

Chevalier T. Thomas Elizabeth College for Women

(Affiliated to the University of Madras)

Self Study Report – Volume I

Submitted to

National Assessment and Accreditation Council

First Cycle - 2013-14

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- **Criterion I. Curricular Aspects**

- Dr. Hanifa Ghosh, Principal
- Dr. S. Sridevi, Associate Professor of English

- **Criterion II. Teaching-Learning and Evaluation**

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- Ms. Mercy Silvester, Associate Professor of Corporate Secretaryship
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- **Criterion V. Student Support and Progression**

- Ms. R. Rajalakshmi, Dean of Students & Head, Department of Commerce
- Ms. A. Sathiya, Assistant Professor of Computer Science

- **Criterion VI. Governance, Leadership and Management**

- Dr. R. Meenakshi, Vice Principal & Head, Department of Physics
- Ms. V. Vanishree, Assistant Professor of Commerce
- Ms. R. Kavitha, Assistant Professor of Mathematics

- **Criterion VII. Innovations and Best Practices**

- Dr. Lakshmi Jagannathan, Associate Professor of Physics & Science Coordinator (Rtd.)
- Ms. N. Anuradha, Assistant Professor of Chemistry

INTRODUCTION

Chevalier T. Thomas Elizabeth College for Women is the first self-financing college to be affiliated to the University of Madras, Chennai, Tamil Nadu. It was established in 1985 by Dr Elizabeth Thomas under the T. Thomas Educational Trust. The Trust which runs five schools in Chennai, Tamil Nadu and Kottayam, Kerala was established in 1964 by the educationist, Mr. T. Thomas as a private trust and it became a public trust in 2003. The executive trustees are appointed by the High Court of Tamil Nadu and at present the Chairman is Hon. Justice J Kanakaraj, Retired Judge of the High Court and the Managing Trustee and Correspondent is Mr. L. Palamalai, a retired IAS Officer. The present Management has worked with total commitment, transparency and integrity and within a decade has scripted the success story of all the institutions under the trust, particularly the college which has established itself as a premier institution in North Chennai.

Situated just off the busy Madhavaram High Road, the beautiful campus is protected from the hustle and bustle that surrounds it and is a haven of peace. The plants in full bloom and the carefully nurtured crotons are a feast to the eyes. Today the College has 9 UG Courses, 2 PG Courses and 2 M.Phil Courses. The student strength is 1740 and the faculties on roll are about 70 out of which more than 60% have been approved by the University. A CII-Certified Soft skill Trainer cum Placement Officer and a qualified Counsellor are also a part of the faculty.

The College works hard to empower its students through its development programmes. As the college was established to reach out to girl students from the North Chennai region which is the industrial belt of Chennai and less developed than the rest of Chennai, we continue to give preference to these girls, many of whom are first generation learners. Though they may come to us with average scores in their Higher Secondary Exams, we take pride in transforming them into highly successful individuals who are on par with their peer group from the elite colleges.

B. Profile

1. Name and address of the College

Name: Chevalier T. Thomas Elizabeth College for Women
Address: 16, St. Mary's Road, Maryland, Sembium, Perambur, Chennai - 600 011.
City: Chennai
State: Tamil Nadu
Phone: 044 - 25375753
E-mail: cttewc@yahoo.com
Website: www.cttewc.com

2. Details for communication

Designation	Name	Tel. No.	Mobile	Fax No.	E-mail
Principal	Dr.Hanifa Ghosh	044 - 43531770	9444436959	044- 25375753	hanifaghosh@gmail.com
Vice - Principal	Dr.Meenakshi	044-26267052	9444142346	-	pmeenakshi62@gmail.com
IQAC Co-ordinator	Dr. S.Sridevi	044- 255666562	9940519005	-	sridevisaral@gmail.com

3. Status of the Institution

Affiliated College	✓
Constituent College	-
Any Other (specify)	-

4. Type of Institution

a. By Gender	
i. For Men	-

ii. For Women	✓
iii. Co-education	-
b. By Shift	
i. Regular	✓
ii. Day	-
iii. Evening	-

5. Is it a recognized minority institution?

Yes	-
No	✓

6. Source of funding

Government	-
Grant-in-aid	-
Self-Financing	✓

7. Details of College

a. Date of establishment of the College		27 - 06 - 1985
b. University to which the College is Affiliated/or which governs the College		University of Madras
c. Details of UGC recognition (Enclosed the photocopy of recognition u/s 2 (f) of the UGC Act)		
Under Section	College Code , Month & Year, Category	Remarks (if any)
i) 2(f)	S.No.46 - 136027 March, 2007 Private, Non-Aided, Urban, PG, Women	As per Directory of Colleges (2003-04) Volume II UGC, Bureau of Information and Statistics

ii) 12(B)	-	Yet to be recognized		
d. Details of recognition - approval by statutory - regulatory bodies other than UGC				
Under Section - Clause	Recognition - Approval details	Day, Month and Year	Validity	Remarks
-	-	-	-	-

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes	✓
No	-
If yes, has the college applied for availing the autonomous status?	
Yes	-
No	✓

9. Is the college recognized?

a. By UGC as a College with Potential for Excellence (CPE)?	
Yes	-
No	✓
b. For its performance by any other governmental agency?	
Yes	-
No	✓

10. Location of the campus and area in sq.mts

Location	Urban
Campus Area in sq. mts.	12976.75 sq.mts
Built up area in sq.mts.	3421.68 sq.mts.

11. Facilities available on the campus

• Auditorium - seminar complex with infrastructural facilities	✓
• Sport Facilities	
i. Play ground	✓
ii. Swimming pool	-
iii. gymnasium	-
• Hostel	-
• Cafeteria	✓
• First aid	✓
• Health Centre	-
• Facilities like Banking, Post Office & Book Shop	-
• Transport facilities to cater to the needs of students and staff	✓
• Animal House	-
• Biological waste disposes	-
• Generator or other facility for management-regulation of electricity and voltage	✓
• Solid Waste Management facility	-
• Waste water Management	-
• Water Harvesting	✓

12. Details of programmes offered by the College (2012-2013)

S.No	Level	Name of the Course	Duration	Entry Qualification	Medium of instruction	Sanctioned Student Strength	Number of students admitted
i)	Under Graduate	English	3 years	Plus Two	English	50	35
		Mathematics	3 years	Plus Two	English	50	29
		Physics	3 years	Plus Two	English	32	19
		Computer Science	3 years	Plus Two	English	100	100
		Computer Applications	3 years	Plus Two	English	50	49+*1
		Business Administration	3 years	Plus Two	English	70	70+*1
		B.Com (G)	3 years	Plus Two	English	140	140+*1
		B.Com (CS)	3 years	Plus Two	English	140	76
		B.Com (A& F)	3 years	Plus Two	English		
ii)	Post Graduate	MA English	2 years	UG	English	40	17
		M.Com	2 years	UG	English	40	19
iii)	M.Phil	Commerce	1 Year	PG	English	12	2
		English	1 Year	PG	English	12	3
iv)	Ph.D.	-	-	-	-	-	-

*Note: Seats allotted under Vice-Chancellor's Free Education Scheme

13. Does the college offer self-financed Programmes?

Yes	✓
No	-
If yes, How many?	13

14. New programmes introduced in the college during the last five years if any?

Yes	✓
No	-
Number	4 - (B.Com (A&F), BCA, M.Phil Commerce, M.Phil English)

15. List the departments

Particulars	UG	PG	Research
Science	Mathematics, Physics, Computer Science, Computer Applications	-	-
Arts	English	MA	M.Phil
Commerce	B.Com (G), B.Com (CS), Business Administration, B.Com (A& F)	M.Com	M.Phil

16. Number of programmes offered under

a. Annual system	2 (M.Phil Commerce, M.Phil English)
b. Semester system	11
c. Trimester System	-

17. Number of Programmes with

a. Choice Based Credit System	11
b. Inter-Multidisciplinary Approach	-

18. Does the college offer UG and-or PG programmes in Teacher Education?

Yes	-
No	✓

19. Does the college offer UG and-or PG programmes in Physical Education?

Yes	-
No	✓

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical Staff		Staff
	*M-Male		*F-Female								Extension activities
	Professor		Associate Professor		Assistant Professor						
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F	*F
Sanctioned by the University <i>Recruited</i>	-	-	-	-	-	-	-	-	-	-	-
<i>Yet to recruit</i>	-	-	-	-	-	-	-	-	-	-	-
Sanctioned by the Management <i>Recruited</i>	-	1 Principal	-	-	1	69	11	*12	-	3	3
<i>Yet to recruit</i>	-	-	-	-	-	-	-	-	-	-	-

*(including librarian, physical director, soft skill trainer etc.)

21. Qualifications of the teaching staff

Details of Teachers							
Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc.-D.Litt.	-	-	-	-	-	-	-
Ph.D.	-	1 Principal	-	2	-	2	5
M.Phil	-	-	-	-	-	34	34
PG	-	-	1	1	-	4	6
Temporary teachers							
Ph.D	-	-	-	-	-	1	1

M.Phil	-	-	-	-	-	9	9
PG	-	-	-	-	-	5	5
Part-time teachers							
Ph.D	-	-	-	-	-	-	-
M.Phil	-	-	-	-	-	-	-
PG	-	-	-	-	-	3	3
Total		1	1	3		58	63

22. Number of Visiting Faculty- Guest Faculty Engaged with the College

German teacher	1
Dance teacher	1
Music- Veena teacher and Vocal	2
Faculty visiting the College for IAS study Circle	11
Student Counselor	1

23. Furnish the number of the students admitted to the college during the last four academic years

Categories	2008-09	2009-10	2010-11	2011-12	2012-13
SC	75	84	103	133	140
ST	03	01	03	01	5
OBC	265	302	346	337	425
General	33	12	23	35	22
Others	-	2	4	1	7

24. Details – students' enrollment in the College during the current academic year 2012-13

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same State where the College is located	514	33	-	-	547

Students from other States of India	01	03	-	-	04
NRI students	-	-	-	-	
Foreign students	-	-	-	-	
Total	515	36			551

25. Dropout rate in UG and PG - (average of the last two batches)

2008-11 UG	22-375 - 5.87 %	Average – 0.05 %
2009-12 UG	19-412 - 4.61%	
2009-11 PG	1-15 - 6.67%	Average – 0.09 %
2010-12 PG	4-35 - 11.43 %	

26. Unit Cost of Education

a. including the salary component	Rs. 13,625.70
b. excluding the salary component	Rs. 3,788.38

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes	-
No	✓

28. Provide Teacher-student ratio for each of the programme-course offered (2013-14)

S.No.	Name of the Programme	Teacher-Student Ratio
1.	BA English	1:9
2.	B.Sc Mathematics	1:12
3.	B.Sc Physics	1:15
4.	B.Sc Computer Science	1:42
5.	BCA	1:39
6.	B.Com (G)	1.31
7.	B.Com (CS)	1:42
8.	BBA	1:40

9.	B.Com A & F	1: 20
10.	MA English	1:6
11.	M.Com	1:12
12.	M.Phil Commerce	1: 3
13.	M.Phil English	1: 1

29. Is the college applying for Accreditation?

Cycle 1	✓
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30. Date of accreditation

Not Applicable

31. Number of working days (During the last academic year 2011-2012)

205

32. Number of teaching days (During the last academic year (2011-2012))

185

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC	13 - 01 – 2012
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34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

AQAR to NAAC	We are submitting our first report now
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35. Any other relevant data

Category	Explanations
Founder of CTTE Trust	Chevalier T. Thomas
Founder of the College	Dr. Mrs. Elizabeth Thomas
Purpose	The college was started to empower women in the

	economically weaker section of Chennai, generally referred to as 'North Madras.'
Status	The first private un-aided college under the prestigious 150 year old Madras University and in Tamil Nadu
Gender	Women's College
Campus	Spacious
Nature of Trust	Public Trust – secular in nature
Chairman	Hon. Justice J. Kanakaraj (Retd)
Managing Trustee & Correspondent	Mr.L.Palamalai, IAS (Retd)
Principal	Dr. Hanifa Ghosh

CRITERION I: CURRICULAR ASPECTS

Introduction

We are a self-financing college and our educational practices are aimed at creating a society based on human values which can bring about social transformation. Besides educational excellence, importance is given to developing a positive attitude, creating awareness on human rights and making students accountable to their surroundings and community. Though the core curriculum is designed by the University, the goals and objectives of the college are transmitted to students through the efforts of the faculty who aim at teaching beyond the classroom and beyond the curriculum.

Value education offered through a character building programme at the III Year UG level helps in inculcating noble values in students. The mission and goals of the college are also communicated to the students through orientation programmes. The college offers 9 undergraduate programmes, two postgraduate programmes and two research programmes. Our curriculum is based on 'Choice Based Credit System' as per University norms from the academic year 2008-09. Under this system, in all UG courses, a candidate must earn a minimum of 140 credits, and PG students must earn a minimum of 90 credits. Students can choose one 'non-major elective' offered by other departments to keep abreast of the changing needs of society. Apart from Part I Languages (Tamil-Hindi-French), Part II English, and Core and Allied subjects, we offer soft skills like 'Spoken and Presentation Skills,' 'Personality Enrichment,' 'Computer Skills' and 'German.' We also offer 'Environmental Studies' and 'Value Education.' The college has extension activities like NSS, RRC, YRC, Sports, and Consumer Club. Classroom teaching is supplemented with seminars, projects and study tours.

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Chevalier T. Thomas Elizabeth College is the outcome of the vision and initiative of Dr. Mrs. Elizabeth Thomas, the wife of the educationist Mr. Thomas, whose ardent desire it was to empower women from North Madras. The institution reflects the ideals of its

founder and seeks to achieve excellence in education. The Chevalier T. Thomas Educational Trust [CTTE Trust] which became a public trust in 2003 is managed by the Chairman, Hon. Justice J. Kanakaraj [Retd. Judge of the High Court] and the Managing Trustee, Mr. L. Palamalai, I.A.S [Retd.] who have continued to uphold the values of the institution.

- **Vision:** Empowering Women through Education, Ethics and Economic Development.
- **Mission:** To empower women by providing the right academic atmosphere, the best knowledge resources and the opportunity to develop knowledge related and employability skills besides inculcating in them values rooted in our culture and tradition, secularism, humanitarianism.
- **Objectives:**
 - a) To make a positive difference to society through education.
 - b) To cater to the Higher Education needs of women from all socio- economic strata with special emphasis on first generation aspirants and those from under-privileged homes.
 - c) To provide students with equal access to all available knowledge resources.
 - d) To nurture talent in students and enable all round personality development.
 - e) To hone employability skills in all students.
- **Quality Policy:** Transparency in functioning, equity in reach and excellence in performance
 - The Management, Principal and faculty members ensure quality and transparency. The core value of the institution is to provide academic excellence to all the students. Transparency in functioning, equity in reach and excellence in performance are our policies as designed by the Management, Principal and senior faculty.
 - Our admissions and other governance patterns are transparent. We reach out to the socially and economically backward students, the first generation learners and the disadvantaged sections of the labour class of North Chennai. Our commitment to disabled students can be seen in the admission process which does not deny them admission.
 - CIA Tests and Model Examinations are conducted very seriously and after careful evaluation, remedial measures are undertaken.

- All possible steps are taken to suitably place our students. Our Placement Cell has shown a steady increase in the number of placements even during recession.
- All knowledge resources are made easily accessible to all our students.
- The Management and the Principal encourage research among staff and also emphasize on effective classroom teaching.
- The college plans to bring in more research departments and also increase its strength by bringing in additional sections and Evening /Shift II College.
- The vision statements are read out to the students during the morning assembly. They are displayed on the notice boards and are printed in the prospectus and calendar. Also, Principal discusses them in the general staff meeting.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

The Principal and the Heads of the Departments design the academic action plans for effective implementation in the beginning of every academic year. The same is communicated to the faculty members and they are given the necessary resources and support to implement it. The Institution stresses on the need for continuous improvement and as a result implements the following action plans:

- *Bridge Course*: This is one of the action plans that has been effectively implemented to bridge the gap between the higher secondary education and tertiary education. Every department is advised to conduct a bridge course before the actual classes begin. It is fitted into the general time-table.
- *Partnership in Language and Learning (PILL)*: This Programme has been successfully launched in 2012 to help Tamil medium students to improve their English communication skills and also to help the slow learners. Teams are assigned and a Team-in-charge who is academically sound is allotted to help the slow learners and Tamil medium students. For instance, M.Com students help the B.Com Tamil medium students to become familiar with English terminology. B.Sc. Computer Science students are divided into groups based on their computer skills and 2 or 3 academically sound students help the others in the group to understand and complete the practical programs successfully. It is recommended that students taking part in the PILL programme devote at least twice a week.

- *Online Examination Registration for University Examination:* From November 2012, the University has made it mandatory that all registration for examination must be done online through the college office. We send the hard copies of the same to the University.
- *More Student Committees:* Following the decision to have more committees with student representation, we now have students in the Anti-Ragging Committee, Grievance Cell and the Discipline Committee.
- *Intensive Remedial:* Teachers have been advised in General Staff Meeting as well as in Department Staff meetings to give priority to remedial teaching. B.Sc. Computer Science students who have failed in *their University Examinations* are given training in answering previous years' question papers, and invariably these students clear their papers in the following examinations. Each of the faculty members of the Department of Mathematics has adopted 3 to 4 students who are weak in mathematics and take up remedial teaching. The Department of Physics makes students learn one or two small topics everyday and write them after class hours.
- *Free Yoga Class:* The Physical Education Department, along with a Yoga instructor teaches Yoga to students who have registered for the programme.
- *Full Tuition Fees Waiver for Excellence in Sports:* The CTTE Alumnae Association has put forward this new scholarship to help and encourage students who are meritorious in sports.
- *Merit-cum-Means Scholarship from the Alumnae:* The CTTE Alumnae Association gives this scholarship to help and encourage students who are meritorious in academics.
- *More Academic and Industrial Field Visits:* Students are taken to places like Anna Centenary Library, Aavin Dairy, Rain Centre, Integral Coach Factory and Biscuit Manufacturing Companies. It is expected that these visits will motivate them to take up research work in the future as well as enable them to gain a wider knowledge of what they study in their text books.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and-or institution) for effectively translating the curriculum and improving teaching practices?

- The University extends its support in improving teaching learning processes by inviting our faculty to attend its conferences, seminars and workshops. For example, when EVS

was first introduced as part of the curriculum in 2007, several of our teachers attended the five-day orientation programme conducted by the university to help teachers understand how to teach this subject. When 'Soft Skills' was made mandatory, the University in collaboration with CII, trained faculty, and several of our faculty members are now CII certified Soft Skill trainers. The Academic Staff College, University of Madras invites our faculty to be part of their orientation and refresher courses and our faculty members are encouraged to attend these programmes.

- The university also provides free training for SC/ ST teachers and final-year PG students to help them clear UGC NET and SET Exams.
- Recently, the university had invited three of our faculty including the Principal to develop content for IDRC PANDora Project to develop Open Educational Resources on 'Soft Skills' which was done successfully and the product was launched by the Vice-Chancellor on July 12, 2012.
- The Management allots a substantial amount every semester to acquire books for the library and this benefits teachers and students. When there is a change in the syllabus, or when the teachers come across a new book that has been published on a particular subject or when the department is upgraded, the Heads of the Departments recommend the required books to the librarian who presents the list to the Management through the Principal and gets the amount sanctioned for the purchase.
- In the college the faculty members are allowed free access to the internet in the departments, library and labs to do research on the subjects [class preparation] they teach. The college allows teaching staff to attend faculty development programmes, seminars, conferences and workshops by sanctioning leave-on-duty. The Principal receives the communication from various institutions and these invitations are either put up on the notice boards, or sent to the concerned departments who in turn are asked to display these on their notice boards. Without affecting regular teaching hours faculty members are allowed to balance teacher training and class room teaching. This is done by the method of staff substitution. The college encourages teachers to use technology in the classrooms. A television, laptop, projectors, visualizer and OHP have been provided to integrate technology in the classroom. A language lab has been set up and a Conference Hall with a fixed LCD projector encourages staff and students to make power point presentations.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

Effective curriculum and delivery and transactions

As a non-autonomous institution, the college follows the university curriculum but wherever possible makes a positive impact by choosing papers with major benefits to students.

Selection of relevant options

- *Allied* – The College has some freedom in the curriculum with respect to allied papers as the University gives us a choice. We select papers which would be beneficial to students in the long run. For example, B.Com (A&F) has 2 subjects offered by the University: ‘Economics’ and ‘Statistics.’ The department has opted for ‘Statistics’ as it is a skill oriented paper that makes it possible for students to get employability skills.
- *Electives* - These papers are selected from the options given by the university based on their utility. For instance, the Department of B.Com (CS) has opted for ‘Entrepreneurial Development’ which makes institutional training mandatory.
- *Non-Major Elective* – Each department offers a Non-Major Elective for students of other departments. The content and components of each NME is explained to students so that students can make informed choices. Staff also advice them to choose wisely. For instance, students who are not computer savvy are advised to choose ‘HTML’ offered by the Departments of Computer Science and Computer Applications.

Focus on Practical Classes

We try to make the best of the university curriculum by creating opportunities for students to imbibe what they learn through the following practices.

- *Individual work*: Every teacher gives assignments and seminars to students regularly. The PG and M.Phil students are given training in pedagogic practices by making them teach the UG students.
- *Group work*: Every class is divided into groups with a group leader. The PILL (Partnership in Language and Learning) Programme has created the opportunity for students to help each other. The English department conducts *Es Es Expo* every year which provides a platform for general English students to present their learning through various

group activities.

- *Supervision/ Training:* Students are given regular training in the Language Lab, through Clarity Snet software under the supervision of a faculty member and the technical staff. We have a soft skills trainer who trains the students in personality development and communication skills.
- *Testing:* Evaluative tests are conducted for all the practical work done in the labs and classrooms through practicals and oral presentations.
- *Hands-on-experience:* Departments send their UG and PG students for hands-on experience to companies as part of their projects. Students work as apprentices in these firms for a month in May and then submit their reports. They go to companies like Simpsons & Co and publishers like NCBH and Emerald and newspapers like The Hindu.

Curriculum Delivery

- *Teaching-Hours for each unit:* Each paper is divided according to the units and hours are allotted according to the complexity of the unit.
- *Unitization:* The Principal decides on the percentage of syllabus to be completed for the CIA along with the Heads of the Departments. Accordingly the planning is done by the faculty in each department. The lesson plans are then recorded in the log books by the faculty.
- *Extra information through reference/Seminar/Quiz:* Students are encouraged to do reference work in the library. Students are made to present papers in classroom seminars to enable learning to take place and they are encouraged to make power point presentations. Faculty members conduct quizzes to check if learning has taken place.
- *Testing & Evaluation:* Testing is done periodically through the Continuous Internal Assessment [CIA] Tests. We have three CIAs for every semester at proper intervals.
- *ICT enabled Teaching:* Teachers are encouraged to use computers, LCD projectors, OHPS and visualizer. The renovated Conference room with a fixed LCD Projector helps faculty members integrate technology into the classroom. PPTs are made and movies are shown to support the learning process. The language lab is used by the faculty to teach subjects in the syllabus. Through Clarity Snet software, videos and film clippings are shown to students to help them understand the subject better.

There are several issues on which we communicate with our University:

- When *there* is a problem with the syllabus.
- When the question papers are not balanced and do not effectively test the learning that has taken place.
- When we need to represent the needs of students - For example, a request has been sent to the university to bring about certain changes in the syllabi to enable students to clear SLET-NET-UGC Examinations with ease.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?**Institutional networking with University**

- *Teacher participation in Board of Studies/Academic Council:* Our faculty members are enlisted in the Board of Studies of the University and other autonomous colleges. There is staff representation in the Academic Council of the University. The Principal is a member of the Academic Council and the Senate.
- *Participation in Central Valuation:* The Faculty members go for valuation of answer scripts for the University. Most of our senior Faculty members set question papers for autonomous colleges and evaluate their scripts too.
- *Refresher/Orientation Courses:* The college encourages staff to participate in the Refresher and Orientation Courses conducted by the Academic Staff College.
- *Workshops/Seminars/Conferences:* Faculty members participate in the conferences/Seminars/Workshops organized by other colleges or universities.

Institutional networking with Research Bodies

- *Research Projects:* Our students take up research at the PG and the M Phil levels.
- *Internship for Students:* The students of MA English, M.Com, B.Com (CS) and BBA visit industries as part of their curriculum. They are also required to do an internship during the summer vacation and submit a report based on their projects.
- *Guest Lectures:* University professors and experts are invited to conduct workshops or deliver lectures.

Institutional networking with Industry

- Eminent people from the industry are invited to give guest lectures based on their

experience in the industry.

- The Placement Cell invites people from the industry to address students on various aspects of placement, to make presentations about their companies and also to conduct personal grooming sessions for final years.
- Membership with ICT Academy of Tamil Nadu, NMEICT, UGC INFLIBNET, Oracle Academy and EMC Corporation are proving to be very beneficial to staff and students.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members-departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

Contributions made by faculty through Boards of Studies' Memberships

- Extensive changes were made by the University of Madras in BA English curriculum based on suggestions given by Mrs. Hanifa Ghosh, who was then the Head of the Department of English and she became the first person from a self-financing college to be appointed as Member of Board of Studies of English at the university during the years 2007 to 2010. Dr. Hanifa Ghosh is also a member of the Board of Studies in English at Fatima College, Madurai Kamaraj University.
- Mrs. Beena Thomas, Head of the Department of English is a Member of Board of Studies, Meenakshi College for Part II General English. She has suggested the introduction of 'Commonwealth Literature' in the curriculum to represent contemporary literature. She has also recommended that 'Translation Studies' be added to the syllabus so that students acquire hands-on- experience in translation. The college then decided to award 5 marks for the evaluation of translation pieces, in the blueprint.
- Mrs. Mercy Silvester, Head, Department of B.Com (CS) is a Member of Board of Studies for Auxilium College, Vellore. She has suggested to the college that the content of the B. Com [Gen] syllabus was not enough and therefore one more chapter on 'Accounting' to be included to benefit students. Mrs. Mercy is also a member of the Institute of Cost and Works Accountants of India, a prestigious professional body.
- Mrs. Lakshmi Jagannathan, Associate Professor of Physics, was appointed as Special Member of Board of Studies for B.Sc Physics to solve problems in the CBCS syllabus when it was first introduced at the University of Madras and prepared the question bank for B.Sc Physics Major Practicals III, IV and V in 2011 for the CBCS stream of the

University.

- Dr. S. Sridevi, Associate Professor of English was part of the team that designed and developed curriculum and wrote the content for PG Soft Skills Programme for the University of Madras. She had suggested that these learning resources should be culture-specific and not be modeled on the western soft skills principles.

Contribution by Faculty to Research Projects and Curriculum Development

- Dr. Mrs. Hanifa Ghosh, Principal of the College, Dr. S. Sridevi, Assistant Professor of English and V.K.Smitha, Assistant Professor of English have been part of the team that designed and wrote content for an international project, PANdora for the University of Madras.
- Dr. S. Sridevi, Associate Professor of English was also part of the team that wrote the content for MA English, Institute of Distance Education, University of Madras.
- The Department of Computer Science recommended to the University of Madras the replacement of the old paper 'Software Testing' with 'Object Oriented Analysis & Design,' as the latter is a more functional and an application oriented paper which the department felt might help the students in their working environment. The university has responded positively and has changed the same. The same department also recommended a change in the non major elective paper from 'Business Office and its Applications' to 'HTML' so that students would be exposed to a new paper instead of repeating the same in their second year as part of computing skills. The university has responded positively and has changed the same.

Feedback from students

- We have begun collecting feedback from students from the academic year 2012-13.

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

Our institution is a non-autonomous college, affiliated to the University of Madras but we do design Bridge Courses to suit the needs of our students; we also fine tune Non-Major Elective Courses to make them more effective. We have modified the University syllabus for Value Education to make it more relevant to the present times.

- The Soft Skills Trainer has special modules to train the students in life skills. For instance, the activity called ‘Sculpt Away’ aims at developing multi-tasking skills.
- The Department of Computer Science and Computer Applications design the syllabus for the Soft Skills paper ‘Computing Skills,’ offered to the second year students of the college (other than B.Sc (CS) and BCA). The list of practical exercises is selected keeping in mind the cause of developing employability skills of the students. It includes basics of MS-Office and Internet.
- The Placement Cell keeps updating its programmes every year to suit the needs of different batches of students.

1.1.8 How does the institution analyze-ensure that the stated objectives of curriculum are achieved in the course of implementation?

- *Academic Registers:* We make sure the components of internals are practiced meticulously. The Heads of the Departments check these practices. There are registers maintained where these marks are entered and monitored. The Principal reviews these registers periodically.
- *Classroom observation:* To a large extent the objectives given by the University are kept in mind by our faculty Heads, who constantly get oral responses from students and also our teachers are observed in class rooms by the Heads of the Departments and the Principal. Teachers are counseled if the objectives are not met with.
- *Appointment of Soft Skills Trainer:* After the university introduced Soft skills into the Syllabi, we appointed a certified soft skill instructor; also our General English teachers have been advised to bring in as many activities as feasible into the classroom.
- *Practical presentation of syllabi content:* At the end of the academic year we have Es Es Expo - Es standing for ‘S’oft ‘S’kills – to bring out the talents of students in practical presentation of what they have learnt.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate-diploma- skill development courses etc., offered by the institution.

The college offers the following Programmes with the aim of increasing knowledge

resources and employability skills and reinforcing our culture and tradition:

- *Course on Competitive Examinations:* We offer free IAS training for II and III year students at the UG and PG levels for interested students. This takes care of all competitive examinations. These classes are conducted on Saturdays and Sundays from 10.00 a.m. to 4.00 p.m. in the college premises. Experts from various institutions and retired professors handle these classes.
- *Course in Instrumental Music [Veena]:* Free training is given thrice a week from 1.30 p.m. to 2.30 p.m. by a qualified teacher.
- *Course in Indian Dance (Bharata Natyam):* Free training is given thrice a week by a qualified teacher from 1.30 p.m. to 2.30 p.m.
- *CPFA – Certified Personal Financial Advisor:* This course was made available during Saturdays for 20 days and a total of 120 hours for II and III year students of all departments.
- *Certification through ICTACT Membership:* Some of the faculty have gained Oracle Certification as trainers in Java and can teach students.
- *Certificate Courses:* These courses are offered on ‘Cosmetology,’ ‘Jewellery Designing’ and ‘Embroidery’ to help students gain life skills which can help them become entrepreneurs.

1.2.2 Does the institution offer programmes that facilitate twinning -dual degree? If ‘yes’, give details.

- We do not offer programmes that facilitate twinning - dual degree.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability.

- *Range of Core - Elective options offered by the University and those opted by the college:* As far as Elective options are concerned, choice is not available to the student, but the department can choose one of the electives offered by the University. A wide range of options are presented under CBCS system for students. There is also non-major elective for each student in each semester and the student can opt for any of the NMEs offered by

the various Departments. There are also choices in Allied subjects that are available for students. For example:

- a. B.Sc. Physics students can opt for either 'Chemistry' or 'Mathematics'
 - b. B.Sc. Computer Science students can opt for either 'Statistics' or 'Physics' in the third and fourth semesters.
 - c. B.Com (G) students can make a choice between 'Mathematical Statistics' and 'Operations Research' and 'Indian Economy'.
- *Choice Based Credit System and range of subject options:* 'Spoken English,' 'Retail Marketing,' 'HTML,' 'Every Day Physics,' 'Mathematics' are some of the subjects offered as non-major electives.
 - *Courses offered in modular form:* Except for 'Soft Skills', we do not offer modular form courses that allow students to decide on and choose various subjects.
 - *Credit transfer and accumulation facility:* We do not have credit transfer facility.
 - *Lateral and vertical mobility within and across programmes and courses:* Lateral entry is allowed if there is vacancy in the concerned department, and it is not allowed across the departments. But soon after admission, if a student genuinely wants a shift and vacancy is available, the shift is allowed.
 - *Enrichment courses:* We are in the process of experimenting with these fields of programmes of study. The placement cell organizes enrichment modules for two hours for the III years every year on 'Stress Management,' 'Time Management' and 'Negotiation Skills.'
 - *Skills development:* The Non - Major Elective Courses are offered to students so that they obtain employability skills in that domain. For example, the non-computer science students who enroll for 'HTML' are facilitated by the faculty to acquire browsing and web designing skills, video and audio editing skills using software like mp3 cutter and these students are exposed to new developments in the field. The M.A English students are taught to use standard internet sites for academic study. Courses on 'Spoken English Skills' and 'Presentation Skills' and 'Technical Writing Skills' are being offered as part of the University syllabus for 'Soft Skills.'
 - *Progression to Higher Studies:* Two of our departments offer PG and M.Phil courses that help our students' advancement to higher studies. Teachers also help students who pass

out and opt for higher studies to choose the right course in the right institution.

- *Improved potential for employability:* The college offers career guidance and training in various aspects of employability. As a special initiative, the departments of Computer Science and BBA in collaboration with the Placement Officer have selected a few students of the departments who are given particular training in aptitude, communication skills, typing etc. Our students have been certified as highly employable and reliable by companies like HCL.

The soft skill training provided by the certified soft skill trainer and the grooming sessions organized enhance the employability of our students.

1.2.4 Does the institution offer self-financed programmes? If 'yes', list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

- All our programmes are self-financed as we are a private unaided college but the programmes do not differ in any way from the programmes offered by aided and affiliated non-autonomous colleges of the University of Madras. We follow all rules and regulations set by the affiliating university, UGC and TANSCH.
- Our admissions are as per government norms, we follow the government quota system for fifty percent of the seats sanctioned by the University.
- We follow the curriculum prescribed by the University.
- The fee structure is reasonable keeping in mind students hailing from lower and lower middle class sections of society. But as this is the only source of revenue for the institution, it is necessarily higher than that prescribed by the government for aided private institutions.
- We are not required to follow roster system in recruitment of teachers, but we adhere to all UGC and University norms in the appointment of qualified Faculty giving preference to NET-SET-PhD qualification through a university approved Staff Selection Committee. More than 50% of our teachers are approved by the University of Madras.
- The faculty members are paid UGC scales of pay (Sixth Pay Commission) on being made permanent. There is a small difference in the DA only. At present, the permanent staff members are paid 60% DA. Till the staff members are made permanent, they are paid a consolidated salary with annual increments. Qualified staff are made permanent on completion of 3 years and given the UGC Scale of pay.

1.2.5 Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programme and the beneficiaries.

- Additional skill oriented programmes are offered by the college as part of the university's curriculum that are relevant to regional and global employment markets and support the students.
- 'Soft Skills' as a paper has been incorporated as an essential part of the curriculum to help students develop their personalities and become employable. Under the 'Soft Skills' component, our college is one of the few colleges that offers 'German' – a foreign language -- as a skill oriented programme for students of Computer Science, BCA and M.Com. 'Computing skills' is offered as a 'Soft Skills' programme to all non-Computer Science students, by the departments of Computer Science and Computer Applications to impart skills on MS-office, Internet (browsing, creating and using e-mail accounts) and basic operations on the computer.
- Oratorical skills in Tamil are honed by the Department of Tamil in the monthly meeting held by 'Sentamil Pasarai' which provides a platform for the faculty and the students to interact; The art of writing poetry in Tamil is encouraged and shaped by 'Kavichadukkam' which meets once every month; writing skills are encouraged by 'Agnikunju' - the Tamil Department's magazine.
- 'Environmental Studies' was introduced as a compulsory paper in compliance with the Supreme Court Order instructing all varsities to make students aware of global warming, ecological imbalances, pollution, ozone depletion, green house effect, sustainable development and other environment related issues. The college arranges for lectures by specialists in the field and has also started an Eco Club which helps in improving the green cover in the college, besides maintaining an organic vegetable garden and a herbal garden.
- ADEPT [Academy for Development of English and Personality Traits], our Language Lab provides access to all students to enhance communication skills, language learning and research for projects. The lab hours are integrated into the class contact hours as and when required.
- 'Value Education' has been introduced as a compulsory paper to address the needs of our society in the context of globalization and the impact of the West. A part of the paper is

handled by the counselor who provides the required counseling along with the teaching. A programme, EVE (Ethics, Values and Empowerment) for Women has been launched by the College to make the imparting and inculcation of values more effective.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses-combination of their choice? If 'yes', how does the institution take advantage of such provision for the benefit of students?

- We do not provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses-combination of their choice.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated?

- We take care to ensure that university's academic programmes are integrated with the institution's goals and objectives. No effort is spared by the institution and the departments to meet the goals and objectives. We are a women's college catering to the academic requirements of women only, and thus we empower them with education.
- We provide leadership training through the Student Council.
- We also provide certificate courses in life skills and entrepreneurship training. We have an Aavin parlour, a franchise of Tamil Nadu Co- Op Milk Producers' Federation Limited, which is managed by students under the guidance of a staff committee.
- We insist on morning assembly everyday to emphasize on ethics and values. We impart moral values during 'Value Education' classes. The morning assembly also provides a platform to create awareness and inculcate secular values.
- Our Non- Major Elective programmes, Soft Skills Classes and Placement Training aim at students getting jobs and moving towards economic independence.
- First generation learners are encouraged to achieve excellence and academic and financial support is provided in some cases.
- The 'Earn While You Learn' programme provides an opportunity to students to earn money by doing work in the library as a part of the College's social commitment.
- Library resources which include books, journals, magazines, newspapers and e-resources

(N-LIST of INFLIBNET) are opened up to all the students immediately after their first year classes begin. The Book Bank helps needy students by loaning text books. Departments also have their libraries that lend books to students.

- Internet connection through NMEICT is available in the computer labs, the language lab and the library. This can be used by students and faculty for research and reading.
- Seminars, workshops, guest lectures, group discussions are organized that help build the right academic atmosphere.
- The language lab is equipped with the following software – Study Skills Success, Sky Pronunciation and Master Program Clarity Snet.
- Participation in departmental, inter-departmental and inter-collegiate competitions are encouraged.
- The Placement Cell aims at training students to develop employability skills. The soft skill trainer who is also the placement officer gives training in communication skills and personality development.
- Tutors and mentors take special initiatives to teach values to students rooting them in our culture and tradition. We offer free training in Bharathanatyam, Music (Veena) and Yoga to interested students.
- We encourage students to practice secularism in all their activities at curricular, co-curricular levels. We celebrate festivals like Onam, Pongal, and Christmas as part of our college activities. Skits and mimes are presented to address secular themes on the right occasions.
- We teach our students humanitarianism and our students go as student volunteers under YRC to the government hospitals to guide ‘Out Patients’ and students also are encouraged to donate old clothes, groceries, provisions and other essential commodities to old age homes and orphanages. On ‘Rose Day,’ they meet cancer patients.
- The student council has now launched adult literacy programme and is teaching ayahs to read and write.
- Every department is sensitive to the needs of students and efforts are taken regularly to solve problems faced by students coming from weaker socio-economic backgrounds.
- The college gives preference in admitting first generation learners and under privileged students. We provide financial assistance through scholarships by the college, Alumnae

Association and other private agencies. We have also created a Student Distress Fund and a Staff Fund for Student Welfare to help students in need.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to needs of the dynamic employment market?

- We modify the Non-Major Elective Papers and Soft Skills curriculum to cater to the needs of our students. We also write to the university suggesting changes in curriculum.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

- *Gender:* All our students are women. We have invited speakers to address women's issues and the concept of femininity. For example, the Red Ribbon Club conducts aids awareness programme regularly to create awareness among our women students explaining their social position and biological status with its repercussions. The RRC arranges meetings to sensitize students to the plight of transgenders in our society.
- *Environmental Education:* To address the challenges of globalization and foster eco-friendly attitudes, the second year students are sensitized towards the environment and they take care of their plants for which they are given credits. The Eco Club conducts programmes on climate change, global warming, sustaining the environment. The students are also taken on field trips.
- *Human Rights:* The Citizen Consumer Club has taken it as a challenge to create awareness on human rights for our students and experts are invited to address students and create awareness. The YRC aims at creating awareness on women's rights and empowers women through regular awareness programmes. EVE (Ethics, Values and Empowerment) for Women Programme was launched on July 19, 2013 to empower women. Guest speakers are invited to speak on various issues pertaining to women.
- *Women's Health:* We take special interest in women's health care issues, and our YRC unit has always addressed this area of concern by regularly inviting gynecologists to the college. Annual free eye camps and free dental camps are arranged to help our students

with their health care.

- *ICT*: Our students are encouraged to be comfortable with microphone and hence the morning assembly is given to them to be conducted every day. Also, most of the departments have computer labs which are liberally used by students. The post graduate students use ADEPT for their projects and Part II English students are exposed to Clarity S-Net, Master Program which is used for quiz, film shows, PPTs and interactive learning. We encourage internet research by faculty and students. Students are also encouraged to make power point presentations. As part of the initiative to make the college ICT friendly, membership has been obtained to the ICT Academy of Tamil Nadu and faculty members and students are provided regular training in the use of ICT tools.

1.3.4 What are the various value-added courses-enrichment programmes offered to ensure holistic development of students?

- *Moral and ethical values*: Every day the Student Council conducts Morning Assembly centering on prayer, thoughts of great men, reading important news, singing hymns etc. Value education classes are conducted for III year students as part of the curriculum. The EVE for Women Programme has also been launched to ensure holistic development.
- *Employable and life skills*: Soft Skills programme in ‘Spoken English’ and ‘Personality Development’ is part of the University curriculum. Apart from this, the Placement Cell trains and grooms students. Free yoga classes are offered for interested students. The opening of an Aavin parlour provides hands-on training in entrepreneurship skills. Life-skills development opportunities are also provided through Certificate Courses on Cosmetology, Jewellery Designing, Embroidery and Arts and Crafts. The Fine Arts Academy of the College provides free training in Bharata Natyam and Veena.
- *Better career options*: Heads of the Departments and Tutors or Class Teachers give career counseling. We also have a placement officer. Mentors also take the role of career counselors guiding students towards career options available to them.
- *Community orientation*: YRC, RRC and NSS are engaged in community service. Consumer club also creates awareness on consumer rights amidst the public.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

- Considering the feedback given by the companies to the placement officer, to improve the students' communication, a large number of students were given opportunity to learn Spoken English. We decided to increase the number of sections and designed a practical Course that vigorously trains the students in actually speaking English. The demand for these classes has increased because of their efficacy.
- Based on students' feedback, we had allotted 1 hour of library per week for every first year class to bridge the gap between school education practices and higher education demands. Now this provision has been removed as we find allotting library hours is difficult due to the non- flexibility of the system. Instead, these students have been encouraged to visit the library after 1.30 p.m. The free hour is used to do library work or other things as per students' demand.
- Parents are encouraged to come to the departments to enquire about the performance and the regularity of their wards. We also send SMS to the parents if the student is absent.
- Academic Peers – Experts in different subjects are invited to give guest lectures and provide an eye opener to the contemporary developments in the subject.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment Programmes?

- *IAS Study Circle:* Experts from various fields visit our college on Saturdays and Sundays and teach from 10.00 a.m. to 4 p.m. Student feedback is obtained on these classes and steps are taken to improve their efficacy. Sometimes our faculty members also sit along with students.
- *Courses on music and dance:* We use the informal feedback system of getting reports from Student Council, Class Coordinators, and by interacting with students themselves. Students also share their views with their Tutors or Class Teachers.
- *Academic peers:* Experts in different subjects are invited to give guest lectures and provide an eye opener to students on the contemporary developments in the subject.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

- As our institution is a non-autonomous college, affiliated to the University of Madras, we have no role in curriculum designing, except when our faculty members are chosen as Members of Boards of Studies in the University of Madras. For example, our Principal, Dr. Mrs. Hanifa Ghosh, was the Member of Board of Studies in English, University of Madras from 2007 to 2010 and has made important suggestions which were implemented.
- The faculty members of the Department of Physics along with representatives from other non-autonomous colleges, represented certain matters relating to the syllabus to the University of Madras. Later Mrs. Lakshmi Jagannathan, Senior faculty in Physics was selected as a special member on the Board of Studies (Physics) representing the non-autonomous colleges affiliated to the University and her suggestions helped to restructure the syllabus.
- The syllabus and curriculum are framed and designed by the University of Madras keeping in mind the guidelines of the UGC. We follow the curriculum of the University of Madras carefully implementing the CBCS system introduced with internal marks.
- Dr Sridevi, Associate Professor of English was part of the team that developed the curriculum for Soft skills, implemented in all colleges affiliated to the University of Madras.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes-new programmes?

- *Feedback from students:* Normally a Questionnaire is given to the students to assess the curriculum. Based on this, suggestions are sent to the respective Boards of Studies.
- *Feedback from alumnae:* Alumnae are consulted and suggestions taken into consideration. We communicate to the University whenever we feel the syllabus needs to be revised or modified.
- *Informal feedback from employers:* We receive this feedback through our placement officer, especially after each placement drive. For instance, recently the placement officer has told us that our students need typing skills to place themselves in outsourcing companies. Steps were taken to address this need.

1.4.3 How many new programmes - courses were introduced by the institution during the last four years? What was the rationale for introducing new courses / programmes?

- Four new Programmes were introduced during the last four years (2008-2012). The Department of Computer Applications was started in the academic year 2008-2009. Two M.Phil Research Programmes for the departments of Commerce and English and one UG programme - B.Com (A&F) were started last year (2012 – 2013). .
- There is a steady demand for Commerce and Computer Science courses in our institution as these are perceived to be job oriented. Hence we decided to bring in commerce based new courses at the under graduate level and got an extra section both for Commerce (Corporate Secretaryship) last year.
- The free IAS coaching was introduced as an opportunity for aspiring women students from our College and from the neighbourhood. It was a special venture of our Management to open up educational resources to society on a free basis.
- The fine arts courses like dance and veena are courses we have been conducting for the past 3 years. We have now introduced free yoga classes also.

1.5 Other relevant information

- *Catering to students from economically weaker sections of society:* Our College is situated in North Chennai which is generally considered to be a backward area. Here the residents are mostly from economically weaker sections and a large number of people are industrial workers. Our students are mainly from Government and Corporation run Schools and a few low profile private schools. Majority of our students are from economically-weaker sections – children of parents working as auto-drivers, coolies, tailors and labourers.
- *Catering to students from disadvantaged communities:* A majority of our students are from disadvantaged communities as our College is located in the economically weak part of North Chennai where a large number of people are industrial workers.
- *Admissions on first-come-first-served basis:* Our College is slowly, but surely establishing itself in North Madras. The applications we receive for various Courses are increasing. To ensure that all seats are filled, we admit students on a first-come-first-served basis, but we strictly ensure that Government Quota is followed for 50% of seats sanctioned in each programme.

- *Madras university students free education programme-2012-2013*: This scheme has been instituted by the University of Madras to help deserving plus two students who are exempted from all fees payable to the institution.
- *Egalitarianism and inclusion*: We do not reject slow learners, visually challenged or physically handicapped students. At present we have students from all the above categories studying in our college.
- *Translating the curriculum into practice*: Our teaching methodology translates the curriculum into simple components and it is basically remedial in nature though we do modify our method when we meet advanced learners.
- *Admission for sports personnel*: We have begun to recognize talents in sports during admission process. In 2012-13, we have admitted a state level player-athlete on a full tuition fee waiver given by the Alumnae association.

Conclusion

We understand the curriculum as a crucial component of any educational process, given the complexity of today's ever-changing world. We use contemporary approaches to curriculum development giving emphasis to soft skills and placement training. We have been continuously taking efforts to open up all educational resources for students of all categories and faculty members. Our curricular and co-curricular activities aim at a value based society with economic fulfillment.

CRITERION II: TEACHING -LEARNING AND EVALUATION

Introduction

The College follows the reservation policy of the Government for student admission. Selection of students to the courses is based on marks obtained in the qualifying examination. Each course begins with a Bridge Course which supplements the lecture method of teaching with other innovative methods of teaching such as seminars, class presentations and the use of audio-visual aids, according to the needs of students. Besides regular classroom teaching- learning, the various departments plan ahead for field trips, industrial visits and in-service training which are implemented effectively. The industrial training, in particular, provides hands-on-training to students.

Students are evaluated based on three Continuous Internal Assessment Tests before each semester examination and their performance is recorded. Importance is given to co-curricular activities.

The faculty members are recruited not only for their academic skills and extra - curricular interest but also for their social consciousness and their ability to communicate. The process of staff selection includes an interview by the Selection Committee and a lecture demonstration class. The Management encourages staff to do research. On-duty leave is granted to staff to participate in seminars and workshops. A few of the teachers are involved in creative and critical writing.

2.1 Student Enrolment and Profile

2.1.1 *How does the College ensure publicity and transparency in the admission process?*

- The college website is www.cttewc.com and it is updated as and when required. It ensures the required publicity to the various courses, activities and other related information about the college. We advertise in newspapers regarding admission only when new courses are introduced. Generally our students, parents and alumnae recommend our college. Even students from other colleges who come to our college to participate in different events, recommend our college. The college serves as a

recognized centre for the Institute of Distance Education examination conducted by the University of Madras. The candidates who appear for these examinations as well as those who appear for other competitive examinations (like UPSC, TNPSC and RRB) recommend the institution. The local residents also recommend the institution to aspiring students. These ensure publicity.

- Apart from a billboard placed on the main road leading to the college, banners are placed at strategic points to make the public aware that applications are being issued. The college also distributes pamphlets advertising the courses, whenever necessary. The college prospectus is printed annually with relevant information about the institution and this is issued along with application forms.
- Transparency is maintained in the admission process and the reservation policies of the Government are strictly adhered to. Students are admitted in spite of their comparatively low marks as the vision of the institution is to give opportunities to women students from the feeder locality which is in need of great development and growth both academically and economically.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

- This is an Arts and Science college which caters to the needs of women who are by and large from the socially and economically backward region of North Chennai. Hence the college considers all the applications received. As per the rules of the Tamil Nadu Government, the college follows reservation policy for 50% of the sanctioned strength. The remaining 50% of the seats are given to students based on relative merit in the qualifying examination, on a first- come first-served basis. To ensure that the candidate is motivated and chooses the right course, counseling is provided as and when required, before admission.

Table 2.1.2 Process of Admission

Year	Degree	Government Quota					Management Quota					
		OC	BC	SC / ST / DNC	MBC	Total	OC	BC	SC / ST / DNC	MBC	Total	Grand Total
2012-13	BA	07	08	05	04	24	01	09	11	-	21	45
	B.Com (G)	22	20	15	14	71	07	48	10	05	70	141
	B.Com (CS)	12	11	07	08	38	03	28	07	-	38	76
	B.Sc Physics	05	03	02	01	11	-	06	04	-	10	21
	B.Sc Maths	07	08	01	04	20	-	05	04	-	09	29
	B.Sc (CS)	16	14	10	10	50	02	18	20	10	49	99
	B.Com (A&F)	1	5	3	1	10	-	-	-	-	-	10
	BBA	11	10	07	07	35	03	12	13	02	30	75
	BCA	07	08	07	03	25	01	25	03	01	55	80
	MA	05	06	05	04	20	04	09	02	-	15	35
	M.Com	01	12	03	02	18	01	03	03	-	07	25
	M.Phil Com	01	-	01	-	02	-	-	-	-	-	2
	M.Phil Eng	1	1	1	-	03	-	-	-	-	-	3
2011-12	BA	07	03	05	04	19	01	02	16	-	19	38
	B.Com (G)	22	20	15	14	71	11	51	6	12	70	141
	B.Com (CS)	11	10	07	07	35	02	20	11	02	35	70
	B.Sc Physics	05	04	02	01	12	01	06	04	-	11	23
	B.Sc Maths	07	08	01	04	20	-	04	01	-	05	25
	B.Sc (CS)	16	14	10	10	50	-	25	19	06	50	100
	BBA	11	10	07	07	35	03	20	11	01	35	70
	BCA	07	08	05	05	25	05	14	04	02	25	50
	MA	07	02	02	-	11	-	-	-	-	-	11
	M.Com	03	10	04	01	18	01	03	03	-	07	25

2010-11	BA	07	06	04	01	18	02	06	-	-	08	26
	B.Com (G)	22	20	15	14	71	10	47	8	5	70	141
	B.Com (CS)	12	10	07	07	36	02	22	08	03	35	71
	B.Sc Physics	05	03	02	03	13	02	04	02	01	09	22
	B.Sc Maths	07	07	01	02	17	-	03	01	-	04	21
	B.Sc (CS)	16	15	12	08	50	-	29	13	08	50	100
	BBA	08	08	06	03	25	01	16	09	-	26	51
	BCA	07	08	05	05	25	03	17	02	03	25	50
	MA	06	-	-	-	06	-	-	-	-	-	6
	M.Com	02	11	03	02	18	01	03	04	03	10	28

- The Management has introduced admissions on a first- come- first- served basis. The rationale behind this policy is that the college was established to cater to the needs of students hailing from the economically weaker section of North Chennai and these students' results need not necessarily reflect their abilities. If these students seek admission soon after the results are announced, they are not denied admission.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the College and provide a comparison with other Colleges of the affiliating university within the city-district.

The Management believes in making educational resources available to the needy, and hence, as far as possible, students from the disadvantaged sections of society are admitted. Their academic performance may not always be on a par with students from other sections of society and therefore the minimum and maximum percentage of marks for admission at entry level for each of these programmes is generally lower than in other colleges. Spot admission is given to all eligible candidates who have opted for this college as first choice to pursue their higher education. At the later stage of admission, emphasis is laid on academic performance in the qualifying examination especially when candidates reach us after failing to secure admission elsewhere.

Table 2.1.3 Entry Level Minimum And Maximum Percentage Of Marks					
Year	Degree	Minimum		Maximum	
		%	Category	%	Category
2012-13	BA	39.5	MBC	89.0	SC
	B.Com (G)	43.8	BC	97.1	BC
	B.Com (CS)	39.1	BC	93.7	BC
	B.Sc Physics	46.4	BC	87.0	SC
	B.Sc Maths	46.1	BC	85.3	BC
	B.Sc (CS)	43.3	SC	86.0	MBC
	BBA	38.8	SC	94.1	BC
	BCA	45.0	MBC	95.3	MBC
	MA English	40.9	BC	66.1	MBC
	M.Com	49.0	OC	76.0	BC
2011-12	BA	39	SC	93.5	MBC
	B.Com (G)	58.4	SC	98.4	BC
	B.Com (CS)	52.0	BC	95.3	BC
	B.Sc Physics	38.16	BC	82.25	SC
	B.Sc Maths	44.2	BC	76.0	BC
	B.Sc (CS)	44.2	MBC	79.0	OC
	BBA	38.2	BC	87.6	MBC
	BCA	58.2	SC	93.6	BC
	MA English	49.0	SC	65.2	MBC
	M.Com	55.0	BC	83.0	BC
2010-11	BA	46.0	BC	91.5	SC
	B.Com (G)	41.5	BC	91.8	BC
	B.Com (CS)	41.8	BC	95.3	BC
	B.Sc Physics	49.58	OC	93.8	BC
	B.Sc Maths	42.5	BC	82.2	BC
	B.Sc (CS)	42.3	SC	82.7	MBC
	BBA	44.0	SC	87.0	MBC
	BCA	50.7	SC	82.6	MBC
	MA English	43.0	OC	55.0	SC
	M.Com	52.0	BC	77.0	OC

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

- We have regular reviews of the admission process to consider strategies for improving our student profile and the number that is essential for our growth. The Principal meets the Heads process is reviewed. For instance, when there is a demand for Computer Science

and students opt for BCA only as a second choice, the Heads of the respective Departments are advised on how to tackle this recurring trend and bring about a balance in the choices of Departments every day till admissions are closed, and it is during these meetings the admission made. The effort has helped the college to ensure that it does not lose out on students seeking admission to Computer Science courses and this has resulted in the introduction of an additional section for B.Sc. Computer Science. In certain cases the parents are permitted to meet the Principal to discuss about their wards' admissions, and the concerned departments are again called to review the admission process, to accommodate their request or to explain why it is denied.

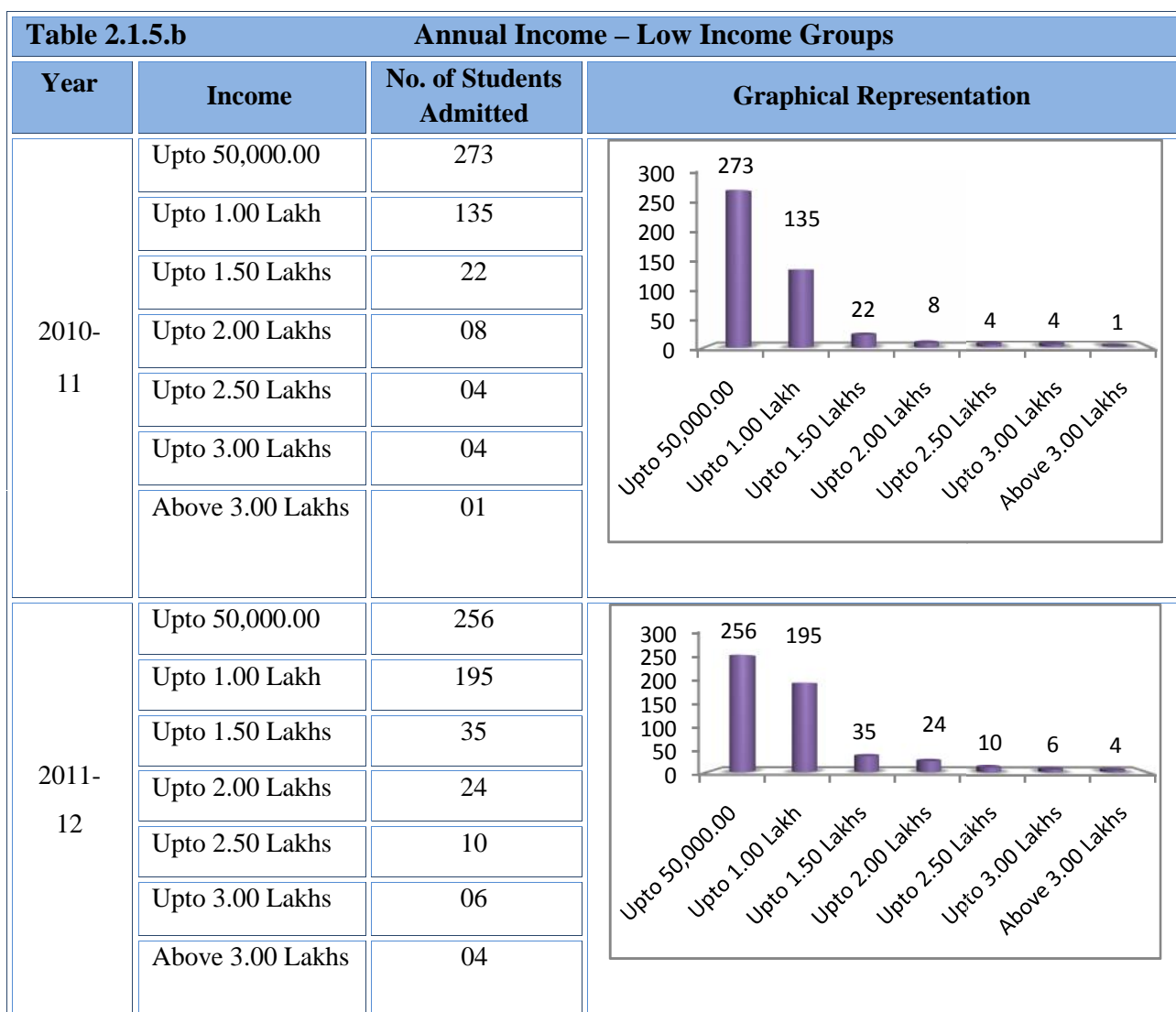
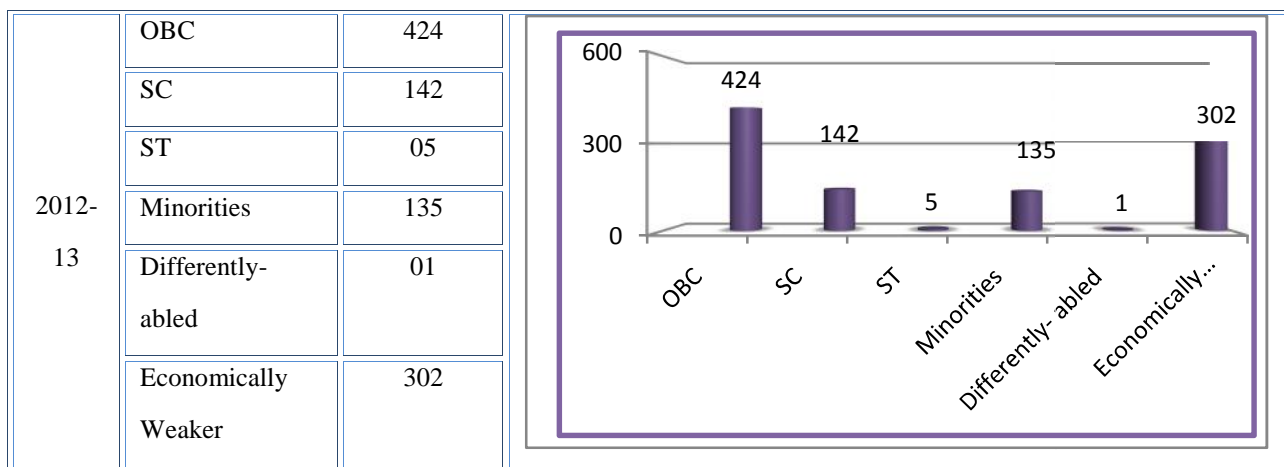
2.1.5 Reflecting on the strategies adopted to increase-improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate-reflect the National commitment to diversity and inclusion SC-ST, OBC, Women, Differently-abled, Economically weaker sections, Minority community, and Any other.

- The feeder areas to the institution constitute a large section of the underprivileged socio-economic sections of society and hence we do not require any special strategy to increase access to disadvantaged students. Most of our students represent this section of society and we cater to all students from the disadvantaged communities respecting the Government's policies and keeping in mind diversity and inclusion.
- The college has created a niche for itself in North Chennai; the applications received are steadily increasing. Students are admitted on a first-come-first-served basis as a strategy to increase and improve access to all, even while ensuring that Government Quota is strictly followed for 50% of seats sanctioned for each programme.
- Statistics show that the residents of North Chennai are mostly from the economically weaker sections and a large number of people are industrial workers [Ref. "Online bill payment yet to catch on among power consumers" *The Hindu*, dated December 18, 2011]. Majority of the students are from the economically-weaker sections – children of parents working as auto-drivers, coolies, tailors and labourers and most of the students are mainly from Government and Corporation run Schools and a few low profile private schools. The Government and Corporation run Schools mostly teach through the medium of Tamil and these students find it very difficult to bridge the gap between school education and Higher Education. To make Higher Education more effective to these students, the college is particular about Bridge Courses which facilitate the transition from Tamil medium to

English medium and make learning possible. Also, subject teachers are required to give a Crash Course on the fundamentals of the subjects, so that these students are able to understand the nuances of the subjects.

- The differently-abled are not discriminated against but on the contrary the college does its best to accommodate and help such students. Government Scholarships at the State and Central levels are secured for them. Differently-abled students [with physical disability] are provided class rooms on the ground floor except when they have to use the Lab. Also a ramp has been provided on the ground floor for these students. The college does not reject admission to slow learners, visually challenged or physically handicapped students. Throughout their course period these students are handled with great care and they are consistently encouraged to perform well.
- The college has a considerable number of minority students on its roll.

Table 2.1.5.a			Diversity And Inclusion														
Year	Category	No. of Students	Graphical Representation														
2010-11	OBC	362	<table><caption>2010-11 Student Distribution</caption><thead><tr><th>Category</th><th>No. of Students</th></tr></thead><tbody><tr><td>OBC</td><td>362</td></tr><tr><td>SC</td><td>109</td></tr><tr><td>ST</td><td>1</td></tr><tr><td>Minorities</td><td>75</td></tr><tr><td>Differently-abled</td><td>1</td></tr><tr><td>Economically Weaker</td><td>273</td></tr></tbody></table>	Category	No. of Students	OBC	362	SC	109	ST	1	Minorities	75	Differently-abled	1	Economically Weaker	273
	Category	No. of Students															
	OBC	362															
	SC	109															
	ST	1															
	Minorities	75															
Differently-abled	1																
Economically Weaker	273																
SC	109																
ST	01																
Minorities	75																
Differently-abled	01																
Economically Weaker	273																
2011-12	OBC	370	<table><caption>2011-12 Student Distribution</caption><thead><tr><th>Category</th><th>No. of Students</th></tr></thead><tbody><tr><td>OBC</td><td>370</td></tr><tr><td>SC</td><td>140</td></tr><tr><td>ST</td><td>1</td></tr><tr><td>Minorities</td><td>100</td></tr><tr><td>Differently-abled</td><td>0</td></tr><tr><td>Economically Weaker</td><td>256</td></tr></tbody></table>	Category	No. of Students	OBC	370	SC	140	ST	1	Minorities	100	Differently-abled	0	Economically Weaker	256
	Category	No. of Students															
	OBC	370															
	SC	140															
	ST	1															
	Minorities	100															
Differently-abled	0																
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SC	140																
ST	01																
Minorities	100																
Differently-abled	-																
Economically Weaker	256																



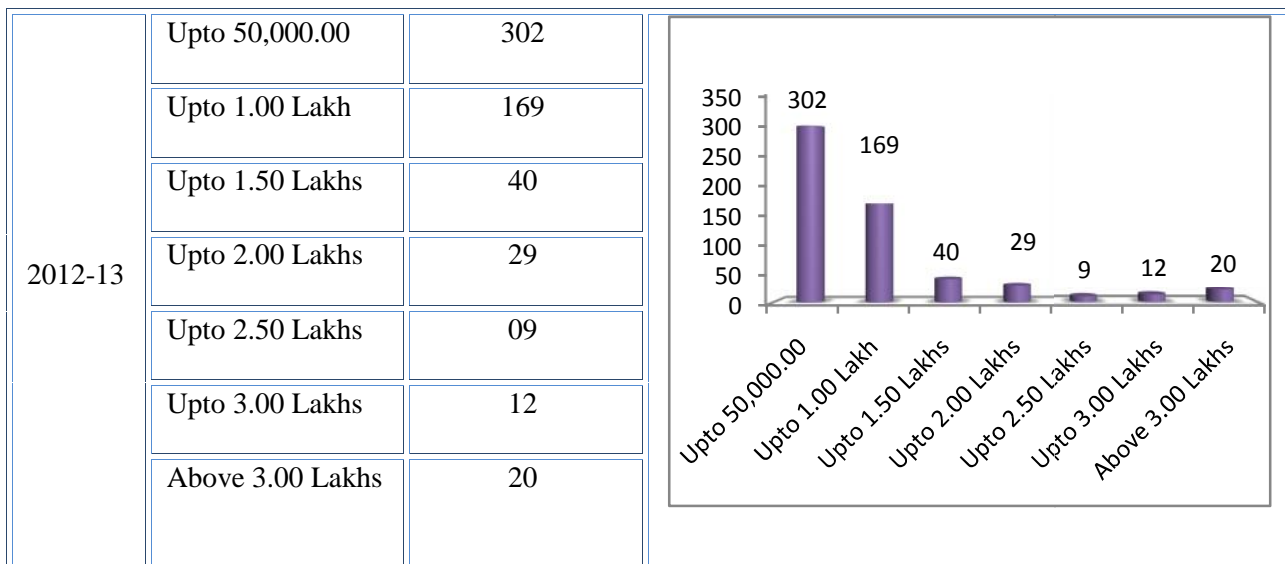


Table 2.1.5.c

First Generation Learners

Year	Categories	No. of Students Admitted	Graphical Representation
2010-2011	SC	54	
	ST	-	
	BC / MBC	195	
	GC	17	
2011-2012	SC	102	
	ST	02	
	BC / MBC	208	
	GC	16	
2012-2013	SC	96	
	ST	02	
	BC / MBC	244	
	GC	14	

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends. i.e. reasons for increase - decrease and actions initiated for improvement.

- Trends:** The reputation of the college has been growing steadily and this is one of the reasons for the increase in the demand for certain courses which are perceived as job-oriented like B.Com (G), B.Com (CS), BBA, Computer Science and BCA are really doing well. Pure sciences are picking up now due to awareness in society about their role in the job market. The demand for PG Courses has been steadily on the rise as the numbers of students who opt for teaching profession as a career in schools and colleges have increased. In the year 2012-13 the student strength increased substantially in both BA English and MA English. There are instances when senior colleagues from other colleges and University Department have directed students who could not secure P.G. admission in their colleges to us. The pass percentage and the number of University Rank holders have also been a contributing factor for the increased strength in certain departments. A few departments do not attract optimum strength but this trend is a fluctuating phenomenon. Personal counseling is provided by the faculty from the concerned departments to the aspiring students and parents, to address this problem.
- Actions:** Departments offering pure sciences take extensive interests in their students motivating them at every step. Special classes and remedial programmes are conducted to help them conquer their fear over the subject and retain them. The post graduate departments are fully involved in making these programmes more job oriented and gradually efforts are initiated into training students for SLET/NETUGC Examinations. Placement efforts have been stepped up to attract students.

Table 2.1.6 Details of Various Programmes					
Year	Programmes	Number of Applications	Number of Students Admitted	Sanctioned Strength	Demand Ratio
2008-09	BA	37	31	50	0.7 : 1
	B.Sc Maths	23	16	50	0.4 : 1
	B.Sc Physics	11	09	32	0.3 : 1
	B.Sc (CS)	85	67	100	0.85 : 1
	BCA	40	37	50	0.8 : 1
	B.Com (G)	214	138	140	1.5 : 1
	B.Com (CS)	63	63	70	0.9 : 1
	BBA	52	32	32	0.74 : 1
	MA English	6	6	40	0.15 : 1
	M.Com	4	4	35	0.1 : 1

2009-10	BA	28	26	50	0.56 : 1
	B.Sc Maths	51	28	50	1 : 1
	B.Sc Physics	22	11	32	0.68 : 1
	B.Sc (CS)	64	50	100	0.64 : 1
	BCA	58	36	50	1.3 : 1
	B.Com (G)	160	139	140	1.14 : 1
	B.Com (CS)	91	70	70	1.3 : 1
	BBA	58	46	55	0.82 : 1
	M.A English	4	3	40	0.1 : 1
	M.Com	12	12	35	0.3 : 1
2010-11	BA	39	37	50	0.78 : 1
	B.Sc Maths	34	21	50	0.66 : 1
	B.Sc Physics	28	21	32	0.87 : 1
	B.Sc (CS)	129	100	100	1.29 : 1
	BCA	81	50	50	1.62 : 1
	B.Com (G)	189	141	140	1.35 : 1
	B.Com (CS)	85	71	71	1.19 : 1
	BBA	60	51	55	0.85 : 1
	M.A English	6	6	40	0.15 : 1
	M.Com	29	29	35	0.72 : 1
2011-12	BA	39	28	50	0.78 : 1
	B.Sc Maths	35	25	50	0.7 : 1
	B.Sc Physics	33	23	32	1 : 1
	B.Sc (CS)	133	100	100	1.33 : 1
	BCA	83	51	50	1.6 : 1
	B.Com (G)	246	141	140	1.75 : 1
	B.Com (CS)	88	70	70	1.25 : 1
	BBA	83	70	70	1.18 : 1
	M.A English	12	12	40	0.3 : 1
	M.Com	26	25	35	0.62 : 1
2012-13	BA	60	46	50	1.2 : 1
	B.Sc Maths	43	29	50	0.86 : 1
	B.Sc Physics	37	22	32	1 : 1
	B.Sc (CS)	154	99	99	1.5 : 1
	BCA	82	54	56	1.4 : 1
	B.Com (G)	196	141	141	1.39 : 1
	B.Com (CS)	98	76	140	0.7 : 1
	B.Com (A & F)	10	10	70	1 : 1
	BBA	103	71	70	1.4 : 1
	M.A English	39	32	40	0.9 : 1
	M.Com	28	26	35	0.8 : 1
	M.Phil English	4	3	12	0.3 : 1
	M.Phil Commerce	7	2	12	0.5 : 1

2.2 Catering to Diverse Needs of Students

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to Government policies in this regard?

- The college has a conducive and barrier free environment to cater to the needs of differently-abled students. Care is taken that they are not marginalized or subjected to any humiliation. Under no circumstances are such students denied any opportunity to participate in any of the activities of the institution. For instance, the visually-challenged student who pursued her UG English opted to do her PG English in our college and has been an active member of the College choir, participating in the morning assembly every day and in all other events. Her friends include students from other departments too. The camaraderie that she enjoys across the departments proves this. Apart from a mandatory ramp in the ground floor, other assistive devices are provided. For instance, the library is equipped with the relevant software for the visually challenged student. She is also exposed to audio versions of poems and speeches in the language lab. Scribes are arranged by the department for her during examinations. The parents of differently-abled students are counseled as and when required in the best interest of the students and staff members are easily accessible to them and their queries.
- We scrupulously follow the Government policy of 3% quota for differently-abled students in higher education. It is ensured that these students get all the prevailing scholarships provided by the Government. The college continuously gives support to the visually challenged students by processing their scholarships regularly.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

- Students' needs are assessed in the classroom in the initial days of the course. Pertinent questions are posed to students and from their answers [oral & written] their abilities are assessed and accordingly the Bridge Courses, Soft skills Training, Placement Training and Non- Major Elective are planned. For instance more sections have been allotted for Spoken English as we realize the needs of our students for Spoken English skills.
- The first year students normally do not show much interest in visiting the library to use its

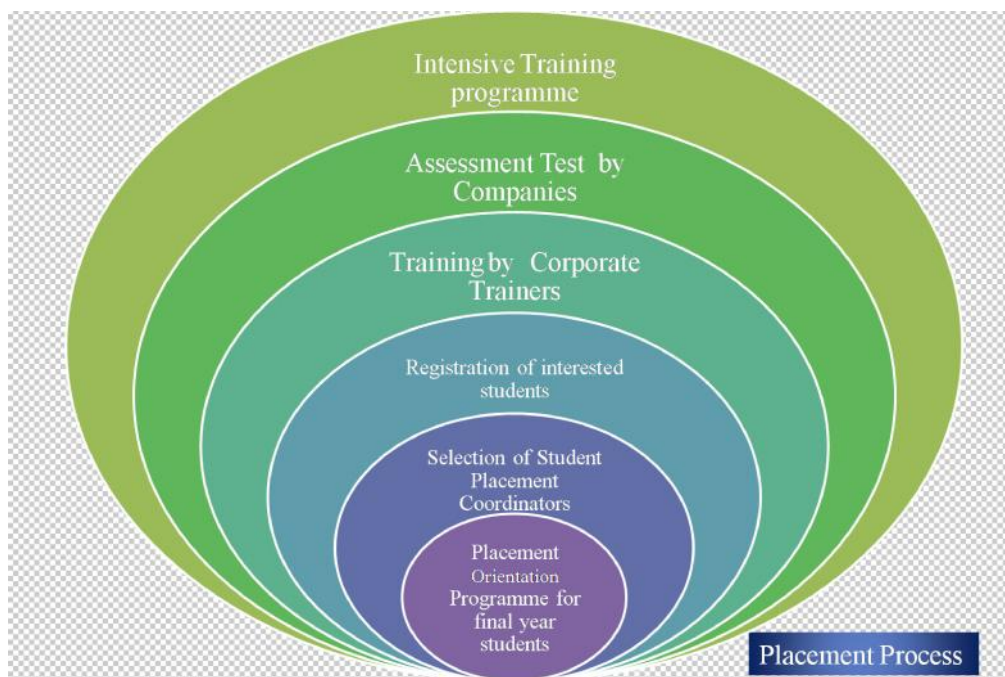
resources, which is revealed by the entries in the Gate Register. Understanding the need for teaching the students library skills, the librarian has been conducting orientation classes for these students so that these skills will help them make use of available knowledge resources throughout their period of study.

2.2.3 What are the strategies drawn and deployed by the institution to bridge the knowledge gap of the enrolled students to enable them to cope with the programme of their choice? (Bridge-Remedial-Add-on-Enrichment Courses, etc.)

- All the departments conduct a Bridge course to bridge the knowledge gap of the enrolled students before commencing first year regular classes. It helps the students to become oriented with Higher Education methodologies, shifting from one-to-one training to lecture patterns and collaborative learning and how ‘listening skills’ are fundamental to a college class room. Special training for PGs is given by the soft skills trainer. Bridge Course by the Soft Skills Trainer enables to launch the concept of ‘Soft Skills’ and explain how it is activity based.
- Elective subjects are chosen keeping in mind the need to hone their employability skills. For instance, the Department of B.Com (CS) has opted for ‘Entrepreneurial Development’ that has helped our students to acquire knowledge about entrepreneurship increasing the scope of employability.
- Students are given the option of choosing a Non-Major Elective based on their interests and needs. A student who is weak in English is counseled to take up ‘Spoken English’ as her NME subject. Because of the great demand and need, we have five batches of ‘Spoken English.’ These students are given an entry level test, on the basis of which the students are evaluated and graded into various groups. Students who have no knowledge of computers are advised to take ‘HTML’ offered by the Departments of Computer Science and Computer Applications.
- Based on evaluation, weak students and slow learners are given special focus and emphasis by way of remedial teaching, extra notes, special tests etc. Teachers arrange for special classes and revision.
- The Soft Skills Trainer meets one class each day.
- Every teacher has been advised to administer short tests, apart from the regular CIAs and

Model Examination so that each unit is well understood by students. Also, assignments and seminars are given to students in the same area. Marks are entered in a register, reviewed and remedial classes are conducted by every Department as an attempt to improve the pass percentage. Teachers motivate the students regularly to make sure they benefit from the academic programmes. The librarian regularly meets the students and motivates them to use the library resources.

- The placement cell conducts an orientation programme for all the final year students at the beginning of each academic year. In the first meeting, two placement coordinators are selected from each department. These coordinators collect names of interested students who then register for placement. The registered students are informed about all the particulars concerning placement and the areas they have to prepare for the intensive training programme at the end of the semester. Students are 'selected' from this group and assessed and grouped according to their academic performance as per the University directions. These students are prepared in advance for the interviews. They are also trained in skills required for facing interviews. These intensive training programmes are scheduled two days before any placement drive by a particular company. From the academic year 2012-13, one common assessment test is given by all the companies for the *selected* III year students. The companies reinforce training by sending their training experts to the College.



- The College Development Council of the University has come up with an Add-on Training Program containing ‘Global Business Foundation Skills,’ a NASSCOM initiative for the final year students of our College from the academic year 2012-13.
- Partnership in Language and Learning (PILL) Programme has been initiated to help weak students through peer guidance.
- Faculty members counsel students at academic, financial and personal levels, training them to look at issues as challenges.

2.2.4 How does the College sensitize its staff and students on issues such as gender, inclusion, environment etc.?

- As our institution is a women’s college, gender is not a dominant issue. Nevertheless, the students are sensitized to socially constructed gender roles and the related issues. For example, final year students were given a lecture on ‘Human Trafficking’ with emphasis on women victims. RRC arranges lectures by transgenders to sensitize students to their sufferings and utilizes the specially allotted funds by the University of Madras to create awareness among students about such marginalized categories of society. We practice inclusion and do not deny admission to differently-abled students, slow learners, or socially challenged groups. We encourage students with special educational needs to mix with other students. Staff and students are sensitized on issues of learning deficiencies, cultural-linguistic barriers, religious tolerance, socio-economic differences etc. For instance the college counselor gave a training programme to all the teachers on these issues. Students enrolling from a culturally different environment, like the North Eastern States are given all necessary support. Recognizing the different value structures of students, we emphasize on an egalitarian academic environment. For example, student leaders are selected based on their academic performance, attendance, secular attitudes and leadership qualities.

2.2.5 How does the institution identify and respond to special educational-learning needs of advanced learners?

- The advanced learners are exposed to face more challenges in their classroom activities. They are encouraged to become independent learners. They are made to present papers in

each subject. Competitions based on the subjects they study are encouraged in each Department. Responding to the learning needs of advanced learners, to encourage them to become high achievers and to give opportunities to our students, the Management offers free IAS training to give an edge to the students' preparation for the Civil Service examinations conducted by the UPSC, India. Advanced learners are encouraged to participate in Inter-collegiate competitions. The advanced learners also support the slow learners through the PILL program which reinforces their own understanding of the subjects.

2.2.6 How does the institution collect, analyze and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc.)?

- The tutor-ward system which also takes care of mentoring closely monitors the academic performance of the students. Relevant data is collected, analyzed and suitable measures are taken as and when required.
- Personal Counseling is done whenever required by the concerned tutor/ mentor, HOD, Principal and later by the counselor. In order to aid the economically weaker sections, a 'Student Distress Fund' has been created which helps students during crisis. Necessary help is given to enable them to secure government and private scholarship and aid.

2.3 Teaching-Learning Process

2.3.1 How does the College plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

- The college prepares an annual master academic calendar. Dates are marked for important college functions/events, college/inter-collegiate activities, CIA tests and holidays. Departments and the library coordinate their academic activities according to the master calendar.
- The syllabus is allotted to each staff taking into consideration, their specialization, experience and interest. Individual allotment is given well ahead of the ensuing semester

so that they may have sufficient time to prepare and organize the course.

- Mostly, every 3 years staff members are given new subjects to teach, so that they become competent to teach more subjects. Certain complex subjects that require specialized handling are not rotated and if necessary, the senior staff members teach these subjects.
- From academic year 2012-13, a log book has been introduced for each subject taught in the respective departments wherein the 'lesson plan' and 'class summary' is documented by the concerned faculty. The staff members are advised to prepare a plan to facilitate forward planning and appropriate structuring of activities. Accordingly each staff prepares a teaching plan and records it in the course log book. This is executed as closely as possible. Entries are made in the course log book at the end of each day. As each staff is expected to strictly adhere to the stipulated instructional hours mentioned by the University for each subject, care is taken to plan and compensate for the hours they may tend to miss when on leave etc. Staff are expected to arrange for their classes during their absence from college and the same is recorded in the leave application form. The course book is checked by the Head of the Department periodically and by the Principal at the end of each semester.
- Certain departments put the course plan on the notice board; others keep them in note books. For instance, the subject coordinator for Part II English and Part I Language plans the course for all the staff handling the same to ensure uniformity as it covers a larger section of the students. The Department with two sections coordinates the teaching plan for both the sections.
- The learning processes include class room lectures, guest lectures, lab demonstrations, PPT, online learning in ADEPT and other subject related activities. These processes also include focus groups, interviews, and classroom observations that reinforce concepts and 'think-aloud' protocols.
- The Department of B.Com (CS) makes arrangements to send its students for industrial training to reputed industries like Ashok Leyland, Lucas TVS, Wheels India, CPCL and MFL.
- The University insists on a four week internship for all the PG students at the end of the

first year. The Departments helps the students to find suitable internships; for instance, four I M.A English students were recommended by the Department of English for internship training at 'The Hindu' and two at 'Emerald Publishers' and the Department of Commerce recommended their students for internship training at 'Port Trust,' 'Integral Coach Factory' and 'Madras Fertilizers Limited.'

- We have CIA tests, assignments, and seminars for student academic evaluation. Assignments and Seminars are evaluated by each staff and marks are awarded as per the University instructions. The Head of the Department and the subject-in-charge decide the evaluation blue print for the CIA tests and that is authorized by the Principal.

2.3.2 How does IQAC contribute to improve the teaching –learning process?

- *Tutor-ward system:* The IQAC has recommended Tutor-ward system and mentoring. A log book is maintained for the mentoring hours which are mandatory. We expect that these methods will improve the teaching learning process.
- *FDP:* IQAC arranges Faculty Development Programmes for the teaching staff in collaboration with the departments.
- *Monitoring the Teaching-learning process:* As a step towards maintaining quality in the teaching-learning process, senior faculty members are entrusted with the responsibility of monitoring the academic environment and effective classroom management.

2.3.3 How learning is made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

- The College has a number of computers with internet facility, which includes one system in each department, a well equipped library available for teachers to develop knowledge skills. Students write assignments and present papers on different subject. Competitions related to the subjects they study are encouraged in each Department. Workshops, seminars, and FDPs (in service) offer structured opportunities for acquisition of new teaching skills and subject matter knowledge, as well as skills development in the use of technology in the classroom. Ongoing pedagogical and technical support for teachers is

given to help them address their daily challenges and responsibilities.

- *Student-centric learning:* The classrooms are more or less interactive and the teachers have been advised to become student- centric. Students are encouraged to present papers on topics of their interest. Students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class. Students take leadership in the classroom, present their work, and facilitate group learning. Students take ownership of their reading, writing, and learning to develop, test, and refine their thinking. (PILL - Partnership in Language and Learning) has made this possible to a large extent. Also online teaching in ADEPT has favoured student – centric learning.
- *Support structures and systems for interactive learning:* Interactive learning is enabled with group discussions and debates on relevant topics. In-depth discussion, reflection and consolidation of learning are done in smaller groups. This enables active participation and improves retention of knowledge. The students are also encouraged and at times trained to pose questions to the resource persons who visit the institution. An interactive session at the end of each of these talks facilitates understanding.
- *Support structures and systems for Collaborative learning:* Collaborative learning takes place with group seminars, projects and presentations. Technology aided teaching is practiced by the Departments of Computer Science, Computer Applications, Mathematics and English. Curriculum-specific applications are done to the fullest extent possible. Active participation of teachers in collegiate learning/class preparation and faculty development are an ongoing process. The Foundation English/ UG English students take interactive grammar exercises on the relevant website to enhance practice and learning in the area. Soft skills classes and placement training modules are prepared within the framework of ‘interview skills.’ Hence these classes make use of only group discussions, mock-sessions, telephonic conversation, aptitude tests, mental agility tests, psycho-metric tests etc.
- *Support structures and systems for independent learning:* Independent learning is made possible by motivating students to get more information on specific topics from the library or website to be discussed in class, especially for PG students. Background

information to subjects is collected by the students. Topics for seminars and assignments are carefully chosen to encourage self-learning. Internet research is encouraged. NList of INFLIBNET has been made available for research. All the post graduate students are given free internet access. Arrangements are made to facilitate the use of the Language Lab everyday as per request from students or after College hours.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

- *Critical thinking:* Discussions in class, analysis of texts, literary debates in Tamil, Puzzles, Sudoku and Numerical Aptitude test by the Mathematics Department, Cross word by the Commerce, Corporate and Business administration Department etc. are a few examples of opportunities given by the college to develop critical skills. The Department of Tamil conducts debates periodically on current issues of interest.
- *Creative skills:* The College Magazine and Department Magazines showcase students' creativity. The Fine Arts Association is very active ensuring ample opportunities for the creativity of our students. It organizes a variety of competitions (intra and inter-collegiate) and the students themselves design the invitation cards, the posters, etc for the Fine Arts festival. They are also encouraged to showcase their talents in the various competitions held by other institutions.
- *Scientific temper:* The Departments encourage exhibitions, paper presentations and other competitions ensuring a scientific temper that ignites the minds of the students.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching?

Eg: Virtual laboratories, e-learning - resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

- *Projector, Visualizer, OHP:* The Teachers from the Departments of Computer Science and Computer Applications use the digital visualizer to teach circuits in Data Communication and Networking, Computer Organization and Architecture, Microprocessor etc. The newly constructed Conference Hall is equipped with a LCD

Projector and is available for ICT enabled class room teaching.

- *ADEPT (Language Lab)* : All the first and Second Year Students who have General English or Part II English go to the Language Lab once a week and learn through a software called 'Clarity' and a teacher facilitates this class. They learn 'English Study Skills' and "Pronunciation.' The thirty systems in this lab are linked with Snet, a software that can facilitate interactive learning, show a movie or a clipping from 'You Tube' and other videos. III BA English students are taught phonetics in the Language Lab. The sections of Non- Major Elective students who have opted for 'Spoken English' are exposed to the nuances of the English Language through the Language Lab. Students at the Research and PG level are permitted to use the internet for research and project work.
- *Computer assisted teaching-learning*: A few Departments like Computer Science, Computer Applications and English do use computer assisted teaching. For instance, teachers use projectors and the computers in the Computer Labs to teach subjects like Visual Basic, Java etc. All the labs have LAN connectivity which helps interactive teaching & learning. E-resources are available in the library which has INFLIBNET membership and thus students and staff have access to e-journals-magazines and e-books. NME-ICT facility has been installed in the institution with five nodes and all the departments and labs and library are connected. A few faculty members were a part of a University project on RLOs as Open Educational Resources and this has been opened up to faculty through PANdora, an International project of the University of Madras. The Institution is a member of ICTACT and sends faculty regularly for training in the use of technology.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

- *Blended learning*: As the advantage of blended learning in education is its connection with differentiated instruction (using videos, word documents and images in the internet) PG teaching involves custom-designed instruction based on student needs. At times the students team up with the teachers and do research together creating an ideal ambience for learning.
- *Demonstration*: Science departments support lectures with demonstrations in their

respective laboratories.

- *Expert lectures:* Every department arranges for expert lectures, seminars and workshops regularly. This is the responsibility of the Vice-Presidents of the respective Associations. Scholars and other activists related to the world of academia and real world are brought to the College to enable better quality and quantity of human interaction in the learning environment.

2.3.7 Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling-mentoring-academic advise) provided to students?

- *Academic:* The efforts of the staff through the ‘Tutor-Ward’ system play an important role in the realization of CTTE’s quest for empowering women in academics. Our faculty members give academic support to students and ideas are shared whenever the students require the same. The Department of Computer Applications students of 2009-2012 Batch were counseled to clear the arrears in their I year Mathematics Paper (I & II). Departments in consultation with the Mathematics Department arranged for remedial measures and intensive training was given to these students and most of them cleared the papers; certain final year students from B.Com (CS) and B.Sc Physics requested for remedial teaching to clear their English paper and this was effectively done by the department. The Department of English supported a student to present a paper in Ethiraj College for Women on ‘Media Ethics’ and five other UG and PG students to present three papers at a National Conference on Folklore and Literature at WCC. The Department of English also lent academic support to a few students from M.Com to participate in ‘Elihu Yale’ inter-collegiate debate sponsored by the US Consulate. The Department of Tamil trains students regularly before they go to other Colleges to participate in competitions or programmes. The Department of BCA arranged for remedial from students from which eight students benefitted and have cleared major and allied papers. The Department of Physics has a Book Bank for students who need books and who cannot afford them. They counsel students on higher studies after graduation and help them secure seats in good institutions.
- *Personal:* Our teachers are accessible to students and parents. Whenever the Head of the

Department finds group behavior deviating from normal patterns, it is taken to the Principal or the Dean for guidance and support. For instance, a first year student of BCA was counseled by the Dean of Students on a request from the Head of the Department; The Department of Tamil provided medical help to two students in gynecological issues (2010-2011); the Department of BCA found out through the mentor that one student was not eating lunch and two staff members extended their support to this student by providing lunch; the Department of Physics counsels students regularly every year and several students have been stopped from dropping out from the Course. When some students find it difficult to pay their fees within the stipulated date, they approach the Principal with a letter and extra time is granted without fine, if found genuine.

- *Psycho-social-economic support:* The Mentoring system helps mentors to identify students with special needs. When the student needs psycho-socio support, she is referred to the professional counselor who visits the college two days a week. When the counselor feels the need to meet the parents of the student that is also arranged. The Department of English sponsored one PG student's fees, as she could not do so in the year 2009-2011. The Department of Commerce counseled a UG student from dropping out of the College due to peer pressure by talking to her parents and extensive counseling was given to them for days together, and the girl returned to the Department and is doing well in her studies. The Department of Tamil has been helping financially deprived students with fees; five students were helped in 2010-2011, four students were helped in 2011-2012 and three students in 2012-13. The Department of BBA has recommended one student with high marks to the Alumnae Association for financial support and a full-tuition waiver has been sanctioned. The Department of Physics has helped students to buy books and record note books etc.

2.3.8 Provide details of innovative teaching approaches-methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Efforts made by the institution

- ADEPT, our Language Lab was established in 2007 with 31 computers and RENET

software, Study Skills , Sky Pronunciation . Ever since, the College has ensured that all students get time in the language lab. The lab is regularly updated. In 2011, Clarity Snet software *was* installed. Centralized UPS has also been installed. LCD projectors, a visualiser and a portable waistband amplifier were purchased. A conference room was set up with a fixed LCD Projector.

Innovative teaching approaches-methods

- Information and Communication Technology: I & II year Foundation English students both I & II Year students get at least two hours per month in the language lab. MA English and M.Com students have unrestricted access to the Language Lab.
- Problem - based learning: Departments that deal with management based subjects take problems of organizational issues as a case study and students and teachers analyze them orienting towards a deeper understanding and assimilation of concepts. For example, Organisational Behavior, Marketing Management, Human Resource Management, Business Ethics are the papers that are handled using case studies.
- Consideration of humour as an innovative method: Some of our teachers use humour as it strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material.
- Z to A approach: The teacher explains the application of a concept and explains the consequences of such applications. In the Department of Business Administration, for the subject 'Organisational Behaviour' the concept of motivation is explained in such a way the students understand how the organization gets extensive benefits out of using some techniques like recognition and rewards. So here the use of recognition is explained first and later students develop an interest in knowing what are recognitions and rewards. The teacher starts explaining what is recognition and explains the motivation theory in Management which is in use.
- The Tamil Department has brought out a short illustrated book to help students studying Tamil under NME programme.

2.3.9 How are library resources used to augment the teaching-learning process?

- Staff and students use the library for reading, course preparation, research work,

preparation of lectures seminar and assignments.

- Browsing facility is available in the library and staff and students use it to access relevant sites, journals, INFLIBNET etc. Many students who do have facilities in their homes are totally dependent on the resources in the library to do their regular assignments and to prepare for their seminars. Almost all the departments organise student presentations for which the students rely extensively on the library.
- Staff and students are encouraged to make use of both print and e-resources for reference work in the library.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

- a) For first years, admissions are permitted till August and after that it becomes a challenge to complete the curriculum. During the first semester, students take time to settle down and adapt to collegiate teaching methodology and complexity of the curriculum that aims at specialization. This transition period throws a challenge to the teachers. The tutors give special attention to those who are admitted late. The first CIA is held at a later date for them.
- b) Students find it difficult to accommodate college, cultural and sports activities within the rigid framework of the semester system. We have changed the college working hours and left the afternoons free for such activities.
- c) Admitting students who have studied through the regional language requires extra care and attention that slows down the teaching pace and thus it is a challenge completing the curriculum. Extra classes and support helps us to overcome this problem. To help students who have studied through the regional language, we have introduced the PILL programme.
- d) When we wish to counsel, groom and help our students to develop into all-rounded personalities, we need to set aside time for activities like training in communication skills for placement. The change in working hours has made this possible.
- e) When we have department activities like guest lectures, symposiums, seminars, workshops, etc. we supplement these hours with special classes.

2.3.11 How does the institution monitor and evaluate the quality of teaching- learning?

- The quality of teaching learning process in the class room is monitored by the Principal's personal supervision, and the Head of the Department's direct interaction in the students. The same is monitored by the stakeholders too by the progress report card sent to the parents of every student. Evaluation of students' performance is assessed by Continuous Internal Assessment Test and the University Examination results.
- Student feedback forms help the Management and Principal monitor the teachers.
- Regular CIA tests help evaluate the learning that is taking place.

2.4 Teacher Quality**2.4.1 Provide the following details and elaborate on the strategies adopted by the College in planning and Management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum**

This college is one of the very few colleges which have retained its staff who joined in the early years of inception. The Principal of the College and nearly seven senior faculties have more than 25 years of experience and are competent to handle new and advanced subjects.

Table 2.4.1								Details of Teachers							
Highest qualification		Professor		Associate Professor		Assistant Professor		Total							
		Male	Female	Male	Female	Male	Female								
Permanent teachers															
D.Sc.-D.Litt.		-	-	-	-	-	-	-	-						
Ph.D.		-	1 Principal	-	2	-	2	5							
M.Phil.		-	-	-	-	-	34	34							
PG		-	-	1	1	-	4	6							
Temporary teachers															
Ph.D.		-	-	-	-	-	1	1							
M.Phil.		-	-	-	-	-	9	9							
PG		-	-	-	-	-	5	5							
Part-time teachers															
Ph.D.		-	-	-	-	-	-	-							
M.Phil.		-	-	-	-	-	-	-							
PG		-	-	-	-	-	3	3							
Total			1	1	3		58	63							

- a) *Recruitment:* An advertisement calling for eligible candidates is placed in a National Newspaper in the month of March/April. Shortlisted candidates are called for an interview. They face an interview board comprising of the Correspondent, Principal and Heads of the Department. Priority is given to eligibility, merit, attitude and overall personality in selecting the candidates.
- b) *Retention:* The college has a conducive working atmosphere. A qualified candidate is paid the basic of the UGC scale of pay. On completion of three years they are made permanent and given the UGC scale. Regular increments are also given. Teaching staff are given gratuity on retirement. The supporting staff enjoys the benefit of bonus.
- The Management takes concern and care in the welfare of the staff. The following provisions are made available:
 - Provident Fund.
 - ESI.
 - Group Accident Insurance.
 - Loan through Credit Society.
 - Interest free Management Loan.
 - Tuition fee is waived for the permanent employees' children who are studying in the schools run by the Management.
 - Staff with continuous 9 months of service is eligible for vacation salary.
 - Maternity/ Medical / Earned Leave for staff with continuous 3 years service.
 - Gratuity for retired staff.
- Leave facilities that include Casual Leave, Earned Leave and Medical Leave enable the staff to strike a balance between life and career.
- Career advancement is given due regard. The Staff are encouraged to pursue research or any course pertaining to their subject. Support and permissions are granted to interested staff to participate / present papers at conferences and seminars and to attend workshops.
- Staff are sent for training when the need arises to help them cope with the changes and advancements in their respective subjects. There are about six
 - ICTACT trained staff members nominated by the College.
 - Two staff members were trained for 'J2EE and Best Practices in Software Engineering.'
 - Two staff members received training in 'Dotnet.'

- ICTACT in collaboration with Oracle Academy gave training to two staff members in ‘Java Fundamentals and Java Programming.’

2.4.2 How does the institution cope with the growing demand- scarcity of qualified senior faculty to teach new programmes - modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

- Our institution is the first self financing college under the University of Madras and is referred to as an exclusive Women’s College in North Chennai.
- A conducive work culture that promotes academic progress and ideas gives space to each faculty to contribute her mite towards fulfilling the vision of the college. Adequate recognition and encouragement are duly given.
- Competitive salary that is structured and calculated without bias is a source of great encouragement to the faculty. This is one of the reasons that the college could retain many senior faculties with over twenty five years of experience.
- Staff are sent to attend courses that will equip them with the necessary knowledge to handle new course/subjects that are introduced. For instance, when EVS was made a compulsory subject for all the second years, staff members were sent to the EVS training programmes organized by the various institutions/ University/Agencies. When ‘Soft Skills’ was introduced three faculty members from the Department of English attended the training programme conducted by CII and some others went for relevant workshops.
- In the interest of progression, skills are identified among the faculty and appropriate responsibilities are designated to them. For instance the expertise of senior faculty Dr. Lakshmi Jaganathan (Dept of Physics) was tapped by assigning her the post of Science Coordinator. The posts of Vice Principal & Dean of Students were created and efficient staff were nominated for the same to encourage progression.
- When B.Com (A&F) was introduced, a senior faculty from the Department of Commerce was upgraded to head this new department, thus ensuring quality and efficiency.
- Departments headed by relatively less experienced Staff are constantly guided and assisted by the senior faculty.

Outcome during the last three years

- The college attained research status with the introduction of M.Phil in Commerce and English in 2012.
- B.Com (A&F) was introduced in 2012 as it is an emerging area in the study of Commerce.
- When the Department of Commerce and English became Research Departments the senior members of the Department were permitted by the University to handle the classes. So the increase in workload was met with by recruiting staff to handle the UG classes.
- Ms. K.Swarna from the Department of Commerce was upgraded as the Head of the Department of B.Com (A&F) and Ms. F. Beulah was appointed as a faculty in the new department.
- Utmost care and importance is given to qualification and competence while selecting a Staff. Apart from checking their credentials, their performance is monitored to ascertain efficacy. Student feedback is a vital parameter used to evaluate the competency of the staff.

2.4.3 Providing details on staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

- The University's Academic Staff College conducts Orientation, Refresher and short – term courses periodically throughout the year. The College sends the faculty members regularly to these courses to help them update themselves:

a) Nomination to staff development programmes

Table 2.4.3. a Staff Development Programmes organized by others	
Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	3
HRD programmes	-
Orientation programmes	6
Staff training conducted by the University	6
Staff training conducted by other institutions	10
Summer - winter schools, workshops, etc.	19

b) Faculty Training programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning.

- The College conducts faculty training programmes to empower teachers.

Table 2.4.3.b Faculty Training Programmes				
Date	Organized by	Name of the Faculty Training Programme	Resource Person	No. of Participants
03/03/2012	Post Graduate Dept. of English	Classrooms into Techrooms	Mr. Xavier Pradheep Singh, <i>Asst. Prof, Dept of English, V.O.Chidambaram College, Thuthukoodi, TamilNadu</i>	31 (English faculty from our college and city colleges)
14/07/2012	BBA & Commerce Dept. with IQAC	Investment Analysis & Financial Planning	Mr.M.Chillukuri Vijayakumar, <i>Team member of IIAMS</i>	30
19/07/2012	CTTE Library in Collaboration with IQAC	E-Resources	Mrs.L.R.Gowri Ravindranath, <i>Reference Outreach Librarian, USIS</i>	55
04/08/2012 & 11/08/2012 (in 2 batches)	Post Graduate Dept. of English	Voice Training	Mr. Ajith Chitturi, <i>Thespien</i>	51
08/02/2013 & 09/02/2013 15/02/2013 & 16/02/2013	College Dean	Good to Great Teachers	Mr.G.Kalyanaraman, <i>Founder, WHY & IIAMS</i>	49
13/02/2013	CTTE Library	Campus Automation Service-Autolib Campus Management Software	College Librarian	65
16/07/2013 & 17/07/2013	ICT Academy of Tamil Nadu	Personality Development	Mr. Giridhara Narayanan, <i>ICT Academy</i>	19 (Faculty from our college and city colleges)

c) Percentage of Faculty invited/participated/presented

- The college encourages the teachers in all kinds of academic activities.

Table 2.4.3.c <i>Percentage of Faculty invited/participated/presented</i>				
<i>1. Percentage of Faculty Invited as resource persons in Workshops - Seminars -conferences organized by external professional agencies</i>				
Year	Workshop	Seminar	Conference	Percentage of Faculty
2009-10	-	-	-	-
2010-11	-	-	-	-
2011-12	2	-	-	-
2012-13	1	-	-	-
<i>2. Percentage of Faculty Participated in external Workshops - Seminars - Conferences recognized by national- international professional bodies</i>				
Year	Workshop	Seminar	Conference	Percentage of Faculty
2009-10	7	5	3	25.0
2010-11	5	5	3	21.6
2011-12	6	4	11	35.0
2012-13	10	7	6	38.3
<i>3. Percentage of Faculty Presented papers in Workshops - Seminars - Conferences conducted or recognized by professional agencies</i>				
Year	Workshop	Seminar	Conference	Percentage of Faculty
2009-10	-	2	4	10.0
2010-11	-	-	6	10.0
2011-12	-	4	33	61.6
2012-13	-	9	22	51.6

2.4.4 What policies-systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programmes industrial engagement etc.)

- Study leave is granted but staff must make use of the accumulated Earned Leave for the purpose. On Duty leave is sanctioned by College to encourage an academic atmosphere, wherein the faculty wanting to attend a National and International conferences and seminars and present papers related to their thesis work or related to current academic activities. The College permits the faculty to participate in training programmes or Refresher Courses - Orientation Courses conducted by Academic Staff College of recognized Universities to equip themselves and sanctions 'On Duty.'

2.4.5 Give the number of faculty who received awards - recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance-achievement of the faculty.

- The progressive views of the Management and their understanding leadership inspires the staff to work towards accomplishing the institutional vision and mission. The personal aspiration of the Principal and faculty to give their best has brought them and the institution accolades from time to time.
- Dr. Hanifa Ghosh, Principal was honoured by Sri Ramanujam Charitable Trust for 32 years of dedicated teaching service, and excellence in administration.
- Dr. Hanifa Ghosh, Dr. R. Meenakshi and Dr. Lakshmi Jagannathan, were honoured with the 'Aasiriyar Semmal Viruthu' by Tamil Nadu Research and Development Institute on Teachers' Day, 2012.
- Some of our faculty members have been honored at the regional level. For example, Lion's Club Honored 10 Senior Faculty Members recognizing their contribution. K.Preetha, Assistant Professor of Tamil was given Best Teacher Award in Senthamizh Solai, a literary organization.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

- A Questionnaire is given to the students of all classes and evaluation of teachers is done after scrutiny of the feedback. The performance of the newly recruited teachers' is assessed by Head of the Departments by obtaining feedback from the whole class and by observing their classes. Concerned teachers are given a feedback based on the evaluation and asked to focus on weak areas to improve their teaching.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

- Evaluation processes are communicated to first year students during their induction every year. The criteria for calculating internal marks are clearly explained. Similarly,

the metrics for CIA tests are also explained in detail by the tutor and the Head of the Department. For instance, we explain what we expect from our students in each subject, the methodology of presentation and how it will be evaluated etc.

- The class tutors brief the respective classes about the same. It is also printed in the handbook and is put up on the notice board.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

- As a major evaluation reform the university has introduced internal marking system. Out of a total of 100 marks, 25 marks are awarded by the faculty as internal assessment. Taking a cue from the university we now evaluate the students based on their interactions with teachers in the class room, originality in preparing assignments etc.
- The photocopies of the answer papers are made available to the students who apply for revaluation by the university.
- Three CIA tests are conducted in each semester where the third test is a model University Exam. Students are warned and motivated to take these tests seriously.
- The papers are evaluated and distributed to the students at the end of each tests. Students are allowed to clarify details about the evaluation and marks before they are entered. It is also recorded in the Department mark registers and progress reports are prepared. CIA marks and University internal marks are displayed periodically for scrutiny by the students.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

- At the University level answer scripts are corrected at Central Valuation Camps by Faculty from all the affiliated Colleges of the University. If there are any issues, students apply for revaluation in consultation with concerned staff. University of Madras has offered an opportunity to the students to view their corrected answer scripts. The introduction of CBCS at the UG level aims at achieving the overall development of students through internal marking system which comprises of tests, seminars and attendance. We maintain attendance records and inform the parents about the absence of

their wards. We assign topics for seminars and help them learn concepts thoroughly. A Grievance Cell has been established by the University of Madras to address problem of evaluation and marks. Appropriate guidance and support are given to students to apply for re-totaling and revaluation.

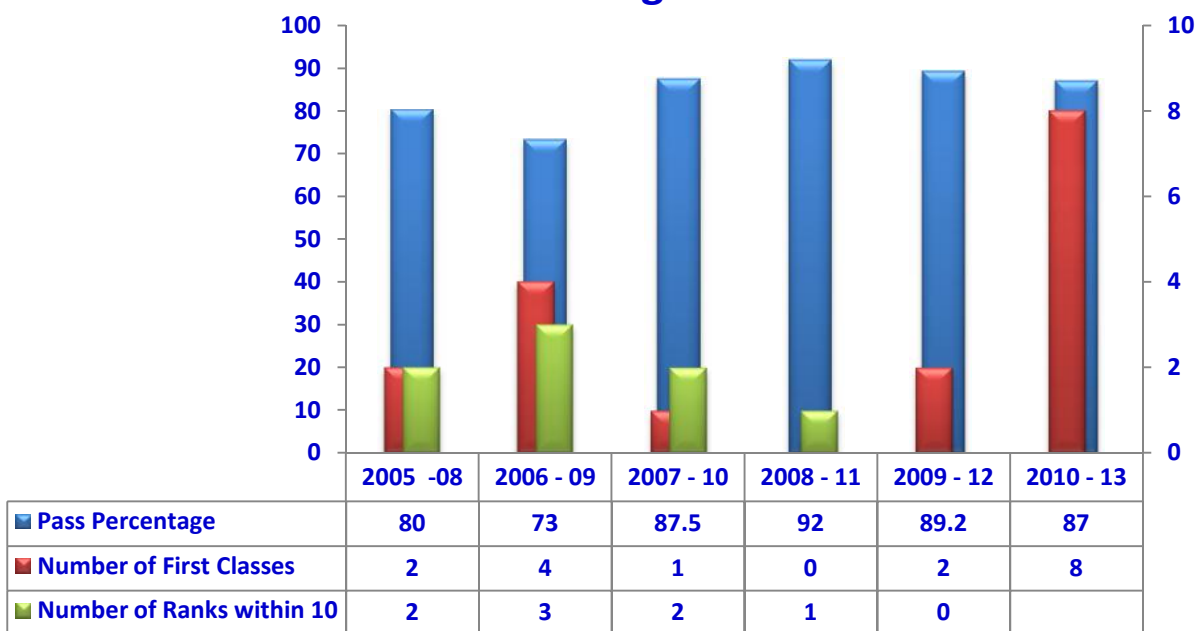
2.5.4 Provide details on the formative and summative evaluation approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

- We consider the CIA tests as the formative evaluative system, as designed by the University for the curriculum with the goal of proficiency in the subject. The semester examinations are considered to be the summative evaluative system to measure student achievement.
- Under the system of Non-Major Elective, we have realized that the need for the ‘Spoken English’ programme is very high. Students are segregated according to their abilities and appropriate training in spoken English is given. Oral examinations are conducted to evaluate their progress.
- The University has allotted weekly 2 hours for each first year student to undergo soft skill training with the goal of teaching students’ life skills. Our Soft Skills Trainer has designed the modules that suits the needs of our students and at the end of each semester we have an external examiner who measure these students abilities. Lots of students have benefitted from this training that has indirectly boosted our placement.
- The Placement Officer gives intensive placement training to third year students with the goal of making industry ready. She has special modules with which the students are trained. The increase in placement shows that these programmes are effective.

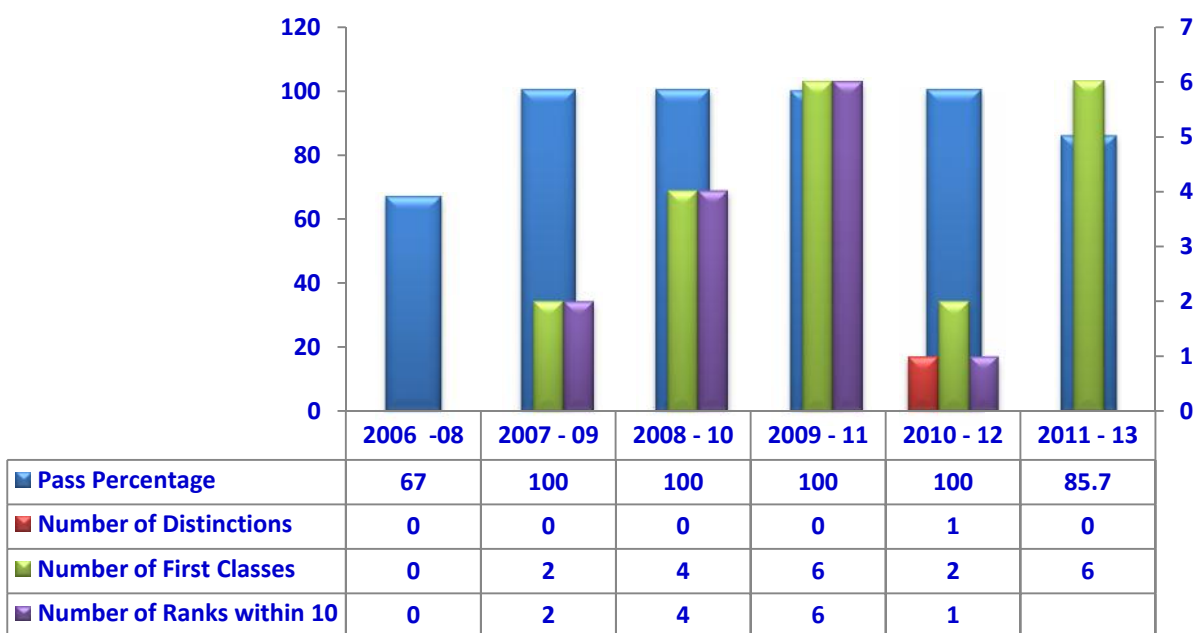
2.5.5 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course-programme? Provide an analysis of the students results-achievements (Programme-course wise for last four years) and explain the differences if any and patterns of achievement across the programmes-courses offered.

- We monitor the progress and performance of the students throughout the duration of the course via the tutor ward system. The academic performance is communicated to parents through Progress Reports and sometimes, whenever necessary letters are sent to parents.
- The following result analysis charts will explain the student performance:

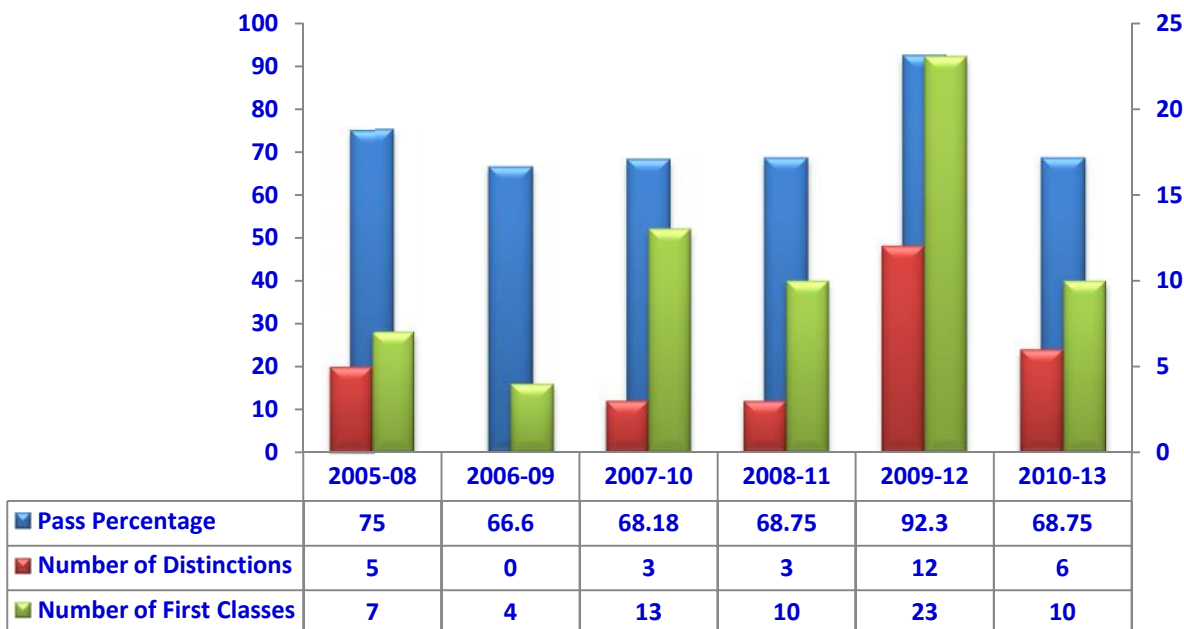
BA English



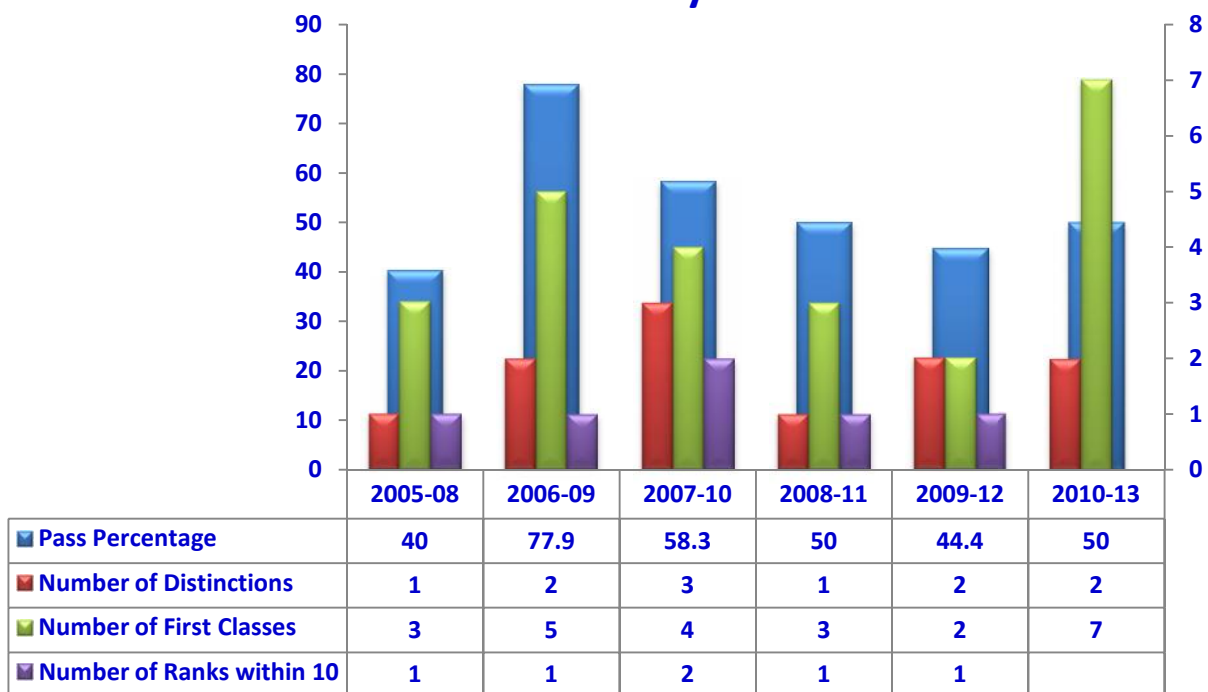
MA English

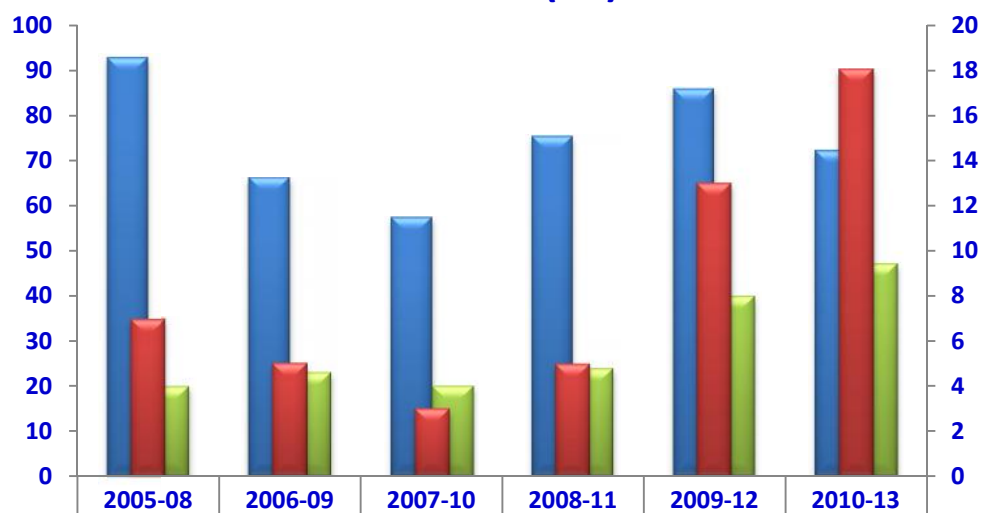


B.Sc. Mathematics

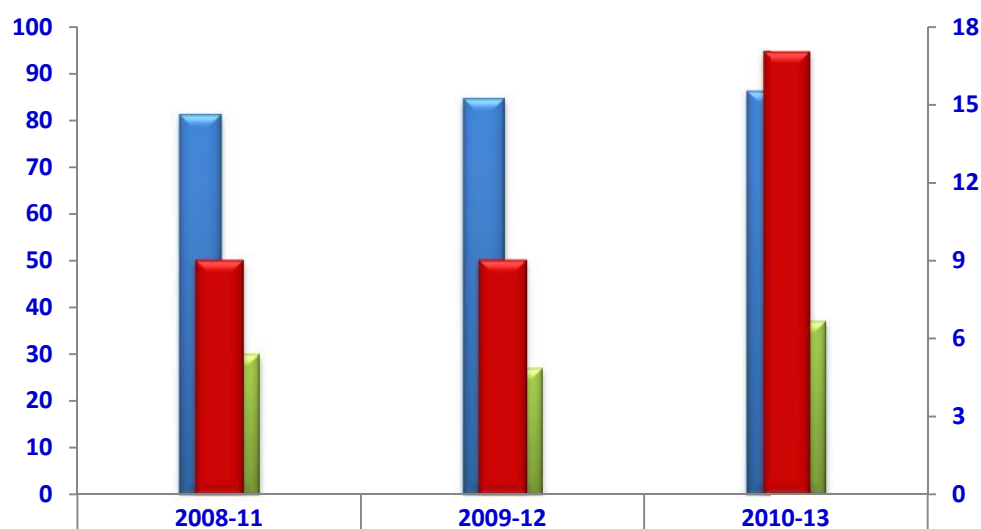


B.Sc. Physics

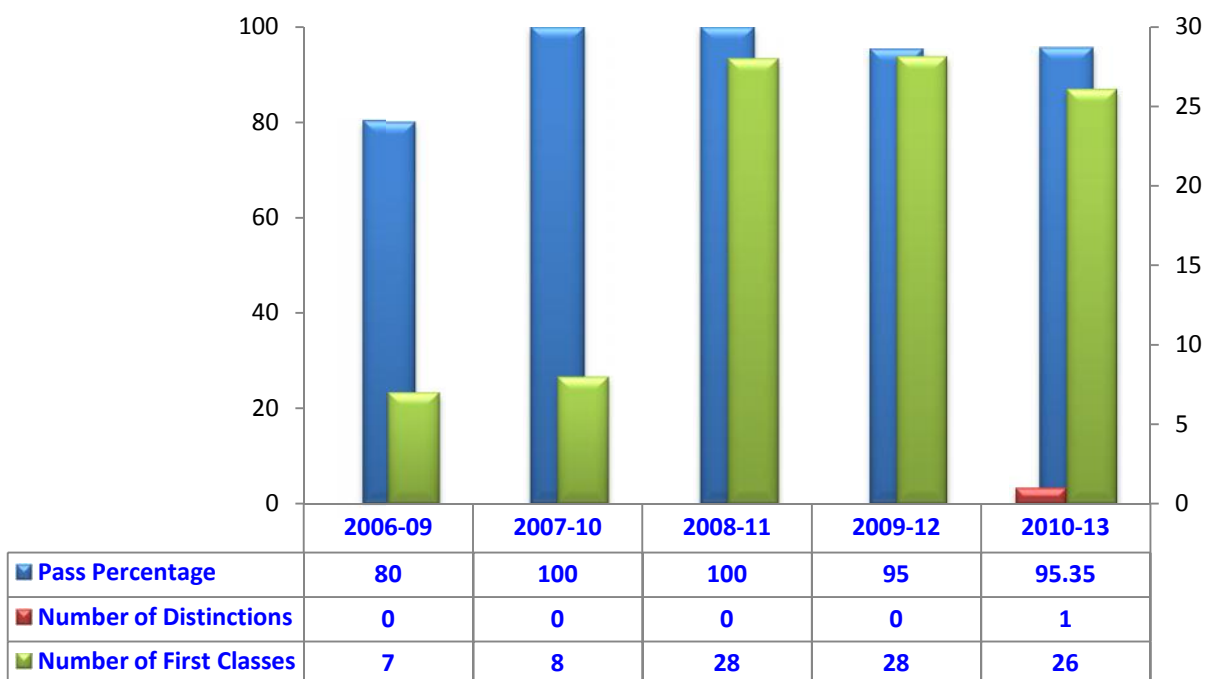
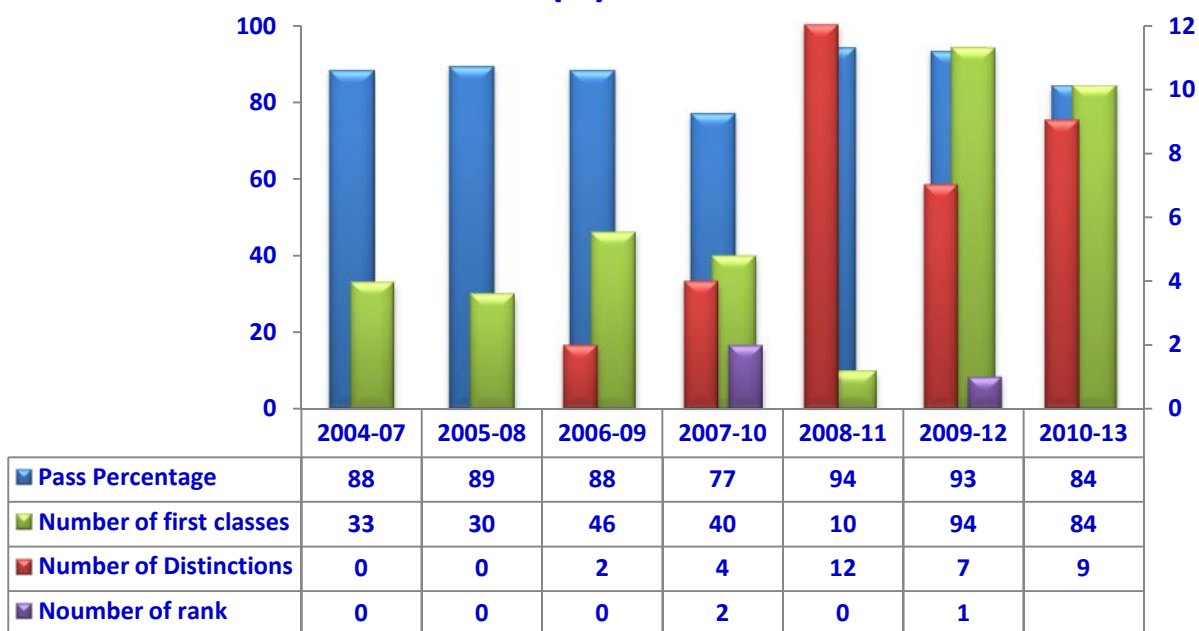


B. Sc. (CS)

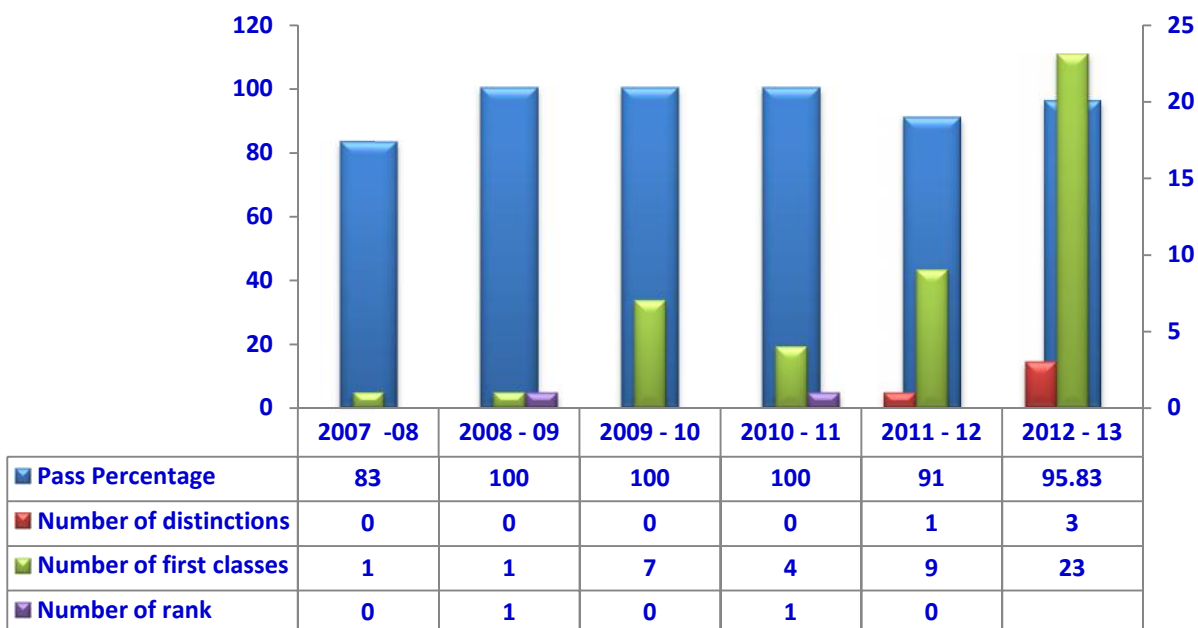
Pass Percentage	93	65.9	57.1	75.5	85.9	72
Number of First Classes	20	23	20	24	40	47
Number of Distinctions	7	5	3	5	13	18

BCA

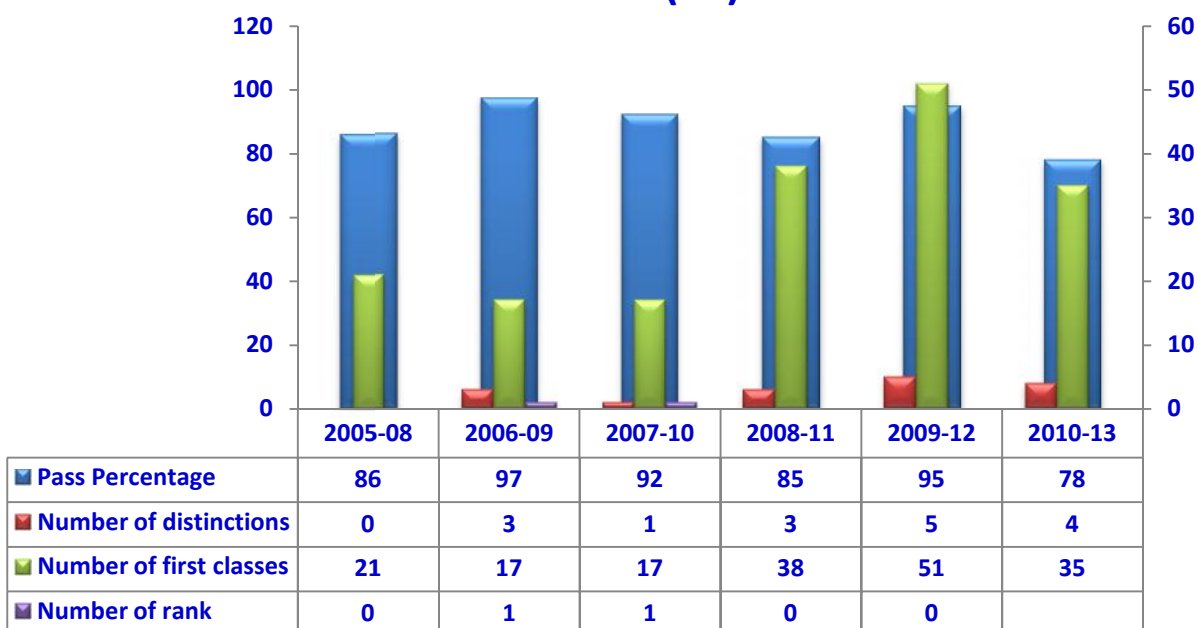
Pass Percentage	81	84.38	86
Number of First Classes	30	27	37
Number of Distinctions	9	9	17

BBA**B. Com (G)**

M. Com



B. Com (CS)



2.5.6 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.

- In the year 2008-2009 the University introduced CBCS system with Internal Assessment. Two CIA centralized tests were introduced and total transparency in attendance and marks is maintained. It was observed that when students absented themselves for any one of the two CIAs, they lost marks heavily in internals. From 2009 to 2012, two CIA tests with Model Exam marks taken for calculation for performance. It was decided to change the CIA duration and blueprint to enable students to study smaller portion and write three CIA tests for one hour each. These tests will continue to be centralized. This will be followed by model exam. The marks secured will be put on the notice board before the university examinations. The internal marks are calculated for Tests, assignments and attendance. Due weightage is given to punctuality, independent and original work. During the induction of the first years, the Heads of the Departments and the class-in-charge inform them about the internal assessment system and weightage is given for each parameter and this ensures transparency. We follow the internal assessment system rigidly by conducting seminars, by giving assignment, CIA tests and Model exams to all the students for every semester.

2.5.7 Does the institution and individual teachers use assessment-evaluation as an indicator for evaluating student performance, achievement of learning objectives and planning indicator? If 'yes' provide details on the process and cite a few examples.

- Yes, within the framework of the CBCS [Choice Based Credit System] the college assesses student performance and progress and helps them through the tutor-ward and mentoring system.
- For example, in the Department of Business Administration, based on the performance of the students in the internal Assessment and university examination PILL programme has been introduced to improve the performance and for Department of Mathematics Tutorial system has been introduced. Department of English conducts remedial coaching for students who have not cleared English.
- When a class / group of students or an individual student consistently performs below

expectation, counseling is done by the Head of the Department, Principal and if required, the Counseller.

- Mentors speak to their wards and clarify the reasons for the poor performance and guide the students appropriately.

2.5.8 What are the mechanisms for redressal of grievances with reference to evaluation both at the College and University level?

- University: The University has introduced new methods to dispatch question papers to examination centres. Notable changes have been made in the system of sending answer papers to the examination centre. The answer scripts are corrected at Central Valuation Camps by faculty from all the affiliated Colleges of the University. If there are issues, students apply for photocopies and revaluation in consultation with concerned staff. The Class Tutor and Heads of the Department help the students to apply for revaluation / re-totaling.
- At the College level, students take the issues to the tutor who in turn discusses the issue with the head of the Department. The students' grievance with reference to evaluation at the college is looked into by the Head of the Department.

2.6 Student performance and Learning Outcomes

2.6.1 Does the College have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

- We aim at providing knowledge along with employability skills all the while developing values rooted in our culture. Learning outcomes are theoretical, conceptual knowledge in the particular subject, practical application of theory and subject proficiency. The staff and students are made aware of the University syllabus and objective of learning, the university syllabus is given and the objective of learning is also.
- The faculty and the students are made aware of the vision and mission of institution and are directed to keep this in mind in the teaching/ learning process. For instance, the guest lectures arranged, the competitions held, are mostly in keeping with this objective. Women's Day, National/ Regional/ Religious festivals are celebrated in the campus to fulfill the objectives of the vision and mission.

2.6.2 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

- Our teaching and learning and assessment strategies have been shaped by the socio, cultural and economic background of our students resulting in the kind of a remedial teaching using lecture method in the class room which we believe facilitates the achievement of the intended learning outcomes. Textbooks are a de facto syllabus and, apart from the teacher, it is the most important support for the acquisition of knowledge and skills for our students. The access to the internet opens up enormous opportunities by providing material that supplements the textbooks and enriches the learning environment.

2.6.3 What are the measures / initiatives taken up by the institution to enhance the social and economic relevance (quality Jobs, entrepreneurship, innovation and research aptitude) of the courses offered?

- The placement officer gives training to sharpen the generic and enabling skills of our students. The students who are entering into teaching are given more reading assignments to improve their capabilities. PG and M.Phil students are encouraged to do research using free internet in the Language Lab and in the College library in an effort to enable equal access to quality. The training concentrates on employability skills which are non-technical skills and helps acquire the knowledge necessary for effective participation in the workforce including competencies such as communication, self-management, problem solving and teamwork.
- The Department of Commerce and Business Administration offers a job oriented Certificate Course, CPFA (Certified Personal and Financial Advisor) which can place the students in quality jobs as Investment Analysts in banks and stock markets and as Financial Advisory Professionals.
- The Entrepreneurial Development Cell started functioning from 2012-2013 to impart skills that may come handy for women students to either 'earn while they learn' or for self employment. An Aavin Parlour managed by students was inaugurated on July 11, 2013. Life Skill Certificate Courses in 'Cosmetology,' 'Jewellery Designing' and 'Embroidery Work' has been introduced from the academic year 2013-14.
- The PG and M.Phil students are encouraged to do their research on socially relevant topics.

2.6.4 How does the institution collect and analyse data on student learning outcomes and use it for planning and overcoming barriers of learning?

- Departments have started collecting feedback from students to analyse student learning outcome. This helps the departments to plan strategies to overcome learning barriers.
- Student feedback is collected after Bridge Course, after every semester and after they leave the institution.
- To some extent remedial coaching is carried out.
- Foundation English classes incorporate teaching of Communication Skills.
- Efforts are taken by the faculty to improve their teaching methodology by using technology and interactive method.
- Principal in consultation with the Heads of the Departments decides on the pattern of Question Paper / Evaluation methods for the CIA tests. Changes are made as and when required. These tests and evaluation are strictly monitored and reformed to ensure better learning outcomes.

2.6.5 How does the institution monitor and ensure the achievement of learning outcomes?

- The institution monitors and ensures the achievement of learning outcomes through sending progress reports to parents from the mark registers maintained in the Departments.
- The University results are also recorded.
- At the end of each semester, each Department submits their result analysis to the Principal who submits it to the Management who in turn place it before the Trust Board who seeks explanation for cases required.

2.6.6 What are the graduates attributes specified by the College-affiliating University? How does the College ensure the attainment of these by the students?

- The University insists on and the college ensures its graduates leave the institution with the following attributes:
 - Sound knowledge of the subjects

- Character
- Social responsibility
- Community orientation
- Citizenship values

The above attributes are inculcated in students in the following ways:

- It is the priority of the college to equip each graduate/ post graduate passing out of the institution with a sound knowledge of their respective subjects. The prescribed syllabus is taught extensively and is augmented with Guest Lectures and co- curricular activities.
- Discipline is ensured inside the campus. The Dean of students with the help of the Student Council regularly supervises campus behavior. The Principal, Vice-Principal, Heads of the Department and Tutors counsel the students who have behavioral problems. The importance of character is emphasized by the Principal, in her address to the students during the daily Morning Assembly.
- The EVE (Ethics, Values and Empowerment) for Women Programme has been launched to inculcate values and empower the students.
- The University of Madras specifically emphasizes on the development of human resource for national welfare and the College makes every attempt to sensitize our students towards their role as good citizens. Hence the College NSS units are encouraged to be very active and students participate in human chains, processions etc. empathizing with social causes. These attributes are in accord with the University's strategic directions and values. Whenever there is a national calamity, our students are encouraged to come forward and contribute in kind to the victims.
- The College gives importance to the Extension activities insisted on the University. The NSS, YRC and Consumer Club function effectively in inculcating values, community consciousness and citizenship training.
- Regular rallies to create awareness on Road Safety, AIDS etc. are held. Human chains are formed to support causes that interest the citizens. The YRC sends student volunteers to hospitals to regulate the crowd. The principles of voluntary service, health and hygiene are inculcated in students through various programmes.

2.7 Other relevant information

- The traditional lecture method is found to be effective as our students mainly come from economically and socially disadvantaged sections of society. They do not easily participate in the classroom. Face to face teaching through chalk and talk gives a personal touch and helps them overcome diffidence. Also English is a difficult language for many. Hence our teachers repeat explanations of concepts using a zigzag method of teaching often going back and forth. A few teachers, teaching science subjects do use a few Tamil words to make students understand the concepts. After each CIA, sometimes the entire class needs remedial. Great effort is put in making them learn the right spelling. Because we have just a minority of students who do not come under remedial, our teaching methodology itself is corrective in its nature. It involves a lot of illustrations, simple notes, and a series of small tests. Aids in the class rooms are used to supplement the lecture method. Most of the classes have group system. Charts are made by groups. The class representative acts as a link between the teacher and other students.
- The ADEPT - English Language Lab - which has Snet and browsing facility is very effective in teaching at both the basic and higher levels. At the basic level the lab is used for first year General English students who learn the primary skills using study skills software. First year non-major elective students of Spoken English, Final year BA English and M.A English (for language and linguistics paper) are taught the sounds of English using sky pronunciation software. The lab is used for second year General English students to learn the lessons based on the curriculum through power point presentations and quiz maker application in clarity Snet. At the higher level, M.A and M.Phil students browse the internet for study and research materials. All labs have LAN connection and internet facility. Power Point Presentations are made by teachers and students are trained to do the same. More and more, our college is integrating technology into the teaching - learning processes. On-line quizzes and tests are slowly being introduced.

2.8 Conclusion

The institution reaches out to women students who are predominantly from the socially and economically weaker section of North Chennai. The college adheres to the admission policy of the government and within that framework gives spot admission to every eligible student who opts for the college as the first choice. The college maintains a conducive environment that encourages differently-abled students, minority students and such others with diverse needs. The tutor-ward and mentoring system supports caters to the diverse needs of students. The teaching process involves: careful allotment of the syllabus, course plan, bridge-course, use of aids and ICT tools. Soft skills and placement training is also given. The learning process, apart from classroom teaching is through library resources, internet research, guest lectures, ADEPT language lab, competitions, interactive classroom sessions, paper presentations, group discussions, internship and other student-centric activities. Staff are recruited after ascertaining their quality in subject and social consciousness. A good number of faculty are upgrading their qualifications through research, leading to M.Phil/Ph.D. Many of them have cleared the SLET/NET examinations. Faculty members present/publish papers and attend seminars/conferences/workshops/Faculty Development Programmes regularly. The college encourages and supports them to attend Orientation /Refresher and other short term courses. Student evaluation is done through the Continuous Internal Assessment Tests, Seminars and Assignments. Through the PILL programme and remedial teaching necessary reforms are carried out. The tutors and mentors monitor the student performance and appropriate action is taken. Teacher evaluation by students at the end of each semester is used as a feedback mechanism to enhance the teaching-learning process. Thus the institution takes all efforts to efficiently serve its students.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

Introduction

The College has two research departments, the Department of English and the Department of Commerce which promote research. The staff members are encouraged to participate and present papers at conferences, seminars, symposia and workshops. We have a list of eminent professors, who will be delivering special lectures in their specialized areas of research to staff and students. We have effective infrastructure that facilitates research – a good library, with 14,981 books and 10 computers with internet access to INFLIBNET, a language lab with 31 computers with internet and departments with computers and internet access. Extension Activities are given importance and our students reach out to the underprivileged through the NSS, YRC, and RRC.

