SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

THE MADURA COLLEGE

VIDYA NAGAR, T.P.K. ROAD

625011

www.maduracollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Education should be aimed at developing a man's life at various levels like the physical, mental, intellectual, moral and spiritual. The all-round development should take place simultaneously and harmoniously, keeping in view, the ultimate goodness of life, which is to realize the oneness of all existence. All misery at the physical, mental, intellectual, moral or spiritual plane is due to ignorance and the education that is incorporated in schools and colleges should be capable of removing this ignorance in all these planes.

The Motto of the college is manifested in the epigram "VIDHYA DHARMENA SHOBATHE" meaning "LEARNING SHINES WITH RIGHTEOUSNESS"- conveys the concept of education in a simple but highly powerful form since beauty of learning is enhanced by the best practices. This is conceived nearly one hundred and thirty years ago by our great founders, driven by the spirit of dharmic values brilliantly portray the philosophy of the great institution - the cherished dream of our master minds-to cultivate the mind of our youth to reach high levels of sophistication.

The Madura College (Graded 'A' in the third cycle of accreditation), started in the year 1889, one of the first set of institutions in India to be conferred autonomy in 1978-79, is a private, aided and co-educational institution affiliated to Madurai Kamaraj University. The Madura College Board – a registered company (originally registered under the Indian Companies Act of 1882) meticulously manages it. The college has crossed several milestones, since its inception, with the significant contributions by philanthropists Raja Sir, Annamalai Chettiar, Robert S. Fisher, T.V.Sundaram Iyengar and Sons Pvt., Raja Saheb of Ramnad, Khajana Babu Rao, Sankaraiyer and several others.

The college has grown steadily from the day of its inception to the present stature with 23 different Under-Graduate Programmes, 13 different Post-Graduate Programmes and 9 Ph.D. Programmes. The college functions in two shifts, first shift (self-financing stream) is between 8.45 a.m.and 2.15 p.m, second shift (aided stream) between 9.45 a.m. and 3.15 p.m. In the current academic year, total number of students is 3514 and among them Boys are 1764, Girls are 1750 and majority of them are first generation learners, the marginalized and the economically disadvantaged.

The Department of Physics was DST-FIST funded during 2007-12 and the departments of Mathematics, Chemistry, Botany were DST-FIST funded during 2011-16. The college is actively engaged in the field of research and signed several MoUs with different institutions and agencies for academic and extension activities. Under Unnat Bharat Abhiyan scheme, the college has adopted five villages and carrying out the extension activities in several villages near by. The alumnae hold prestigious positions in India and abroad making vital contributions in their respective fields. The college takes pride of being presently managed by its Alumnae. The College manifests a rich tradition of quality education that brings about a wholesome transformation in students of this college in-tune with the mission statement of the college.

Vision

To produce disciplined, competent, spiritually, socially committed and morally upright students through quality education and research.

Mission

- To ensure quality education at affordable cost.
- To shape and mould students as worthy citizens.
- To lay emphasis on moral and spiritual values.
- To infuse ethics, values and responsibility.
- To provide academic excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Sustainable Brand Legacy is the landmark of the college across two centuries with social, environmental and ethical commitment.
2. Egalitarian type board of management (Philanthropic model) functioning under section 8 of Companies Act 2013 which is the most popular form of non- profit organisations in India.
3. Proactive and participative administration catering to the needs of all stakeholders.
4. Spacious grounds, adequate physical and computational infrastructure and library facility catering to the academic requirements of the institution.
5. Being system driven and by adhering to processes and procedures in every activity of the organisation.
6. 100 % Transparency in admission by adhering to government rules for both aided and self-financed Programmes.
7. Curriculum Design and Development
    - OBE Curriculum (with K Levels) is in force for both UG and PG, with assessment of outcome attainment along with complete automation.
    - Ensuring inputs to the students in terms of whole spectrum ranging from local needs to global standard.
    - MDC/ IDC courses offered mandatorily across all UG and PG programmes to promote cross disciplinary.
    - Employability, Entrepreneurial and skill oriented courses are imbibed in our curriculum and by offering Diploma and Certificate Courses.
    - Keen on launching flagship and need based programmes both in horizontal and vertical backward integration. Capable and Competent to design updated curriculum in all disciplines by adhering to UGC and TANSCHE guidelines.
8. Dedicated and Expert faculty
    - Experienced professors of our college are invited to other academic institutions as subject expert/university nominee for selection committee.
    - Many teachers have received best teacher awards/recognition from reputed national level institutions.
    - Few professors have taken vital administrative positions in university/national level professional institutions.
9. Publication of results within two weeks from the last date of examination.
10. Research centres with commendable research contribution by way of publications, projects, consultancy and doctoral research output.
11. Proactive Partnerships (Functional MoUs) with Regional/National level institution, other universities, community colleges, Government agencies and corporations.

12. A large number of endowment prizes to the students for both academic and co-curricular achievements.
13. Focused environmental consciousness, adopting environment friendly practices and taking indispensible actions such as energy conservation, green campus, rain water harvesting, RO water plant, urban forestation, waste recycling and carbon neutral.
14. Functioning of Co-operative Staff Credit and Thrift Society at our campus with own funds and catering the financial needs of staff at affordable rate of interest.
15. Dynamic to the changing needs of the society by introducing new programmes which have larger need and demand from the student community.

Institutional Weakness

1. Absence of professionally managed industries in Rural Madurai for providing internship for students.
2. Student preparedness towards competitive examinations.
3. Difficult to identify and tap the potentials of alumni.
4. Lack of adequate funded research projects.
5. Lack of inter-disciplinary research.
6. Lack of adequate consultancy.

Institutional Opportunity

1. Incorporating Academic Bank of Credit (ABC) in the revised curriculum.
2. Open Book System (OBS) in the examination system for the PG students.
3. Continual improvement in education system and stakeholders satisfaction through innovation and benchmarking.
4. Introducing non-conventional multi-skilling and cross-skilling programmes through online education and application of innovative technology in existing programmes.
5. Blended mode of teaching learning process.
6. Offering courses in MOOC platforms.
7. Student / staff exchange programme.
8. Offering vocational courses / programmes.
9. Offering inter-disciplinary and multi-disciplinary programmes.
10. Cross-disciplinary research.
11. Cluster of colleges for promoting exchange programmes and sharing of infrastructure and expertise.

Institutional Challenge

1. Difficult to cope with ICT based education by the rural students.
2. Bridging the gap between Industry-Academia Interface.
3. Students' imbalance attitude during adolescent stage and GEN Z environment, leads to lot of distraction and diversion in their studies.
4. Promoting MOOC courses among students.
5. Shift in focus from qualitative achievement towards quantitative achievement.
6. Societal and students' perception of education as means to a job rather than career.
7. Framing affordable fee structure without compromising quality.
8. Language barrier in regular and blended mode of learning.

9. Implementation of exchange programmes.
10. Lack of interactive participation in the class room by the students.
11. Undertaking research and teaching-learning is yet to balance by the faculty.
12. Providing placements to the students in both state and national level organisations.
13. Attracting investors for funding start-ups (incubation).

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Introduction of Outcome Based Education from the academic year 2020-21 for all undergraduate programmes and from 2021-22 for all post-graduate programmes.
- Choice Based Credit System (CBCS) was introduced from the academic year 2008-09.
- Curriculum is framed in accordance with the regulations of Tamil Nadu State Council for Higher Education (TANSCHE) based on Outcome Based Education (OBE) framework.
- The Academic Council and the Board of Studies of the respective departments, constituted as per UGC regulation for autonomous colleges, meet at least once in a year to revise the syllabus.
- The syllabus is revised once in 3 years based on 360 degree feedback collected from all stakeholders. Syllabus is revised atleast once in all the programmes offered by the college during the last five years.
- Structured feedback is collected online from stakeholders (students, teachers, employers and alumni), analyzed in a meeting of the faculty with students, considered for adoption and action taken report uploaded in the college website.
- Curriculum is designed with focus on employability of students in addition to skill development (including soft skills) and entrepreneurship orientation.
- Curriculum is designed to address cross-cutting issues related to environment, gender equity, ethics and values to produce dutiful citizens.
- Multidisciplinary / Interdisciplinary courses are introduced as part of the curriculum in all UG and PG programmes offered by the college.
- Taking part in extension activity is mandatory as part of the curriculum under Part - V.
- Curriculum is enriched with value added courses imparting transferable skills and life skills that enhance the employability of students. A total of 76 Certificate / Diploma / Add-on courses were offered outside the curriculum as value-added courses for students and a total of 6037 students benefited from the courses.
- Project is mandatory in all PG programmes.
- Students are encouraged to take up internships. A total of 228 students have undergone internships during the last 5 years.
- Students are given provision for credit transfer from SWAYAM / NPTEL MOOC courses against Non-Major Elective and Major Elective courses.
- The programmes B.Com (Capital Markets) and B.Com (Banking and Insurance) are collaborative programmes with NSE academy, Indian Institute of Banking & Finance (IIBF) and Insurance Institute of India (III).

Teaching-learning and Evaluation

- Sanctioned intake strength of students : 1526 Students admitted : 1441
- Sanctioned strength of full time teachers : 203. No. of full time teachers on roll : 205

- Teacher-student ratio of the college is 1:17.
- No. of teachers with Ph.D. (or higher qualification) 125 (60.9%)
- Academic activities are planned in advance and the academic calendar is prepared and uploaded on the college website and adhered to.
- Admission is done based on merit as per the reservation policy of the Government of Tamilnadu.
- Student Induction Programme under the aegis of UGC quality mandate is conducted every year for inductees.
- Mentoring system is functional and mentors are assigned in the ratio 1:21 (average).
- Entry level test is conducted and bridge course is conducted for bridging the gap in learning for slow learners.
- Content and Language Integrated Learning (CLIL) is a novel method of learning a language by a non-native speaker practiced across the European Union. CLIL curriculum designed by TANSCHE is implemented as Part - II English language study from 2020-21.
- Student centric learning methods like seminar, assignments, quiz, lab experiments, projects, field visits, course viva, group discussion, role play, tutorials, problem solving sessions are incorporated into the curriculum and are designed into the course plan.
- Student centric learning is given the largest weight among components of continuous internal assessment.
- A total of 5 workshops were conducted for ICT enabling of teachers during the last 5 years. Teachers were given training on tools like Google forms, Google meet, Canvas LMS, OBS Studio, OpenShot Video Editor, Zoom and Google Classroom.
- The entire examination process is fully automated with ROVAN EMS and ROVAN IMS for all pre-examination and post-examination processes like online application, online payment, download of hall ticket from the examination portal, approval of marks from the portal, submitting feedback on question paper and raising grievances on examination, internal mark entry by teachers, processing of results by the examination section.
- Results are published within two weeks from the last date of examination.
- Programme outcomes and course outcomes are displayed in the college website.
- Methodology of calculation of outcome attainment under OBE curriculum has been framed and the software implementation is in beta ready for deployment. Qualitative assessment of attainments is currently being practiced.

Research, Innovations and Extension

- Research Committee of the college is functional and frequently updates the research policy of the college and suggests various schemes for promotion of research in the college. Research Ethics Committee of the college is entrusted with implementing the code of ethics for research in the college.
- College provides seed money to researchers as a startup research grant. A total of 6 teachers were provided with seed money to the tune of Rs. 67,000/-
- A total of 15 research projects were sanctioned by funding agencies like UGC, DST-SERB, ICSSR, Ministry of Environment, Forest &Climate Change, IPF and TNSCST amounting to Rs. 1,15,96,652 during the last 5 years.
- A total of 53 teachers were approved as research supervisors by Madurai Kamaraj University, Madurai.
- A total of 9 departments of our college have been approved as centres of research by Madurai Kamaraj University, Madurai.
- The college has organized a total of 138 workshops/ seminars on Research Methodology, Intellectual Property Rights, Entrepreneurship and Skill Development during the last 5 years.

- Plagiarism check with software has been made mandatory for all postgraduate student projects on the recommendations of the research ethics committee.
- Research methodology & research ethics has been included as part of the curriculum in all post graduate programmes.
- Number of Ph.Ds registered during the last 5 years is 70.
- Number of publications in UGC-CARE listed journals during the last 5 years is 284.
- Number of books/ chapters in edited volumes with ISBN during the last 5 years is 160.
- The college has a stated policy for offering consultancy services by the faculty. A total of 3 consultancy projects for organisations like Department of Statistics and Information Management, Reserve Bank of India, Chennai and Integrated Co-operative Development, Namakkal, Tamilnadu have been completed with a total revenue generation of Rs.3,06,800/-
- Extension activities are mandatory for all UG students under Part-V to sensitize students to social issues for their holistic development.
- The college has 7 units of NSS, 1 unit in each of NCC and YRC.
- A total of 5 villages (Sambakkudi, Erkudi achampathu, Pudhukkulam, Thuvariman and Vadivelkarai) adopted under UBA.
- A total of 168 extension and outreach programmes conducted during the last five years.
- No. of awards / recognition for extension: 50
- There are 241 collaborative activities for research, internship and project.
- The college has entered into 20 MoUs, with various professional bodies for curriculum enrichment / extension.

Infrastructure and Learning Resources

- The college has adequate physical infrastructure with 94 classrooms, 24 laboratories and 5 seminar halls / auditorium.
- A total of 19 new classrooms augmented during the last five years.
- The college is of 43 acres with build-up area of 25330 sq. mts of which 2204 sq. mts augmented during the last 5 years.
- No. of computer available for academic purposes is 311.
- Expenditure for infrastructure augmentation during last five years: 6.54 crore.
- Madura College Cultural Academy (MCCA) is functional promoting cultural activities of the college under which the annual cultural extravaganza PULARI and ANDHIPOOKAL are organized.
- The college has 7 grounds for promoting games, sports and athletics.
- The Madura College Tennis Academy is established with four flood lit synthetic top tennis courts.
- Harvey library, established in the year 1947, with 87131 books / journal / e-resources.
- Harvey library is automated with cloud based Autolib ILMS with remote access to OPAC and resources with self-issue app.
- The library is differently-abled friendly with reading software, talking library and subscription to audio books.
- The college has subscribed for N-LIST and DELNET to provide remote access to e-resources available in those platforms.
- The library has a functional digital resource section.
- A total amount of Rs.11,06,948/- was spent for augmentation of books and e-resources during the last five years.
- Wifi powered by JioInfoComm with limited connectivity 30MB/day/user is available at all corridors and dedicated fiber internet has been provided to all departments.

- Firewalled wifi internet facility with content filtering is available in the east corridor of the college.
- A total of Rs.9,84,91,429/- was spent for maintenance of physical facilities during the last five years.
- Augmentation, maintenance and utilization of physical facilities are governed by policies and procedures.

Student Support and Progression

- A total of 4629 students benefitted from Govt. scholarships to the tune of Rs.1,32,21,066/- during the last five years.
- Scholarships amounting to Rs.20,000/- have been given through Students Aid Fund for 50 beneficiaries during the last five years.
- Endowment scholarships with a total corpus of Rs.41,00,201/- has been constituted and a total of 357 students were given scholarships / cash prizes to the tune of Rs.6,51,240/- during the last five years.
- A total of 58 capacity development programmes were organized for the benefit of students.
- A Certificate Course on "Life Skills / Soft Skills" is offered to all final year UG students to enhance employability.
- The college has organized 53 programmes for career counselling and guidance for competitive examinations. A total of 7274 students benefitted from the programme.
- The college provides adequate facilities for sports and cultural events. A total of 332 sports / cultural events organized during the last five years.
- Number of awards / medals in Sports / Cultural activities is: 24
- Student Council is functional which takes care of overall welfare of the student community by representing them in various academic / administrative bodies.
- Students grievance redressal cell is functional and grievances brought forward directly by the students or through the Students Council are redressed suitably.
- Statutory committees like the Internal Complaints Committee and the Anti-ragging Cell are constituted as per guidelines. These committees meet as and when there are complaints pertaining to these offences.
- Placement and Training Cell is functional and organizes periodical training and conducts placement drives. As an outcome, a total of 698 students secured placements during the last five years.
- Madura College Alumni Association (MCAA) is registered and functional. Significant contribution in excess of Rs. 50,00,000 have been received from Alumni.

Governance, Leadership and Management

- Principal is the head of the institution and various committees assist the principal in carrying out the day-to-day administration of the college.
- Dean (Administration), Dean (Academics) and Dean (Planning and Development) are appointed with specific portfolio to decentralize various tasks.
- Strategic and perspective plans are effectively deployed.
- All statutory bodies are functional, meetings conducted at regular intervals and minutes displayed in college website.
- E-governance has been implemented in core areas of governance:
    - Admission – ROVAN IMS
    - Office administration and student management - SMARTSOFT
    - Finance – Tally. ERP 9
    - Student Portal – Vidyaan

- Examination management – ROVAN EMS
- Library automation - Autolib®
- Student examination portal – ROVAN IMS
- Staff internal mark entry – ROVAN IMS
- Welfare measures for students:
  - Group Insurance Scheme.
  - Free Medical camps.
  - Health awareness programmes.
- Welfare measures for staff:
  - Co-operative thrift society.
  - Preference under management quota in the admission for the children of staff.
  - Contributory Provident Fund and ESI facility.
  - Free Medical camps.
  - Health awareness programmes.
- The college has a policy of providing financial assistance for teachers to attend conferences / workshops.
- No. of professional development / administrative training programmes organized during the last five years: 24
- No. of teachers attended Faculty Development Programmes during the last five years: 260.
- College conducts internal and external financial audits regularly and proactively engages with the agencies to settle objections (if any).
- Funds received from NGOs and Philanthropists are utilized for the development to the institution. Two case studies include:
  - Creation of Miyawaki forest with support from Rotary club of Madurai West.
  - Establishment of Madura College Tennis Academy with support from International Tennis federation, Madurai.
- IQAC has been instrumental in creating an impact in the overall functioning of the institution as seen from post-accreditation initiatives.
- IQAC meets regularly, formulates strategies on course of action and implements the action plan.
- College regularly participates in NIRF rankings.

Institutional Values and Best Practices

- 25kW solar power plant (net meter for grid connectivity is applied for) meeting out of 6.9% of daily power requirement. Additional 50kW solar power plant is in pipeline.
- Water distribution system is fitted with sensors and timers for energy and water conservation.
- 20.25% of lighting requirements met with LED bulbs.
- Waste segregation bins at prominent places.
- Locally produced organic waste is managed by vermicomposting to produce manure.
- In-house training facilities to students for mushroom cultivation and spirulina cultivation.
- Rain water harvesting / recharging available in all blocks.
- A large rain water harvesting pond is available in the campus to recharge ground water.
- RO discharge is fed to open well for recharge.
- Waste water generated from hand-wash points is used for gardening.
- Energy audit, green audit and environment audit carried out periodically.
- College has banned use of single-use plastic at all places within the campus.
- The college has organized 24 environmental promotional activities.

- All buildings are provided with ramp facility for the benefit of differently-abled students.
- To promote equity, differently-abled students are provided with facilities like scribe and extra time during exams,computers with screen reading software in the library, a talking library section in the Harvey library and differently-abled friendly washrooms.
- The college celebrates national and international commemorative days / events / festivals. A total 72 of such activities were arranged.
- Barricades available in college entrance to restrict entry of automobiles.
- Usage of tricycles for in-campus logistics.
- Pedestrian friendliness ensured in all corridors.
- The college has a stated code of conduct for staff, students and administrators and the same displayed in website.
- Some of the best practices of our college:
    - Endowment prizes – primarily sourced from individual, stakeholder of the institution.
    - Wholly self-funded thrift credit co-operative society.
    - Deeksharambh (Student Induction Programme)
    - Adoption of Content and language integrated learning (CLIL) in Part – II English
    - Introduction of Outcome Based Educational framework.
    - Introduction of Multi-disciplinary and Inter-disciplinary courses acroos all UG and PG programmes.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	THE MADURA COLLEGE
Address	Vidya Nagar, T.P.K. Road
City	Madurai
State	Tamil Nadu
Pin	625011
Website	www.maduracollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	J Suresh	0452-2673354	9442039011	-	maduracollegeprincipal@gmail.com
IQAC / CIQA coordinator	I Sahul Hamid	-	9942795484	-	sahulhamid@maduracollege.edu.in

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

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

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	01-01-1889

Date of grant of 'Autonomy' to the College by UGC	25-05-1978

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	01-06-1956	View Document
12B of UGC	01-06-1956	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
No contents				

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vidya Nagar, T.P.K. Road	Urban	43	25330

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,Tamil	36	HSC with Tamil	Tamil	60	49
UG	BA,English	36	HSC with English	English	60	50
UG	BA,Economics	36	HSC	English	60	50
UG	BCom,Commerce	36	HSC with Commerce and Accountancy	English	60	68
UG	BCom,Commerce	36	HSC with Commerce and Accountancy	English	60	65
UG	BCom,Commerce	36	HSC with Commerce and Accountancy	English	60	71
UG	BCom,Commerce	36	HSC with Commerce and Accountancy	English	60	29
UG	BCom,Commerce	36	HSC with Commerce and Accountancy	English	60	65
UG	BCom,Commerce	36	HSC with Commerce and Accountancy	English	60	68
UG	BCom,Commerce	36	HSC with Commerce and Accountancy	English	60	71
UG	BSc,Mathematics	36	HSC with Group I	English	48	17

UG	BSc,Mathematics	36	HSC with Group I	English	48	39
UG	BSc,Statistics	36	HSC with Group I	English	48	17
UG	BSc,Physics	36	HSC with Group I	English	40	27
UG	BSc,Physics	36	HSC with Group I	English	40	36
UG	BSc,Chemistry	36	HSC with Group I or II	English	40	35
UG	BSc,Botany	36	HSC Group I with Biology or Group II with Botany and Zoology	English	40	47
UG	BSc,Zoology	36	HSC Group I with Biology or Group II with Botany and Zoology	English	40	45
UG	BSc,Computer Science	36	HSC any group with Mathematics	English	40	49
UG	BSc,Computer Science	36	HSC any group with Mathematics	English	40	47
UG	BSc,Information Technology	36	HSC any group with Mathematics	English	40	47
UG	BSc,Microbiology	36	HSC Group I with Biology or Group II with Botany and Zoology	English	40	38
UG	BSc,Biotechnology	36	HSC Group I with Biology or Group II with Botany and Zoology	English	40	41
PG	MA,Tamil	24	B.A.,	Tamil	36	31

			(Tamil) or Any degree with Tamil in Part-I			
PG	MA,English	24	B.A., (English) or Any degree with English in Part-II	English	36	37
PG	MA,Economics	24	B.A., (Economics)/B.Com./B.B.A/B.Sc.(Maths)/B.Sc.(Statistics) with Economics as course	English	36	37
PG	MCom,Commerce	24	B.Com.,	English	36	40
PG	MSc,Mathematics	24	B.Sc., (Mathematics)	English	36	33
PG	MSc,Mathematics	24	B.Sc., (Mathematics)	English	36	11
PG	MSc,Statistics	24	B.Sc.,(Statistics) or B.Sc.,(Maths) or B.Sc.,(CS) with Statistics as allied/ancillary subject	English	36	33
PG	MSc,Physics	24	B.Sc.,(Physics)	English	25	28
PG	MSc,Physics	24	B.Sc.,(Physics)	English	25	15
PG	MSc,Chemistry	24	B.Sc.,(Chemistry)	English	25	32
PG	MSc,Botany	24	B.Sc.,(Botany) or B.Sc.,(Microbiolog	English	25	20

			y)/B.Sc.,(Bio technology) / B.Sc.,(Bio-Chemistry) with Botany as allied			
PG	MSc,Computer Science	24	B.Sc.,(Computer Science)/B.Sc.,(I.T)	English	25	26
PG	MSc,Microbiology	24	B.Sc.,(Botany)/B.Sc.,(Zoology)/B.Sc.,(Microbiology)/B.Sc.,(Biotechnology)	English	25	27
Doctoral (Ph.D)	PhD or DPhil,Tamil	36	M.A. Tamil	Tamil	1	1
Doctoral (Ph.D)	PhD or DPhil,English	36	M.A. English	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Economics	36	M.A. Economics	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Commerce	36	M.Com.	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Mathematics	36	M.Sc. Mathematics	English	7	7
Doctoral (Ph.D)	PhD or DPhil,Physics	36	M.Sc. Physics	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Chemistry	36	M.Sc. Chemistry	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Botany	36	M.Sc. Botany	English	0	0
Doctoral (Ph.D)	PhD or DPhil,Zoology	36	M.Sc. Zoology	English	0	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				23				73
Recruited	0	0	0	0	17	6	0	23	45	27	0	72
Yet to Recruit				0				0				1
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				109
Recruited	0	0	0	0	0	0	0	0	29	80	0	109
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				60
Recruited	22	13	0	35
Yet to Recruit				25
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	15	14	0	29
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	0	2	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	1	0	0	1
Ph.D.	0	0	0	14	4	0	38	23	0	79
M.Phil.	0	0	0	3	1	0	6	3	0	13
PG	0	0	0	0	1	0	0	1	0	2
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	18	30	0	48
M.Phil.	0	0	0	0	0	0	9	43	0	52
PG	0	0	0	0	0	0	2	7	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	7	0	9

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	540	0	0	0	540
	Female	531	0	0	0	531
	Others	0	0	0	0	0
PG	Male	161	0	0	0	161
	Female	209	0	0	0	209
	Others	0	0	0	0	0
Doctoral (Ph.D)	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					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	63	61	50	52
	Female	72	51	60	63
	Others	0	0	0	0
ST	Male	1	4	3	1
	Female	2	2	0	0
	Others	0	0	0	0
OBC	Male	616	504	517	395
	Female	607	532	497	528
	Others	0	0	0	0
General	Male	44	33	37	41
	Female	32	49	38	43
	Others	0	0	0	0
Others	Male	0	11	0	0
	Female	0	3	0	0
	Others	0	0	0	0
Total		1437	1250	1202	1123

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Biotechnology	[View Document](#)
Botany	[View Document](#)
Chemistry	[View Document](#)
Commerce	[View Document](#)
Computer Science	[View Document](#)
Economics	[View Document](#)
English	[View Document](#)
Information Technology	[View Document](#)
Mathematics	[View Document](#)
Microbiology	[View Document](#)
Physics	[View Document](#)
Statistics	[View Document](#)
Tamil	[View Document](#)
Zoology	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Madura College, as a premier educational institution, has always adapted to changes and has been a forerunner with regards to innovation based on changing needs in the field of education. In the era of industrial revolution 4.0, synergy among various disciplines will lead to innovation and the cross-disciplinary understanding of the problems of society. It is with this motive, that the college has made it mandatory for students of all undergraduate and postgraduate programmes to take up at least one Interdisciplinary/ multidisciplinary course during their period of study. An interdisciplinary culture will lead to interdisciplinary projects and interdisciplinary research, which in turn would lead to multidisciplinary solutions to the problems of the society, which is the ultimate goal of the initiative. The following list shows the departments offering various Multidisciplinary and Interdisciplinary courses. 1. Forestry and Economic Botany 2. Polymer, Nano and fundamental mathematics 3.

	Insurance, Actuarial statistics and Economy 4. Internet of things 5. Dimensions of Economics 6. Green studies 7. Stochastic process and point group of molecules 8. Forensic science 9. Material science 10. Econometrics and cost analysis 11. Nattupuraviyal 12. Computer aided Drug design 13. Molecular Biology 14. Solid state chemistry 15. Behavioural application and Technology 16. E-Commerce applications and Management 17. Health Economics 18. Cultural studied in feminism 19. Bio applications in artificial Inteligence 20. Operation research and Web technology 21. Bio-economics 22. Nanoscience and nanotechnology 23. Oppilakkiyam 24. Biodiversity and conservation Biology 25. Astrobiology
2. Academic bank of credits (ABC):	Student centric learning is at the heart of every higher educational institution striving to transform the society by marking their footprint in every aspect of the society. Each student is unique and has diverse needs from the educational institution. It is with this motive that the National Education Policy 2020 envisions multiple entry and multiple exit for students in higher educational institutions. The core curriculum offered by the educational institutions is enriched when augmented by courses catering to specific needs of the individual student. Swayam and MOOC courses offer flexibility to students to design their programme of study. The college has permitted students to transfer credits earned from Swayam against elective courses offered by the college. The college proposes to take up Academic Bank of Credits in a phased manner subject to directions from the Government of Tamilnadu.
3. Skill development:	The Madura College understands the impact that industry 4.0 will have on society. knowledge workers and skilled workers are the two categories of human resource that will drive economic value. It is with this motive that skill development in students has been given utmost care by the college. Each student takes up at least four skill based elective courses during their period of study. A course on soft skills is made mandatory and is offered under Part - II English language study during the fourth semester in all undergraduate programmes. Certificate course on life skills is offered to all undergraduate programmes during their final year of study. Extension activities under Part - V has been made mandatory to all

	undergraduate programmes to develop the social skills and community awareness of the students. The Government of Tamilnadu under its 'Naan Mudhalvan' scheme proposes to offer at least three courses on communication skills, information literacy skills and training on job-oriented skills. The college also plans to introduce vocational training into the curriculum in future.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Students of all undergraduate programmes take up a language of study of their choice. The languages offered are Tamil, Sanskrit and Hindi. During language study, in addition to learning the language, the students learn the rich culture and heritage of our country along with the traditional knowledge system it encompasses. The college organizes several programs on the traditional Indian system for the benefit of students. Field visits are organized to archaeological sites around Madurai, one of the oldest cities in India with a continuous history of more than 3000 years, to introduce the students to the rich heritage of the place they belong to. Curriculum also includes courses on Indian Knowledge System like Archaeology, wherever necessary.
5. Focus on Outcome based education (OBE):	Learning Outcome Based Curricular Framework (LOCF) was identified as a quality mandate by the UGC. The college decided to adopt the Outcome Based Education for all UG programmes from 2020 and PG programmes from 2021. The curriculum for the said programmes were passed in the respective Board of studies and passed in the Academic Council and has been adopted. The Graduate Attributes defined by the University Grants Commission was taken as the national standard and adopted. The college framed the programme outcomes based on the graduate attributes and based on the vision and mission of the college. The Programme Specific Outcomes were defined by the departments, based on the graduate attributes defined by UGC and based on the programme outcomes defined by the institution. The course designer, while designing the curriculum, defined the course outcomes and the level of attainment of the course outcomes in K-levels defined by the Revised Bloom's Taxonomy. The course designer, also maps the course outcomes against the programme outcomes and programme specific outcomes, to see if the course outcomes are in line with the desired programme outcomes. The

	evaluation of the student is done for each course outcome and level of attainment (K-level) in Revised Bloom's Taxonomy. The programme attainment is calculated using the course attainment. The teaching learning process, now effectively captures the desired outcomes and the instruction is designed accordingly, as reflected in the course plan and pedagogy. Evidence for success could be gauged atleast 3 years after the student has graduated as envisioned in the Programme Educational Objectives.
6. Distance education/online education:	The Madura College understands that the future of learning lies in creating a rich repository of educational resources and to make it available online. The college intends to create its own YouTube channel with classroom lectures / recorded videos on educational content for the general public. The college is also open to offering courses in a blended mode, where students listen to lectures from MOOC courses and student centric activities like tutorials, problem solving sessions and doubt clearing sessions could be offered by the teachers in person. Several workshops have been organized for the benefit of teachers on themes related to online educational resource creation.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The college has registered under the Systematic Voters' Education and Electoral Participation (SVEEP) programme of the Election Commission of India for setting up a Electoral Literacy Club (ELC). The application was made online through the SVEEP portal in the month of February 2023 and we are awaiting approval from District Election Officer.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. A nodal officer, students co-ordinator and co-ordinating faculty have been appointed by the college for carrying out activities of the ELC. The college has applied for Electoral Literacy Club and is awaiting approval from District Election Officer.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of	The college has setup its ELC in February 2023 and activities are planned from the academic year 2023-24. However, the college has been organizing activities on electoral literacy in collaboration with

students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	the district administration during the runup to the elections. The faculty and students support the district administration by offering their services as presiding officers / polling officers / volunteers during elections.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	A total of 5 electoral awareness rallies were conducted during the last five years during the runup to the poll process. A mock poll was conducted by the college at vadivelkarai village, an adopted village of the college under the Unnat Bharat Abhiyan scheme.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Enrolment camps are organized by the college to help the district administration to enroll all eligible students in the electoral roll.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
36	36	35	42	38

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of departments offering academic programmes

Response: 14

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
3505	3171	3134	3059	3264

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1154	1067	1070	1067	1220

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

2021-22	2020-21	2019-20	2018-19	2017-18
3317	3092	2919	2890	3088
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
219	6	98	239	397

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
814	756	763	778	820
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
205	206	202	189	178
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
205	206	221	225	214
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

2021-22	2020-21	2019-20	2018-19	2017-18
10146	6401	8489	9981	8061
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

2021-22	2020-21	2019-20	2018-19	2017-18
998	998	968	978	918
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

4.3

Total number of classrooms and seminar halls

Response: 99

4.4

Total number of computers in the campus for academic purpose

Response: 311

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
374.91024	353.75751	490.71313	402.75701	450.25125

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The Madura College, among the very first colleges to be granted the status of autonomy in 1978, is a pioneering institution in the field of education. The college has always been among the early adopters of ever changing educational needs of students with focus on local, regional and global developmental needs. The college implemented the Choice Based Credit System in 2008 to enhance focus on skill development with focus on student centric learning. Learning Outcome Based Curriculum Framework (LOCF) was implemented for all undergraduate programs from the academic year 2020-21 and for postgraduate programs from the academic year 2021-22.

The curriculum is developed in accordance with the regulations of University Grants Commission and the Tamilnadu State Council for Higher Education with a focus on the 21st century skills required for a student graduating from the institution. Along with foundational literacies, outcome based curriculum framework also focuses on developing the competencies of students in areas like critical thinking, collaboration, communication and creativity. The curriculum also focuses on imparting life skills to make the learner a lifelong learner, a basic quality for a 21st century graduate. Graduate attributes defined by the University Grants Commission is taken as the national standard for the design of Programme Outcomes and Programme Specific Outcomes. Course Outcomes are written to focus on one or more of the defined Programme Outcomes in line with the Graduate Attributes and the Vision and Mission of the college.

Think global but act local - is the motto with which the curriculum is framed. The curriculum is framed in line with global competencies and developmental needs and is adapted to local and national needs.

The curriculum is divided into five major parts encompassing the requirements of producing a graduate who is a dutiful citizen of the country, who can compete globally and can understand the needs of the local community.

Part - I: First language (Tamil / Hindi / Sanskrit)

The students are exposed literature in the regional language to understand our rich heritage, culture, society and traditions.

Part - II: English

The english language curriculum is designed to enable the students to become global citizens who can communicate with an international audience.

Part - III: Major / Allied / Electives

Curriculum focuses on the student attaining domain knowledge and skills pertaining to their core, allied and inter-disciplinary fields.

Part - IV: Mandatory Courses / Non-Major Electives

Mandatory courses covering aspects like environmental and gender studies, value education, professional ethics, inter-departmental papers and electives focussing on developing the skills of the student.

Part - V: Community Service

The aim of education is to create an all round personality who is aware of the local needs and problems faced by the local community. Education should develop responsible, law-abiding citizens who can develop solutions for the problems faced by the local community. In this regard, students should mandatorily take part in community service by enrolling themselves in NSS / NCC / YRC / Physical education and undertaking the activities of the same. They also serve as platforms for developing leadership skills and other soft skills.

File Description	Document
Any 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: 36

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

Response: 36

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](#)

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

Response: 67.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
719	657	632	428	208

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](#)

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: 25.94

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

Response: 508

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

Response: 1958

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any 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: 100

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

Response: 36

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any 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:

The Madura College is an institution that believes in imparting values to the students as part of the curriculum. A 21st century graduate should possess a large number of interpersonal and intrapersonal skills. A 21st century graduate is expected to work harmoniously in collaboration with a team of members of different gender, race, religion and nationality with synergy and enhanced productivity. Mitigation of interpersonal conflicts with peers or identifying and mitigating conflicts with nature requires analytical skills since solutions may be non-conventional / non-conformal. We are in an era where environmental issues like climate change and global warming are looming large with unsustainable loss of vegetation and mass extinction of species around the globe. Basic needs of life like breathable air and potable drinking water are becoming scarce commodities.

It is with this idea that The Madura College has adopted a four-pronged approach for integrating cross cutting issues related to professional ethics, gender, human values, environment and sustainability into the curriculum.

Deeksharambh, the Student Induction Programme under the aegis of UGC quality mandate is conducted at the start of every academic session to the inductees of both undergraduate and postgraduate programmes. In addition to familiarizing the inductees with the college, interaction with eminent persons on themes like values, psychology, lateral thinking are also organized. There are also sessions on yoga, meditation and physical fitness. The heart of the Student Induction Programme is the sessions with the mentors on universal human values. Mentors are trained on handling the mentoring sessions based on 'Deeksharambh: A Guide to Student Induction Programme'. During the sessions with mentors, students are motivated to learn universal human values based on self introspection using empathy as a tool. Themes covered include: Student aspirations and family expectations, gratitude, self and body, peer pressure, prosperity and relationships.

Mandatory Courses offered under Part - IV of the curriculum provides scope for students to learn about

issues concerning society and humanity. The college offers two courses of three credits each during the first and the second semester for all undergraduate students. The mandatory courses offered are 'Value education and Professional Ethics' and 'Environmental and Gender Studies'.

Part - V envisages the student to mandatorily take up social service as part of the curriculum. The students choose amongst National Service Scheme, National Cadet Corps, Youth Red Cross and Physical Education for their Part-V credit. Part - V includes field work in addition to theory as a part of societal learning thereby inculcating ethics and values.

Discipline Specific Courses: The departments also incorporate cross-cutting issues related to professional ethics, gender, environment, sustainability and human values into their curricula as deemed fit by the respective Board of Studies.

Add on courses, Certificate courses and Diploma programmes addressing these cross-cutting issues are also offered to students. The college has introduced add-on courses titled 'Research methodology and research ethics' for all post-graduate programmes.

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

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

Response: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	0	0	0

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document

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

Response: 10.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
1882	0	0	0	0

File Description	Document
List of students enrolled	[View Document](#)
Any additional information	[View Document](#)

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 24.85

1.3.4.1 **Number of students undertaking field projects / internships / student projects**

Response: 871

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	[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: B. Any 3 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](#)

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

Response: B. Feedback collected, analysed and action taken

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	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: 83.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
1437	1250	1202	1123	1193

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

2021-22	2020-21	2019-20	2018-19	2017-18
1526	1526	1466	1522	1419

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any 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: 80.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
845	795	790	728	762

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any 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:

The Madura College, as an educational institution catering to the needs of students from diverse socio economic background is committed to the cause of the students by catering to their diversified needs. As a pioneering institution in the field of education, the college understands that the solutions are as diversified as the needs. The institution has assessed that learning disparity is visible at two stages.

1. Entry level
2. During progression

At the **Entry level**, due to differences in geographical factors like rural-urban divide in addition to socioeconomic factors and factors like differences in medium of study, bridging students for gaps owing to the stated differences is paramount for setting a level playing ground from which the foundations of graduate education could be set.

With the students entering the realm of higher education from a medium of instruction, other than english, in the range upward of 40%, the prime need is to bridge the language gap. A short bridge course was found to not help students to bridge this divide. It is with the motive to help both the students from Tamil medium of instruction and English medium of instruction that the college has adopted **Content and Language Integrated Learning (CLIL)** for its Part- II English language curriculum, where the students learn english from subject content and vice versa. The CLIL model curriculum, developed by Tamilnadu State Council for Higher Education, was adopted and introduced for Part-II English from the academic year 2020-21.

'*CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role*.' - Marsh, *Coyle:* 2006.

The students were also assessed on domain specific knowledge through an **Entry Level Test** conducted by the respective departments. Based on the assessment the students are classified as slow learners and advanced learners. The slow learners are offered a short **Bridge Course** running for about 1 or 2 days immediately after the student induction program.

During progression of students, the college has adopted the continuous mode of assessment for all courses. The slow learners are offered special **Remedial Coaching** for specific courses based on student needs as assessed by the respective course teachers.

Advanced learners, as assessed through entry level test or by the course teacher, are given provision to earn **Extra Credits** by taking certificate courses, add-on courses, diploma programmes offered by the college or by way of credit transfer from MOOC platforms like Swayam. Self-Study content and Self-Study courses with mentoring from teachers have been introduced for the benefit of advanced learners from Regulation 2020 in undergraduate programmes.

File Description	Document
Any additional information	[View Document](#)

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

Response: 17:1

File Description	Document
Any 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:

Student-centred teaching learning process is at the heart of any 21st century higher educational institution. The college has introduced a student-centric approach at all levels of the teaching learning process *vide.* **course design, teaching, learning and evaluation in addition to active department clubs and peer-to-peer learning.**

Course design:

The college follows an exhaustive course design principle in which the curriculum, the pedagogy, external references, course plan, assessment structure, blueprint are planned during the design of the course with a clear statement of program outcomes, program educational objectives, course objectives and course outcomes with a student-centric approach. The course plan states the pedagogy for each of the course content. The pedagogy is chosen, keeping in mind, student participation in the teaching-learning process. **Practical courses focusing on experimentation and project work are included in the curriculum as needed.**

Teaching-learning process:

The college conducts frequent training programs for teachers on emerging trends in student-centric teaching-learning process like blended learning, active learning strategies and flipped classroom. Practical laboratory experiments and language labs are used as tools for experiential learning. **Tutorial, problem solving sessions, in-class quizzes** and other **active learning strategies** are used as tools for student-centric learning. Students are given exposure to student-centric online tools available like **virtual labs** and talking dictionaries. Students are taken for **field visits** relevant to their curriculum.

Evaluation:

The college has introduced Continuous Internal Assessment (CIA) for all programs. In addition, the college has continually reduced the weight for the test component of the internal assessment within the

scope of directions from University Grants Commission (UGC) and Tamilnadu State Council for Higher Education (TNSCHE). The course teachers are given the freedom to choose assessment methods as they deem fit from time to time. **Quiz, student seminar, group discussion, chart making, working-model / demo-model creation, viva-voce** and other student-centric assessment tools have been incorporated into the curriculum.

Clubs and Study Circles:

Department clubs are functional and organize competitions like paper presentation, model making, rangoli (on curricular topics), quiz and dumb charades that can serve as sparks and ignite the minds of the students. Peer study circles are where students of the class sit together and share their knowledge and ideas on subject areas to the peer group. Peer-to-peer learning is one of the most effective methods by which learning can happen in students.

File Description	Document
Any additional information	[View Document](#)

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

Response:

Lifelong learning is one of the stated Graduate Attributes of University Grants Commission and has been incorporated by the college in its stated programme outcomes. The ability to learn, unlearn and relearn is an important skill for the 21st century graduate. Self-learning and the motivation to self learn imbibe the quality of lifelong learning to the graduate. Open Educational Resources and MOOC courses are tools for graduates in this direction.

The college follows an exhaustive course design principle in which the curriculum, the pedagogy, references, course plan, assessment structure and blueprint are planned during the design of the course with a detailed list of **Open Educational Resources** or online resources and the pedagogy. This enables the teachers to plan an appropriate ICT tool for the given pedagogy. Teachers also use open educational resources for their classroom lectures either for demonstration or as tools for blended learning. Students are also encouraged to use open educational resources for the purpose of self-learning.

Information, media and technology are parts of digital literacy skills of the 21st century graduate. ICT enabling of the classrooms promotes real time communication between the teacher and the student thereby enabling real time assessment of the learning level of the student. Tools like **Google forms, quizizz** and **plickers** support the teaching-learning process by being good everyday assessment tools at the hands of the teacher. **Learning Management Systems** like **Canvas, Edmodo and Google classroom** support teachers in organising activities of the class in addition to acting as an assessment tool.

Infrastructure and training are two aspects enabling use of ICT tools and online resources for teaching-learning process. For enabling optimal utilization of resources, each department is provided with **LCD projectors** (portable or fixed as required) on *share and care* basis. The college also has two **smart**

classrooms with starboard facility. Each department is provided with **75 Mbps fiber internet connection**. Three **seminar halls** having a **capacity more than 100** each cater to the needs of the teaching-learning process.

Workshops were organised to train the teachers on use of **ICT tools**. Courses focusing on use of plickers, quizizz and canvas were organized for the faculty to enable teachers to adapt to the changing needs of the classroom. **Faculty recharge rogrammes** were organized for the use of educational media creation tools like OBS studio, Screencastify and use of live collaboration **tools like google meet and zoom**. Teachers were also trained on video editing tools like **openshot**.

Some of the ICT tools used by teachers in every day classroom situations include:

- Interactive powerpoints
- Quizizz
- Google forms
- Google meet
- Zoom
- Edmodo
- Google classroom
- Canvas LMS

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](#)

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

Response: 21:1

2.3.3.1 **Number of mentors** ?????????????? ???????

Response: 169

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](#)

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

Response:

Academics is an exercise that requires careful planning and meticulous execution. The schedule of all academic activities like start / end of the academic session, fee payment, schedule of internal test, deadlines for submission of exam applications, scheduled mentor-mentee meetings, dates for conduct of meetings of various statutory committees and cultural events are planned and printed in the academic calendar.

The College Council meets before the start of every academic year to prepare the academic calendar for the year. The College Council also meets every month, or as and when there is a need, on account of circulars / directions from the government or higher educational agencies. During the meeting of the College Council, necessary measures for course correction are discussed and adopted for adherence to the academic calendar.

Each department meets at the start of the academic year to plan activities of the department like seminar, guest lectures, Parents-Teachers Association meetings, club activities, purchases and other department specific activities are meticulously planned and taken up for execution.

The academic calendar is published on the institutional website. A handbook of instructions for students along with the college calendar is published every year as a ready reckoner for both the faculty and students.

For the teaching-learning process, the departments discuss the work allotment for teachers and the student time table / schedule of classes is prepared and circulated to the students by the respective departments. A detailed course plan including pedagogy and schedule has been designed along with the curriculum and passed in the Board of Studies and Academic Council for adherence by the respective course teachers.

The college, including all the stakeholders, adhere to the schedules printed in the academic calendar. In the event of being unable to adhere to the calendar due to unforeseen circumstances, the College Council or the respective departments meet to prepare revised calendars as circumstances necessitate.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	[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: 91.72

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](#)

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: 54.72

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**

2021-22	2020-21	2019-20	2018-19	2017-18
125	120	116	94	84

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any 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: 8.39

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

Response: 1720

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any 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: 18.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	23	15	16	18

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any 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: 6.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
219	6	98	239	397

File Description	Document
Number of complaints and total number of students appeared year wise	[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:

The Examinations Section of The Madura College is automated right from student entry to exit. The automation is done using

- ROVAN EMS (Examination Management System)

- ROVAN IMS (Institutional Management System)

While student interaction happens through the cloud based IMS, internal processes happen in the EMS. The cloud based IMS has the following features for students.

- Online application form for students
- Online exam fee payment
- Hall-ticket download
- Internal mark entry view for students
- Approval of marks for CIA by students
- Submission of exam related grievances
- Feedback on question papers

The IMS has the following features for teachers

- Entry of Internal marks by teachers
- View of result of students

The entire internal operations of exam section is handled by the Examination Management System (EMS). All the pre-examination work is carried out in the pre-examination module which includes the following features

- Student master records
- Faculty master records
- Programme/Course master records
- Examinations master records
- Question paper stock

All work related to the examination like exam application reconciliation, time table preparation, hall-ticket generation, allotment of examination, hall allotment, are done using the examination module. The post examination module takes care of all port-examination work like result preparation, reports for awards committee, moderation, mark statement preparation, communication to the university and claim form for exam related work.

File Description	Document
Any 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:

Outcome Based Educational framework is being followed for all academic programmes. For undergraduate

programmes, the graduate attributes defined by University Grants Commission in its note on Learning Outcome based Curricular Framework (LOCF) has been taken as the national standard for a graduate.

Graduate Attributes:

- Disciplinary Knowledge
- Problem Solving and Analytical reasoning
- Information and digital literacy
- Communication skills
- Moral and ethical awareness and reasoning
- Research related skills
- Cooperation / team work
- Self-directed and lifelong learning

The programme outcomes for various programmes of our college have been written in line with the vision and mission of the college and the graduate attributes defined by UGC. The departments design the Programme Educational Objectives and Programme Specific Outcomes based on the Programme Outcomes defined for the particular programme. Each course teacher, who designs the course content, defines the course outcomes in line with the programme outcomes and the vision and mission of the college. Each individual course outcome is mapped against programme outcomes indicating the level of correlation between the course outcome and the programme outcomes. The programme outcomes, programme educational objectives, course outcomes for each course, along with the mapping indicating the correlation between the course outcomes and the programme outcomes is passed by the respective boards of studies of the individual departments and by the Academic council of the college, which is then approved by the Governing Body.

The Programme Outcomes / Programme Specific Outcomes along with the Programme Educational Objectives are displayed in the College website and is readily available for reference of all students and staff members. In addition, syllabus for the individual courses contain the course outcomes and the correlation mapping with the programme outcomes and programme specific outcomes defined for that particular programme. The entire syllabus indicating the course outcomes is also displayed publicly in the institutional website for the reference of students, staff and general public, including academicians from other institutions. A session on Outcome Based Education is planned and conducted during the conduct of Student Induction Programme (Deeksharambh) for the benefit of newly inducted students to enable them to understand LOCF. Course teachers introduce the course outcomes for their respective courses during the transaction of the curriculum.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	[View Document](#)

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

Response:

The programme outcomes for the various programmes of our college have been written in line with the vision and mission of the college and the graduate attributes defined by UGC. The departments design the Programme Educational Objectives and Programmes Specific Outcomes based on the Programme Outcomes defined for the particular programme. Each course teacher, who designs the course content, defines the course outcomes in line with the programme outcomes and the vision and mission of the college. Each individual course outcome is mapped against programme outcomes indicating the level of correlation between the course outcome and the programme outcomes. The programme outcomes, Programme Educational Objectives, Course Outcomes for each course along with the mapping indicating the correlation between the course outcomes and the programme outcomes is passed by the respective boards of studies of the individual departments and by the Academic council of the college, which is then approved by the Governing Body.

The course outcomes are mapped against programme outcomes on a 3 point scale with 1 indicating low correlation 2 indicating medium correlation and 3 indicating high correlation between the outcomes. Weights are assigned for each course based on cumulative points of mapping of course outcomes against programme outcomes. Course Outcomes are directly measured while program outcomes are derived from course attainments.

All question papers are set indicating the course outcome and the knowledge level as in Revised Bloom's Taxonomy against each question. Marks secured by the students against a given question is considered against the particular course outcome indicated.

The attainment for each course outcome is measured on a 3 point scale with 9 indicating high attainment, 3 Indicating medium attainment and 1 indicating low attainment. The average of attainments for all course outcomes gives the attainment for the course. Each student's programme outcome attainments are calculated by multiplying the weight for each programme outcome assigned for each course with the percentage marks scored in the course. Cumulative attainment will give the attainment for the entire programme.

The attainment of outcomes perceived by the student is assessed through a questionnaire prepared for this purpose. The course attainment for the class is computed by considering 80% of attainment from direct assessment and 20% of attainment assessed qualitatively through feedback mechanism. Attainment of course outcomes for the entire class is derived by taking the attainment for each student. From the course outcome attainment, programme attainments are calculated by multiplying the attainment with the weight in programme outcome corresponding to the course outcome considered and dividing by 9. The programme outcomes attained are the cumulative attainments across all courses of the given programme. The manual for calculation of outcome attainment is passed in the Academic Council (held on 20-07-2022) and attaintment mapping is being implemented in a phased manner.

File Description	Document
Any additional information	[View Document](#)

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

Response: 94.04

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

Response: 1026

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

Response: 1091

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.27	

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:

The Madura College is among the pioneering Autonomous institutions to have a distinctive focus on research in addition to core Academics. A total of 9 departments (Aided) out of 11 eligible departments are recognized as research centres by the affiliating university. A total of 53 faculty of our college are recognized as research supervisors by Madurai Kamaraj University. A total number of 70 research scholars enrolled during 2017-22. The number of funded research projects and the quantity of publications imply research impetus in the institution.

Research Committee

The Research Committee has been set up with the principal as the chairperson. Members to the committee are nominated by the principal on the basis of their contribution to research. The committee meets at least twice in a year

- To suggest amendments to the existing research policy.
- To take cognizance of the research activities of the college.
- To suggest ways of improving the quality of research in the college.
- To organize programmes for faculty and research scholars on themes like research ethics, research methodology, modern tools for research and other topics as deemed fit by the committee.
- To suggest new schemes / implement existing schemes approved by a competent authority related to promotion of research in the college.
- To recommend teachers for awards / prizes.
- To recommend proposals for award of various schemes.

Research Policy

A comprehensive policy for promotion of research has been drafted by the Research Committee, hereafter referred to as the research policy. The research policy of the college has been placed in and approved by the governing body of the college. The research policy is the guiding document on all aspects related to research in the college.

Research facilities

Mobilization of funds for research facilities has been primarily through funded research projects. In addition, research facilities have also been established through funds received from DST-FIST and UGC-Autonomy grant. Computational facilities with necessary software has been provided to all departments with Fiber optic internet connectivity. The College has subscribed to N-LIST and DELNET to provide access to scholarly articles and e-book access to Faculty members, PG students and research scholars.

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: 0.13

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).**

2021-22	2020-21	2019-20	2018-19	2017-18
0.36	0.31	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](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	[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: 58.64

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
24.79132	0	0.075	9.00	24.77367

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](#)

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

Response: 2.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	2	6	5	8

File Description	Document
Names of teachers having research projects	[View Document](#)
Link for additional information	[View Document](#)

3.2.3 Percentage of teachers recognised as research guides

Response: 25.85

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

Response: 53

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[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: 30

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	2	5	3	5

3.2.4.2 **Number of departments offering academic programes**

2021-22	2020-21	2019-20	2018-19	2017-18
14	14	14	14	14

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[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:

With the end of the information age, we are now entering the imagination age. It has been long hypothesized that in the 21st century, imagination will be the primary driver of economic value. Any higher educational institution will be failing in its duty if it does not cater to the needs of this era.

Centres for research

Research is a formal, systematic and structured study in any field leading to the creation of new knowledge in the area of study. The tutelage of a younger mind under the able guidance of an experienced researcher at the heart of an academic institution can lead to unravelling the mysteries of the world around us and help us in the creation of new knowledge hitherto unknown or waiting to be discovered. A total of 9 departments of our college have been recognized as formal centres of research by Madurai Kamaraj University and a total of 53 teachers have been recognized as research supervisors.

Entrepreneurship Development Cell

Brilliant ideas, nurtured well has led to the creation of many unicorns. The Madura College has set up an entrepreneurship development cell which organizes special programs to develop and nurture the entrepreneurs in the students. The Madura College has signed an MoU and implemented the entrepreneurship cluster development programme with ICT Academy. The Madura college has also registered itself as a spoke institution of the EDII (Entrepreneurship Development and Innovation Institute, Department of MSME, Government of Tamilnadu) hub of Madurai Kamaraj University, established to create entrepreneurship culture in higher educational institutions in the state. The Madura College has created the Rural Entrepreneurship Development Cell and has organized workshops on Rural Entrepreneurship Development in association with Mahatma Gandhi National Council of Rural Education, Ministry of Education, Government of India.

Community Orientation

As a higher educational institution, we are aware that engagement of students with the community would lead to grassroot innovation. It is with this motive that all undergraduate students take a community oriented extension programme as part of the curriculum under Part - V. In addition, the college has adopted five villages under Unnat Bharat Abhiyan scheme of Government of India. The scheme involves a survey and attending *gramsabha* meetings to understand the problems faced by the community and mitigation of the same by interventions, technological or otherwise.

Incubation

Even though incubation is at its infancy, we are proud that one startup has been incubated in our campus. A group of students who devised and implemented a software assisted intervention for collection of students feedback during their period of study went on to incorporate a private limited company which implemented Vidyaan, the students portal of our college.

File Description	Document
Upload any 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: 138

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
44	36	29	13	16

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[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: 1.32

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

Response: 70

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

Response: 53

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: 1.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	53	54	30	52

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

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

Response: 0.69

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**

2021-22	2020-21	2019-20	2018-19	2017-18
39	15	41	30	11

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: 4.52

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

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

Response: 14

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

3.5 Consultancy

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

Response: 3.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.36	0	0	0.33	0.378

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: 0

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of facilities and staff available for undertaking consultancy	[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:

The role of higher education in today's scenario is to produce well-rounded citizens who are not only strong in their cognitive domain but also strong in their affective and psychomotor domains. Emotionally intelligent citizens who are passionate about whatever they do are sure to excel not only in their own domains but also in whatever they do. They can excel in teamwork and can also motivate others in their team to outperform by their interpersonal skills and leadership qualities. Empathy and higher-order social skills are learnt only through structured interaction with the society. It is with this motive that extension activities are offered mandatorily as part of the curriculum through Part-V.

The college offers National Service Scheme, National Cadet Corps, Youth Red Cross and Physical Education as part V. The college has also adopted five villages as part of its commitment to national development through Unnat Bharat Abhiyan. It helps our students to understand the dynamics of our society and understand Social issues prevalent in the neighborhood community. This also helps students to come with out of the box solutions to the problems in our society.

Students are sensitized to various social issues by organizing a wide variety of programmes addressing these issues. Students takeup community work as part of their Part-V curriculum. The college, through the students have also supported the district administration, the panchayats of the adopted villages, the Corporation of Madurai, district police and other law enforcement agencies for various community programs organized by these agencies. The college also celebrates days of national importance to inculcate civic sense, an intangible attribute of its students.

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: 1

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)
e-copy of the award letters	[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: 141

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**

2021-22	2020-21	2019-20	2018-19	2017-18
35	20	18	28	40

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](#)

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

Response: 14.01

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
475	269	521	565	421

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: 9.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	14	2	1	7

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Copies of collaboration	[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: 21

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**

2021-22	2020-21	2019-20	2018-19	2017-18
10	6	0	2	3

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:

Spacious classrooms and laboratories with high ceilings is one of the unique features of our college. 14 different blocks house 94 classrooms, 24 laboratories, 5 seminar halls, library and common computational facilities. Twelve blocks have been constructed in G+1 architecture with large verandah space, one in G architecture and one in G+2 architecture. The more than adequate spacing between blocks has ensured that there is no crowding of spaces during arrival, dispersal and during breaks.

Classes have been earmarked for each year of students of every programme. All classrooms have adequate lighting and ventilation. Students move from their classes only during electives offered by departments other than their programme of study and for language of study opted by the students. Time-table for science laboratories and computer laboratories, which are shared to ensure optimal utilization of resources, are scheduled to prevent overlap with adequate time in-between for preparation.

Each and every department is provided with computers along with fiber broadband internet connection which provide high speed internet access to students and teachers. All corridors and all laboratories are provided with WiFi facility powered by M/S Jio Infocomm Ltd with a limited data limit of 30 MB/day per student.

Each and every department is provided with LCD projector facilities in addition to five common seminar halls with LCD projector, broadband internet and audio visual facilities.

Affiliation was granted for all programmes after ensuring adequacy of classroom and laboratory infrastructure by a committee constituted for the purpose by the affiliating university.

File Description	Document
Upload Any 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:

The Madura College believes in all-round development of the students. Sports and cultural activities play a major part in shaping well-rounded citizens who are not only fit and healthy but also appreciate art and mental well being. Our college boasts of a huge 43 acre campus with large grounds and sports complexes.

Facilities for cultural activities

The college has two multipurpose halls with audio visual aids that are being used by students for the cultural activities. The open air Auditorium of the college is used to conduct all college functions, cultural festivals and PULARI and ANDHIPOOKAL, the annual cultural fests of the college. The Madura College Cultural Academy coordinates the cultural events of the college.

Yoga

Regular yoga classes are conducted for the benefit of general public which includs interested staff and students of our college. In addition, special programmes are organised during Student Induction Program and yoga day. The college has an association with RK Yoga centre for coordinating the yoga programmes of our college.

Sports

The college has three large cricket/ football grounds in addition to badminton courts, volleyball courts, a basketball court and a facility for indoor games like carrom, chess,table tennis etc. The Madura College Tennis Academy boasts of 4 synthetic tennis courts of international standards which can host international tournaments. The Department of Physical education, represented by the Director of Physical education coordinates all the sports activities of the college.

File Description	Document
Geotagged pictures	[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: 13.13

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

Response: 13

File Description	Document
Institutional data in prescribed format	[View Document](#)

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

Response: 31.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
87.8583	113.1251	154.75266	120.40384	177.94704

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

The Harvey library has a rich collection of 85000 volumes of books pertaining to various disciplines catering to the academic needs of students and faculty.

Library Automation

We have been using Autolib, an Integrated Library Management System, since 2003 to automate various library functions such as:

- Book purchase
- Maintaining Bibliographic databases
- Maintaining member database
- Maintaining record of gate entry
- Issue –return
- Online title search (OPAC)
- Remote access to catalogue

We have a local server and two terminals in a LAN, one for issue and return of books and the other terminal for OPAC – Online Public Access Catalogue.

Information Resource Center:

Information Resource Centre caters to the information needs of the users by facilitating access to online resources and e-resources, like e-books, NPTEL study materials, Audio books, e-books. Online journals are made available through subscription to NLIST and DELNET. Our college holds a club membership in NDLI. Uninterrupted internet access facility is provided for accessing both paid and free online educational and learning materials available online.

File Description	Document
Upload any 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
Institutional data in prescribed format	[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: 2.21

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
2.39899	0.05900	3.97657	1.37265	3.26227

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](#)

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: 2.08

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

Response: 77

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:

In this technological era, equitable access to information technology facilities like computers, internet, Wi-Fi access along with necessary software is an essential infrastructure in Iinstitutions of higher learning. Each and every department in the college is provided with computers along with internet facility in addition to access to the centralized facility. The college encourages the use of open source operating system and open source software for enhanced cyber security and periodic updates.

The college provided internet facility to all departments using legacy ADSL with routed LAN prior to 2017. Wi-Fi facility powered by jio infocomm was set up in 2018 with a limited daily usage limit of 30 MB/day per user. Students and faculty can login with their mobile numbers and the OTP sent to their mobile numbers. Due to the usage limit restriction in the Wi-Fi facility powered by Jio Infocomm, he college set up up a centralised fibre internet facility @50 Mbps at the Harvey library (the central library of our college) powered by ACT Fiber net in 2019. The bandwidth of the central facility was enhanced to 75Mbps in 2020. In the academic year 2021-22, each department is provided with an individual 75 Mbps fibre internet connection.

With connectivity comes its own challenges, the cybersecurity. Regular Operating System and software updates are an essential part of ensuring cyber security. Hence the college has encouraged the use of open source linux platforms with long term support for most systems. Firewall and web content filtering are configured at the router level to prevent access to inappropriate content in addition to providing internet security software wherever necessary.

The college has an IT policy for utilization and upgradation of IT facilities in the institution.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: 11:1

File Description	Document
Student - computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

File Description	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: C. 2 of the above

File Description	Document
Upload Additional information	[View Document](#)
Institutional data in prescribed format	[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: 32.49

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
165.32	120.32	132.32	65.32	185.32

File Description	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:

The Madura College, being a premier higher educational institution of over 130 years, understands the need for optimal utilization and proper maintenance of physical resources.

While the college is taking adequate measures for mobilizing financial resources for the institution, the college also takes all efforts to ensure optimal utilization of funding based on requirement analysis.

The finance committee of the college prepares the budget for each financial year and allocates funds under various heads of accounts like including purchase of new equipment, books, subscription to e-resources, software, computers, internet facility, student support facilities, maintenance of existing resources, AMCs for preventive maintenance, periodic servicing of large equipments, repairs and provision for contingent expenditure. Allotment of funds is done based on requirement analysis and based on request from the departments.

All purchases, repairs and maintenance are carried out as per Standard Operating Procedures (SOP) evolved for the same. Several committees have been constituted to verify and scrutinize the purchase, utilization and maintenance of physical facilities.

The caretaker of the college looks after maintenance of common facilities of the college including classrooms, laboratory space, toilets, seminar halls, corridor etc., The electrical supervisor takes care of the electrical safety and maintenance of all electrical facilities of the college. Lab assistants take care of proper utilization and maintenance of equipments under the custody of the respective departments. The library assistant ensures proper utilization and maintenance of books and other library facilities.

The Madura College understands that maintenance and proper utilization of physical resources is a collective responsibility of all stakeholders of the institution and organizes awareness programme to all stakeholders on aspects related to proper utilization and maintenance of physical facilities.

File Description	Document
Upload any 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: 28.71

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
952	911	840	890	1036

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Institutional data in prescribed format	[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: 2.4

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
76	78	77	77	79

File Description	Document
Number of students benefited by scholarships and freeships 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: C. 2 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: 44.48

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**

2021-22	2020-21	2019-20	2018-19	2017-18
2567	1840	940	1026	901

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: B. 3 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: 12.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
140	80	71	97	305

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: 14.99

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

Response: 173

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[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: 27.33

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**

2021-22	2020-21	2019-20	2018-19	2017-18
2	7	4	0	0

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**

2021-22	2020-21	2019-20	2018-19	2017-18
7	11	9	5	3

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](#)

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: 24

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.**

2021-22	2020-21	2019-20	2018-19	2017-18
10	1	3	7	3

12-05-2023 11:48:22

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](#)

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

Response:

The college values the opinion of all stakeholders. It is with this motive that the opinion and feedback of students are given utmost importance in decision making. The college has an active Students' Council, the representative council of students.

The Students' Council is a body of representatives from all programmes offered by the college. The members are nominated by the respective departments. The members elect the office bearers democratically by the process of election. The primary aim of the council is to identify and help solve problems encountered by the students of the college. The students' council can communicate its suggestions and opinions to the college administration on matters concerning the students as part of the participative management initiative of the institution. The students' council helps the college administration in organizing events in the campus by volunteering support and in event management.

The Students' Council is responsible for:

- organizing the college assembly.
- bringing students' achievements in various spheres to the notice of the administration.
- bringing students' grievances to the notice of the administration and help resolve the same.
- for bringing out the college magazine to showcase the artistic talents of the students.
- help the administration in maintaining discipline during the conduct of functions and events in the campus.

Student-teacher meetings are organized to collect their feedback on curriculum. Also student representatives are inducted into the Board of Studies of all departments to ensure that students opinion are considered while implementing changes in curriculum.

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: 22.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	02	37	25	24

File Description	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:

The Madura College Alumni Association [erstwhile Madura College Old Boys' Association (since 1945) up to 2010-11, Old Students Association up to 2014-15 and then on as Madura College Alumni Association(unregistered)] is a registered body under *The Tamil Nadu Societies Registration Act, 1975* by the Office of The Registrar, Madurai South, Madurai. The registration number is SRG / Madurai South / 164 / 2022 with the following objectives

- To promote camaraderie among past students of The Madura College.
- To continue to have contacts with the students leaving The Madura College after completion of their educational course.
- To motivate the old students to think about their college and participate in its in development.
- To conduct Seminars and Conferences, on any matters of general importance.
- To exchange information and experience among former students of The Madura College.
- To promote interaction of the alumni with current students.
- To raise funds for the association.
- To extend financial assistance to the college on its own or by establishing a separate Trust for that purpose.

The following are the significant contribution of the Alumni Association during the recent years.

- Tennis Court
- Stone Benches
- Construction of Mini Auditorium
- Renovation of Cycle Stand
- 100 Tree Saplings were planted in the College premises
- An Overhead Projector
- Donation to College for Buildings purposes
- Guest Lectures and mentoring sessions by alumni for the benefit of current students

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: A. ? 15 Lakhs

File Description	Document
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision and Mission of the institution defines the distinctive characteristic features and the core values of the Institution addressing to the needs of the society and is in tune with the objectives of the higher education policies of the Nation. Effectiveness of leadership can be gauged by the efforts taken in planning and implementation of various policies and schemes aimed at the development of the institution. The Principal, as the head of the institution, overseas all the planning and deployment of activities of the college. The Principal delegates his authority to the Deans, Controller of Examinations, Heads of Departments, Superintendent of Examinations and Co-ordinators to enable decentralized and participative administration. The various statutory committees, constituted according to the guidelines, support the principal in the administration of the college. The non-statutory committees are formed by the principal to perform various activities of the college. The IQAC, setup as per guidelines, frame draft policies, perspective plan, strategic plan, action plan and other planning documents aimed at achieving internal benchmarks/targets. The planning documents/policies are approved at appropriate bodies and taken up for action. The Deans, CoE, Heads of Departments, Co-ordinators of various committees act as executives in deploying the plans. The various committees meet as per mandate, discuss & incorporate the suggestions of members. The entire process of planning and deployment is done democratically taking all stakeholder feedback into consideration as a reflection on the effective leadership.

File Description	Document
Any additional information	[View Document](#)

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

Response:

The institution defines decentralization as working through delegation of authority. To cater the smooth running of the college, major decisions are taken after the democratic deliberations in the College Council. The administrative and academic responsibilities are decentralized to provide effective educational leadership for effective implementation & monitoring of various policies, regulations & guidelines at various levels. Decentralized systems of governance are advocated and practiced in the college by designating and involving committees to look after various issues and facilitate a better chance for taking part in the governance. Participative management is further ensured by various bodies like Finance Committee, College Committee, Academic Council, Board of Studies, Awards Committee, IQAC, College Council, Examination Cell and Women's Cell etc. At a functional levels the cells are working hand-in hand with administration. The institution also encourages the participation of stake-holders, values their opinions and contributions with appropriate advisory and corrective methods which paves the way for

synergetic stride towards executing vision and mission of the institution.

Case Study:

Academic and administrative autonomies with decentralisation and participatory management is an imperative construct to our institution's good governance approach. To highlight, a case study of 'curriculum designing' is presented. Teachers, Students, Alumni, Industry and other stakeholders participate in decision making of curriculum designing and academic planning through feedback and representation in BoS to ensure professional success of the students. The curriculum is revised every three years. The faculty members of the departments prepare syllabi for various courses keeping in view the Vision and Mission of the college, interest of the stakeholders and the national requirement. The framed syllabi is submitted for technical scrutiny to the OBE scrutiny committee headed by Dean (Academics). The Committee suggests corrections of technical nature to the respective departments. The departments, after incorporating necessary correction places the curriculum in the BoS and the same is taken up for discussion. The BoS for each department consists of Chair person (HoD), two University Nominees, two subject experts, an Alumni, a student representative, an industrial expert and all members of Faculty. The BoS shall suggest methodologies for innovative teaching and evaluation techniques. After incorporating the suggestions of BoS, the syllabi shall be submitted to the Academic Council for approval. Departments review the curriculum periodically and decide about the implementation of new courses that add value and enhance the employability of students.

File Description	Document
Any additional informatiom	[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:

The institution has well-defined perspective and strategic plans based on which the action plan of the college is defined. Efforts are taken to ensure successful deployment of the action plan. A case study for effective deployment is presented herewith.

Implementation of Outcome Based Education (OBE) marked a paradigm shift in the portals of higher learning across the globe. UGC through its Quality Mandate decided to adopt Learning Outcome Based Education (LOBE) for all higher educational institutions by 2021. UGC-SERO organized a "Training on evaluation reforms in higher education" workshop on 18th and 19th July 2019 for the Controller of Examinations and other Educational Administrators under its jurisdiction. Our Dean (Academics) attended the programme. The training programme served as an eye opener towards the impending changes to the way the education is transacted in the classroom.

The outcome of the training programme was discussed in the meeting of HoDs and the college decided to go ahead with the implementation of OBE. A seminar on OBE was organized to all faculty members to get them acquainted with the LOBE framework. A workshop on writing outcome statements and evaluating outcomes in OBE was organised. An OBE Scrutiny Committee was set up with the following mandate

- Studying the implementation of OBE in other institutions
- Suggest suitable framework for implementation
- Design the expected outcomes for various programmes,
- Support the design of outcome based curriculum by the departments through inputs wherever required
- Organise meetings with various departments with reference to implementation of OBE
- Scrutinize the technical aspects of the draft curriculum and suggest modifications.

The recommendations of the scrutiny committee was tabled in the meeting of HoDs, who then in turn discussed the same with the members of faculty of their respective departments. Suggestions from the individual faculty members were brought to the subsequent meetings and the draft was amended as required. The final framework was circulated to all departments for implementation.

The departments collectively performed the following functions:

- Preparation of draft curriculum considering stakeholder feedback
- Carrying out technical corrections after scrutiny
- Convening the Board of Studies (BoS) and implementing the suggestions from external members into the draft curriculum
- Submitting the minutes of BoS along with the curriculum to the member secretary of the Academic Council.

The final curriculum, compiled by the member secretary of the Academic Council, is placed in the Academic Council for further discussion and adoption. The OBE was implemented for all UG programmes from the Academic Year 2020-21 and for all PG programmes from the Academic year 2021-22. A session on OBE is organized during the Student Induction Program to sensitize students to the OBE curriculum and evaluation. All the outcome elements are displayed in the college website.

The implementation of OBE in evaluation is discussed with the Controller of Examination. Preparation of question bank at appropriate K-levels as per the Revised Bloom's Taxonomy was made mandatory for all UG programmes. All question papers including various assessment components of CIA mention the respective course outcomes and appropriate K-levels in the Revised Bloom's Taxonomy. Software implementation for entering assessment scores for various CLOs and K-levels have been incorporated into to the examination management system. A manual for methodology of calculation of outcome attainment has been tabled, discussed and adopted in the Academic Council held on 20-07-2022.

File Description	Document
Link for Strategic Plan and deployment documents on the website	[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:

The college is governed by The Madura College Board (MCB). The College Committee, constituted according to the Tamilnadu Private Colleges (Regulation) Act 1976, is represented and chaired by the President of Madura College Board along with the Secretary and Directors of the Board, The Principal, two senior faculty members, Office Superintendent and University nominees as members. The College Committee oversees appointments, policy decisions and general management affairs of the college.

The College Council consisting of all HoDs, Coordinators of extension activities, librarian as members under the chairmanship of The Principal. The College Council advices and helps the principal in taking decisions in day-to-day functioning of the college. The finance committee of the college ensures fair utilization of funds through monitoring the utilization of department/intuitions' budget and consider audited accounts for approval. The Deans (Administration, Academics, Planning and Development) have administrative, academic, programmatic and managerial responsibilities of the college.

The Academic council under the chairmanship of Principal with nominees from university, representatives from industry, management and faculty of all the departments as members hold the responsibility of passing the resolutions passed in the various Board of Studies (BoS) of the college. The BoS is constituted as per the UGC norms with the Head of the Department (HoD) as chairman. The head of the department is responsible for the administration of academic departments. The administrative office is under the supervision of the Office Superintendent.

In addition, various committees including members of the faculty, staff and students help the administration in various activities of the college. The functionaries of various cells hold the responsibilities of extracurricular activities. In total, the administration and functioning of the college is planned and executed collectively by stakeholders of the college.

The key to effective functioning of all academic / administrative bodies lie in effective adherence to policies. The college has well-defined policies for all academic and administrative tasks and standard operating procedures for its functioning. The policy documents are displayed in the institutional website for easy access to all stakeholders.

File Description	Document	
Any additional information	[View Document](#)	
Link for additional information	[View Document](#)	
Link to Organogram of the Institution webpage	[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: B. 3 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](#)

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 staff. The College makes arrangements for availing all the government schemes such as Gratuity, Pension, Commutation of Pension, Maternity Leave, Medical Facility, Leave for 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. The staff appointed by the management are provided with ESI and Provident Fund benefit. The college organizes initiation and training programmes for the newly recruited staff, provides incentive in the form of salary hike for completing their Ph.D. degree as welfare measures. To cater to the financial needs, credit facility by way of cooperative loan from the wholly self-funded co-operative credit and thrift society is extended. Faculty Development Cell is dedicated towards enriching the teaching-learning environment by organizing enrichment programmes towards opening newer avenues in the betterment of teaching-learning process. Besides these, the college has organised Passport mela, Health Camp (Eye Check-up), Covid – 19 Vaccination camp through Health and Fitness Cell for the benefit of its staff. Seed Money Scheme is also implemented in order to promote research and innovation amongst faculty members by providing financial support to them.

File Description	Document
Any 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: 0.3

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**

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	1	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any 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: 4.8

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**

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	8	5	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any 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: 25.84

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**

2021-22	2020-21	2019-20	2018-19	2017-18
73	71	81	20	15

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Finance committee is a statutory committee setup as per UGC regulations for Autonomous colleges. The Finance committee meets twice a year as per norms and approves the budget/revised budget. The financial planning is approved by the Governing Body. The purchase committee has been constituted at the department/institutional level to scrutinize purchases as per SoP. Quarterly internal financial audit is conducted by M/s Manian and Rao Charted Accountants, Madurai.

The statutory audit is conducted by M/s. R. Seshan Chartered Accountants, Madurai. Besides, the office of Regional Joint Director of Collegiate Education conducts annual audit of the salary and other government related accounts. Similarly, audit by the Accountant General is also done for the funds released by Government, UGC and Government agencies. The Madura College Co-operative society accounts are audited by the auditors of the apex Co-operative body.

The accounts are regularly audited as per statutory regulations and whenever there audit objection, systematic follow-up actions are initiated with the funding agencies to resolve the audit objection. As on date, there is no remarkable audit objection.

File Description	Document
Any 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: 24.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	13	0.50	1	0.05

File Description	Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document

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

Response:

The Madura College, as a premier educational institution in Tamilnadu, understands the need for mobilization resources for the incremental development of the institution. The institution has the following policy for mobilization of resources.

Grants from Government / Government agencies / Private agencies:

The College, being an autonomous institution recognized u/s 12(b) and 2(f) of the UGC Act, is eligible to tap funding from Government and Government agencies. The College administration is encouraged to send proposals to Government schemes for which the college is eligible. The Principal will nominate a member of the faculty as nodal officer for the scheme to be applied for. The nodal officer will identify a team of members for the preparation of proposal after discussion with the Principal. Necessary office assistance would be provided by the college administration for the preparation of proposal. When selected for presentation, the college would provide necessary travel support for the presentation.

Research Projects:

All faculty members are encouraged to apply for research projects from Government and Private bodies, as per terms and conditions specified by the funding agency.

Joint ventures with Private agencies:

The college is open to creating shared resources through joint ventures which are beneficial to both the third party and the college.

Sharing of expertise / Infrastructure / Other facilities:

The college encourages sharing of expertise / research infrastructure / available with the institution with the permission of the Principal. The revenue generated must be used for regular maintenance / repair of the research facility / purchase of consumable for the operation of the resource. Proper care must be taken to ensure that the sharing of resource must not affect utilization of the resource by the stakeholders of the institution.

Endowments:

Endowments shall be instituted for award of scholarships / prizes / organizing seminars with aid

from philanthropists. Interest earned from endowments shall be spent only for the purpose for which the endowment was instituted.

File Description	Document
Any 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:

The IQAC has contributed significantly for institutionalizing the quality assurance processes as visible from the following quality initiatives undertaken during 2017-22. (list not exhaustive)

- Implementation of OBE with multi-disciplinary and inter-disciplinary courses across all programmes.
- Augmentation of 2204 sq. mts of built-up area.
- Installation of firewalled centralized wi-fi internet facility with content filtering provided to students in the east corridor of the college.
- Implementation of CLIL in Part-II English to bridge students from medium of instruction other than English.
- Implementation of e-governance in all areas of administration like office automation, admission processing, attendance, examination system, finance and student portal (including feedback and grievance redressal).
- Installation of 25kW solar power plant.
- Establishment of Miyawaki Forest – an ultra-dense bio-diverse pocket forest in collaboration with Rotary Club of Madurai West.
- Installation of Spirulina Cultivation, Vermi-composting pits and Glass house facilities.
- Establishment of flood lit synthetic tennis courts in accordance with International standards.

Practice I: Implementation of Outcome Based Education

Outcome Based Education is one of the best post-accreditation quality initiatives taken by IQAC. It is considered as a giant leap forward to improve the quality of higher education that helps Indian graduates to compete with their global counterparts. It is an educational approach that focuses on student-centred instruction model and on measuring student performance through outcomes. It demands the students to get actively engaged in the learning process and to demonstrate his/her skills through more challenging tasks and higher order thinking. The OBE model measures the progress of graduates in three parameters: Program Outcomes (PO), Program Educational Outcomes (PEO) and Course Outcomes (CO). Assessments in this process will help and support students in identifying and overcoming their learning

challenges.

Practice II: Green Initiatives

The Perspective Plan of our college is shaped based on the United Nations Sustainable Development Goals (SDGs) – 2015. Green initiatives of our college are aimed at supporting the sustainable development of our nation through our humble contribution to that end. The following are the green initiatives of our college during the period 2017-22.

1. Reduction in waste production and management of waste:

- Ban on the use of single-use plastic in the campus.
- Optimal utilization of resources by creating centralized / shared facilities instead of creation of facilities with sub-optimal utilization by individual / units of the college.
- Upgradation/ repair of existing equipment / computer instead of new purchase, if feasible.
- Managing organic waste in-house with vermicomposting technique.

2. Reduction of carbon footprint of the institution:

- Installation of 25 kW solar power plant in the institution - sourcing 6.9% of the energy requirement locally.
- Miyawaki forest, Glass house and Spirulina cultivation facility to offset the carbon footprint of the college.
- LED and energy efficient / equipment for newer requirements.
- Tree plantation in the campus.

3. Periodic stock-taking, course correction and mitigation efforts:

- Energy Audit, Green Audit and Environment Audit to take corrective measures for improving the carbon footprint of the institution.

4. Creating awareness on sustainability issues through outreach activities:

- The college has organized 24 awareness campaigns to create awareness on sustainability issues through outreach activities.

File Description	Document
Any 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:

The teaching - learning process is at the heart of every academic institution. The IQAC reviews the teaching - learning process, structures & methodologies at periodic intervals as envisioned below.

The college collects feedback on curriculum and teachers after the publication of results in each semester. The curricular feedback is analysed and disseminated to the departments to incorporate the feedback into the curriculum during subsequent revision of curriculum. Feedback on teachers is shared with individual teachers for self – introspection and course correction.

Student Satisfaction Survey is collected every year from final year students to assess the overall teaching – learning process in the institution.

Annual Internal Review is conducted to take stock of the performance of each department in terms of teaching – learning process, evaluation, results (outcome), research and overall contribution of the department.

The college conducts external peer team review of the performance of the institution in aspects related to teaching-learning process, research, co-curricular, extra-curricular, extension and student support activities. Academic and Administrative Audit (AAA) and Library Audit are conducted with external peer team to assess the effectiveness of implementation of policies and procedures of the college.

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
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[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:

SENSITIZATION:

The Madura College is committed to provide a safe and congenial atmosphere to all stakeholders without any gender bias. The college has introduced Gender Studies as part of the curriculum in the mandatory course "Environment and Gender studies" in the curriculum for all undergraduate programmes to sensitize students on gender sensibilities. In addition, departments are offering courses and have included topics related to gender equity within their curriculum. The institution also promotes gender equity through co-curricular activities like workshops, seminars, guest lectures, street plays, poster exhibitions, vocational training through Women's cell, NSS and NCC. The institution organizes programmes on themes like Rights of Women, Legal framework available to women, Human rights, Health and other themes of relevance in association with NGOs and legal professionals.

FACILITIES FOR WOMEN IN CAMPUS:

The college provides several facilities for women for their safe and secure life in the campus with no gender bias. Some such facilities include:

(i) Safety and Security

- Boundary wall with barbed galvanized iron wire surmounted on top of the wall encompassing the campus which cannot be scaled easily.
- Security guards are deployed at the entrance to check and register unknown entrants/visitors with their ID cards. Students entering in and leaving the campus are monitored and the records of the same are maintained.
- CCTV cameras are installed in the campus to check the visitors to the college.
- Anti-ragging cell ensures no untoward incident takes place within the campus. Hoardings containing contact numbers of members of Anti-ragging cell are displayed at prominent places in the campus.
- Fire extinguishers are placed at strategic points within the campus to ensure fire safety.
- Adequate lighting facility is provided as required.
- Mock drills, workshops and awareness programs are conducted for Disaster Management for all students by the NSS wing of the college.
- Incinerators are available to dispose sanitary napkins.
- Adherence to Code of conduct by the students is ensured by the discipline committee.

(ii) Nursing Care

Dispensary with a full-time nurse takes care of the medical / emergency needs of students / faculty. The college has identified a registerd medical practitioner as Doctor-on call. The nurse in consultation with the

doctor gives first aid or basic medical treatment to the needy. The nursing care is available through the working hours of the college.

(iii) Counselling

Mentors are the first point of contact for students to discuss academic and personal issues for couselling and guidance. Mentors are allotted to all students in the ratio 1:20 to give individual attention to students. In addition, students requiring professional conselling services are referred to the Students' Counselling Cell for further follow-up. The counselling cell headed by a woman co-ordinator will assess the student, offer counselling or may refer the student to a medical counsellor for further evaluation and treatment. The college is associated with Dr. Dheep, Founder, TOPKIDS Youth / Child Guidance and Counselling Centre, Madurai to offer counselling and allied services to students.

(iv) Common rooms

- A common room (Ladies lounge) is provided for faculty and students to relax during the break hours. This room contains all the facilities for taking rest when the faculty/Students are sick. These rooms are also used to refresh during cultural events or other occasions.
- A Burka change room is available for Muslim girls.

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: C. 2 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:

The college facilitates several techniques for the management of degradable and non-degradable waste. The primary focus is to reduce, reuse and recycle the waste. The college has been declared as a plastic free zone by the college administration. The college has taken a decision to avoid the use of disposable cups for drinking water and canteen use. The college is taking continual efforts to repair and upgrade existing physical infrastructure including equipments, computers and peripherals instead of buying new ones to reduce the generation of waste. Such actions have led to reduction in generation of waste.

Waste segregation bins have been installed at prominent locations and students have been sensitized on the appropriate bins for various wastes. This ensures that solid waste is segregated at the source. The college uses vermicomposting technique to manage organic waste generated in the campus.

Liquid waste management:

Sewage system is present in all the washrooms of the college, appropriate care is taken to see that there is no water stagnation to prevent mosquito breeding. The Liquid Waste from the labs is sent out through the sewage system without any danger of hazardous effects on environment. The rain water from the terrace of the college is used to recharge ground water with rain water harvesting system installed at all buildings.

E-Waste management:

Electronic gadgets are repaired for minor defects by our lab technicians to ensure its optimum utilization. Some of the reusable electronic components like resistors, capacitors, inductors, diode, transistor, thermistors etc. are removed from the gadgets and used by students for projects.

Waste recycling:

Waste water is properly collected and fed to the sewers. Waste water generated by RO Plant is used to recharge the open well in the campus. Waste water generated from hand-wash points and canteen is used for gardening. The college proposes to install a sewage treatment plant for liquid waste management and waste water recycling.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

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

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant 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: C. 2 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: C. 2 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
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: C. 2 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
Details of the Software procured for providing the assistance	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:

Our college prayer signifies our commitment towards the development of society with traditional values and inclusive environment.

The admission procedure of the college, adhering to reservation policy of Govt. of Tamilnadu, enables students from various socio-economic backgrounds to join the institution. About 80% of the students admitted to the college are from socio-economically disadvantaged sections of the society.

Students from rural background, whose medium of instruction is Tamil are bridged using CLIL (Content and Language Integrated Learning) in Part-II English language study.

The college takes care of the logistics of supporting the students through Government scholarships. In addition, the college has instituted several endowments for offering scholarships to meritorious and socio-economically disadvantaged students. College also provides fee waiver to all differently abled students.

The College has conducted several programs for providing an inclusive environment. It has taken various initiatives for promoting tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic, and other diversities. The college organizes cultural events to celebrate the cultural diversity of our country. Students from all the departments with various socio-economic and cultural backgrounds participate in these events and represent the culture of the region. Such events create an understanding of our rich cultural diversity and promote tolerance and harmony. Cultural events are organized on different occasions like Independence day, Pulari (Annual Cultural day), Republic Day, Women's day etc. The national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Ghandhiji, Mahakavi Bharathiyar, U.Ve.Sa. are observed with great fervour.

Several departments organize field visit and study tours to various parts of Tamil Nadu by which the faculty and students are exposed to the different cultures. Example of one such visit is a trip organized by Tamil Department to Samanar hills located in Keelakuyilkudi village which is around 12 km away from Madurai, a beautiful blend of nature with history which is declared as a protected monument by the Archaeological Survey of India portraying our culture.

In this way the institute takes efforts/initiatives in providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

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

The college, as a value oriented educational institution, sees the need for inculcating values in its students. The Student Induction Progamme (Deeksharambh) is organized under the aegis of UGC quality mandate with the following objectives:

- Creating a feeling of oneness with the institution on the inductees.
- Mentoring the inductees on Universal Human Values.
- Bringing out creativity among inductees.
- Making the inductees understand their duties and responsibilities to their classmates, the institution, the society and the country at large.
- Supporting the inductees to make themselves realize the importance of team work and empathy.

As part of the Student Induction Programme, mentoring on universal human values by the mentors is undertaken on themes like Student aspirations and family expectations, Gratitude towards people helping me, Human needs of (a) self and (b) body, Peer pressure, Prosperity and Relationships.

Courses on 'Value education and Professional ethics' and 'Environmental and Gender studies' are offered as part of the curriculum for all UG students for inculcating values and ethics.

All students mandatorily take up community work in the society as part of their Part – V curriculum which inculcates empathy and societal values in the students. The college has adopted five villages under the Unnat Bharat Abhiyan scheme of the Ministry of Education, Government of India as part of the campus to society initiative of the college. A mock election was conducted at Vadivelkarai, one of the adopted villages under the Unnat Bharat Abhiyan scheme as part of the electoral literacy programme of the college.

The college has a stated code of conduct for faculty and students and adherence to the same is ensured. The college celebrates events of national importance like the Independence day, Republic day with fervour. Such celebrations inculcate the sense of pride and constitutional values in students which help the students to develop into dutiful and responsible citizens of the Republic of India.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	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

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

Response:

The Madura College has the healthy exercise of memorializing / celebrating national, international days and important festivals. The important days are mentioned in the college calendar and appropriate activities are organized by the clubs/cells concerned.

NATIONAL SCIENCE DAY:

National Science Day is celebrated by all science departments by organizing a seminar/conducting competition for students depicting the inventions & discoveries by various scientists

INTERNATIONAL WOMEN'S DAY:

International Women's Day is celebrated by the Madura College every year with festivities and fervour. Women who excelled in different fields are invited as guest speakers to motivate the students to takeup and excel in their careers and also to understand women rights. Various cultural programmes and competitions are conducted on the occasion.

NATIONAL HANDLOOM DAY:

National Handloom Day is celebrated which commemorates Swadeshi Movement, one of the several movements in India's freedom struggle that took place in 1905. In order to support the weavers for the benefit of staff and students willing to buy handloom garments.

POOJA (NAVARATHRI FESTIVAL):

Pooja (Navarathri festival), based on the concept of devotion to one's work, art and culture is celebrated by all departments, library and office.

WORLD MOTHER TONGUE DAY:

Our college celebrates World Mother Tongue Day every year to inculcate the importance and to celebrate the rich culture and traditions of our land as brought out in the literature. Tamil, one of the oldest classical languages, having continuous spoken tradition of over 2000 years is celebrated on the day. Lectures are organized to emphasis the importance of learning in one's own mother tongue.

U.VE.SA'S BIRTHDAY CELEBRATIONS:

U.Ve. Swaminatha Iyer, fondly known as U.Ve.Sa. and celebrated as 'Tamil Thatha' (meaning the Grand old man of Tamil language) is credited with bringing many forgotten works of classical Tamil language to light. Many palm leaf inscriptions of classical Tamil works were brought to print by U.Ve.Sa. The college takes pride in remembering the contribution of U.Ve.Sa by celebrating his birthday with fervour.

REPUBLIC DAY CELEBRATIONS:

The constitution of the Republic of India came into effect on 26th January 1950. As a mark of respect to the drafting committee and the constitution of India, the republic day is celebrated in the college. Flag

hoisting is followed by a parade by NCC cadets as a part of Republic day celebrations of the College.

INDEPENDENCE DAY CELEBRATIONS:

India became independent on 15th August 1947. Independence day is celebrated every year to remember the freedom fighters who fought for our independence. Flag hoisting is followed by a parade by NCC cadets as a part of Independence day celebrations of the College.

File Description	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 I:

Title of the practice

Wholesome Welfare Schemes

Objectives

To provide wholesome welfare schemes for staff and students aimed at enhancing productivity of outcomes.

Context

- Synergy among various stakeholders is essential for any educational institution to realize its goals of becoming a world class educational institution.
- Welfare schemes help the institution to achieve a sense of oneness among various stakeholders.
- Welfare schemes focused not only on financial security, but also on empowering the staff with new-age skills for personal and professional development.

The practice

- Wholly self-funded thrift and co-operative credit society to moot savings and for extending credit facility.
- Group Insurance Scheme for beneficiaries of credit scheme in co-operative credit and thrift society.
- Contributory PF and ESI scheme to all staff appointed by the management.
- Group Insurance Scheme for all students fully funded by the college.

- Endowment prizes for students sponsored by philanthropists to motivate them.
- Associate membership with ICT Academy for upskilling students and teachers.
- Fee waiver for teachers for pursuing research in the research centers of our college.
- Organizing medical camps /health awareness programmes for the benefit of staff and students.
- *de facto* aid of Rs.20,000/- released immediately to the kith and kin of deceased employees.

Evidences

- A total of 190 staff (both teaching and non-teaching) are members of thrift society.
- Credit line of Rs. 4.23 crore extended through co-operative credit and thrift society (69 beneficiaries).
- A prize money of Rs.1,20,000 (on average), generated from the interest accrued out of the corpus Rs.41,00,201 from 174 endowments, is being distributed to students each year.
- A total of 877 teachers and students got benefitted out of FDP / power seminars /entrepreneurship development workshops organized with ICT Academy as an associate member.
- A total of 4 medical camps (including COVID vaccination camps) and 14 health awareness programmes were organized during the last five years.

Best Practice II:

Title of the practice

Holistic Education

Objectives of the practice

- To produce well-rounded individuals and capable of thinking critically and creatively.
- To train not just the mind, but also the body and the spirit.
- To nurture individuals to be responsible, ethical, and compassionate.
- To prepare individuals to be active and engaged citizens capable of making positive contribution to their communities and the world.

The context

- In the context of holistic education, the focus is on the total development and well-being of the individual rather than on academic achievement. Teachers and educators aim to create a supportive learning environment that encourages students to explore their interest, develop their skills and discover their passion. They also work to foster relationship among students, and between students and teachers based on mutual respect, trust, and cooperation.
- Holistic education often incorporates experiential learning such as field trips, service learning, and hands-on projects which help students to connect their classroom learning to real-world experiences and to develop a deeper understanding of their place in the global context.
- Synergy among various disciplines will lead to innovation and cross-disciplinary understanding of the problems of the society. An interdisciplinary culture will lead to inter-disciplinary projects and inter-disciplinary research which in-turn would lead to multi-disciplinary solution to problems of the society.

The practice

- The college has implemented outcome-based education to enhance the measurable outcomes in students and to create an academic ambience where learning and higher order thinking skills are given priority over rote learning.
- The college encourages students to participate in community-building activities such as extension/outreach, outdoor education trips, and cultural events.
- The college incorporates ICT into the curriculum in meaningful and engaging ways.
- Incorporation of add-on and self-study courses in the curriculum in addition to certificate courses help the students to acquire transferable skills and life skills.
- The college has adopted Content and Language Integrated Learning (CLIL) for its part – II English language curriculum, where the students learn English from subject content and vice versa. The CLIL model curriculum, developed by Tamil Nadu State Council for Higher Education.
- Projects have been introduced mandatorily for all PG students. Internship has been made mandatory for all students of B.Com. to bridge industry-academia gap.
- Inter-disciplinary and multi-disciplinary courses have been incorporated into the curriculum to promote cross-disciplinary skills.
- Courses focusing on professional ethics and traditional values are incorporated across all programmes.
- The curriculum is enriched with courses focusing on building capacity among students.
- The college has entered into MoUs with various organizations for curriculum enrichment.

Evidence of success:

1. Assessment to gauge the evidence of success of practices like CLIL, value addition courses, inter-disciplinary courses (IDC) / multi-disciplinary courses (MDC), employability and entrepreneurship, orientation, capacity building etc. is possible only after graduation.
2. Qualitative methods of assessment of outcome attainments have been envisioned to be adopted (as detailed in "manual for calculation of outcome attainment").
3. Students of all UG programmes undertake extension activities as part of the curriculum. A total of 168 extension / outreach activities were organized. Recognition from various organizations stand testimony to the contribution of the college towards public service.

Problems encountered and resources required

1. Attainment calculation as a part of OBE through well-designed software is challenging and time consuming.
2. Additional training on outcome-based assessment (with K-levels in Revised Blooms Taxonomy) along with the philosophy behind were required to be organised during various stages of implementation.

File Description	Document
Best practices in the Institutional web site	[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:

The Perspective Plan of our college is shaped on the United Nations Sustainable Development Goals (SDGs) – 2015. Green initiatives of our college is aimed at supporting the sustainable development of our nation. The following are the green initiatives of our college during the period 2017-22:

1. Reduction in waste production and management of waste:

Production of waste is inevitable. The college takes numerous initiatives to reduce / minimize waste generation by adopting the following strategies.

- Ban on the use of single - use plastic in the campus.
- Optimal utilization of resources by creating centralized / shared facilities instead of creation of facilities with sub-optimal utilization by individual / units of the college.
- Upgradation/ repair of existing equipment / computers instead of new purchase, if feasible.
- Managing organic waste in-house with vermicomposting technique.
- Use of discharge water from industrial RO plant to recharge the ponds near the entrance of the college.

2. Reduction of carbon footprint of the institution:

To reduce the carbon footprint of the institution, the following measures have been taken up in the campus: Solar power plant, Miyawaki forest and Spirulina cultivation.

i) Solar power plant

A 25 kW solar power plant has been installed in the institution. The college is currently sourcing 6.9% of its energy needs locally from clean energy sources.

- Solar Electrical Energy contribution on Total Electrical energy - 6.9 %.
- 1kW roof top grid-interactive solar plant generates ~1500 units of electricity per year.
- By saving one unit of electricity 0.79 KG of CO_2 emission is avoided.

ii) Miyawaki forest

Miyawaki forest is answer to cities which are turning to concrete jungles. Hence, the management of The Madura College jointly with Rotary Club of Madurai West planted 5500 saplings of 110 species of trees. The Rotary Club of Madurai West supported the institution for the soil testing, regulating the land, procuring samples and plantation.

The forest, spread out on an area of one acre, adjacent to TVS Block, act as green-lung for the region. It will help in promoting the local biodiversity by harboring native fauna.

iii) Spirulina cultivation

Spirulina cultivation is funded by Madura College Board and maintained by the Department of Biotechnology. Spirulina cultivation not only provides scope for entrepreneurial initiatives, it also is a green initiative aimed at reducing the carbon footprint of the institution.

iv) LED and energy efficient / equipment for newer requirements

The college meets 20.25% of its lighting needs for LED energy efficient lighting.

v) Tree plantation in the campus

The college has a flora of 46 species of trees (totally 374), 62 herbal plants, 33 grasses and sedges, 21 shrubs and 25 climbers.

3. Periodic stock-taking, course correction and mitigation efforts:

Energy audit recommends ways to implement renewable energy systems & energy efficiency enhancement technologies thereby reducing the overall carbon footprint and to achieve carbon "net zero" emissions.

Green Audits can add value to the management approaches being taken by the college and is a way of identifying, evaluating and managing environmental risks. It also provides the scope of further improvements in the campus.

Environment audit is a very powerful and valuable tool to be convinced that systems and procedures in place are suited to cope with natural changes and modifications.

In this context Energy audit, Green audit and Environment audit have been carried out periodically in order to take corrective measures for reducing the carbon foot print of the college environment.

4. Creating awareness on sustainability issues through outreach activities:

- The college has organized 24 awareness campaigns to create awareness on sustainability issues through outreach activities.

Link to green initiatives in the college website:

https://www.maduracollege.edu.in/environment-intiative.php

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The Madura College, founded in 1889, is an academic institution which stands like a towering titan between centuries. It has a hoary past spanning a century and a quarter. It has served the cause of higher education with dedication all these decades. The Madura College maintains an enviable reputation in the field of higher education and has distinguished alumni spread across the globe. It remains an academic powerhouse in this part of the state, setting bench-marks in education.

The college was conferred the Autonomous status in 1978. The college was previously re-accredited with 'A' grade by NAAC with a CGPA 3.15 in the third cycle. The significant milestones of the college during the current assessment period include:

- Implementation of OBE with multi-disciplinary and inter-disciplinary courses across all programmes.
- Augmentation of 2204 sq. mts of built-up area.
- Installation of firewalled centralized wi-fi internet facility with content filtering provided to students in the east corridor of the college.
- Implementation of CLIL in Part-II English to bridge students from medium of instruction other than English.
- Implementation of e-governance in all areas of administration like office automation, admission processing, attendance, examination system, finance and student portal (including feedback and grievance redressal).
- Installation of 25kW solar power plant.
- Establishment of Miyawaki Forest – an ultra-dense bio-diverse pocket forest in collaboration with Rotary Club of Madurai West.
- Installation of Spirulina Cultivation, Vermi-composting pits and Glass house facilities.
- Establishment of flood lit synthetic tennis courts in accordance with International standards.

Concluding Remarks :

The Madura College, as a pioneering educational institution in this part of the country, takes pride in being the forerunner in adapting to changes happening in the educational arena. Being agile in its approach, the college is able to adapt to the ever changing needs, more so in the era of Industry 4.0, along with the challenges and the ethical dilemmas it brings forward with it. The college is dutifully nurturing the citizens of a glorious tomorrow who are not only well rounded, but are also grounded to the needs and ambitions of the community they represent with their moral compass always dutifully pointing towards the collective destination of we, as a nation and as a civilization. The college aims to achieve net carbon neutrality by 2040 in its bid to support the sustainable development goals of the nation. The college continues its march, in its second century of existence, towards creating imaginative minds that are capable of integrating knowledge and wisdom from different disciplines / philosophies and applying the same with skills aimed at providing solutions to the problems of the society for common good. The college is looking forward to marking its presence by being the seed of change in its locality.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Number of value-added courses for imparting transferable and life skills offered during last five years.** 1.3.2.1. **How many new value-added courses are added within the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
51	12	11	1	1 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
26	0	0	0	0	 Remark : DVV has made the changes as per clarification.
1.3.3	**Average Percentage of students enrolled in the courses under 1.3.2 above.** 1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
4702	770	469	55	41 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
1882	0	0	0	0	 Remark : DVV has made the changes as per clarification.
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** Answer before DVV Verification : A. All 4 of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared reports.

1.4.2	**The feedback system of the Institution comprises of the following :**
	Answer before DVV Verification : A. Feedback collected, analysed and action taken and report made available on website
	Answer After DVV Verification: B. Feedback collected, analysed and action taken
	Remark : DVV has made the changes as per clarification.

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**
	2.4.3.1. **Total experience of full-time teachers**
	Answer before DVV Verification : 1726
	Answer after DVV Verification: 1720
	Remark : DVV has made the changes as per clarification.

3.2.1	**Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**
	3.2.1.1. **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24.79132	0	0.075	9	24.77367

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24.79132	0	0.075	9.00	24.77367

Remark : DVV has converted the value into lakhs.

3.4.3	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**
	3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
90	53	58	30	53

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
83	53	54	30	52

Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
54	16	48	30	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39	15	41	30	11

Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	16	15	9	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Remark : DVV has made the changes as per clarification.

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**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	23	23	33	49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	20	18	28	40

Remark : DVV has made the changes as per clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
674	441	764	845	539

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
475	269	521	565	421

Remark : DVV has made the changes as per 3.6.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
155	69	3	1	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	14	2	1	7

Remark : DVV has made the changes as per clarification.

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

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**

	Answer before DVV Verification : 75 Answer after DVV Verification: 13 Remark : DVV has made the changes as per clarification.
4.4.1	**Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years** 4.4.1.1. **Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
287.05195	240.63242	335.96046	282.35317	272.30421 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
165.32	120.32	132.32	65.32	185.32	 Remark : DVV has made the changes as per shared report by HEI.

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
	
	        Answer before DVV Verification : A. All of the above
	        Answer After DVV Verification: C. 2 of the above
	    Remark : DVV has made the changes as per clarification.

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** Answer before DVV Verification : A. All of the above

	Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per clarification.
5.3.3	**Average number of sports and cultural events / competitions organised by the institution per year** 5.3.3.1. **Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
89	2	108	79	54 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
23	02	37	25	24	 Remark : DVV has made the changes as per clarification.
6.2.3	**Implementation of e-governance in areas of operation** 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes as per clarification.
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** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made the changes as per clarification.
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**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has made the changes as per clarification.

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**
	Answer before DVV Verification : A. Any 4 or All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : DVV has made the changes as per clarification.
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**
	Answer before DVV Verification : A. Any 4 or all of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : DVV has made the changes as per clarification.
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**
	Answer before DVV Verification : A. Any 4 or all of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : DVV has made the changes as per clarification.

2.Extended Profile Deviations

ID	Extended Questions
1.3	**Number of sanctioned posts year-wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
203	201	221	225	214 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
205	206	221	225	214	

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