wing SD and SW inaugurated
- Research policy introduced to promote research with incentives for research projects, patents, publications and Seed money and Faculty Improvement Programme
- A special increment of Rs.5000 is given to the faculty after Ph.D., degree is awarded
- Salary package rationalized and streamlined to retain qualified faculty
- A registered alumni association is functioning and a mega annual meet is organized during December of each year
- IQAC strives hard to achieve continuous improvement in quality and academic excellence

Concluding Remarks :

- The Philosophy of the College - “When an institution becomes very important to the society, it no

longer belongs only to its founders, but to the whole society”

- The vision of the management, commitment of faculty and achievements of students have made STC a remarkable College in a rural environment to provide quality education at reasonable and affordable cost.
- Decentralization of administration is practiced to enhance the quality of the institution.
- Well-equipped laboratories and Learning Resource Centre ensure a conducive teaching-learning environment.
- STC successfully combated the challenges of the pandemic and conducted online classes, and continuous assessment of learning and academic performance have been evaluated
- Research culture is cultivated among faculty and students and the resultant output is utilized for the benefit of local community through consultancy.
- The institution has great concern for students’ progression for higher studies and sports and offers scholarships to the deserving students.
- The institution is socially responsible and the outreach activities carried out are addressing various issues, STC students have become change agents by actively involving in community service
- Focusing at a better future with a plan, the management marches towards achieving international recognition and making STC a Centre of Academic Excellence in this rural environment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 1063 Answer after DVV Verification: 421</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1780 Answer after DVV Verification: 1019</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1086</td><td>1094</td><td>912</td><td>742</td><td>912</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>996</td><td>964</td><td>919</td><td>865</td><td>881</td></tr></table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1221</td><td>1180</td><td>1180</td><td>1097</td><td>1097</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>1221</td><td>1180</td><td>1180</td><td>1097</td><td>1097</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1086	1094	912	742	912	2022-23	2021-22	2020-21	2019-20	2018-19	996	964	919	865	881	2022-23	2021-22	2020-21	2019-20	2018-19	1221	1180	1180	1097	1097	2022-23	2021-22	2020-21	2019-20	2018-19	1221	1180	1180	1097	1097
2022-23	2021-22	2020-21	2019-20	2018-19																																					
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2022-23	2021-22	2020-21	2019-20	2018-19																																					
1221	1180	1180	1097	1097																																					
3.1.3	Percentage of teachers receiving national/ international fellowship/financial support by various																																								

agencies for advanced studies/ research during the last five years

3.1.3.1. Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years

Answer before DVV Verification : 54

Answer after DVV Verification: 32

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

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
87	41	25	35	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	36	24	19	18

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

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations