



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

ARUL ANANDAR COLLEGE (AUTONOMOUS)

**ARUL ANANDAR COLLEGE(AUTONOMOUS) ANANDA NAGAR
KARUMATHUR MADURAI DISTRICT**

625514

www.aactni.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Arul Anandar College (Autonomous), Karumathur, Madurai, affiliated to the Madurai Kamaraj University, was established in 1970 by the late Most Rev. Dr. Justin Diraviam, the Archbishop of Madurai Diocese, is run by the Jesuits of Madurai Province. The College is a Christian minority institution working with the mission of total transformation of the society through education of the marginalized sections of the society. The College is named after Arul Anandar (St. John De Britto), a Portuguese Jesuit Missionary and Martyr, who stood for the values of justice, love and service.

Arul Anandar College, is a co-educational institution, located at Karumathur, a backward village, in the Usilampatti Taluk of Madurai district, Tamil Nadu. The College, recognised as grant-in-aid institution, under 2(f) and 12 (B) sections, was the youngest college in Tamil Nadu to become autonomous in 1987. The College enjoys a pretty look with sufficient infrastructure, pleasant green cover with native trees and delightful shades, in about 44 acres of pristine landscape.

Although it was a men's college from the beginning, to bring about the gender equity and women empowerment in the region that was affected by female infanticide, the College opened its portal also to the girls in the year 2001 and that has evidenced the desired result in a short span of time.

In recognition of its need based and innovative academic programmes and community-centred extension programmes, the College was accredited with the most coveted Five Star Status by NAAC in 2001. The quality enhancement and sustenance strategies of the Institution were consistent which were continuously recognised in the following reaccreditations when the Institution was reaccredited at 'A' Grade with a CGPA of 3.52 in 2008 and at 'A' Grade with an upgraded CGPA of 3.66 in 2014. The College was awarded with DST-FIST grant in 2016.

Vision

VISION STATEMENT

Integrated Development of Rural Students and Empowering them for Social Transformation

VISION

The people of the locale are characterised by distinct social and cultural characteristics. The majority of the people here belong to the Piramali Kallar Community which has been categorised as the De-notified or Most Backward Community by the Government. The Schedule Caste Community also forms a sizeable population in this region. Their main occupation is agriculture and finds their source of income as agriculture coolies.

Usilampatti Taluk is notified as a drought prone area by the Government of Tamilnadu and the vast stretch of semi-arid land is unsuitable for both inhabitation and agricultural activities. Poverty, unemployment, social

conflicts, unequal status of women and early marriage are some of the important social problems that have to be addressed in a more systematic way in this region.

Arul Anandar College, therefore, has taken its sturdy roots of social transformation through higher education initiatives and social activities. The College, through academic excellence and social orientation, aims at the integral formation of students who would become agents of social transformation.

Mission

MISSION

- To provide facilities for academic excellence, training in soft and professional skills and job placement
- To enable students to become agents of social transformation by imparting skills in research and social analysis
- To build Arul Anandar College into a policy advocacy centre

MISSION STRATEGIES

- Empowering rural students through innovative and socially contextualized education
- Fostering a sense of human rights founded on dignity, equity and justice
- Initiating ICT integrated socially relevant research
- Promoting people-friendly policies and programmes through networking
- Establishing an organic link between lab and land
- Facilitating gender equity both on and off the campus
- Promoting stakeholder participation in academic and extension activities

The College Emblem symbolises the gist of vision and mission. Motto: *Work, Justice and Love* engraved at the bottom of the emblem professes a philosophy of hard work coupled with passion for justice and love, and presents the College to the neighbouring countryside as the light of the land, offering loving service for social transformation.

The vision, mission, strategies and policies of the institution are consistently synchronizing with international perceptions, national priorities, regional relevance and local significance. They remain as the ideals and guiding principles while planning the activities of the College.

The strategies followed in the College for rural transformation are multidimensional development covering academic, research, extension and livelihood generation programmes executed with the participation of students, staff and management and with the support of governmental and non-governmental organizations, alumni and philanthropists. The College acknowledges the role of alumni in the governance of local bodies and local leadership and their affinity to the alma mater.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strength

- Clear cut Policy and Guidelines based on Jesuit Higher Education Policies for effective administration formulated by the Jesuit higher Education Commission
- Complimentary and friendly relationship among the staff and supportive facilitation by the Management, thus creating an ambience of fraternity and Team Work
- Updated and need based Curriculum with the Choice Based Credit System and Outcome Based Syllabus
- Excellent infrastructure with disabled friendly structures and well-equipped laboratories
- Highly Competent and qualified Faculty with large number of Ph.Ds
- Presence of unique courses like Rural Development Science, Food Science and Technology and Physical Education, to suit the locale of the academe and its rural stakeholders
- Institutional support to the deserving students and optimum deployment of Government Scholarships
- Pollution-free and verdant atmosphere
- Complementary support from the Department of Science and Technology under the scheme -Fund for Improvement of Science and Technology Infrastructure (FIST)
- Transparency in the Evaluation of answer scripts
- Computer Education to all students
- Bridge Course to the beginners in using English as a medium of learning in the College curriculum
- Streaming of the students of Part II English and facilitating their learning with different teaching pedagogies
- Exhaustive Outreach programmes through ARulanandar Initiatives for Social Education (ARISE), VETEX (Veterinary Extension), RADAR, ACPR and Arul Anandar Health Centre
- Counselling and mentoring offered individually
- The democratic election of Student Council members through e-voting
- Effective systems and procedures in financial management
- Add on and Value Addition Courses for Career Enhancement
- Memorandum of Understanding with leading Institutions and Companies
- Remarkable achievements by students -Guinness World Record and Training at NASA in USA
- Friendly neighbourhood villages and good rapport with local governments

Institutional Weakness

Weaknesses

- Drop-out of students due to financial constraints and early marriage of girl students while pursuing education
- Water scarcity and unavailability of water resources to meet daily needs and Training needs at the Farm
- Lack of adequate bandwidth to provide better connectivity to the academic community
- Homogenous students profile and lack of student diversity
- Reluctance of the students to cross the comfort zone in terms of higher education and employment
- Inability of the students to attend additional courses beyond class hours due to the necessity of going for

- a job after class hours
- Fluctuating demand for PG Programmes

Institutional Opportunity

Opportunities

- Creating a research culture and fostering research activities among all the staff members thus creating an impetus to research
- Initiating Staff and Students Exchange Programmes at the Global, National and Regional Level
- Making students Job ready and inviting blue-chip companies for recruitment
- Taking research to a higher plane by encouraging Patenting and IPR activities
- Presence of Alumni as elected representatives in the local bodies of the neighbourhoods enabling Community Based Engagement
- Tapping and capitalizing on alumni resources for Human Resource Development and overall development of the institution
- Production and marketing of farm and bakery products at a higher level by the Department of RDS and FST

Institutional Challenge

Challenges

- Turning the Interest of students towards Value Addition Courses and Programmes outside the Degree domain
- Attracting students to aspire for higher level competitive examinations beyond the uniformed service
- Difficulty in cutting down on the drop -out rate
- Reluctance of parents to send the girl children to higher studies and outside their geographical boundaries
- Lack of enthusiasm among students to seek jobs beyond their comfort zone
- Decline in research grants from funding agencies in the recent years due to the pandemic
- Lack of parental care and guidance due to the absence of parents because of migration to other places for livelihood
- Priority to seek a job rather than going for Higher Education due to financial and family compulsions
- Improving the scope for Industry-Institution linkage

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The autonomous status of the College since 1987 has a steady impetus over a student-centric curriculum reflecting the philosophy of pioneers and the consultation of renowned academicians and pedagogues. The College offers 29 programmes: 16 UG programmes, 8 PG programmes, 1 M.Phil. Programme, 3 Ph.D. programmes and 1 Post Graduate Diploma programme.

The College introduced **Choice Based Credit System (CBCS)** in 2003, revised it in 2008 and upgraded it with **Outcome Based Education** in 2019.

Programme Outcomes, Programme Specific Outcomes and Course Outcomes are framed to attain academic excellence reflecting institutional vision, mission and strategies, echoing international humanitarian and environmental concerns, national developmental plans, regional aspirations and local needs, leading to **employability, entrepreneurship and skill development**.

The **five-part curriculum** of the UG Programmes with five unitized and time-framed teaching plan is comprehensive.

Part I: Languages- Tamil/ Hindi/ French

Part II: English

Part III: Core, Core Electives and Allied

Part IV: Non-Major Electives, Skill-Based Elective, Internship, and Bridge Course

Part V: Extension: NCC, NSS, YRC, ROTARACT, AICUF, NATURE CLUB

Internship is a mandatory component at the UG level. It facilitates interdisciplinary, skill-oriented and value-based horizontal learning and integral training for the upbringing of balanced intellectuals with social commitment and responsible citizenship.

The **Department of Human Excellence** inculcates human values and equips students with **Soft and Life Skills**.

Extension programmes are incorporated into the curriculum. Second year UG students, department-wise adopt a village each under **ARulanandar Initiatives for Social Education (ARISE)**, which is a one credit community based programme for a year.

BSc Physical Education attracts students aspiring to enter the uniform services.

BSc Rural Development Science, BSc Food Science and Technology and the MSc Dairy Science and Rural Management are unique, technology-based and skill-oriented programmes.

The PG curriculum is comprised of **Core, Core Electives, Non-Major Elective and Life skills**. Research methodology and Project works are integral to all PG programmes.

Feedback on curriculum development is taken from various stakeholders and the college revises the syllabus

according to the need of the students and current academic and job trends.

The Academic Audit facilitates the departments to plan quality initiatives.

Teaching-learning and Evaluation

The Institution admits students largely from the marginalized communities, mostly first-generation graduates from the neighbouring villages. The students are divided into two **streams**, based on an entry level test and an intensive **Bridge Course** for the UG entrants is conducted which ensures linking regional medium with English medium and school education with higher education.

There is also another differential streaming system in **Part II English**. It is one of the healthy practices to help both advanced learners and slow learners.

The departments identify advanced learners and slow learners based on their performances in the classrooms and examinations. Slow learners are assisted with remedial classes. Advanced learners are encouraged to earn extra credits, involve in peer teaching and participate in academic discourses.

Counselling Cell and Mentor Care Programme accompany the students in overcoming their learning difficulties and also caters to their emotional needs.

Experiential learning is promoted in labs, farms and bakery.

Different skills are acquired through field study, projects and internships.

Proficiency in coaching players and umpiring matches is developed by organising tournaments and rural school meet.

RDS students assist the members of Self Help Groups to solve their issues and work with farmers to repair their agricultural equipment. These are some of the problem solving methods.

Students of the IT and Computer Science develop problem solving applications to make student-centric activities of the College online.

Classrooms are enabled with Wi-Fi facilities and every department is provided with LCD projectors. All members of the faculty are competent to use ICT platforms like G Suite, and most of them are proficient in using Educational Apps.

The College appoints qualified and efficient staff as per the government norms and management policies. Out of 147 members of the faculty, 85 possess Ph.D degrees.

The performance of the Faculties are periodically evaluated by students, and junior staff are also evaluated by the peers.

The College employed online facilities for the conduct of classes and examinations during the pandemic

lockdowns. The **Transparency** under evaluation system is a healthy practice. Attainment of course outcomes and programme outcomes are duly evaluated.

Research, Innovations and Extension

The Institution encourages the staff to apply for guideship and research projects, and has established an Office of Dean for Research to facilitate research activities. The College is a DST-FIST sponsored institution that provides a Science and Computer Network lab with important equipment like FTIR & UV Spectrometers etc., and Computer Software.

The involvement of the faculty in doing minor and major research projects funded by UGC, DST, DAE, ICSSR and TNSCST is instrumental in improving research facilities and quality publications. The College also has invested substantially for the improvement of labs.

The Departments of Economics, Physics and Rural Development Science are approved Research Centres. Two more departments have applied to the University to be recognised as research centres. There are now 21 recognized research guides and 61 research scholars. Forty scholars received their Ph.D. in the last five years. Eight projects were successfully completed and at present there are 2 ongoing projects.

The young researchers are encouraged with project grant from the annual interest accrued from the seed money of **Rs.10 lakhs**. Rupees 1.08 lakhs was disbursed to 12 faculty members during the last two years. The faculty are involved in active research and research publications are encouraged with **Best Researcher Award and Best Publication Award** during the Annual College Day. During the assessment period, the faculty published 228 research articles in approved journals and 138 articles in books and conference proceedings.

Extension programmes integrated with UG curriculum motivate students to participate in community awareness and service programmes. Voluntary service during natural calamities and blood donation by students are worth mentioning. Under the guidance of Red Ribbon Club, students donate around 70 units of blood every year. Rare blood groups are identified and donated on emergency. The selected NCC and NSS students participated in the Republic Day Parade at National and State level.

The inter-institutional linkage for collaborated projects and publications is encouraged. Seminars, workshops, training programmes and veterinary camps are organized with the support of external agencies and industries. Some of the programmes are made regular by signing MoUs.

Infrastructure and Learning Resources

The College allocates a major portion of its annual budget for infrastructural development and maintenance. To the existing adequate infrastructure and physical facilities for teaching-learning, 18 new classrooms, three seminar halls, three labs, one networking lab, Media Centre for developing E-contents, Communication and Skill Development Centre and Office rooms for Officials, Extension Centres and Part – V Extension Units have been added.

UGC sponsored hundred bedded sports hostel and a vast reading hall in the library are new additions. Animal

husbandry and agricultural farms, confectionery and ice cream making units are some of the unique teaching-learning facilities. All extension units and centres are provided with office rooms.

Advanced research instruments, including SILAR Setup, Spray Pyrolysis Unit, UV Visible Spectrophotometer, Fourier Transform Infrared Spectrometer, Ultrasonic Probe Sonicator, Laser Lithography Optional Component, Lark Fermentor, Micro Kjeldahl Unit (funded by UGC & DST-FIST), are available.

The library with 62,555 books and 117 journals and periodicals is fully automated and served with OPAC. Internet, copier, reading and reference provisions and special facilities for divyangjan are made available. Membership in N-LIST UGC Library network programme has augmented e-resources with minimum cost.

The College has a well-defined IT policy and periodically updates ICT facilities. Three hundred and fifty six Computers, LAN or Wi-Fi-linked internet services with 100 mbps, ERP facilities and Plagiarism software are available. Twenty six LCD projectors, one LED TV cum interactive display and one interactive board are available for the students and staff. One LED Digital Board is installed to display the events and academic activities of the College. The official website of the College provides complete information of the College.

The physical infrastructure and academic support facilities of the campus are periodically updated and maintained. There are service personnel on the campus and need-based and technically advanced additional services are hired. Regular engineering services of a contractor and team are made available to attend to the immediate needs of the maintenance and repairs of buildings and furniture.

Student Support and Progression

The College encourages the eligible students to avail themselves of government scholarships.

For the last five years on an average **Rs. 20 lakhs** was given towards JES (Jesuit Educational Support) Scholarship by the management every year. While distributing the scholarships, priority is given to orphans and semi-orphans, economically poor, destitute, Divyangjan, and HIV/AIDS infected/affected students, children of widows and Sri Lankan refugee students.

The College offers fifteen career-oriented courses which focuses on Skill Enhancement and Capacity Development such as Soft Skills, Communication Skills and Life Skills.

The Placement Cell provides Career Guidance and coaching for Competitive Examinations.

The Institution has appropriate forums at different levels for redressal of student grievances.

The advanced learners are counselled and encouraged to go for higher studies or better jobs. The slow learners are accompanied by mentors to gain confidence to succeed.

Students participate and win prizes in cultural, literary, sports and games competitions.

Unique Achievements

- United Nations Social Forum, Geneva, Address by Premalatha T. – October 2019
- NASA Visiting Scholar Programme for Suresh Karuppiah – September to November 2018

- Guinness World Record in Free Hand Cycling by V. T. Vignesh Kumar – 09.02.2017
- INDO-NEPAL Rural Games, Kabaddi, M. Raman represented the nation and won Gold Medal – 2017-18
- INDO BHUTAN Rural Games, Kabaddi, A. Muthukumar represented the nation and won Gold Medal – 2016-17
- TN, P & AN Annual NCC Republic Day Camp, New Delhi

- K. Syamikha Kani – 2019-20
- Pandi Lakshmi S. – 2018-19

- NSS Republic Day Parade Camp, New Delhi – Commendable Participation

- K. Sintha – 2020-21
- P. Sethu – 2017-18

The Student Council is democratically elected through e-voting and leadership training is provided to the representatives. The elected members represent in various academic committees such as Planning and Evaluation, IQAC, Sport and Games, Research Council, College Magazine, Anti-Ragging Squad, Internal Compliance, etc.,

Alumni Association is active and participates in various activities of the College.

All Departments have Students Association and they conduct a wide range of inter and intra-departmental competitions and other academic activities like 'Saral', Theatre Fest, SPEAK PARK, 'PUTHAN VIRUNTHU', PHYSAAC, MATAAC, CEEAAC, etc.,

Governance, Leadership and Management

Arul Anandar College is regulated by the Jesuit Higher Education policies and is administered by the Administrative Committee of the College. The Institution, inspired by its vision of "Integrated Development of Rural Students and Society", charts out its perspective plan for five years and effectively implements it.

Decentralization and participative management of the College is evident in all its academic and administrative spheres. It emphasises on collaborative administration by incorporating all its stakeholders such as faculty, administrative staff, students, alumni, parents, industrialists, entrepreneurs and farmers. The Management provides opportunity for the faculty members to shoulder various responsibilities in administrative positions that include Deputy Principal, Vice Principals, Dean-Academic, Dean-Research, Dean-Students, Dean-Women students, IQAC Co-ordinator, Controller of Examinations, Chief Superintendent of Examinations, Heads of various Departments and coordinator of various cells. This hierarchical structure ensures the smooth functioning of the College through delegation of power and sharing of responsibilities.

There are nine efficient statutory bodies functioning effectively with the support of 36 vibrant non-statutory bodies.

E-governance is incorporated in the areas of administration, finance and accounts, student admission, student

support and examinations.

The College appoints highly qualified teaching faculty and competent administrative staff. It follows the service rules and regulations of the Government of Tamilnadu.

The College provides physical facilities and recreational opportunities and democratic space for the functioning of staff associations for the welfare of the staff. There is a Grievance Redressal Cell for the staff. Participation in the Career Development Programmes, Orientation and Refresher Programmes are encouraged and need-based workshops and training programmes are conducted.

There are standard policies and well-articulated procedures on financial management, purchase and infrastructure augmentation. The management systematically prepares Annual Budget and allocates funds accordingly. Income and expenditures are verified by internal accountants and audited by External and Departmental Auditors.

IQAC promotes quality standards and evolves excellent enhancement strategies. It periodically evaluates the faculty, the programmes and the activities through feedback system. Department-wise academic audit helps improvement. IQAC submits AQAR periodically, prepares the Annual Report and publishes IQAC Newsletter twice a year. The College submits reports to the AISHE and participates in the NIRF Ranking every year.

Institutional Values and Best Practices

Arul Anandar College prioritizes its institutional values and innovative practices.

Gender sensitization is an on-going orientation in all activities of the College. Arul Anandar College, initially a men's college, realised the importance of girls' education and opted to become **co-educational** in 2001. It appointed women staff, women counsellors, established women-friendly infrastructure facilities and organised programmes that promoted gender equity. An office of **Dean for Women Students** was established to specifically look after the needs of girl students. UGC supported **Women Studies Centre** educates and sensitises the institution on gender equity.

The Interstate Students Forum and International Students forum bring about multiculturalism and inclusiveness.

Green Campus Initiatives through Environmental Studies, Nature Club and **Arulanandar Initiative for Social Education (ARISE)** actively engage in the conservation of nature. The installation of solar panels, Bio-gas plants and use of LEDs, have helped the campus become eco-friendly.

The College maintains an inimitable waste disposal and recycling system. The decomposed waste, namely the compost, is used as organic manure for crops in the RDS farm and Kananur farm.

Inclusive teachings of all religions and secular values are introduced to all students through Foundation Courses and they are reflected in different activities of the College. Zero tolerance against caste discrimination is maintained. Students are formed to be responsible citizens who strive for common good. Respecting human rights and adhering to professional ethics are of paramount importance.

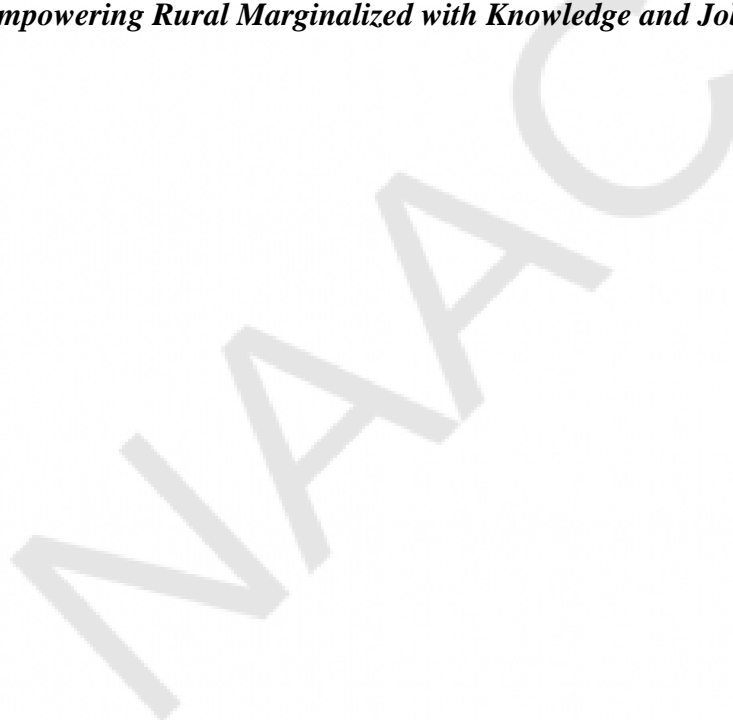
National Days are commemorated with fervour and enthusiasm. International Yoga Day is celebrated to inculcate the spirit of oneness with self, world and nature.

The institution has many best practices of which two are highlighted below:

(1) **Arulanandar Initiative for Social Education (ARISE)** is a one-credit extension programme of learning with social concern through fieldwork. Students submit group project on their village experience.

(2) **Counselling and Mentor Care** which is a joint programme involving the mentors from all the departments and professional counsellors for need-based help to the students for their holistic development.

The public image of the institutional distinctiveness is ***A COLLEGE FOR THE RURAL POOR***. This has emerged from its goal of '*Empowering Rural Marginalized with Knowledge and Job Opportunities*'.



2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ARUL ANANDAR COLLEGE (AUTONOMOUS)
Address	Arul Anandar College(Autonomous) Ananda Nagar Karumathur Madurai District
City	Karumathur
State	Tamil Nadu
Pin	625514
Website	www.aactni.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Godwin Rufus	04549-287208	9486379272	04549-287208	principal@aactni.edu.in
IQAC / CIQA coordinator	Antony Singh Dhas	04549-287221	9442003808	04549-	aaciqac@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Day Evening

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority.pdf
If Yes, Specify minority status	
Religious	Christian Minority Educational Institution
Linguistic	
Any Other	

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	25-06-1970
Date of grant of 'Autonomy' to the College by UGC	18-06-1987

University to which the college is affiliated		
State	University name	Document
Tamil Nadu	Madurai Kamraj University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-10-1972	View Document
12B of UGC	01-10-1972	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	30-04-2020	12	Extension of Approval

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?	Yes
If yes, name of the agency	DST FIST
Date of recognition	18-11-2015

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Arul Anandar College(Autonomous) Ananda Nagar Karumathur Madurai District	Rural	44	38770.67

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,History	36	HSC	English	75	75
UG	BA,Economics	36	HSC	English	75	73
UG	BA,Philosophy	36	HSC	English	75	38
UG	BSc,Mathematics	36	HSC	English	75	13
UG	BSc,Mathematics	36	HSC	English	75	64
UG	BSc,Physics	36	HSC	English	48	46
UG	BSc,Chemistry	36	HSC	English	48	48
UG	BSc,Rural Development Science	36	HSC	English	75	74
UG	BA,Tamil	36	HSC	Tamil	75	34
UG	BA,English	36	HSC	English	150	59
UG	BCom,Commerce	36	HSC	English	150	150
UG	BBA,Business Administration	36	HSC	English	75	71
UG	BSc,Information Technology And Management	36	HSC	English	48	43
UG	BSc,Physical Education	36	HSC	English	75	75
UG	BSc,Computer Science And Applications	36	HSC	English	48	48

UG	BSc,Food Science And Technology	36	HSC	English	40	28
PG	MA,Economics	24	UG	English	45	6
PG	MA,Philosophy	24	UG	English	45	9
PG	MSc,Mathematics	24	UG	English	45	21
PG	MSc,Physics	24	UG	English	30	19
PG	MSc,Chemistry	24	UG	English	30	29
PG	MSc,Rural Development Science	24	UG	English	45	4
PG	MA,English	24	UG	English	45	19
PG	MCA,Computer Science And Applications	24	UG	English	30	7
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science And Applications	12	UG	English	40	0
Doctoral (Ph.D)	PhD or DPhil,Economics	36	PG	English	1	0
Doctoral (Ph.D)	PhD or DPhil,Physics	36	PG	English	3	2
Doctoral (Ph.D)	PhD or DPhil,Rural Development Science	36	PG	English	20	2
Pre Doctoral (M.Phil)	MPhil,Economics	12	PG	English	27	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				9				55			
Recruited	0	0	0	0	9	0	0	9	37	15	0	52
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				91			
Recruited	0	0	0	0	0	0	0	0	51	35	0	86
Yet to Recruit	0				0				5			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				29
Recruited	24	5	0	29
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	16	10	0	26
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	3	1	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	9	0	0	51	24	0	84
M.Phil.	0	0	0	0	0	0	19	18	0	37
PG	0	0	0	0	0	0	13	1	0	14

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	3	3	0	6
PG	0	0	0	0	0	0	1	4	0	5

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2132	75	0	19	2226
	Female	722	1	0	5	728
	Others	0	0	0	0	0
PG	Male	120	0	0	0	120
	Female	91	0	0	0	91
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	17	0	0	0	17
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	123	165	169	148
	Female	51	53	52	57
	Others	0	0	0	0
ST	Male	3	15	12	20
	Female	0	4	0	0
	Others	0	0	0	0
OBC	Male	692	779	794	685
	Female	235	257	293	312
	Others	0	0	0	0
General	Male	10	12	16	14
	Female	2	2	5	4
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1116	1287	1341	1240

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Business Administration	View Document
Chemistry	View Document
Commerce	View Document
Computer Science And Applications	View Document
Economics	View Document
English	View Document
Food Science And Technology	View Document
History	View Document
Information Technology And Management	View Document
Mathematics	View Document
Philosophy	View Document
Physical Education	View Document
Physics	View Document
Rural Development Science	View Document
Tamil	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Department of Rural Development Science is offering multidisciplinary and livelihood generating programmes integrating Animal Husbandry and Agriculture with Social Sciences. Non-major Electives are offered to all programmes for interdisciplinary knowledge transmission. Computer Applications along with Commerce and Management courses with Information Technology are provided for multidisciplinary and skill acquiring programmes.
2. Academic bank of credits (ABC):	Planning is in progress and will soon be implemented as per the guidelines.
3. Skill development:	The institution introduced computer courses to all UG programmes as part of Skill Based Electives. It incorporated Soft Skills and Communication Skills for all UG programmes and Life Skills for all PG programmes. Internship for UG and field work and project work for PG are mandatory.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In Part I Tamil, the nuances of Thamizhu language and culture are taught. Department of History revised its curriculum to strengthen Tamil culture and Indian History. Department of Food Science and Technology introduced the nutrient value of regional grains and pulses through the establishment of nutria corner. Academic Audit proposed the Food Science and Technology to introduce indigenous food system and the department is in the process of introduction.
5. Focus on Outcome based education (OBE):	Outcome Based Education (OBE) was introduced in 2019 and every syllabus was re-oriented to project Outcome of learning. Examination system was reviewed and modified to measure the outcome learned by students.
6. Distance education/online education:	The college is recognized as SWAYAM Centre. Students are encouraged to opt courses from SWAYAM and MOOC portals. Students can earn additional credits through the successful completion of the courses.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
27	27	26	26	24
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 15

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3201	3361	3330	3136	3184
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1031	1013	1096	926	1002
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
3015	3062	3010	2890	2622
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	286	332	427	614

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

2020-21	2019-20	2018-19	2017-18	2016-17
663	652	613	590	574
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
146	145	145	145	140
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
155	155	151	147	144
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
1989	1838	2140	2261	2064
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
553	553	537	537	500
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 73****4.4****Total number of computers in the campus for academic purpose****Response: 141**

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
533.88	827.89	708.65	668.92	844.99

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

Arul Anandar College celebrated the Golden Jubilee (2019-20) of its dedicated service in the holistic development of the students through innovative and contextualised education, empowering them for social transformation. The College offers various courses through **29 programmes**.

The College introduced Choice Based Credit System (CBCS) in 2003, revised it in 2008 and upgraded it with **Outcome Based Education (OBE)** in 2019 reflecting the graduate attributes of the Learning Outcomes-based Curriculum Framework (LOCF), and in line with the Vision and Mission of the College.

Under **OBE**, the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) are framed focusing on the local, regional, national, and global developmental needs. PSOs and COs are outlined in such a way to translate the spirit of the POs achieved partly at the end of every course and wholly at the completion of every programme. The outcome is evaluated at the end of every course and programme.

POs of UG and PG focus on outcome-oriented knowledge communication and research orientation and reflected in the PSOs and COs of every programme. **Science and Technology** is the backbone for national development and the need of acquiring scientific temperament is emphasised in PO7 and PO8 of UG, PO2 of PG, and reflected in the PSOs of all programmes.

Interdisciplinary research is the need of the hour for inventions and innovations at global and national level and is reflected in the PO5 of the PG Programmes and introduced through trans-disciplinary courses.

The PG Programmes were strengthened with PO8 promoting environmental sustainability, introduced PSOs synchronising with it and added COs and units reflecting the PO. Courses like **Environmental Economics, Energy and Environmental Science** etc., are synchronising with it.

'**Skill India**' a dream project of the Honourable Prime Minister of India finds resonance in the courses like communication skills, soft skills and life skills offered to the students by the Department of Human Excellence. The Curricula underwent major revisions under OBE-CBCS, incorporating skill developing activities like field projects and internships as reflected in the POs and PSOs of the PG and UG Programmes.

The College offers courses like Personality Development, Social Responsibility and Global Citizenship, Religious Literacy and Peace Ethics, etc., for the integral development of the person and harmonious society that is reflected in the PO3 of UG, PO7 and PO8 of PG Programmes.

The extension component of the UG curriculum got a noticeable place in the PO of making the students agents of social transformation which is the mission of the College.

The **five-part curriculum** of the UG Programmes with five unitized and time-framed teaching plan is comprehensive.

Part I: Languages- Tamil/ Hindi/ French

Part II: English

Part III: Core, Core Electives and Allied

Part IV: Non-Major Electives, Skill-Based Elective, Internship, and Bridge Course

Part V: Extension

It facilitates the students to acquire **interdisciplinary, skill-oriented, value-based horizontal and integral learning** that are reflected in POs and PSOs, for the upbringing of balanced intellectuals with social commitment and responsible citizenship.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

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

Response: 25

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

Response: 25

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

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 95.18

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
631	624	595	560	534

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

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 22.17

1.2.1.1 How many new courses are introduced within the last five years

Response: 147

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 663

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 92.59

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

Response: 25

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

Arul Anandar College fosters a strong sense of commitment to matters that concern social principles and sustainable practices. Hence, the curricula not only lay emphasis on knowledge acquisition, but also focuses on promoting women empowerment, environment sustainability, value education and professional ethics.

Professional Ethics

There are courses taught to the students to strengthen the ethical performance in their future career. A course on **Professional Ethics** is offered as NME. Topics that deal with professional ethics, media ethics, bio-medical ethics, legal ethics, and business ethics are taught under different courses.

Gender

The College offers a course on **Introduction to Gender Studies** to II UG students to sensitize them on gender equity and women empowerment. Many UG programmes have gender related courses or modules, such as **Gender Politics in India, Women Entrepreneurship, Women Writings, Women in Sports and Games, and Feminist Epistemology**. Courses on **Human Rights** and **Social Responsibility** deal with gender equity, social justice, women's rights and socio-cultural and legal dimensions of gender discrimination.

Environment and Sustainability

There have been conscious and continuous efforts at incorporating environmental concern into the curriculum as well as in the core values of the Institution. A course on **Environmental Studies** is offered to all II UG students to develop the sense of awareness on environment.

To realise the institutional core values, an **Ecology and Environment Centre** was established under Madurai Jesuit Province Apostolic Plan.

Science programmes offer a number of courses focusing on the functions of ecosystems, sustainable agricultural practices, sustainable energy sources and energy conservation, bio-security measures, green manures and measures against pollution.

Nature Club, ARISE, NSS, and other Part V Extension and Outreach programmes involve in the awareness campaign and other activities on the use of non-conventional forms of energy, rain harvesting and planting of saplings.

Human Values

Arul Anandar College strongly believes in ingraining human values among students. **“Fostering a sense of human rights founded on dignity, equity and justice”** is one of its pedagogic strategies. Many courses that deal with ethics, human values, human rights and gender sensitization are offered

- to tone the students with strong moral compass
- **to instil the values of democratic decentralization and participatory democracy**
- to promote the values of social and economic equality
- to help the students develop attitudes, behaviours and personality in accordance with the expected social norms and values
- **to nurture human values of courage, integrity, charity, compassion for others and group cohesion**
- **to make the students understand the ideals of freedom, equal rights, liberty, social justice and human dignity.**

The students exhibited their humanitarian spirit at the time of **Thane Cyclone in Cuddalore and Gaja Cyclone in Kodaikanal**.

When people experienced difficulties during the outbreak of COVID19, students and staff volunteers along with the Management provided pandemic relief services in the form of rations for a month. They were also provided with **counselling and other support services**, Health, Sanitary workers and Police Personnel were provided with Masks and sanitizers.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 12

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	7	0	4

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 16.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
490	646	568	428	474

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**Response:** 44.67**1.3.4.1 Number of students undertaking field projects / internships / student projects****Response:** 1430

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.4 Feedback System**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 79.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
1112	1282	1334	1236	1173

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1597	1597	1552	1552	1447

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 98.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
408	471	465	459	805

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

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

Response:

Arul Anandar College caters primarily to the educational needs of the rural and first-generation learners. The college conducts an intensive **Bridge Course in English** at the start of their entry to UG Programmes. This Course helps them to overcome their fear of the English Language and facilitates the transition from the vernacular medium to the English medium. An English-speaking ambience is created through this Course. It is a one credit course incorporated in the curriculum.

An Entry Level Test is conducted to assess their comprehension skills and accordingly they are categorized into two streams. Suitable teaching pedagogies are devised and adopted and the progress of learning is closely monitored. Their level of learning and confidence is improved through the following activities: declamation, role play, dictation, ice-breaking, demonstration, narration, story-telling, riddles and word-puzzles.

Slow learners are identified on the basis of their performance in CIA and Summative Examinations. Different strategies like remedial coaching, peer-teaching, mentor motivation, homework, weekly tests, etc. are employed for the progress of the slow learners, of which **remedial coaching** is of a great help. Special programmes for the slow learners are conducted outside the regular teaching hours.

The departments evolve their own strategies including supply of simplified study materials and question banks for effective learning. It mainly focuses upon reducing their failure in the courses and developing confidence in them to pursue their studies. Consequently, the dropout rate due to arrears is considerably reduced.

Advanced learners are given due opportunities to upgrade their knowledge level by selecting **Self-Learning Courses and earn extra credits**. They are oriented towards writing papers and present them in Seminars. They are motivated to undertake online certificate courses in **MOOC, NPTEL and SWAYAM**. Students are given a lot of opportunities to excel in their discipline through several outreach programmes like Young Talent Nurture, Summer School, Mini-MTTS, Incognito Survey by Indian Overseas Bank and so on.

Under Part II English, UG students are divided into Stream A and Stream B on the basis of their performances in the entry level tests. The Department of English has designed the syllabi in such a way to cater to the cognitive ability of the students under **Stream A (Advanced learners) and Stream B (Slow learners)**.

The slow learners, under Stream B, are given due attention with different methods of teaching by the course teachers. The English Readers are prepared by the members of the faculty of English and they mainly focus on four main language skills—**Listening, Speaking, Reading And Writing**. These activities hone the communicative skills of the students and develop confidence in them to participate in **debates, group discussions, extempore, Speak Park and quiz programmes** organized at intra and inter-collegiate levels. All such initiatives enhance their competence to formulate new avenues for their upliftment academically and professionally.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 21.92

File Description	Document
Any additional information	View Document
Link for Additional Information	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 experiences

Response:

The College provides the space and facilities to the faculty to develop student-specific, contextual and innovative teaching methodologies using ICT that can maximise the learning outcome. Seminars, problem-solving sessions, power point presentations, net based assignments, group discussions, group assignments, quizzes and mini projects are some of methodologies and exercises used to enhance their learning.

Experiential Learning:

Learning by doing is considered one of the best means of arousing intellectual process among the rural, first-generation learners.

From 2019 onwards, **internship** is introduced in the curriculum for all UG programmes. All the students of UG have Computer Education and UG and PG Science programmes learn by doing practical in their respective Labs.

The multi-disciplinary B.Sc. Rural Development Science (RDS) and M.Sc. Dairy Science and Rural Management (DSRM) give training in **scientific farming and animal rearing practices** in the agriculture

fields and animal farms. DSRM students also given training in making milk products.

Students of B.Sc. Food Science and Technology (FST) are given training in **bakery, confectionary and milk products**. Students acquire marketing skills by selling their products on campus.

Internship and placement training in companies making food products provided by FST, Integrated Rural Development Practical and NGO based internship by RDS, and internships and project by IT&M are important **student-centric methods of learning**.

B.Sc. Physical Education incorporated two-hour field training for the students every day on Sports and Games. A **ten-day training practice in schools** is done by the final year students and they submit project reports.

The PG students are given **Orientation Training** for their projects.

Educational tours and exposure programmes are organised by all the departments for experiential learning.

Participative Learning:

Peer-Learning is a strategy adopted to step up the slow learners. Advanced learners are encouraged to learn through presentation of assignments, discussion and debate in classrooms and in Association meetings. Film presentation and analysis provide visual access for easy learning.

The **Interdepartmental English Drama Competition** 'Theatre Fest' and the **Tamil Drama Competition** 'SARAL' create avenues to excel in communicative skills, theatrical nuances, play writing and leadership.

The weekly '**SPEAK PARK**' and '**ORATORIUM**' organized by the aided and self-financed departments of English help the students deliver well prepared speeches in English that enhance the public speaking skill of the students of all disciplines. Weekly discussion programme '**PUTHAN VIRUNDHU**' (Wednesday Feast) is a platform organized by the Department of Tamil wherein topics of contemporary relevance importance are presented and discussed for creating awareness and confidence.

Problem Solving Methodologies:

ARulanadar Initiatives for Social Education, a curricular village extension programme for the second UG students, trains the students in various **data collection and report preparation methodologies** along with exposure to different socio-cultural, health, economic and environmental areas of concern.

Video making, Short film making, Science Mela, App making, Exhibitions and Poster presentations are some of the innovative problem solving methodologies.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Arul Anandar College provides digital infrastructure and trains the faculty for their effective use. All teachers use ICT facilities for teaching, learning and evaluation. Various ICT enabled tools such as **Educational Software, Online Teaching and Learning Resources Interactive Teaching Platforms, Physical Aids and Google class room** are used for teaching.

The **Educational Software** like MS Office, Adobe Reader, Tally, Mathematica, Chemdraw, Jmol, IDL, Plagiarism Checker X and Origin enhance the teaching and learning experience. Open source software and programming languages are widely used both by the faculty and students. These software help the faculty to adopt different methodologies in teaching their courses and to update their course materials as well.

Students are directed to get access to such Software for the purpose of data extraction, data interpretation, and demonstration, and also to perform calculations and drawings related to their courses and other educational purposes.

Online resources like E-Books, E-Content, YouTube, Presentation Tools, Blogs, Social Media, Websites, NLIST, and Educational Apps such as Hot potatoes, Kahoot, Edpuzzle, Near pod and Socrative Digital Tool for Teaching benefit the teaching and learning. Individual Departments have created web-circles and blogs which can be accessed by students to view contents like articles, critical evaluation and discussions on different themes; and the students are also encouraged to post their comments.

The Language Skill Development Centre serves to help the learners to improve their communicative skills. Movies and documentaries are screened for the students in the film-theatre as well as in the Audio-Visual Hall for contextualizing the learning theme and character with visual effects. Students are taught and guided through blended learning approach.

The COVID-19 situation paved the way for virtual mode of teaching-learning and evaluation. Use of **Learning Management System (LMS)** such as **Educational G-Suite** proved handy for interactive teaching-learning, recording and replaying of the lessons, providing study materials and reference materials, encouraging e-assignments, arranging snap tests, conducting continuous assessments and summative examinations, and documenting them for future reference.

Members of the faculty and students were created with an e-mail id in the college domain which made communication and interaction simpler and easier. The College has modified the **ERP to document attendance online**.

The faculty were trained in the development of e-content and that enhanced the use of ICT for teaching-learning and evaluation. Teaching and learning through ICT medium facilitates innovative interaction between the teachers and the students. Concepts are made intelligible with e-demonstrations and other ICT tools thereby amplifying the interest of the students to fare better and retain the information for a longer period of time.

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

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

Response: 23.36

2.3.3.1 Number of mentors

Response: 137

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Academic Calendar

The Dean for Academic Affairs in consultation with The Principal, Deputy Principal, Coordinator of Internal Quality Assurance Cell, Vice Principals and other officials, prepares the Academic Calendar for the effective functioning of the Institution.

The **Academic Calendar** ensures well-functioning of the Institution. The Calendar includes the details of all the working days with day order, holidays, dates of the Continuous Internal Assessment Tests, Summative Examinations, dates to remit the College and Examination Fee, list of activities of academic year and the dates of national as well as religious importance. The calendar of common programmes is printed in the handbook and distributed to all students at the beginning of the academic year. The same is also uploaded on the website. The institution carries out the activities as per the calendar.

The **Departments and other service units** prepare their activities and programme calendar resonating with the calendar of common programmes. It helps micro level planning by scheduling most of the

activities in advance and maximise the use of infrastructure and ICT facilities.

The **handbook** provides all needed information such as academic programmes, curriculum structure, details of the courses, rules, regulations, facilities, scholarships, endowments, list of the staff, committees, and so on. This almanac gears up for the overall functioning of the Institution.

The handbook contains the **Curriculum Structure** for both Under Graduate and Post Graduate programmes, giving the students a clear picture of the programmes and courses like Languages (Part I & II), Major Courses (Part III), the list of Non-Major Electives, Skill- Based Electives, Foundation Courses and Soft Skills (Part V), and Bridge Course, and Extension (Part V). Self-Learning Courses and Career Oriented Courses are depicted in the handbook opening the avenues of additional learning.

Teaching Plan

Arul Anandar College has a well-defined unitized syllabus with timeframe that is provided to the students at the beginning of the course. The course teachers prepare **unit-wise teaching plan**, describing timescale, teaching aids, methods of teaching-learning and assessment of the same. The teaching plan for each course visualizes the plan of the teacher to make each class more informative, interesting, analytical and resourceful. Teaching plan creates a self- informed and self-monitored innovative teacher, and it provides a plan of action for the teacher and guidance for the students.

The faculty are encouraged to update the methods of teaching and evaluation, especially of the use of **ICT enabled tools** and facilities. The course teachers are able to assess the learning ability of the students periodically on the basis of their respective teaching plans. It, thus, helps both the teacher and the learners to take part in the teaching and learning process effectively.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

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

Response: 95.93

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

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

Response: 49.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
85	75	73	67	56

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 7.62

2.4.3.1 Total experience of full-time teachers

Response: 1113

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	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 declaration of results year-wise during the last five years

Response: 34.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
68.5	21.5	27.5	27.5	27.5

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 11.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	286	332	427	614

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.5.3 IT integration and reforms in the examination procedures and processes including Continuous

Internal Assessment (CIA) have brought in considerable improvement in Examination Management System (EMS) of the Institution

Response:

Arul Anandar College follows an objective, comprehensive, student-centered and credible Examination Management System ensuring the integrity of the Institution. The Examination pattern consists of two components, namely, Continuous Internal Assessment (CIA) and Summative Examination (SE) with equal weightage. The performance of the students is assessed for 100 marks in each course through CIA and SE.

IT Integration and Reforms:

The Office of the Controller of Examinations **integrated the Information Technology** in the management of Examination System. Mark entry, Grade, Percentage and Cumulative Grade Point Average (CGPA), preparation and analysis of results are automated. The mark statement of every semester is accessible to restricted users, especially to the Heads of the Departments to assess the performance of students periodically and guide them properly. **Challan** for the payment of Examination fee and **hall tickets** are computer-generated. The payment of Examination Fee has been upgraded to online mode. The students can login to the portal of the Controller of Examinations for downloading their hall tickets.

During the COVID-19 situation, the College was able to conduct the **Continuous Internal Assessment Tests and Summative Examinations Online** with ease and effectiveness. The Viva Voce Examinations for the project work of the Post Graduate students and Comprehensive Viva Examination of the final year BA Philosophy students were also held online. **MCQ** questions were also introduced for all the programmes through the online mode. The Examination Committee made amendments to the exam rules for the conduct of examinations online. Students have **access to view their overall marks** of the academic performance in the College website by logging in with their Roll Number and validating it with the Date of Birth.

An exclusive **Telegram channel** in the Telegram App makes available all information instantly to the students. Furthermore, the students can view all the notices and circulars pertaining to the matters related to examinations released by the Office of the Controller of Examinations through their mobile phones.

The Consolidated Mark Statement printed on **non-tearable teslin paper** has 15 security features, like UV Red Neon Effect Invisible Ink Printing, UV Green Neon Effect Invisible Ink Printing, Gold Foil- Hot Stamping, Micro Line, Water Mark, Copy Hidden Word Security Border Design, Bar Code.

Outcome Based Education: The curricula of different programmes have been incorporated in the Outcome Based Education (OBE) structure and the evaluation pattern has also been modified accordingly. It helps the Institution in terms of assessing different levels of knowledge of the learners based on the **Revised Bloom's Taxonomy**. This structure facilitates adopting required changes in the teaching and learning process and also knowing the outcome levels of the learners in the evaluation process. The front page of the answer scripts was redesigned according to the pattern.

Methods of Evaluation: Two Continuous Internal Assessment Tests (CIA) are conducted in a semester for 40 marks each. The remaining 20 marks are assigned on the basis of various classroom performance and activities, such as, Assignments, Snap Tests, Activity Based Tests, Library Works, Seminars, Officiating

Games and Teaching Practices, Field and Industrial Visits, and so on under the discretion of the concerned course teacher pertaining to the nature of the course. Finally, the marks of the CIA are consolidated to fifty marks.

Question Papers of Summative Examinations are set by External Examiners and scrutinized by the Chairperson of the respective Board of Examinations. The answer scripts of UG students are valued by the course teacher and 20% of the scripts are valued and validated by the Chairperson. **Double valuation** is done at PG level both by the course teacher and the External Examiner. The results of the Summative Examinations are published within the period of three weeks after the completion of examination. Viva Voce, project and internship evaluation are parts of Summative Examinations. The obtained marks in the Summative Examinations are also consolidated to fifty marks. Finally, the marks scored in the Continuous Internal Assessment Tests and the Summative Examinations are consolidated to hundred marks.

Transparency: It is a best practice of the Institution which strengthens the credibility of the Examination System. On the day of the Transparency, the students are given an opportunity to go through their evaluated answer scripts of the Summative Examinations. The grievances addressed by the students are duly rectified without any fee.

Supplementary Examinations: The conduct of the Supplementary Examination is a healthy practice of the Examination System allowing the outgoing students to clear a maximum of three courses in order to complete their programme within the stipulated time.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Arul Anandar College introduced Outcome Based Education (OBE) in 2019. The **Curriculum Development Cell** (CDC), convened by the Dean for Academic Affairs of the College, proposed the introduction of OBE for UG and PG curricula. OBE pattern was initially introduced for the UG programmes and in the following year it was extended to PG programmes.

As part of the introduction, the faculty were trained to prepare curriculum in tune with the characteristics of OBE. In the training, the faculty were oriented to focus on the students' attainment in higher order learning to develop various skills, especially their cognitive thinking.

Programme Outcomes (PO) were formulated reflecting the Vision, Mission and Strategies of the College and the UGC guidelines on Graduate Attributes. While formulating POs, the College considered academic

excellence, research potency, scope of extension activities, human values, livelihood generation, and recent trends in the job markets. The suggestions of the alumni and other stakeholders were also taken into account. The entire curricula were restructured and the assessment pattern were modified in consultation with experts. The students were enlightened with the PO pattern through the College Website, Digital Board, Handouts and orientation by the concerned course teachers.

The **Programme Specific Outcomes** (PSO) are designed by the concerned Departments with their respective vision, mission and scope of the programme. The **Course Outcomes** (CO) are formulated by the Department in consideration with the course teachers and with expected cognitive, affective and psychomotor learning levels.

The OBE module consists of Topics (five-units), Hours needed to handle those Units, Books for Study and Reference, Teaching Methods, Course Outcomes, and Mapping of COs with PSOs and POs. Attainment of COs and POs are measured at different stages of the programme: the Course Outcomes are assessed at the completion of each course and the Programme Outcomes are measured at the time of completion of the programme.

The College follows the Choice Based Credit System (CBCS) to widen the teaching and learning activities by which students have the flexibility to opt for courses of their choice. The curricula under CBCS have been strengthened with the introduction of OBE and the courses have been reinforced with desirable outcomes. Evaluation system has been modified to evaluate the courses with respect to the desirable outcomes. OBE helps the learners to achieve higher order learning levels based on Revised Bloom's Taxonomy, master the courses, and develop different skills as expected in each course. Moreover, it inculcates employability and entrepreneurial skills in the students.

OBE enriches the courses offered in each programme, equips the teachers with knowledge and skill, and empowers the learners with attainable outcomes of the programme. It develops the optimistic attitude in the learners towards vertical development in their future endeavours.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

Arul Anandar College values the assessment of teaching and learning activities which is validated through distinct mechanisms. It follows **two different strategies** to validate Outcome Based Education through **direct and indirect methods**. **In the first stage**, Course Outcomes (COs) are mapped with the respective Programme Outcomes (POs) and Programme Specific Outcomes (PSOs). The mean value of mapping indicates how COs are related with POs and PSOs.

In the second stage, the Course Outcomes with Programme Outcomes and Programme Specific Outcomes are validated through examination system. The course outcomes reflect different cognitive levels of each course. It is done on the basis of Revised Bloom's Taxonomy. The students' ability to remember and understand are tested through Multiple Choice Questions, Short Answer Questions, Quiz, Snap Test and Oral Test, whereas their ability to apply, analyse, evaluate and create are assessed through Essay Type Questions, Assignments, Practical Examinations, Field Report, Internship and Project Works.

To calculate the **examination attainment** levels of the courses, Arul Anandar College fixes threshold value of 40 to 49 percent of students getting 40 percent of marks weighted as 1, 50 to 59 percent of students getting 40 percent of marks as 2 and 60 and above percent of students getting 40 percent of marks as 3 for both Continuous Internal Assessments and Summative Examinations. Continuous Internal Assessments and the Summative Examinations are weighted equally as 0.5. Later, the examination attainment of Course Outcomes is estimated as the sum of Continuous Internal Assessment weightage multiplied with CIA threshold value and the Summative weightage is multiplied with that of Summative Examinations (0.5 x CIA threshold value + 0.5 x Summative Examinations' threshold value).

In the third stage, the College assesses the **direct attainment** of each Course Outcome (CO) with Programme Outcomes (PO) and Programme Specific Outcomes (PSOs) using the following formula:

Direct attainment =

*** Course Attainment Level * Mean value of the Concerned PO or PSO.**

In the indirect method, the Course Outcomes with Programme Outcomes and Programme Specific Outcomes will be validated through feedback mechanism. The feedbacks will be collected at the exit level on 3-point scale. The collected feedbacks will be analysed and categorized with the following threshold values:

50 to 59 percent of respondents giving response as good is marked as 1

60 to 69 percent of respondents giving response as good is marked as 2

70 and above percent of respondents giving response as good is marked as 3

Finally, the overall attainment is calculated by employing the following formula.

Overall attainment = [(Assumed Test Weightage * Direct Attainment Value) + (Assumed Feedback Weightage * Feedback Value)]

The analysis of the results will be placed in the meetings of the Governing Body, the Academic Council and the Departments. The IQAC initiates appropriate steps to ensure quality of the programmes.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 91.64

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

Response: 910

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

Response: 993

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.92

File Description	Document
Upload database of all currently enrolled students	View Document

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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Arul Anandar College has created an ambience for the promotion of research. Out of 147 members of the faculty, **85 are doctorate holders**. There are **21 recognized research guides** under Madurai Kamaraj University.

Three Faculty members have obtained 4 **Patents**.

The Departments of **Economics, Physics and Rural Development Science** are approved Research Centres. Faculty members from the Departments of **Tamil, English, History, Philosophy, Mathematics and Chemistry** offer part time research guidance under Madurai Kamaraj University. The College has applied to Madurai Kamaraj University for the upgradation of the departments of **Mathematics and Philosophy** to become Research Centres.

Sixty One research scholars are pursuing their Ph.D. programmes, at present while **40 scholars received their Ph.D. degree** during the last five years.

The Research Council under the guidance of **Dean for Research** promotes research activities. The representatives of the research scholars are members of the Research Council. The Council encourages the faculties to apply for research projects. It helps the faculty members to update themselves with latest skills through training programmes.

The Management has instituted a **seed money of Rs. 10 Lakhs** for the promotion of research. The Research Council takes initiatives in identifying potential researchers and distributes grant as per the policy and procedures.

The faculty involved in research and research publications are encouraged with **Best Researcher Award and Best Publication Award**, and their excellent contributions are recognised through publicising their achievements in the IQAC biannual newsletter, Governing Body Report and Annual Report. Staff members are also provided fund for attending and presenting research articles in reputed conferences within and outside the country.

The College is a **DST-FIST** sponsored institution. The involvement of the faculty in doing minor and major research projects funded by **UGC, DST, DAE, ICSSR and TNSCST** is instrumental in improving research facilities and quality publications. The College also has invested substantially for the improvement of labs. The equipments like Dip and Spin Coating Unit, Spray Pyrolysis, Hall Effect and Four Probe Setup, SILAR Coating Unit, Photo Catalyzer Setup, I-V Characterization Setup, Ultrasonic Interferometer, FTIR & UV Spectrometers, Photo luminescence Setup, Probe Sonicator, Tubular Furnace, Box Furnace, Hot Air Oven, Chiller Unit, UV-Visible Photo Sensing Setup, Gas Sensing Setup, Double Distilled Water Plant and Lyophylizer are worth mentioning.

Rooms with computers are provided for Research scholars. A separate **Computer Networking Lab** is also available. Software like **Mathematica, Lab View, IDL** are available. **Plagiarism** software is available in the library. These facilities enhance the research ambience among the PG students and research scholars.

Our students received grants under various scholarship schemes, such as **Women Scientist, Rajiv Gandhi SC/ST Scholarship, Maulana Azad Scholarship and Tamil Nadu State SC/ST Scholarship**, etc.

Mr. Suresh Karuppiah, research scholar in the Department of Physics was selected and participated in training under **SCOSTEP's Visiting Scholar program at NASA Goddard Space Flight Centre (NASA/GSFC)**.

To promote research, the College has collaborative work with other educational/research institutions, such as Kyung Hee University, South Korea, Jeayaraj Annapackiam College for Women, Periyakulam, REST Society, Darmapuri and G.T.N Arts College, Dindigul.

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

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

Response: 0.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.08	0	0	0	0

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

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

Response: 0.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	2	0

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

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

Response: 57.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.60	13.35	2.63	31.64	4.0

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

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

Response: 1.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	3	4	2

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 20.55

3.2.3.1 Number of teachers recognized as research guides

Response: 30

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response:** 100**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	4	4	2

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	4	4	2

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

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

Response:

The initiatives of Arul Anandar College towards social transformation are channelized through various centres for community orientation, extension, innovation and empowerment.

Arrupe Centre for Policy Research (ACPR) undertakes many rural research programmes related to enhancing livelihood in collaboration with **Common Wealth of Learning**. ACPR facilitates horizontal learning among farmers through micro planning and participatory rural appraisal. It trains farmers on micro-enterprises like backyard poultry farming, value added products in millets, producing and marketing coir pith, etc. For their learning ACPR develops **Open Educational Resources** like voicemails, multimedia contents, YouTube videos and eBooks.

VETEX (VETerinary EXtension), an Animal Husbandry Clinic under the Department of RDS, provides practical training to the students of Rural Development Science in animal husbandry and offers professional skills in cattle management and cattle reproduction practices to the farmers. VETEX organizes veterinary camps and encourages better practices of animal rearing.

ARulanandar Initiative for Social Education (ARISE), an extension programme of the College adopts villages and carries out welfare activities such as health awareness programmes, livestock camps, campaign on government schemes and many of this kind to institutionalize social transformation in the rural livelihood through the approaches of *Lab to Land, Land to Lab, and Land to Land*. Students document people's life style and issues and assist them with knowledge and services.

DST-FIST Science Lab, DST-FIST Net Working Computer Lab and UGC-Agri Biotechnology Lab were established with State of Art laboratory tools and equipment to carry out innovative research endeavours. These laboratories are useful for advanced students and researchers to carry out their research activities. MHRD Innovation and IPR Cell fosters novelty in research and promotes intellectual integrity. Three Faculty members have obtained 4 **Patents**.

Rural Action Development And Research (RADAR) conducts tailoring and typewriting courses to the rural youth. RADAR organises summer programmes for students from local schools to familiarise them with higher education. **Computer Course for Rural Girls (CCRG)** conducts hands on courses for rural girls, especially for school dropouts.

The **Health Centre** of the College, an initiative by AAC-Alumni, extends medical services to the people of the neighbouring villages and students from our college and hostel.

The Institution has established **Ecology and Environment Centre** to promote a sense of environmental sustainability and eco-consciousness among the students and rural community. The Centre aims at creating opportunities to carry out environment oriented studies.

The Institution has established an **Empowerment Centre** with the purpose of empowering the marginalized by exercising need-based initiatives for livelihood sustainability.

These centres facilitate participatory learning and research which encourage student involvement with rural life and livelihood. Students also learn leadership skills and team spirit through organising camps, collecting data and doing fieldwork. The Institution integrates individual initiatives and innovations into its organic structure.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property

Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 82

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	14	14	16	21

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.4 Research Publications and Awards

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

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 1.43

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

Response: 43

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

Response: 30

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.58

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
37	76	46	50	19

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.96

3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
47	42	18	13	18

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed**Response:** 7.59

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:** 20.5

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 (INR in Lakhs).****Response:** 6.59**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
0.27	0.37	2.67	1.82	1.46

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

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

Response: 11.17**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.40	1.45	3.7	3.27	1.35

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

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

Arul Anandar College with its vision and mission emphasizes social values to groom the students as socially responsible members of the society. To achieve the same, the College mandates the students to enrol in any one of extension programmes under Part V of the curriculum like **NCC, NSS, YRC, ROTRACT, AICUF, Nature Club**, keeping with their disposition to any one of these service units.

ARISE (ARulanandar Initiatives for Social Education) is another curricular extension with one credit. Second year UG students of each department adopt a village each and engage with people. They document people's life style and issues and serve them with their domain knowledge in specific fields of action. At the end of the programme, students submit a group project and their performance is individually assessed through viva.

Students are conscientized about social issues through various awareness programmes like **Child Protection, Road Safety, Environmental Protection, Health and Hygiene, Drug-deaddiction and Anti-plastic Campaign**.

The students participate in *Swachh Bharat campaign, Jal Sakti Abhiyan, Swachhta Hi Sewa, Swachhta*

Pakhwada and Shramdaan, initiated by the Government of India.

They actively involve themselves in **Tree Plantation, Veterinary Camps, Free Medical Camps, Free Eye Screening Camps and Blood Donation Camps**, to serve the neighbourhood community.

Under the guidance of **Red Ribbon Club**, students donate around 70 units of blood every year. Rare blood groups are identified and donated on emergency.

NSS organizes special camps for seven days to understand and analyse the **rural life with its dynamics**, and serve the village communities.

Arul Anandar Health Centre offers basic healthcare facilities to the socially and the economically poor villagers.

Tailoring and Type-writing courses are organised by RADAR (Rural Action Development And Research). **Free Tuition Programme and Summer Educational Camps** are also arranged in order to motivate school students to pursue higher education.

The need-based and context-based e-contents and voice mails on agriculture, animal husbandry, entrepreneurship development are prepared by **Arrupe Centre for Policy Research (ACPR)** and uploaded in the social media and L3fpedia website for the dissemination of information to the farmers. Small and Marginal farmers in the locality gain knowledge through various capacity-building programmes. The centre provides platform for the local farmers to share their expertise in indigenous knowledge and technology adoption, which in turn, augment networking and linkages among themselves.

Veterinary Extension Unit (VETEX) offers training to the neighbourhood farmers on livestock production and farm management. Assisted Reproductive (Artificial Insemination) and Preventive vaccination services are provided by VETEX.

The faculty members and students responded with sensitivity and contributed relief funds generously during the **natural calamities** that devastated the lives of many people.

The field exposure helps the students not only to learn and respect the culture, the traditions and the values of people, but also to understand the problems and the difficulties faced by the people, stimulating social awakening in them.

All the extension programmes of the College, thus, provide experiential learning to the students, which in turn help the communities to gain social, economic and environmental returns.

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

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for

extension activities from Government / Government recognised bodies during last five years**Response:** 278**3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
4	24	77	4	169

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response:** 156**3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
13	41	38	31	33

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

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

Response: 81.37**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
1739	3990	3255	2050	2251

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 89.6**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
75	103	148	60	62

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

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

Response: 31**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
18	3	3	1	6

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Arul Anandar College is keen on the quality of teaching, learning and research, and ensures it through adequate infrastructure and physical facilities.

Classrooms and Seminar Halls

- Sixty three classrooms with **ICT facilities**
- Ten seminar halls with **ICT facilities**
- Twenty six **LCD projectors**
- One LED TV cum **Interactive Display**
- One **LED 4K TV**
- One **Interactive Board**
- One **LED Digital Board** for displaying the events and academic activities of the College
- Green chalk boards in all the classrooms
- **Media Centre and Lecture Capturing System** for developing E-contents
- **Communication and Skills Development Centre**
- Office rooms for Officials, Extension Centres and Part – V Extension Units

Laboratories

- **DST-FIST Science Lab**
- There are sixteen department labs.

– *Physics*: UG Lab, PG Lab, and **Research Labs**

– *Chemistry*: UG Lab, PG Lab, and **Research Lab**

– *Rural Development Science*: Soil & Fodder Testing Lab, Microbiology Lab, Biology Lab, and Agricultural Biotechnology Lab

– *Physical Education*: Anatomy and Physiology Lab and Fitness Lab

– *Food Science and Technology*: Food Analysis Lab, Food Production Lab, Microbiology Lab and Dairy Lab

- Advanced research instruments, including SILAR Setup, Spray Pyrolysis Unit, **UV Visible Spectrophotometer**, **Fourier Transform Infrared Spectrometer**, Ultrasonic Probe Sonicator, Laser Lithography Optional Component, Lark Fermentor, Micro Kjeldahl Unit (funded by UGC & DST-FIST) are available.
- **Mushroom Unit, Vermicompost Unit, Field Crops Unit and Fruit Crops Unit** are maintained

for the field experiments of the Department of Rural Development Science.

- **Herbal Garden** is maintained by the department of RDS for fieldwork.
- **Poultry Unit, Piggery Unit and Dairy Unit** for the training of students from the Department of Rural Development Science.
- **VETEX (Veterinary Extension)** provides training for students in artificial insemination and veterinary care to the animals and services to farmers.
- Food Science and Technology runs a Confectionary and a Snacks selling outlet (Nutri Corner) as part of training the students
- **Arrupe Centre for Policy Research (ACPR)** is training students in developing E-content. ACPR facilitates students to work with farmers and Farmer Producer Organizations.
- Braille books are available in the library.

Computing Facilities

- **DST-FIST Computer Networking Lab**
- Computer Labs: UG Lab, PG (MCA) Lab, and Computer Education (Literacy) Lab
- **Plagiarism Checker X** Professional Edition Software
- Enterprise Resource Planning (ERP)
- Mobile App for academic information and services

Power Backup

- Seven Generators with total capacity of 317.5 KVA power, UPS with the capacity of 101 KVA power and Solar Panel with 25 KVA for uninterrupted power supply

Library

- The College Library, with 11,040 sq. ft. area, has a collection of 62,555 books and 117 journals and magazines.
- Apart from stack room, there are reference section, journal section, reading hall, internet and browsing centres, etc.
- The library is fully automated with **LIPs iNET 5.0** web-based software.

There are adequate infrastructure facilities for effective learning, and the College is periodically maintaining and improving the facilities.

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

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

Response:

Arul Anandar College promotes holistic development of the students in terms of cultural activities, physical and mental wellness through yoga, and better body strength and coordination by means of sports and games.

Fine Arts and Cultural Activities

- The College has five spacious halls – **Diraviam Arangam, Mother Teresa Hall, two Audio-Visual Halls and Philosophy Seminar Hall.**
- A multi-purpose **indoor stadium** with indoor game facilities is also provided with a stage, audio-visual aids, lighting facilities and necessary equipment and properties for conducting various cultural events.
- **One open auditorium** in the campus and another one in the hostel premises are used for mega cultural programmes.
- The College has a choir with musical instruments.
- The College conducts **Campus Fest, annual inter-departmental literary and cultural competitions and other Cultural Events** to encourage students to exhibit their talents. A core committee consisting of staff, elected student representatives and department secretaries conducts the above programmes.
- The students are encouraged to participate in various **intercollegiate cultural competitions** at state and national levels.
- Inter Departmental **Tamil Drama Competition (Saras)** and **English Theatre Fest** Competition are conducted to hone the skills of students.

Yoga and Meditation

- **Yoga and Meditation Centre** is used for training students.
- Students are trained by Yoga experts of the Institute.
- **Career Oriented Course on Yoga** is offered to the second year UG students.

Sports and Games

- Fr. Prince Ground (189 x 112 mts) and Fr. Monteau Playground (129 x 80 mts) have the following facilities:
- Basketball Court (36 x 21 mts)
- Two Volleyball Courts (31 x 41 mts each)
- Football Field (120 x 90 mts)
- Hockey Field (110 x 75 mts)
- Badminton (Open) (16 x 13 mts)
- Kho-Kho Court (38 x 18 mts)
- Hand Ball Court (50 x 30 mts)
- Kabaddi Court for men (15 x 13 mts)
- Kabaddi Court for women (15 x 12 mts)
- Athletics Tracks (400 mts—raised boarder with 8 lanes)
- Hurdles
- Mr. Michael Raj Stadium (40 x 20 mts) with 800 seating capacity
- **Indoor Stadium (43.15 x 24.45 mts) – UGC funded**
- Boxing equipment

- High jump equipment
- Fitness bars
- Gymnastic mats
- Gymnasium
- Two Table Tennis Boards (2.74 x 1.52 mts each)
- **100 Bedded Sports Hostel – UGC funded**

Support to the Sports Persons

- Best sports students are given **priority in admission** on sports quota.
- **Tuition fee concession** is provided to outstanding sports persons.
- **Free breakfast and mid-day meals** are given to selected sports persons.
- **Special permission** is granted to attend training sessions and participate in tournaments.
- **Dearness Allowance (DA) and Travel Allowance (TA)** are given during matches.
- Outstanding **sports coaches** are appointed to train the College sports team.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 73

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during

the last five years (INR in Lakhs)**Response:** 22.25**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
63.67	197.84	278.39	135.05	134.76

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

The Arul Anandar College Library, with **11,040 sq. ft. area**, is situated in a location visible and accessible to all the Departments. It has a collection of **62,555 books** and **117 journals and magazines**.

- It is fully automated with **LIPs iNET 5.0** web-based software.
- Name of the ILMS software: LIPs iNET 5.0 (Dolphine)
 - Nature of Automation (Partially / fully):Fully
 - Version : 5.0
 - Year of Automation : 2006
 - Free Wi-Fi access with a speed of 50 Mbps
- Web searching option through **WEBOPAC**, and the same through LAN on the campus
- **INFLIBNET** e-access browsing centre with ten computers and a printer
- **NDLI** e-resources
- Bibliography compilation
- Timing: 8.30 am to 6.00 pm on all working days
- Library Advisory Committee for Planning and Guidance
- Catalogue by author name and book name
- **'Plagiarism Checker X'** – Professional Edition

Display Corners

- Employment Opportunities
- Current Affairs
- Competitive Exam Information and Application Forms
- Publications of Staff and Scholars
- New Arrivals
- Library Information
- General Notification

Services

I. ICT Based Services

- Automation service
- E-entry systems
- Barcode technology for e-entry
- OPAC Service
- Internet centre
- INFONET Browsing Centre

II. Special Services

- **Ramp and wheelchair for the Divyangjan**
- Braille books
- Reprography service
- Student's Attendance Record for the entry of library visits

III. Motivational Services

- Orientation Programme to freshers
- Poster of the current events
- Display on employment openings
- Book Exhibition
- **Best Reader Award**

IV. Safety and Security Services

- CCTV Cameras
- Fire Extinguishers
- Separate ways for entry and exit
- Year-wise stack verification
- Year-wise binding of damaged books

V. Additional Services

- **Earn while you Learn Scheme for students**
- Library membership to external members for reference

Sections

- E-entry and Return counter section
- Reference section
- Section for Divyangjan
- Stack section
- Technical section
- Periodical section
- Back volume section
- Research scholar cabin
- Competitive section
- Staff publication and New arrivals
- INFONET and Internet access point
- Britto Xerox Centre

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

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

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

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

Response: 3.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.23	3.80	3.58	3.75	3.27

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 3.94

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

Response: 132

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

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

Response:

Arul Anandar College is facilitated with extensive computing infrastructure. Profiles of the College are made accessible to all stakeholders through the College website. The staff can create, edit and view their profile in a secured and user-friendly mode. The students also can view their profile. Confidential data are accessible only to the authenticated persons. The same is available to other responsible persons with due permission from the Principal or the Secretary.

The College upgrades **ICT enabled infrastructure** periodically by procuring suitable software and hardware for the enhancement of teaching-learning and networking capabilities. The **IT policy of the College** ensures authenticity of installation of software tools, responsibility of maintenance and timely renewal of all software of the Institution.

ICT Facilities

- The College has **356 computers**, and they are periodically updated and replaced.
- Systems with Dual Core Processors, Pentium i3 and i5 are available.
- During the assessment period **48 new computers** were purchased.

- **26 LCD projectors, one LED TV cum interactive display, one LED 4K TV and one interactive board** are at service.
- **One LED Digital Board** is installed to display the events and academic activities of the College.
- **Media Centre** for developing E-contents is available.
- There is a **Communication and Skills Development Centre** for developing language skills.

Software Facilities

- Microsoft Campus Agreement
- Adobe Creative Cloud License
- Plagiarism CheckerX (Professional Edition)
- IDL (Interactive Data Language) – A scientific programming language to create meaningful visualizations out of complex numerical data
- **Mathematica** – A computational software program based on symbolic mathematics
- Lab View Full Development System

Networking Facilities

- A centralized server room with **seven servers**
- Computer Networking Lab
- Two leased line Internet connectivity (BSNL leased line connection with speed of 50 Mbps and Airnet Network leased line connection with speed of 50 Mbps)
- **29 Wi-Fi devices** to cover the entire campus
- **Wi-Fi and internet services** to the staff and students
- **Intranet facility to all the buildings in the campus**
- Local Area Network (LAN) connectivity to all the departments and offices
- Browsing Centre and E-learning Centre
- Enterprise Resource Planning (ERP)
- A Mobile App for the entry of e-attendance for students

Security Features

- **Sophos XG Firewall** is installed for security of the campus network with features like port blocking and content filtering.
- **K7 Total Security antivirus and malware prevention software** are installed on all computers.
- **64 CCTV surveillance cameras** are installed to increase security in the campus.

Online Services to Students

- Online application portal
- Online fee payment
- Online mark statement
- Online provisional results

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 22.7

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

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

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic

support facilities excluding salary component during the last five years**Response:** 33.85**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
223.85	206.22	246.13	250.84	255.00

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Arul Anandar College has a well-framed infrastructure policy for proper maintenance and utilization of the physical, academic and support facilities. The responsibility for provisioning and maintaining infrastructure is jointly shared by different authorities of the Institution, under the overall leadership of the College Secretary.

Established Systems and Procedures

The Principal discusses with the Planning and Evaluation Committee and presents a report regarding physical, academic and support facilities in the Governing Body for approval. The Secretary is empowered to deal with all matters pertaining to the acquisition, up-keeping and disposal of campus infrastructure.

An annual audit and inventory of the facilities is undertaken for assessment and evaluation.

Maintenance of Physical Facilities

- Maintenance of the physical facilities is done throughout the year and major repair works are carried out during summer vacation.
- **Annual Maintenance Contract (AMC)** is arranged for air-conditioners, generators, and other equipment.
- **Fire extinguishers and First Aid Kits** are maintained regularly, and refilling is done before their date of expiry.
- Cleaning and maintenance are done steadily through support staff.

- The security of the campus is taken care by the **Outsourced Security Guards**.
- **CCTV cameras** have been installed to ensure safe keeping.

Maintenance of Academic and Support Facilities

Laboratory

- Inventory of all the equipment, instruments, glassware, specimens, computing devices etc. is done by the respective Departments annually.
- Fault Registers and Logbooks in the laboratories are regularly maintained.
- For any kind of maintenance or repair, the laboratory staff-in-charge reports to the respective HoD who forwards it to the Principal and the Secretary. The repair work is carried out by the concerned service person.
- The instruments and equipment are serviced by the suppliers from whom they are purchased. Separate maintenance register is kept with details of maintenance entries i.e., name of instrument, date, and description of maintenance.
- The sensitive laboratory equipment are housed in air-conditioned instrument rooms.

Library

- All books in the library are arranged according to their classification.
- The library support-staff help in maintaining the books and other infrastructure in the library.
- Damaged books are bound.
- The annual inventory is carried out during summer vacation.

Computers

- A programmer and a faculty member are in charge of every computer lab.
- Two hardware technicians take care of the maintenance and service of the computers.
- All Wi-Fi users are controlled through cyber roam firewall.

Sports

- **A 100 bedded UGC sponsored sports hostel**
- The playgrounds and courts are periodically maintained; cleaning and marking are undertaken regularly.
- The Department of Physical Education maintains stock registers, accession register, and stock issue register.
- Every year new equipment are added.

Fine Arts

- Fine Arts Room houses the properties used for fine arts and cultural activities.
- A stock register is maintained by the Dean of Students.
- New properties are purchased.

Hostels

- Two separate hostels for 600 boys and girls
- The hostel functions with Two Directors, seven Assistant Directors and Hostel Student Council

Bank

- A branch of Indian Overseas Bank (IOB) with ATM to facilitate online/offline transactions

Canteen

- Canteen facility in the college premise for the staff and students
- It provides healthy and nutritious snacks and edible items at an affordable price.

Health Centre

- AAC Health Centre is run by the Management in collaboration with Arul Anandar College Alumni Association.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 31.87

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
814	787	989	1231	1323

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

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

Response: 24.22

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
898	768	1022	744	502

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	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) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 33.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
714	717	1794	921	1253

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 6.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
43	57	66	68	86

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

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

Response: 14.65

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 151

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

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

Response: 45.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	2	7	7

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	10	8	12	10

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

5.3 Student Participation and Activities

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

Response: 117

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	20	30	44	15

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

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

Response:

The Student Council of Arul Anandar College is a vibrant body constituted with the aim of promoting democracy in the academic ambience and developing leadership skills among students, both men and women.

The Student Council

The Student Council encompasses student representatives elected by the students through digital voting at the start of every academic year. The Council includes Fine Arts Secretaries, Sports Secretaries, Association Secretaries, Department Secretaries and Part V Secretaries maintaining **gender equity**.

Leadership Training Programme

Professional Soft Skill Trainers are invited to train the elected representatives every year. The programme identifies and unearths the hidden potentials in the students and evolves them as prospective leaders.

Representation in Academic and Administrative Bodies

Members of the Student Council function as links between the student community and the academia, representing their views and suggestions to the members in the following academic and administrative bodies:

- Planning and Evaluation Committee
- Internal Quality Assurance Cell
- Research Council and Ethics Committee
- Anti – Ragging Squad
- Internal Complaints Committee
- Magazine Committee
- Fine Arts Committee
- Sports and Games Committee

Roles and Responsibilities

The Council is encouraged to involve in the lead events and celebrations of the College. They are of great assistance to the officials in maintaining the discipline and general conduct of the students. It further conducts various **cultural, academic and outreach programs**, manifesting their organizational calibre and leadership skills.

The representatives of the various departments also conduct all the programmes and competitions initiated by their parent departments.

The Student Council annually organises the following programmes under the chairmanship of the Principal and the guidance of the Dean for Student Affairs and Dean for Women Students Affairs:

Student Council Inauguration and Valediction,

CAMP FEST [Inter departmental Cultural Competitions],

Sports Day,

Teacher's Day Celebration,

Christmas Celebration,

Pongal Celebration,

Women's Day and Association Activities.

Central and State Government Programmes

Student Initiatives and Campaigns

Student leaders of the Council serve as representatives of Part – V Extension units and actively engage in creating awareness among the students and public on **environmental, health and social issues and concerns**. They also create awareness on the **importance of voting, communal harmony, literacy for all, preservation of nature**, etc by way of signature campaigns, exhibitions, rallies and street play.

Besides the initiatives of the campus, the student's Council also extends its helping hand to the needy at times of **natural calamities**. They reach out to the affected areas and provide them with feasible assistance. The Council extends its service to the nearby villages by conducting **Health and Medical**

camps and Veterinary Camps .They also create awareness among the masses on the ill-effects of plastics, segregation of waste materials and planting of trees.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

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

Response: 15.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	18	19	15	20

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

Arul Anandar College Alumni Association (AACAA) is an affiliating member of **Jesuit Alumni Associations of Tamilnadu (JAAT) / Jesuit Alumni Associations of India (JAAI)**. It has membership comprising of alumni and staff of the College. The Rector and the Secretary of the College are the patrons and the Principal is the Chairperson.

A group of **illustrious alumni** from educational institutions and corporate firms spearhead the activities of

AACAA. The team aims at fostering spirit of loyalty to the institution, friendly interactions among members and promotion of optimism among students.

The **General Body Meeting** of the Association is convened once in a year and the future activities are planned for the concurring year.

The **alumni chapters** are organised regularly at different places like **Chennai, Theni and Kodaikkanal**.

The Association also arranges annual **department-wise meetings** facilitating the alumni to renew their bonds with their respective departments.

The Association offers its help to the Management in **mobilizing resources** for the development of the institution. It identifies students from deprived economic background and supports them by providing scholarship.

The alumni lent a helping hand to the College for raising funds on the occasion of **Golden Jubilee**.

The **alumni of the Department of Physics, History and Mathematics** have contributed a sum of **3.95 lakh** for the establishment of endowments and the interest of which is utilized to support the deserving students of the institution.

The alumni generously contribute financially for relief and rehabilitation at times of **natural calamities**. It exhibited its munificence by donating a sizeable sum of amount towards the **Relief Fund** pooled by the Management for the Covid-19 affected.

On the occasion of every **Graduation Ceremony**, the Association is magnanimous enough to host lunch for all the new graduates. The Alumni Association sustains its supporting spirit to the college by means of both monetary & non-monetary contributions.

The alumni of all the departments render their **intellectual resource and expertise** during seminars and conferences that are organised by the Institution. They also enlighten the students periodically by offering guest lectures. As a mark of respect for their dedicated service and contributions, AACAA proudly honours the retiring teaching and non-teaching staff of its alma mater. The income and expenditure of the association is duly audited by a Chartered Accountant every financial year.

Arul Anandar Health Centre is partially supported by the Arul Anandar College Alumni Association. The Centre attends to the health care of the students and also provides medical assistance to the people in the nearby villages.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: B. 10 Lakhs - 15 Lakhs	
File Description	Document
Any additional information	View Document
Link for additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Arul Anandar College is an autonomous co-educational Christian minority institution governed by the Jesuit Madurai Province. The College functions under the chairmanship and guidance of the Provincial of the Jesuit Madurai Province and locally administered by an Administrative Committee consists of Rector, Secretary, Principal and Treasurer with other Jesuits on the campus. The Committee is guided by the policies formulated by the Jesuit Higher Education Commission, the policy making body for all colleges under the Province.

The College functions in compliance with the directions given by **UGC, MHRD, Government of Tamil Nadu, and Madurai Kamaraj University** to which it is affiliated.

The Institution, inspired by its vision of **“integrated development of rural students and society”** charts out its perspective plan for five years and effectively implements it. The College located in a rural setup has produced thousands of first-generation graduates.

The College ensures decentralized and participatory governance. It emphasises on collaborative administration by incorporating all its stakeholders.

The Management enlists the talents of the staff in shouldering various administrative responsibilities and appoints them as officials that include Deputy Principal, Vice Principals, Dean-Academic, Dean-Research, Dean-Students, Dean-Women students, IQAC Co-ordinator, Controller of Examinations, Chief Superintendent of Examinations, Heads of various Departments, Office Superintendent and Coordinator of various cells.

Students also participate in the governance of the Institution through effective representation through **Student Council, Planning and Evaluation Committee** and other committees. The Student Council acts as an interface between the administration and the students in curricular and extracurricular endeavours responsibly.

This hierarchical structure makes sure of delegating the power and allocation of responsibilities for the smooth functioning of the College.

There are **9 statutory bodies** which function efficiently and effectively with the support of the vibrant **36 non-statutory bodies**. Besides, there are also other committees, associations, forums and clubs like Nature Club, Inter State Students Forum, Counselling Cell, and so on.

E-governance is incorporated in areas of administration, finance and accounts, student admission and support, and examination.

Policies related to academic, research, curriculum development, administration, finance, infrastructural

development, extension, co-curricular and extra-curricular activities are conceived, planned and executed with adequate representations and involvement of stakeholders.

Workshops and training programmes are conducted periodically to enhance different professional competencies of the teaching and the non-teaching staff.

The College organizes seminars, workshops, conferences and interactive forums for the students to enrich their knowledge and skills. The students participate in the organizing of inter-collegiate and inter-departmental competitions and activities.

Grievances of the students are represented in the appropriate committees and resolved through suitable measures. The Management has kept **Suggestion Boxes** for the students to express their grievances anonymously.

A multi-layered feedback system adopted by the College helps to evaluate teaching and learning pedagogy, curriculum design, social outreach initiatives, need-based programmes and staff-management relationships.

The appraisal mechanisms assist effective leadership to strengthen positive strides and overcome challenges. The transparent nature in the dynamic processes of decision making, policy framing, knowledge sharing, feedback appraisals and action implementations enhances the governance of the College.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Arul Anandar College guarantees transparency, accountability and efficacy of the academic and administrative milieu by delegating multilevel responsibilities to staff and students. The Provincial of Jesuit Madurai Province is the President, and the Rector of the College is the Vice President, of the Board of Management of Arul Anandar College, and it is comprised of members who have academic and administrative experience.

The Secretary is the administrative head and the Principal is the academic head of the College.

Decentralization and participative management of the College is visible in all its academic and administrative spheres. Multi-layered transparent governance system is ensured through written policies,

systems and procedures, distinct job descriptions and well-knit committees, and accountability is ensured through consultation, evaluation and follow ups. **Well-structured organisational arrangements** in Aided and Self-financed Streams are classified into secretariat team and directorate team.

The Secretariat Team of the College

The Dean for Academic Affairs observes the UGC guidelines on autonomy, and organises the meetings of the statutory and non-statutory bodies and committees for formal planning and approval of all academic and developmental activities. The dean also monitors the execution of the guidelines for preserving the basic structures of the institution.

The Dean for Research promotes research activities by encouraging the faculty to undertake advanced research and publication, and apply for projects and grants for research endeavours. The Dean convenes the Finance Committee, prepares budget, settles accounts and convenes the meetings of Research Council and Ethics Committee.

The Dean for Student Affairs facilitates the students' welfare and support programmes, co-curricular, extra-curricular and cultural activities. The Dean conducts Student Council election and organizes leadership programmes periodically for the elected representatives.

The Dean of Women Students helps to promote the welfare of the women students, redress their grievances, arrange counsellors and mentors for them.

The Directorate Team of the College

The Deputy Principal is in-charge of Self-financed Programmes and makes decisions in consultation with the Principal. There is a separate office with four non-teaching staff for maintaining records of the staff and students. The Deputy Principal has important role in the recruitment of staff and the admission of students of the Self-financed stream. Three *Vice Principals* collaborate with the Deputy Principal in the administration of Self-financed programmes.

The Vice Principals of the Aided stream and the Self-financed stream play a pivotal role in carrying out the day-to-day affairs of the College. One of the Vice Principals of the Aided stream acts as the Chief Superintendent of Examinations. The Vice Principals monitor attendance, prepare common time-table, organize parent teacher's meetings, conduct orientation programmes for the students, scrutinise the list of deserving students for management scholarship and mid-day meals and maintain discipline. They act in consultation with the Principal and the Deputy Principal and in collaboration with Heads of the Departments.

The above division of the administrative structure of Arul Anandar College illustrates a multi-layered leadership of power delegation and decentralization.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for strategic plan and deployment documents on the website	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Arul Anandar College follows effective policies and strategies to empower socially and economically underprivileged students from marginalized communities. Management scholarship and endowments is one among them.

The Perspective Plan 2013-18, under the subheading *Student Progression*, proposed **the institution of a Care Fund** for providing scholarship. Accordingly, the College started providing Management Scholarship to the deserving students. Later, it was renamed by the Jesuit Higher Education Commission as **Jesuit Education Support (JES)**.

The College follows a systematic procedure based on the objectives and guidelines of JES. **The Scholarship and Endowment Committee** is functional for the distribution of scholarship as per the guidelines of the JES.

At the beginning of every academic year, the students are given orientation on the eligibility to apply for management scholarship.

The Heads of the Departments, in consultation with the class coordinators and mentors, identify and recommend the deserving students. The Committee scrutinises the applicants and chooses the most deserving students. In the process, Scholarship and Endowment Committee forms three subcommittees headed by:

1. The Vice Principals of the aided stream for the students of the aided dayscholars
2. The Deputy Principal along with other Vice Principals for the dayscholars of the self-financed stream
3. The respective hostel directors along with assistant directors and hostel counsellors for the hostel students.

The **order of priority for providing scholarship** is Catholic Dalits/STs, Catholic Non-Dalits, Christian Dalits/STs, Christian Non-Dalits, Gypsies, Migrants and Refugees, SCs/STs (non-Christians), Muslims and other Minorities and Poor students from other social groups.

Within the priority groups, preference is given to orphans, semi-orphans, economically poor, destitute,

Divyangjan and students of widows and women students.

The College takes special care towards the empowerment of **refugee and migrant** students by giving special scholarships.

The selection process is highly transparent and it is collectively made by the members of the committee. The final list of the students availing management scholarship is displayed in the noticeboard and the respective students are intimated individually.

The disbursement of scholarship is ensured and vigilantly monitored by the college office after a fair selection process. The record of beneficiaries receiving the scholarship is maintained and audited every year.

In addition to management scholarship, alumni, philanthropist, and faculties have also established nearly **101 endowments scholarships**.

Special financial assistance is given to women students, meritorious students and outgoing students through scholarships.

In commemoration of the Silver Jubilee of the College, a special scholarship was instituted to support the **divyangjan**.

The financial support through management scholarship certainly helps the students in pursuing their studies. The College also devises suitable strategies to strengthen the mobilization of financial resources to build the educational support fund.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

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

Response:

Arul Anandar College is administered by the Madurai Jesuit Province which has an exclusive Commission for Higher Education. The Higher Education Commission formulated the **Corporate Policies for Higher Education** to be followed by all colleges under the Jesuit Madurai Province. Based on the need, and according to the policy of Higher Education, Guidelines and Procedures are formulated by the College and get approval from the Higher Education Commission through the Board of Management.

The overall planning and development of the institution is done by the Board of Management under the Presidentship of the Provincial and locally executed under the directions of the Vice President, the Rector

of the College.

The day-to-day administrative affairs of the College are managed by the Executive Board of Management, of which the Rector, the Secretary, the Principal and the Campus Treasurer are members, and assisted by the Administrative Committee consisting of experienced members of the faculty.

The Secretary is the administrative head of the institution shouldering the responsibilities of administration, appointments and infrastructure.

The Principal is the academic head, ensuring the proper conduct of all the academic, research and extension activities.

The Campus Treasurer is responsible for all financial matters.

The Statutory Bodies are constituted and meetings are conducted as per the UGC, MHRD, State Government and University guidelines.

The Non-statutory Bodies are constituted by the Board of Management to complement the functions of the Statutory Bodies.

The Board of Management nominates other academicians and experts in to these Bodies to strengthen the functioning of the College.

The programmes, courses and activities are periodically evaluated by the College and reported in the appropriate Bodies for proper implementation.

There are Committees, Cells and Associations focussing on specific tasks and roles in the College.

The executive leadership is shared with the Deputy Principal, the Vice-Principals, the Controller of Examinations, the Dean-Academics, the Dean-Research, the Dean-Students, the Dean of Women Students, IQAC Co-ordinator and all the Heads of the Departments.

The Deputy Principal assists the Principal in academic and administrative affairs of the Self-financed stream.

There are two Vice Principals in Aided stream and three Vice Principals in the Self-financed stream for efficient administration and implementation of academic activities.

There is a written Job Description for each office and given to the officials at the time of appointment.

The office of the Controller of Examinations has compiled all the rules and regulations of the evaluation system in a booklet.

The Public Relations Officer communicates with the public and the press during all important events of the College.

The Management encourages the faculty to participate in various committees. This enhances the leadership qualities and skills.

The Grievance redressal committees have been formed for both staff and the students.

The power delegation and decentralisation of authority enrich the effective and efficient functioning of the institution in all its spheres of planning, decision-making and implementation. The Management plays a crucial role in enriching the bottom-up approach in planning and execution of various academic activities.

File Description	Document
Any additional information	View Document
Link to Organogram of the Institution webpage	View Document
Link for additional information	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The institution effectively implements the welfare schemes for the teaching and Non-teaching faculties.

The College makes arrangements for availing all the government schemes such as Gratuity, Pension, Commutation of Pension, Earned Leave encashment, Maternity Leave, Medical Facility, Leave on Overseas Project or Conference, Health Fund Scheme, Permission to attend FDP such as Orientation programmes and Refresher courses, short term courses, etc. for the career development and progression of the teaching as well as non-teaching staff.

Besides the above, the following benefits are given to the teaching and non-teaching staff.

Financial Support

- To the staff to attend workshops and conferences both at the national and international level
 - **For children's education of the non-teaching staff**
 - For celebrating festivals, festival advance to the non-teaching and domestic staff
 - The self-financed staff of the institution also receive Provident Fund, permission to attend Faculty Development Programme, Maternity and paternity leave with salary.
 - **Interest free Housing Loan for domestic employees**

Material Benefits

- Office rooms for Staff Associations (Teaching and Non-teaching) on the campus
- Staff quarters for the domestic staff inside the college premises
- Two sets of uniforms to the domestic staff every year
- Wi-Fi facility to the staff inside the college campus
- To cater to the financial needs, staff mutual fund and thrift society are managed by the staff with the approval of the management.

Cater to Emotional Needs

- Staff Grievance Redressal Cell to address the issues and grievances of the staff
- Availability of full-time professional counsellors for both staff and students
- Indoor games facility for the staff to relax and to refresh physically and mentally
- Fraternity grand lunch is provided for all the staff on the eve of the feast of St.Arul Anandar and St.Ignatius of Loyola.
- Financial assistance to the conduct of staff exposure programme and tour (Both teaching & Non-teaching)

Recognition and Rewards

- The teaching and non-teaching staff are honoured with **Silk and Silver jubilee Awards** for their remarkable service.
 - Awards of excellence for teaching, research and extension is given to the deserving members of staff every year.
 - The spouse or family member (Non-Teaching Staff) is given a job on compassionate grounds.

Avenues for Career Development and Progression

- Annual orientation, workshops for teaching staff at the beginning of every academic year
- Initiation and training programmes for the newly recruited staff
- Incentive in the form of salary hike for the staff of the self financed stream for completing their PhD degree
- Various other training programmes such as item writing, research project etc for teaching fraternity, training on Public Finance Management System, Ms-Office non-teaching staff, and waste management, operating fire extinguisher training for domestic staff
- Seed Money provided for faculties to encourage them to undertake research projects

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 2.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	16	3	1

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 8.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	9	6	4

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

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

Response: 12.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
25	13	16	16	19

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Arul Anandar College (Autonomous), Karumathur is a government aided institution and receives fund from the University Grants Commission and government funding agencies for research. It's Financial Management and Resource Mobilization come under the Society of Arul Anandar with PAN No. AAAAT6276C. It is a registered society under the Tamil Nadu Societies Registration Act of 1984 and the Society is granted approval U/s. 12AA of the Income Tax Act of 1982 and as per the Act XXI of 1880 S.No.82 of 1977, Madras and S.No.24 of 1985, New Delhi.

The Governing Body has constituted the Finance Committee under the chairmanship of the Principal of the Institution to take decisions on fiscal aspects. The Committee collects budget proposals from all the departments and units, and prepares the institutional budget for every academic year and submits the same to the treasurer's office for perusal.

The College makes a transparent financial transaction through cheques, demand drafts or National Electronic Funds Transfer. **The Public Financial Management System (PFMS)** is followed in dealing with the transactions when money is received from the government funding agencies and the accounts are submitted on time.

The funds received through various projects/travel grants/schemes/programmes are channelized effectively, and the utilization certificate is submitted to the funding agencies along with the audited statements of accounts to the **Campus Treasurer's Office**. The heads of the departments and the coordinators of various units submit the accounts of expenditure to the office for auditing.

The **statutory audit** on the accounts of the College, comprises of salary, fee collection and funds received for scholarships from the government and the management, UGC autonomy grant, the income from the Self-Financed Courses.

The **Society of Arul Anandar** keeps an account of the revenue and expenditure through agriculture, dairy, piggery farms. The accounts of the extension units are also audited every year. The Society maintains separate books of accounts of all the units and all the items are subjected to audit by the Chartered Accountant in four quarters.

The financial statements are certified by the **Audit Firm** and the audit reports are issued every year. If there are audit objections, systematic follow-up actions are initiated to rectify them. The office of the **Regional Joint Director of Collegiate Education** conducts regular government audit every year. Besides that, the office of Regional Joint Director of Collegiate Education and office of the AG conduct audit of the salary and other related accounts.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 92.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
8.71	34.72	10.91	13.45	24.28

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

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

Response:

Arul Anandar College is known for its integrity and it maintains a transparent and accountable financial management system. Campus Treasurer System is introduced to regulate financial process, preparing budget, mobilising resources, monitoring expenditures, maintaining accounts, internal verification and external audit. The College is able to implement various quality enhancement activities with its ability to mobilize resources from different sources for new programmes, research, extension, infrastructure, student's welfare, and staff career advancements. Jesuit Madurai Province, that manages the institution, has formulated strict guidelines for financial management and it regularly monitors the institution's adherence to them.

Mobilization of Funds

The College mobilises funds as per the policy and procedure enacted by the Management. The process is monitored by the finance committee under the chairmanship of the Principal. The College receives funds from the following sources.

- Management Grants from the Society of Arul Anandar
- Fees collected from the students of both aided and self-financed streams
- Project funds received from funding agencies such as, **UGC, CSIR, DBT, DST, TNSCST, ICSSR, ICPR and Malcom Adhishesya Trust**
- Contribution made by the alumni, well-wishers and philanthropists
- Government Scholarships
- Funds from Non-governmental bodies for extension activities
- Revenue earned from selling of commodities and products from agriculture farms, dairy farms, piggery and poultry farms
- Income generated from College owned commercial complex
- Renting of the College infrastructure for conducting Government Exams and other exams
- Endowments
- Consultancies through Vertex and Health centre

Utilization of Resources

Arul Anandar College effectively utilizes the funds in the following ways

- Disbursal of staff salary
- Infrastructure augmentation such as construction and renovation of classrooms, installation of solar panels, waste management units, plantation of trees, laying of paver blocks, roads.
- Hostel maintenance
- Library resources
- ERP and ICT improvement
- Software and equipment purchase
- Organizing Seminars/Endowments lectures, conferences, workshops, training programmes
- Career development programmes, faculty empowerment programmes to staff
- Seed money grants for promoting research
- Endowment scholarships to empower and encourage the most deserving students.
- Management (JES) scholarship to the socially and economically marginalized students
- Sports and cultural events such as Rural Sports Meet, Annual Sports Meet, SARAL (Tamil Drama Festival), Theatre Fest, Camp Fest.
- Observing the days of national significance
- Organizing extension activities such as ARISE, RADAR, ACPR, VETEX
- Managing dispensary to the college inmates and the rural people
- Organizing health camps to the rural neighbourhood
- Organizing veterinary camps in rural places for livestock management
- Organizing campaigns in familiarizing the government initiatives to the rural people
- Welfare measures to teaching and non-teaching staff
- Development of diary, piggery, agriculture and poultry farms for training students
- Relief measures during the period of disaster

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

Incremental Improvements

The incremental improvements made by the institution through the initiatives of IQAC during the assessment period 2016-2021 are as follows

Academic Domain

- Introduction of new programmes and several need-based courses on employability and entrepreneurship.
- Incorporation of OBE into the CBCS based on LOCF
- Establishment of Research Council
- Establishment of the Department of Human Excellence
- Introduction of soft skills, communication skills to all undergraduate students
- Introduction of life skills to all post graduate students
- Promotion of Digital literacy by strengthening learner-centred pedagogy integrated with ICT methods of teaching and learning
- Establishment of media centre to facilitate staff in preparing E-content materials
- In line with the initiatives of digital education by the government of India, the college is one of the local chapters of NPTEL
- Networking with other institutions through Memorandum of Understanding
- Internship in all under graduate programmes
- Industrial collaborations for placement
- Institutional associations for quality promoting programmes

Administrative Domain

- Start of an entrepreneurial unit, **NUTRI CORNER** in 2021 by the Department of Food Science and Technology to impart entrepreneurial skills in the students in line with the campaign of Skill India.
- Constitution of **MHRD** Innovation and IPR cell in 2019

- Establishment of **DST-FIST** networking computer lab, DST-FIST science lab and UGC- Agri Biotechnology lab
- Construction of field classrooms
- Launch of L3F website and Farmers Friendly mobile application by **Arrupe Centre of Policy Research**
- Establishment of centre of Empowerment

The IQAC of our College has taken strenuous efforts in cultivating and promoting quality culture in the dimensions of curricula and research.

Practice-I

Research Activities

A research council is established in 2017 based on the initiatives of IQAC. The council has set its functioning under the guidance of Dean Research, to facilitate a conducive environment for accomplishing research activities.

Research council in line with the quality initiatives of IQAC

- Framed Research policy
- Constituted Ethics Committee to promote and monitor the code of research ethics
- Conducted research council meetings annually
- Organized programmes on project proposal writing to facilitate the faculty members write project proposals to various funding agencies
- Formed research advisory committee to select faculty members for seed money grants
- Collaborated with other institutions and research organizations
- Encouraged faculty members to publish articles in UGC-Care list journals

Practice –II

Holistic Life Sustainability Skills

The Department of Human Excellence (DHE) is established in 2019 based on the initiatives of IQAC towards inclusive growth.

DHE based on the counsel of IQAC

- Established four units namely foundation courses, communication skills, soft skills and life skills
- Offered courses to both under graduate and post graduate students
- Designed courses to enrich the personality and social skills of employability
- Practised activity-based teaching and effective assessment tools
- Organized various orientation programmes for both staff and students

The credentials given to these courses, the feasible evaluation pattern and the incorporation of OBE are the added features to these courses. The distinctive features of these courses provide a wide range of opportunities to the student community for empowering themselves for a sustainable life.

File Description	Document
Any additional information	View Document
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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

IQAC of Arul Anandar College takes constructive and qualitative initiatives to streamline faculty performance and course deliberation through systematic review process.

1. Faculty Appraisal System

The performance of the newly recruited faculty is appraised annually by the IQAC based on the **students' feedback** collected on the teaching skills and strategies employed by the faculty. Similarly, **peer group appraisal** is done to assess interpersonal skills, participation and involvement towards the development of the institution. The other layers of faculty members are also evaluated by the students once in three years. The feedback collection from the students and the analysis mechanism is computerized to ease the appraisal system.

The report of faculty appraisal with performance score is prepared after analyzing the feedback with standard benchmarks and submitted to the perusal of the Principal who in turn discusses with the respective faculty individually and proposes suggestions for enhancing the quality of teaching. The process of **faculty-evaluation** helps the teachers in their professional development.

1. Need-Based Evaluations

IQAC conducts periodical evaluation of the courses and the learning hurdles of the students by constituting committees to study and suggest measures for improvement.

a. Career Oriented Courses

The Career Oriented Courses Evaluation Committee of four members was constituted in the year 2016-17 to evaluate the modalities of the delivery of the courses and their impact on the professional development of the students.

The major recommendations of the committee were

- To orient the students on the available courses
- To give more significance to practical sessions
- To introduce new courses catering to the employability needs of the students

Based on the recommendations, special orientation programmes are organized regularly before the selections of courses. **Nine Career Oriented Courses were introduced.**

b. Bridge Course

The Department of English offers Bridge Course to the first year undergraduate students. A two-member **Bridge Course Review Committee** was constituted in the year 2016-17 to evaluate the effectiveness of the course. Based on the suggestions of the committee, dawn to desk fulltime intensive bridge course programme was organised before the commencement of the regular classes. In the 2020-21 academic year, a three-member committee was constituted to evaluate the modalities of the course. As per the recommendations, a new learning material was prepared and exclusive orientation and training programme for the faculty was organised.

c. Career Oriented Courses

A committee of ten members was constituted in the year 2019-20 to evaluate the impact of Foundation Courses on the behavioural modification of the students. The committee recommended to encourage community interaction in the teaching-learning process.

d. Improving Academic Performance through Pass Percentage

A committee of nine members was constituted in the year 2019-20 to identify the learning difficulties of the students and the hurdles in attaining overall pass percentage. The committee recommended to arrange motivational and counselling programmes for the students to reduce absenteeism and drop outs. Tutorial system and peer group learning were also suggested as remedial measures for the slow learners to overcome their problems in learning.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Arul Anandar College, initially a men's college, realised the importance of girls' education and opted to be co-educational in 2001. It established women-friendly infrastructure facilities, appointed woman staff, women counsellors, and conducted confidence-developing training programmes.

An office of **Dean for Women Students** was established and **Vice Principal (Women)** was appointed to specially look after girl students. "Facilitating gender equity both on and off the campus" was resolved as one of the strategies of the college.

UGC supported **Women Studies Centre** sensitises the campus on gender equity educates students on women empowerment. A woman faculty is appointed as its **Director** and two women staff assist her in the day-to-day activities of the centre.

'**Internal Complaints Committee for Prevention of Sexual Harassment**' and '**Girl Students Welfare Committee**' guarantee non-discriminatory, safe and secure women friendly campus. Girl-student representation in important committees and participation in activities are ensured.

Curricular and Co-Curricular Activities

Gender equity as a human right issue and an area of cultural reformation is pronounced in the vision, mission and strategies of the college and incorporated in the curricula.

The Foundation Course on "**Social Analysis and Human Rights**" sensitises all students on gender equity as the basic norm of a civilized society.

Women Study Centre offers a Non-Major Elective Course on "**Introduction to Gender Studies**".

A core paper on "**Gender Society and Development**" is offered by the department of Rural Development Science.

The course on "**Development Economics**" analyses gender inequality.

Courses on "**Philosophy of Human Rights**", "**Social and Political Philosophy**" and "**Philosophy of Knowledge**" offered by the Department of Philosophy include feminist philosophical perspectives.

Modules on gender politics in India, women entrepreneurship, women in sports and games and status of women from the perspectives of women writers and so on find place in different courses.

Women Studies Centre documents data that concerns gender issues. It also conducts activities for the empowerment of women. **Gender Champions Club** creates egalitarian atmosphere on the campus where

girls are treated with respect and dignity.

Part V Extension and Outreach organise gender sensitization campaigns and programmes.

Facilities for Women on Campus

1. Safety and Security

- Internal Complaints Committee for Prevention of Sexual Harassment
- Grievance and Suggestions Box
- Girl Students Welfare Committee
- Anti-Ragging Committee
- Anti-Ragging Squad
- Students Grievance and Appeal Committee
- CCTV cameras at strategic points
- Security personnel at all gates in the college and hostels
- Logbook at the entrance gate
- Constant monitoring of attendance and intimating parents in cases of long absence
- Administrators are available and approachable in the campus residence in case of emergencies
- A culvert connecting the college campus with the girls-hostel block on the adjacent campus ensuring safe transit

2. Counselling and Mentor Care

3. Gender Champion's Club

4. Health Care Centre

5. Common Rooms

- Ladies room (Veronica Hall)
- Ladies staff room
- Girls' restrooms with automatic sanitary napkin vending and incineration machines

6. Girls Hostel

7. Women Studies Centre

8. Day Care Centre

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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

Solid Waste Management

Differently coloured large size dustbins, green for degradable and red for non-degradable, are kept all over the campus for segregated disposal of waste.

Two giant-size pits (10x10x10 m), one for degradable and the other for non-degradable, at the eastern end of the campus, in the vicinity of the RDS farm, are used as dumping sites. The decomposed waste, namely the **compost**, is used as organic manure for the cultivation crops in the RDS farm and Kananur farm.

The use of **plastic** carry bags, cups and laminated paper plates are prohibited on the campus. Students and

staff are encouraged to use cloth bags.

Incinerators are fixed in ladies washrooms for hygienic and safe disposal of used sanitary napkins.

Paper Waste: Dustbins are provided in every classroom for collecting paper waste. Dustbins are cleared every day. Students are encouraged to submit e-assignments.

Food Waste: Separate dustbins are kept in the canteen and hostels for collection of food waste. The food waste is used as feed for the pigs in the RDS Farm.

Kitchen waste in the hostel is used as the basic substrate for the **Biogas unit**. On an average, one cylinder of biogas is produced per day.

Farm Wastes accumulated from cattle units, poultry units and field crops are used for compost and used in the college farm. Cow dung is used as the basic substrate for the Biogas unit in the hostel. The generated fuel is channelled into the kitchen.

Liquid Waste Management

Conventional macro-scale experiments are replaced by micro-scale experiments in the Chemistry laboratory as a **Green Practice** to minimize the usage of chemicals and water.

Liquid wastes generated by the RO units are directed towards collection drains in the rear side of the college building. The collected water is used for irrigating the crops in the RDS farm.

Biomedical Waste Management

The accumulated biomedical waste in **VETEX** and **Health Centre** such as waste, discarded blood samples, lancets, injection needles, bacterial cultures, clinical samples, blood and body fluids, are disposed safely through decontamination procedure. The College has signed an agreement with “RAMKY Energy and Environment Ltd “ for the safe disposal of bio medical waste.

Waste Recycling System: Reed Bed System

Treatment of wastewater generated by domestic usage is done by a **reed bed system**. The system is a biomimicry of a wetland. It has a specially chosen reed species on its surface. This reed species absorbs oxygen from the atmosphere and release it through roots. The treatment system is installed in the boys hostel with the support of Sustainable Agro Alliance (SAAL), a consortium for social organizations and Agrarian Development Institute for Sustenance and Improved Livelihood (ADISIL).

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant 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 other diversities (within 500 words).

Response:

The College institutionalised inclusiveness by extending equitable access to the students from socially disadvantaged communities and women through the following means:

- Priority in **admission** to socially and economically weaker sections and women

- Dalit and woman members of faculty in the admission committee to ensure the admission of the marginalised sections and women

The impact of this inclusive policy is observable from the percentage of admission of students from Scheduled Caste Communities and Most Backward Communities (MBC).

Opening the portals of the College for the **women** in the year 2001 yielded a positive impact on women education in a social environment where incidence of female infanticide was rampant.

The College uses the provisions of its Autonomy to introduce courses on **Human Rights, Women's writing** and **Development of the marginalised** etc. highlighting the importance of social inclusiveness.

Many students who hail from the neighbouring villages not only belong to socially disadvantaged communities but also to economically poor background and mainly depend on the **government scholarship**.

Students who hail from economically weaker families are supported with fee concession, and also **management scholarships**.

Poor students are also provided with opportunities to **earn while learn** by hiring their service in the college library and RDS farms.

Love for all religions is inculcated by including readings from sacred scriptures of all religions in the **Morning Prayers**. The College organises retreat and prayer services for students from the Hindu communities and Christian denominations separately, led by preachers and spiritual guides from the respective religions.

An introductory **exposure to all religions** is given through the Foundation Course on "Religious Literacy and Peace Ethics".

Local religious traditions and rituals are documented by PG Philosophy students as part of their course on "**Philosophy, Anthropology and Sociology of Religions**". Final year UG and PG Philosophy students visit religious heritages in and around Madurai as part of their courses on Indian Philosophy. Symbols of all religions are displayed in the Prayer Hall.

International Students Forum and Inter-State Students Forum function on the campus to make students from other cultural backgrounds at home with the local situation. Through these forums the different cultural traditions are exhibited to widen the cultural horizon and to appreciate different traditions.

Special facilities are created for the **Divyangjan students**. Their mobility is supported with the provision of ramps and wheelchairs. Special restroom facilities have been provided in the college premises. Audio-visual and Braille facilities are available for them on the ground floor of the library. During the examination, scribes are arranged for the needy.

Thatha-Patti Club (Grandparents club) inculcates in students a sense of respect and care towards the aged and the destitute.

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 (within 500 words).

Response:

Arul Anandar College is very conscious of inculcating human values and civic sense among all its stakeholders. Foundation Courses such as **“Personality Development”**, **“Social Analysis and Human Rights”**, **“Environmental Studies”** and **“Bioethics, Religions and Peace Studies”** help the students to realise their worth, social responsibilities, civic sense and sensitivity to life and nature.

In 2020, the Foundation Courses were revised and two courses such as **“Social Responsibility and Global Citizenship”** and **“Religious Literacy and Peace Ethics”** were introduced sharpening the focus of them. Courses on **“Soft Skills”** and **“Life Skills”** create emotional balance, professional skills and commitment. **“Professional Ethics”** offered as a Non-Major Elective Course introduces the values to be upheld by professionals as their obligations.

There are courses like **“Indian Constitution”**, **“Philosophical Foundations of Human Rights”**, **“Social Problems in India”**, **“Dynamics of Rural Development”**, **“Social Problems and Intervention Strategies”**, **“Development of the Marginalised”**, **Health Education and First Aid”**, **“Yoga for Healthy Living”** promoting national and global expectations of a civilised society.

The College takes pride in grooming successful leaders among the students by conducting the **Student Council Election** every year. The elected representatives are given leadership training to shoulder the responsibilities of organising college programmes with the support of other student volunteers.

The institution conducts training programme for its new recruits to visualise the transformation of the marginalised along with the institutional values. Meetings of the staff are periodically held to discuss the ways of serving the weaker sections with revamped energy and commitment.

The **Preamble of the Constitution is displayed at the entrance of the College** to promote the Constitutional vision in the minds of all.

The institution takes many initiatives like conducting awareness campaigns, organizing orientation programmes, training programmes, seminars and workshops sensitizing the stakeholders to inherit human values and constitutional obligations.

The College insists that the members of the Staff participate as officials in the **conduct of general elections**.

Awareness programmes are conducted on the campus for the staff and students to ensure their responsible

participation in free and fair elections. Staff and students are instructed as directed by the government, and accordingly encouraged their participations in the national celebrations, observing **Flag Day** while taking oaths for promoting anti-untouchability, social and religious harmony and national integration.

The College commemorates the milestones of India's history with great honour instilling national integrity and patriotism. The Institution encourages participation of students in **sports and games, NCC and NSS** at the national level to strengthen nationwide bond and adhere to the principle of unity-in-diversity.

International Women's Day is celebrated every year with great zeal ensuring active participation of male and female staff and students to promote an environment free of gender bias.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to 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 Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Arul Anandar College organizes various national and international commemorative days, events and

festivals with active participation of students and staff members.

Independence Day and Republic Day are celebrated in an official manner. NCC and NSS units conduct flag hoisting ceremony with parades, thereby instilling patriotism. **Cultural festivals** of different states like Pongal and Onam are celebrated to bolster the cultural and traditional integration.

In commemoration of **International Yoga Day**, public performances of yoga are arranged on June 21 on and off the campus. Awareness programmes are arranged to promote the importance of yoga for health, harmony, peace, and inner well-being.

Constitution Day is celebrated by the AICUF unit of the College on 26th November, to commemorate the adoption of the Indian Constitution.

On the 30th January, **Martyrs' Day** is commemorated by observing two minutes of silence in remembrance of martyrs of freedom struggle.

Sadbhavana Diwas is commemorated on August 20 by taking pledge to eschew violence and promote social harmony.

Different Extension Units of the College participate in the **Swatch Bharath and Jal Shakthi Abhiyan** activities and awareness programmes.

National Youth Festival is celebrated in January, showcasing the young talents.

To promote the awareness of dangers associated with illicit drugs, the Institution commemorates the **United Nations' International Day against Drug Abuse and Illicit Trafficking** on 26th June. On this day, a mega awareness rally is organised in nearby villages to eradicate drug abuse.

NCC remembers the valour of our soldiers by celebrating **Kargil Diwas Day** on 26th July, saluting the martyrs of the Kargil War. The Cadets commemorate **Surgical Strike Day** on 29th September, remembering the surgical strike to counter the Uri attack.

NSS volunteers celebrate **National Service Scheme (NSS) Day** on 24th September to uphold the essence of democracy and selfless service. The Institution spreads awareness on AIDS by observing **National AIDS Awareness Day**. A grand signature campaign is conducted to educate the students about HIV AIDS prevention and safety measures.

As a mark of tribute and honour to the former President Bharat Ratna **Dr. A.P.J. Abdul Kalam**, his birth anniversary on 15th October is celebrated.

The Institution celebrates **National Science Day** on 28th February, emphasising on the importance of science education, and various competitions and activities are conducted. **International Day for Dmitri Mendeleev** is celebrated on the birth anniversary of Dmitri Mendeleev who is credited with the formulation of the Periodic table.

Every year on 5th September, the Institution celebrates **Teachers' Day** to honour teachers for their significant contributions in shaping the life of students. As a mark of respect and gratitude to teachers, the Student Council organises a grand function in the campus.

International Women's Day is celebrated annually to promote the values of gender equity and women's rights. The celebration is an occasion to remember the contributions and achievements of women and project outstanding women as role models.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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

ARulanandar Initiatives for Social Education (ARISE)

2. Objectives of the Practice

ARISE is a **one credit extension programme** included in the curriculum. The Second-year UG students visit the respective villages adopted by the departments and document the life style and issues of the people, and help them solve the issues with the assistance of various agencies.

This general objective is facilitated through the following specific objectives:

- To promote social concern among students through exposure to the rural community
- To empower rural people to find a solution to their day-to-day problems
- To develop leadership skills among students to become agents of social change
- To take the benefits of higher education to the society

3. The Context

Arul Anandar College initiated ARISE in 1995 with the plan of linking learners with rural communities to empower and transform the learners as well as the communities. The rationale of the practice and its objectives are context-specific. Given the rural background in terms of students as well as its location, the College is destined to help the rural communities by educating the young mind academically and empowering the common people socially, economically, and culturally. The College wishes that the

education of youth and empowerment of people in the rural villages should take place concurrently.

4. The Practice

ARISE works in **19 villages** in collaboration with Government Agencies, community-based organizations, and with the local community leadership. ARISE aims at equipping students with social knowledge, concern, and commitment and conscientizing neighbourhood communities on literacy, health, sanitation, environment, local income generation, and empowerment of child, women and youth.

The Second-year UG Students of each department adopt a village and work there for **60 hours** during their third and fourth semesters. They work in groups, each consisting of 10-15 members. The work of every group is closely guided, periodically monitored, and annually evaluated by the staff in charge of the department. Each student is assessed based on attendance, involvement in field work, and performance in viva voce. The best performing department is honoured during the College Annual Day.

The Activities

a. Interaction with School Students

- To conduct special classes and evening tuitions
- To create awareness among students on health and hygiene
- To conduct spoken English classes and personality development programmes
- To organise various talent-based competitions

b. Youth Welfare

- To motivate youth to pursue higher studies and to involve in community welfare activities
- To help form youth clubs
- To create awareness on government schemes and welfare programmes
- To organise training programmes on leadership
- To conduct programmes on gender sensitization and ill effects of alcohol

c. Women Empowerment

- To educate on health, hygiene and communicable diseases
- To arrange programmes on adult education, gender sensitization, legal awareness, and self-employment
- To assist to form self-help groups
- To create awareness on government schemes for vulnerable and marginalized women groups

d. Health and Sanitation

- To network with the community health centres and health departments
- To conduct awareness programmes on preventive measures against Covid-19
- To participate in the Corona vaccination campaign
- To conduct medical camps

e. Veterinary Camps

- To arrange village level veterinary camps with the support of VETEX, veterinary extension of the college and government veterinary department
- To propagate animal husbandry and poultry for rural livelihood

f. Green Initiatives

- To clean the villages (Shramdhan)
- To plant tree saplings
- To campaign against the use of plastic and educate on the clean environment

5. Evidence of Success

ARISE conducted many programmes in the adopted villages during the past five years on education, health and sanitation, green initiatives and conservation of natural resources, awareness on alcoholism and human rights, veterinary camps, sports, sponsorships, village survey, evening tuition and community festivities. The success of all these programmes is based on the attendance of the participants, benefits received by the people, the regular follow-up of the students in each initiative, the positive outcomes in terms of the development of the adopted villages in their education, health, environment, income, and moral life, and the curricular and non-curricular learning of the students.

Success at the Students Level:

- On an average 968 students participated and benefited every year.
- Students developed their life skills, leadership skills for social change, social analysis, critical thinking, time management, and academic and intellectual competence.
- At the completion of the programme, students exhibited a significant growth in personal and social maturity.
- Working with volunteers from external agencies, government officials, NGOs, and with the local communities, students developed self-confidence, and autonomy.
- Students learned to appreciate other cultures, beliefs, customs and lifestyle.
- ARISE links academic knowledge with practical life that helps students to understand their abilities, talents, and future career.

Success at the Community Level:

- The programme has adopted 19 villages. Students mobilised funds and helped some deserving families of these villages. They also assisted some of the families to apply for various schemes of the Government and NGOs.
- Self Help Groups such as 'Paaloothupatti Kurinji Mahilir Kuzhu', Indiranagar Colony 'Amman Mahilir Kuzhu' were streamlined to avail the Social Welfare Schemes under Chellampatti Panchayat Union by registering them with Vadakkampatti Cooperative Society.
- Youth clubs such as 'Vadakkampatti Ilaingar Narpani Mantram', 'Mummurthinagar Amman Ilaingar Mantram' and 'Jeyarajnaragar Ilaingar Mantram' are guided and supported by ARISE volunteers.
- Developments of education in these villages are visible. All children are enrolled in schools and no dropout is noticed.
- On an average, 36 students are regularly attending tuition classes at Jeyarajnaragar and

Mottanaikkanpatti.

- Nearly 5000 trees have been planted. Trees are chosen according to the taste of the villagers for the continuous follow-up and care.
- Livestock Health Care programmes have been conducted every year, and the farmers are encouraged to visit the campus to get such services.

6. Problems Encountered and Resources Required

- There is difficulty regarding transport. Students struggle to reach villages for fieldwork. At times, they reach on foot and other times by bicycles. The bus transport would meet the need.
- For sustainable project, sufficient fund is to be mobilised and established.
- Due to cultural differences, students struggle to communicate and relate with people.

Best Practice – 2

1. Title of the Practice

Counselling Services

2. Objectives of the Practice

Counselling and Mentor Care is a joint programme to help students grow in intellectual, physical, psychological maturity. Arul Anandar College (AAC) considers this practice as an effective mechanism for positively influencing the students in their holistic development, especially in their academic endeavour through faculty-student relationship. In this practice, the College is destined to achieve the following objectives:

- **To improve the academic performance** of the students
- **To help students pursue higher studies** and research programmes
- **To create soundness in mental, spiritual, and psychological well-being** along with socially responsible relationship, systematic and feasible learning approaches, and self-confidence in personal and professional life
- **To enhance harmonious relationship** with fellow students and other people in the society
- **To help students overcome psychological problems**

3. The Context

There are forces such as Globalization, Consumerism, Modernism, and Social Media, which sometimes distract and misguide students. Students are tempted to be attracted to and affected by the affluent **consumer culture, alcoholism, infatuation, inferiority complex and discriminatory feelings**. Youth in the rural set-up also suffer from **poverty, lack of confidence, sex-related problems, and lack of career guidance**. Since a considerable number of students at AAC are from rural backgrounds, AAC takes extra care in mentoring the students who are academically, socially and economically underprivileged. The interaction with students at various levels in the College showed that counselling and mentor care should be strengthened. Therefore, the College decided to introduce department-wise mentoring system.

4. The Practice

Mentoring is organised department-wise. Each faculty is given a certain number of students and asked to mentor them till the completion of the academic programme. **An hour** is officially dedicated to meet the mentees every month apart from other personal encounters, which are often appreciated and welcomed. One faculty coordinates all activities of the **Mentor Care programme** in each department.

A record of close accompaniment is maintained for each student to register their details with passport size photo, academic history, academic progression, and the details of the personal encounters with their mentors and the feedback. At the end of the booklet, students' achievements are also recorded. Students are also given the opportunity to attend workshops and seminars arranged periodically under such programme. There are nearly **36 programmes** conducted on different occasions during the assessment period. Some of the topics of workshops are worth mentioning.

- Problem Solving Skills
- Memory Techniques and Developing Positive Attitude
- Pre-Marital Counselling
- Enhancing the Self and Learning Skills
- Health Risks of Alcohol
- Facing Challenges & Family Life
- Commitment of Students Towards Social Issues
- Health Issues and Nutrition
- First Aid in Mental Health
- Mobile Addiction
- Emotional and Mental Health Issues on Campus
- Character Formation
- Ethically bootstrapping career while at college

Role of Mentors: Mentors closely follow their mentees on all areas of their life. They guide students to make right choices regarding their studies and career, develop their social, communicative, and professional skills, and serve as role models. They give **constructive feedback, share ideas, communicate knowledge, and identify useful resources** for the mentees. They offer insights on **skill-development, time-management strategies and interpersonal relationships**. Mentors accompany students for performing well in extracurricular activities.

Role of Mentee: As mentees, students will have one-to-one working relationship with mentor. They maintain a mentoring plan that includes time frames, regular and periodical meetings, setting their goals, choosing careers, sharing the difficulties and limitations, getting proper guidance, and regular follow-up regarding the deliberations and resolutions. Mentees should give feedback after every encounter.

Counselling Cell: Counselling Services are offered by professional counsellors and competent faculty members who focus on the Jesuit value of "Care for the individual person". The counsellors take genuine efforts in motivating and guiding the students to develop 'critical thinking and commitment to responsible action'. **Mentor Care forms an integral part of the Counselling Services.** Mentors exemplify the *Magis*, the Jesuit value of striving for excellence. They take initiatives to refer the wards to the Counsellors, if needed. A visiting counsellor's service is used especially for training mentors and faculty-counsellors. The Counselling Cell is functional and counsellors are available at the prescribed time and other times on request.

5. Evidence of Success

The Success of the practice is very obvious in the year-wise increasing percentage of the students passing the exams and leaving the campus satisfactorily. The success of the practice is evident in the performance of students both in academics and placement. The significant aspect of the practice is that the whole college is involved in this practice. Hundred percent participation is ensured by the College Administration. One of the many outcomes of this practice is the care given to the “**Slow-Learners**”. Economically poor students are also recognized and helped through recommendations to **Jesuit Educational Support**.

6. Problems Encountered and Resources Required

On the whole, the practice is welcomed and carried out without any difficulty. There are some drawbacks, which, of course, are to be addressed and acknowledged. For some students, it is not easy to open up themselves and share their feelings, limitations, challenges, and difficulties. Some students are very reluctant to receive any piece of advice from anybody. We cannot also make sure that all faculties are good mentors.

The hours allotted for mentoring may not be enough to sincerely guide students. Instead of one hour each month, two hours can be allocated, so that mentors can meet their students comfortably and guide them more effectively.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Enabling the Rural Marginalized towards Holistic Development

The Jesuit vision of “**Towards liberation together with the poor**” focuses on the empowerment and transformation of the rural marginalized.

The College aims at the **integrated development** of students and society with knowledge, skills and values. There are several strategies through which the college executes this mission. They are:

- Empowering rural students through **innovative and socially contextualized education**
- Fostering a sense of human rights founded on dignity, equity and justice
- Initiating ICT integrated socially relevant research

- Promoting people-friendly policies and programmes through networking
- Establishing an **organic link between the lab and land**
- Facilitating **gender equity** both on and off the campus
- Promoting stakeholders' participation in academic and extension activities

Arul Anandar College begins the task of uplifting the rural marginalized with the admission policies and procedures of opening higher education and research to the Poor, Dalits and Women. The College has charted out unique activities listed below at various levels for relating with the rural marginalised and empowering them with skills, knowledge and services.

From Schools to College

- **Summer Camps:** Prior to the intake of the first-year students, the RADAR (Rural Action Development and Research), a unit of the College management, conducts summer camps for children who have completed 12th standard to teach them English both spoken and written, to adapt themselves to the college studies. Around 60 students are given training every year.
- **Tuition Centre** at Jeyaraj Nagar is another way of motivating school students to higher education. Similarly, the interaction of the second UG students with school students at the adopted villages under ARISE (ARulanandar Initiatives for Social Education) programme induces the school students to continue their studies.
- **Rural School Sports Meet** at Arul Anandar College is another entry point to higher education.
- **Admission Procedure** is favourably disposed to the enrolment of the Poor, Dalits and Women.
- **Bridge Course** in English language before the beginning of UG Programme ensures equal opportunity and special care to the disadvantaged students. It helps the students from Tamil medium at school level to cope with English medium.

Career Orientation

- **Soft Skills** in view of developing professional skills, career planning and preparation for job interviews are incorporated in the curriculum from 2018. Soft skills and placement training are also given by Placement Cell outside the curriculum.
- **Computer Education** is incorporated as a Skill Based Course in all UG programmes.
- Sixteen **Career Oriented Courses** are offered to provide employable skills.
- The Department of RDS offers rural-based **job-oriented courses** and provides practical training in **Poultry, Animal Husbandry, Food Processing and NGO management**. The students of the Department are placed in **Milk Industries, Agricultural and Animal Farms and NGOs**.
- **BSc Food Science and Technology (UGC Innovative Course)** is a job-oriented programme. Students are given job placement training in food industries and get job placement. The department runs a nutri-corner selling delicacies prepared by the students as part of their practical under the supervision of its alumni and faculty.

Scholarships and Financial Supports

- **Jesuit Educational Support (JES)** Management made provisions for Scholarships, Hostel fee Concession, Free Mid-day Meals, and Special economic help to Divyangjan, Economically poor Dalits and Sri Lankan Refugee Students. Scholarship is distributed on the basis of a written policy and procedure.
- **Government Scholarships** encourage many students to pursue higher education. The College

facilitates as many students as possible to apply for and get scholarship.

- **Endowment Scholarships**
- **Other Scholarships (MUTA, Alumni, etc.)**

Outreach Programmes

- **Women Empowerment:** The College is situated in an area notorious for female infanticide and early marriage of girls. To tide over the issues, the College opened its door to girl students in 2001. Many activities are organised for empowering women. **Computer Course for Rural Girls (CCRG)** is an extension programme conducted for the skill development of rural girls, especially of the school dropouts.
- **Rural Action, Development and Research (RADAR)** provides social analysis, social awareness and the empowerment of the poor and the marginalized in the rural areas especially in the fourteen selected Village Panchayats. RADAR also offers courses on **Type Writing and Tailoring** for the rural students and the students of the college, and **Summer Camps and Tuition Centres** for school-going children. Nearly 1200 students took a course on Type Writing and finished successfully in this five-year term. Among them, around 500 students were from the college. Among 344 members who have benefitted from the Tailoring course in this quinquennium, 92 were the college students.
- **Arrupe Centre for Policy Research (ACPR)** undertakes research programme relating to rural livelihood. Its aims to train farmers and Panchayat leaders, facilitate research with Data Base, and impart skill training to farmers and students. It works closely with Madurai District Coconut Farmer Producer Organisation (FPO) and other FPOs, creates multimedia content for farmers, offers internship guidance to the college students, and provides a certificate course on “Life Long Learning for Farmers” (L3F) and a COC on “Fundamentals of Life-long Learning and Open & Distance Learning”.
- **Veterinary Extension (VETEX)** provides veterinary medical and other technical assistance to the farmers at a nominal cost. Ongoing academic and research findings of the faculty provide innovative treating practices. Students also get learning opportunities through the centre.

The College is committed to the empowerment of rural marginalized students through its academic, research and extension programmes. The College guaranteed the active participation and success of the marginalized through them. By providing education for the marginalized, it aims at social transformation which is an essential element in nation-building, a nation which maintains equality to all its citizens. Arul Anandar College believes that it has performed well in improving the standard of living of the people through its preferred option for the marginalized.

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

5. CONCLUSION

Additional Information :

The College has made a phenomenal progress **after the third Cycle of NAAC Accreditation**. The College introduced **Outcome Based Education** in 2019 to assess the level of skills among students and revised all courses and question pattern to suit to it. Internship is extended to all the programmes at the UG level.

The College established the **Department of Human Excellence** in 2019-20 to focus more on the holistic development of the students and introduced Soft Skills, Communication Skills and Foundation Courses of the UG programme and Life Skills of the PG programme under its fold.

To promote research, the office of Dean of Research was established in 2017 and a **seed money of Rs.10,00,000/-** was instituted in 2019, and 12 young teachers were given research grants initiating them to publish their findings and do further research.

DST-FIST sponsored science laboratory and networking lab augments learning and research facilities.

Upgradation of ERP, computing, networking and ICT facilities enabled e-governance and improved teaching-learning activities.

The Management established the **Jesuit Educational Support (JES)** to a tune of Rs 40,00,000/- annually to support the socially and economically backward students along with the Government Scholarship of Rs 32,00,000/-. While distributing the scholarships, priority is given to orphans and semi-orphans, economically poor, destitute, physically challenged, and HIV/AIDS infected/affected students, and children of widows. After the last cycle of accreditation, **18 Endowments** to a total worth of **Rs.15,70,000/-**, and **Good Samaritan Award and Blood Donors Award Rs.65,000/-** have been instituted.

The Arrupe Centre for Policy Research launched *the L3F (Life Long Learning for Farmers) Website and Farmers Friendly Mobile Application* as innovative efforts to strengthen the information system for the farmers.

Government initiated extension activities and programmes, such as Swachh Bharat, AIDS Awareness, Gender Issues, etc., and they are addressed in letter and spirit by the Part V units.

RADAR, CCRG, ACPR, Health Centre and VETEX are the distinct extension centres with different focuses, creating multidimensional avenues for the College to reach out to the communities around.

The College has established **International Students Forum** and **Inter State Students Forum** to promote multicultural coexistence and national integration.

Concluding Remarks :

Ever since its existence in this region for the last 5 decades the college has contributed to the academic and

social uplift of people in this region with its progressive vision, mission and strategies. Transforming its initial challenges the college has made graded and incremental development in all spheres of higher education. Constantly striving for excellence the College makes all efforts to reinvent itself with innovative strategies in all facets of higher education. With this upward trajectory the college dreams and is poised to become a premier rural institute of excellence with the best in class infrastructure and teaching and learning Experience in the years ahead.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 29 Answer after DVV Verification: 25</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 28 Answer after DVV Verification: 25</p> <p>Remark : Input edited as per consolidated list of Number of all Programmes offered and Programmes were revised out of total number of Programmes provided by HEI.</p>																																								
1.2.2	<p>Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>1.2.2.1. Number of Programmes in which CBCS / Elective course system implemented. Answer before DVV Verification : 27 Answer after DVV Verification: 25</p> <p>Remark : Input edited as per documents OF Number of Programmes in which CBCS / Elective course system provided by HEI.</p>																																								
2.1.1	<p>Average Enrolment percentage (Average of last five years)</p> <p>2.1.1.1. Number of students admitted year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1116</td> <td>1287</td> <td>1341</td> <td>1240</td> <td>1176</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1112</td> <td>1282</td> <td>1334</td> <td>1236</td> <td>1173</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1620</td> <td>1622</td> <td>1581</td> <td>1592</td> <td>1474</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th></th> <th></th> <th></th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1116	1287	1341	1240	1176	2020-21	2019-20	2018-19	2017-18	2016-17	1112	1282	1334	1236	1173	2020-21	2019-20	2018-19	2017-18	2016-17	1620	1622	1581	1592	1474										
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2020-21	2019-20	2018-19	2017-18	2016-17
1597	1597	1552	1552	1447

Remark : Input edited as per documents provided by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
632	709	700	693	628

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
408	471	465	459	805

Remark : Input edited as per documents provided by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	4	4	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	4	4	2

3.2.4.2. Number of departments offering academic programmes

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	15	14

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

2	3	4	4	2
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Remark : Input edited as per documents of Number of departments having Research projects funded by government and non-government agencies during the last five years provided by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	31	40	52	20

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
8	20	30	44	15

Remark : Input edited as per documents and certificate provided by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>29</td> <td>28</td> <td>28</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>27</td> <td>26</td> <td>26</td> <td>24</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	29	29	28	28	26	2020-21	2019-20	2018-19	2017-18	2016-17	27	27	26	26	24
2020-21	2019-20	2018-19	2017-18	2016-17																	
29	29	28	28	26																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
27	27	26	26	24																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3201</td> <td>3371</td> <td>3340</td> <td>3136</td> <td>3193</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2020-21	2019-20	2018-19	2017-18	2016-17	3201	3371	3340	3136	3193										
2020-21	2019-20	2018-19	2017-18	2016-17																	
3201	3371	3340	3136	3193																	

2020-21	2019-20	2018-19	2017-18	2016-17
3201	3361	3330	3136	3184

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1031	1023	1007	926	1011

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1031	1013	1096	926	1002

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
147	151	145	145	140

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
146	145	145	145	140

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
784	784	761	761	708

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
553	553	537	537	500

4.4 **Total number of computers in the campus for academic purpose**

Answer before DVV Verification : 269

Answer after DVV Verification : 141