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center-s of the affiliating University or any other agency-organization?

- We have two research departments recognized by the University of Madras – Departments of Commerce and English.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

- We have a Research Committee to monitor and address the issues of research.
- Research Committee advises the faculty members and the M.Phil students to present papers, attend seminars and conferences. This Committee motivates teachers to register for PhD and to take NET - SLET. The Research Committee also helps faculty members to get a guide for doctoral research. It has been recommended that students may be allotted library hours, and they may be permitted to use ADEPT, the Language lab more for research purposes. Hence, the PG students have more access to resources during working hours and this has helped them to do more reading.



3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes-projects?

- *Autonomy to the principal investigator:* We do not have independent research projects, but in research works affiliated to the curriculum, autonomy is allotted to the researcher. For example, M.A English-M.Com students have the freedom to choose their research topics. The M.Phil students are given the autonomy to do research on areas they prefer, under the guidance of faculty.
- *Timely availability or release of resources:* We encourage research and make available resources like the library (INFLIBNET etc.), internet, teacher support etc. to the researchers. For example, when our PG students were researching on English Language Teaching, the College permitted them to use classrooms with students to test the modules they had developed on ESP (English for Specific Purpose).
- *Adequate infrastructure and human resources:* Our library and the number of computers with internet connection provide a research environment. Our teachers regularly present papers in conferences and symposiums creating the right atmosphere for research and learning.
- *Time-off, reduced teaching load, special leave etc. to teachers:* These facilities are available to teachers who are in the final stages of submission of their Ph.D thesis .Further when faculty members go for seminars or conference or Ph.D work they make arrangement under the supervision of the Head of the Department for their classes with their fellow teachers .We provide 14 days of 'On Duty Leave' which they can use either for valuation purposes or for research purposes. When teachers do research, they can avail the accumulated EL with full pay or apply for Loss of Pay.
- *Support in terms of technology and information needs:* We give effective technological support to do research either for class room teaching or for specialization. We have ample internet resources for research as well as to maintain academic standards.
- *Facilitate timely auditing and submission of utilization certificate to the funding authorities:* As we deal with curriculum based research, there is no involvement of funding whatsoever.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

- A science coordinator has been put in-charge of the Science Departments as per the instructions of the University of Madras. Science departments arrange guest lectures delivered by eminent resource persons with cutting edge research background, who address students on the latest developments in the world of Science aiming at a scientific temper.
- The Management takes efforts to bring eminent people to interact with our students and staff. The following are some of the eminent people brought to the College:

Table 3.1.4	Name and Designation	Date
	Dr. Venkatachalam Irai Anbu ,IAS Principal Secretary to Government, Secretariat and a leading writer.	August 17, 2012
	His Excellency Shri M.M.Rajendran The Former Governor of Odisha	April 2 ,2012
	Thiru. Pejavar Murari , IAS (Retd) (Specialised in formulation of Industrial PSolicies) Former Secretary to the President of India, Advisor to the President, FICCI	February 24,2011
	Col.Dr. G.Thiruvassagam, Vice Chancellor, University of Madras	February 26, 2010

- The Principal and senior faculty take efforts to bring eminent researchers and some of them are:

Table 3.1.4	Name and Designation	Date
	Thiru. Avvai Natarajan, <i>Former Vice Chancellor,Tamil University,Thanjavur .</i>	February 8, 2010
	Dr. Mangai <i>Associate Professor of Tamil and Theatre activist</i>	February 8,2010
	Dr.Ranganatham <i>Head & Reader in Commerce, University of Madras</i>	February 11, 2010
	Dr. Mylswamy Annadurai, <i>Project Director, Chandrayaan, ISRO, Bangalore</i>	February 13, 2010
	Dr. A.P.J.Abdul Kalam <i>Former President of India and Nuclear Scientist</i>	June 14, 2011

Dr. P.Iyamperumal, <i>Executive Director, TamilNadu Science & Technology Centre, Chennai</i>	September 26, 2011
Dr. Chitra Krishnan, <i>Head, Department of French and Foreign languages, University of Madras.</i>	July 22, 2011
Dr.Kadambari <i>Associate Professor of English, Ethiraj College for Women, Chennai</i>	February 23, 2012
Professor Ch. A.Rajendra Prasad, <i>Head, Department of English and Communications and Dean, School of Comparative Dravidian Literatures and Translation studies, Dravidian University, Kuppam, Andhra Pradesh.</i>	March 31, 2012
Dr.Thirumagan, <i>Syndicate Member of University of Madras, Principal, KCS Nadar College of Arts & Science</i>	July 28, 2012
Dr.V.Rajagopalan, <i>Principal, SSKV College of Arts& Science, Kancheepuram</i>	August 31, 2012
Dr.D.Kumaran, <i>Former Head, Department of Education, University of Madras</i>	September 6, 2012
Dr.Padmini Devarajan, <i>Assistant Editor.The Hindu</i>	January 9, 2013
Dr. V. Bharathi Harishankar, <i>Associate Professor in English, Institute of Distance Education, University of Madras</i>	February 13 2013
Dr.S.Karthikeyan <i>Asst.Prof.of Mathematics, Dr.Ambedkar Govt. Arts College & Member of Operations Research Society of India (ORSI.)</i>	February 7, 2013
Dr.M.S. Sriram, (Retd). <i>Professor & Head Department of Theoretical Physics University of Madras.</i>	August 8, 2012
Dr. P.K. Nagarajan, <i>Professor, Department of Mechanical Engineering, S.A. Engineering College</i>	January 10, 2013
Dr. S. Djodilatchoumy, <i>Head, Department of Computer Science, Pachaiyappas College</i>	September 26, 2012
Dr. A. Shameem, <i>Professor and Head, Department of Management Studies, Mohammed Salegh College of Engineering</i>	August 16, 2012.

Dr. V. Arasu, <i>Head Department of Tamil Language, University of Madras</i>	August 17, 2012
Dr. Nazeem Begum, <i>Reader, Department of Hindi, Dakshin Bharathi Hindi Prachar Sabha</i>	September 18, 2012
Dr. N.C. Mirakamal, <i>Assistant Professor, Department of French, University of Madras</i>	September 9, 2012.
Dr.Cynthia Pandian <i>Vice – Chairperson,TamilNadu State Council for Higher Education</i>	March 7,2013
Dr.G.Venkatraman,Professor&Head,Department of Indian <i>History,University of Madras</i>	July 25,2013
Dr.Shafivulla <i>Associate Professor, The New College</i>	July 31, 2013

- Research culture and aptitude: We create research culture and aptitude by giving students research based topics related to their subjects as assignments and some of them are presented as seminars in the class. We conduct inter-departmental competitions like Paper Presentations and Project Presentations, which give them exposure to research. The Departments of English and Commerce have redefined their objectives guiding the P.G and M.Phil students towards subject expertise and inculcating research skills. We provide research environment by enabling students to make project presentation on concepts in the prescribed core curriculum as well as in the socio - economic - environmental issues.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual-collaborative research activity, etc. minor and major projects, funding from the Government, UGC, DST, CSIR, AICTE, Industry, NGO or International Agencies)

- We plan to apply for these Research Projects when we become eligible under 12(b)
- The II MA students have research based projects and students are encouraged to work on these projects. The faculty involve themselves in supervising these research projects. As far as possible we try to give each student a supervisor enabling one supervisor. The two departments that have been upgraded as research departments involve more faculty in

active research. With the advent of M. Phil, we hope to take further steps in research by students.

3.1.6 Give details of workshops- training programmes- sensitization programmes conducted-organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

- We have conducted a work shop for staff focusing on the need to ensure quality teaching and research oriented teaching-learning process in association with Academy for Quality and Excellence in Higher Education for two days on 12th and 13th January 2012. Library organized a faculty development programme on “Access to E-resources” on 19th July 2012 in collaboration with IQAC. Dr.D.Kumaran, Former Head, Department of Education, University of Madras inaugurated M.Phil and delivered a lecture on ‘Research Methodology’ on 6th September, 2012.

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

- Department of English is prioritizing research areas in the broad context of English Language, Literature and Translation and is planning to explore the issues and details in these fields of study. Dr. Hanifa Ghosh is a specialist in the field of Linguistics and Translation, Mrs. Beena Thomas is specializing in Narrative Strategies in Literature and Dr.S.Sridevi has specialized in British Literature, Literary Theory and English Language Teaching.
- Department of Commerce is prioritizing research areas of Marketing and Human Resource Management. Mrs. R.Rajalakshmi and Mrs. K.Swarna both have specialized in Marketing. Mrs. Shantha Bai is specializing in Human Resource Management.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

- The Management insists on bringing eminent researchers to the college and invites such research person to address and interact with our students. The Principal and senior

faculty identify and contact veteran researchers through personal contacts , conferences attended and websites and invite them personally to address and interact with our staff and students as part of either departmental activities or collegiate activities. For example, the College took consistent efforts to keep in touch with the office of Dr. Kalam to invite him for an interactive session with staff and students which took more than a year of persistent effort to be realized. Dr. A.P.J.Abdul Kalam visited the College on 14th June 2011 and in the letter to our Principal dated 15th June 2011, he says:

My 40 minutes interaction with students (also) gave me an inspiring experience. All through the interaction, I found the students in full participation even when they were getting fully drenched in rain. I appreciate each and every student for their will power and participating in the interactions even in such a situation. My special appreciation to the Principal and the team of teachers for running such a beautiful institution.

- Similarly, the Department of Physics took great efforts to invite Dr. Mysamy Annadurai. Through repeated calls to his office, and many e-mails, the senior faculty members were able to contact him and then invite him to our College. The entire process took 6 months.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

- We do not offer Sabbatical leave for research activities. Neither do we get FIP under UGC. Staff can use their accumulated Earned Leave; LOP is granted as and when required.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness-advocating-transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

- The faculty members participate in seminars and conferences and their research

experiences are shared with students. We make the M.A students present their project work to other students during PPT competitions, and thus communicate their work to other students and faculty. Students are encouraged to read journals which record results of new research.

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

- With the introduction of M.Phil, the requisite amount is allotted as and when required by the management and utilized by the departments for optimum investment in the purchase of research books and journals.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

- There is no such provision in the institution to provide seed money to the faculty for research, as we have not been recognized under 12b, we do not get funds from UGC.

3.2.3 What are the financial provisions made available to support student research projects by students?

- There are no financial provisions but all other academic support is made available for P.G and M.Phil students to do their research projects.

3.2.4 How does the various departments-units-staff of the institute interact in undertaking interdisciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

- The Tamil Department has undertaken a research project of translating the ancient Tamil Grammar text 'Tholkappium' into English working with the Department of English. It is a group project in which Mr.Vijayarangan and Dr. Preetha (Dept. of Tamil) and Dr.S.Sridevi (Dept. of English) work together.
- In support of this project the two departments collaborated and conducted a National Symposium on 'Translation: Problems and Possibilities.'

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

- We share our resources among staff and students. When UG students require internet or computers for academic work, they are made available to them free of cost. Students use the internet for their official purposes like the Fine Arts, or Christmas choir etc. with prior permission from the concerned Faculty- in charge. In the case of the Language Lab, it is the Head of the Research & PG Department of English, and in case of library it is the Librarian etc.
- The Departments of English and Commerce allot one hour for each subject as research-teaching hour for its PG students and the students either go to library or use the language lab's internet facilities to do research; they also take turns to go in turn to UG classes to teach as a step towards reinforcement of knowledge learnt in class room or acquired through self-study. The Language Lab is effectively and optimally used by all the P.G students, M.Phil scholars and the first year students for English and Soft skills and all the second years except B.Com, BBA and BCA.

3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

- No.

3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total grant		Total grant received till date
				Sanctioned	Received	
1. Minor projects						
2. Major projects						
3. Interdisciplinary projects						
4. Industry sponsored	-	-	-	-	-	-
5. Students' research projects						

- We will be trying for funds after NAAC Accreditation and securing 12B status.

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

3.3.1 Infrastructure	Facilities
ADEPT, Language Lab	31 computers with free Internet facility
Departments	1 computer with free internet access and Department Library
Library	14981 Books, 802 Reference Books, 22 Journals, 29 Periodicals, 10 Computers with internet, LAN facility and 1 Canon Multifunction Device (Copier, Printer, Scanner) Institutional Membership in reputed Libraries. Online Resources: INFLIBNET(INformation LIBrary NETwork)

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

- The Management insists on updating the library every year and the librarian procures books as per the requirements of each department. The PG and research departments recommend books that deal with upcoming areas of research.
- Whenever a new course is thought of, the college tries to acquire books in that area and later we also buy books recommended by the inspection committees who recommend to the University for the sanctioning of these courses. The Library has a reference section that displays seminal works.
- Dr. C.T.Indra, Former Head, University of Madras, donated 1000 research-based books to our Library along with 18 copies of Ph.D thesis for which she had been the Supervisor. These thesis deals with emerging areas of research.
- Institutional memberships in American Information Resource Centre and University of Madras libraries help in acquainting with latest research Journals. The College has acquired membership to N-List programme of INFLIBNET to make e-resources available for students and faculty.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments- facilities created during the last four years.

- We have not applied for any special grants to develop research facilities. The institution has plans of Collaboration with industries in the years to come.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus - other research laboratories?

- Institutional Membership to other libraries like American Information Resource Centre and University of Madras Library.

3.3.5 Provide details on the library- information resource centre or any other facilities available specifically for the researchers?

- The Language Lab and the Library are the research facilities available to our staff and students.

Library	
3.3.5 Category	Details
Number of Books	14981
Number of Reference Books	802
Books for IAS Preparation	310
Number of Journals	22
Number of Periodicals	29
Number of CDs	106
Number of Computers	10 with internet connection & LAN infrastructure
Number of Printers	1 Laser Printer 1 Canon Multifunction Device (Copier, Printer(Color and Black- White), Scanner connected with all the Computers in the Library)
E-resources	6000 E-Journals 97000 E-Books
Reprography	1 Canon Multifunction Device (Copier,Printer,Scanner)

Book Bank	676
Question Bank	For 5 Years
Question Bank –e format	1 year
Information storage	AUTOLIB
Online Public Access Catalogue	Available
Students' Projects	89
Ph.D Theses	18
University Syllabus	10 departments
2.ADEPT	
ADEPT, Language Lab	31 computers with free Internet facility

3.3.6 What are the collaborative research facilities developed - created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

- Nil

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- * *Patents obtained and filed (process and product)*
- * *Original research contributing to product improvement*
- * *Research studies or surveys benefiting the community or improving the services*
- * *Research inputs contributing to new initiatives and social development*
- Our faculty members have been researching in their specific areas of specialization and are presenting papers in state level, National level and International level conferences. The following original research contribution has been made by our science faculty which is likely to result in improvement of drugs used in diseases:

3.4.1 Name	Details
Dr. R.Meenakshi & Dr. Lakshmi Jaganathan	<ul style="list-style-type: none"> • Molecular structure & vibrational spectroscopic investigation of nitroglycerin using DFT calculation. Vol. 38, No. 3, March 2012 Molecular simulation. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports). • FTIR, FT-Raman spectra and quantum chemical studies of nebevolo. Vol.37, No.12, October 2011, Molecular simulation, an

	<p>international, multidisciplinary, academic journal published from UK. Taylor and Francis Group. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports).</p> <ul style="list-style-type: none"> • Density functional theory, restricted Hartree-fock simulations and vibrational spectroscopic studies of Nicorandil. Vol.36, May 2010, Molecular simulation, an international, multidisciplinary, academic journal published from UK. Taylor and Francis Group. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports). • FTIR, FT-Raman and UV-VISspectral and quantum chemical investigation of Trimetazidine. Vol.36, Dec 2010, Molecular simulation, an international, multidisciplinary, academic journal published from UK. Taylor and Francis Group. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports). • FTIR, FT-Raman and UV-VISspectral and quantum chemical investigation of carvedilol. Vol.36, 283, Dec 2010, Molecular simulation. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports).
Mrs. T. Ramya	<ul style="list-style-type: none"> • Density Functional Theory, Restricted Hontree- Fock simulations and FTIR, FT-Raman and UV-VIS Spectroscopic studies on Lamotrigine. • Journal: Spectorchimica Acta PartA: Molecular and Biomolecular Spectroscopy (2013) PP 277-283, ISSN :1386-1425. 14 June 2013. Impact Factor: 1.977 (2013 Thomson Reuters, Journal Citation Reports).

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

- We do not publish any research journal currently.

3.4.3 Give details of publications by the faculty and students:

Publication per faculty

- Mr.Vijayarangan, Head, Dept.of Languages has published well researched Commentaries on Tamil Classics which are listed below:

Tamil Classics	
1.	Avvaiyar Aruli Seida Vinayagar Agaval. Urai Vilakam, Ganapathy Pathipakkam, Chennai-52.
2.	Manikavasagar Arulia Siva Puranam- Vilakaurai, Ganapathy Pathipakkam, Chennai-52.
3.	Devaraya Swamigal arulia Kanda Sasti Kavasam-Vilakaurai, Ganapathy Pathipakkam, Chennai-52.
4.	Ramayana Saram (Padal Thokupu) - Ganapathy Pathipakam.
5.	Nakeeriyar Arulia Thirumurugakattrupadai- Uraiudan Ganapathy Pathipakam.
6.	Thiruthalasai Padalgal Uraiudan Ganapathy Pathipakam.
7.	Arunthami Selvakku Arupathu Malargal – (Thokkupu)
8.	Nava Rathina Thirupuzhal, Ganapathi Pathipakam (Urai Vilakkam)
9.	Ieyalakia vanam (Katurai Thokkupu)- Pathipasiraiyur ISBN-978-81-924566-0-7
10.	Avvaiyar Arulia Athichudi, Kondarivendan Uraiudan Ganapathy Pathipakkam
11.	Pumpozhil (Erupathu Solai Kavingarkalin Kavathi Thokukpu) Pathipasiraiyar - Sudarvizhi Pathipagam. (ISBN – 978 -81-924566-1-4
12.	Madurai, Nalvizhi Uraiudan – Ganapathi Pathipagam
13.	Natramizh Selvar Nalvar (Urainadai Nul)
14.	Manavizhi (Kavidai Thokkupu Nool), Sudar Vizhi Pathipagam.
15.	Tamil Pudiya (Sol Araichi Nool), Sudar Vizhi Pathipagam.
16.	Thalaivanum Thondanum (Kavidai Nool) Devi Pathipagam.
17.	Annai Vekkali Arul Malai – Devi Pathipakkam
18.	Ambaigai Arul Malai – Devi Pathipakkam

Table 3.4.3 Name	Details of publications
Dr. S.Sridevi	Saivism: Hinduism for the Primary School. Book 1. International Book House Private Ltd. ISBN: 978-955-1732-22-6. First published 2009. Reprint 2011.

	<p>Saivism: Hinduism for the Primary School. Book 2. International Book House Private Ltd. ISBN: 978-955-1732-23-3. First published 2009. Reprint 2011.</p> <p>Saivism: Hinduism for the Primary School. Book 3. International Book House Private Ltd. ISBN: 978-955-1732-24-0. First published 2009. Reprint 2011.</p> <p>Saivism: Hinduism for the Primary School. Book 4. International Book House Private Ltd. ISBN: 978-955-1732-25-7. First published 2009. Reprint 2011.</p> <p>Saivism: Hinduism for the Primary School. Book 5. International Book House Private Ltd. ISBN: 978-955-1732-26-4. First published 2009. Reprint 2011.</p> <p>Saivism: Hinduism for the Junior School. Book 6. International Book House Private Ltd. ISBN: 978-955-1732-94-3. First published 2011.</p> <p>Saivism: Hinduism for the Junior School. Book 7. International Book House Private Ltd. ISBN: 978-955-1732-95-0. First published 2011.</p> <p>Saivism: Hinduism for the Junior School. Book 8. International Book House Private Ltd. ISBN: 978-955-1732-96-7. First published 2011.</p> <p>Communication Skills. Nivethitha Publishers. ISBN 819102573-6. First published 2010.</p> <p>Critical Essays. Nivethitha Publishers. ISBN 819102578-7. First published 2010.</p> <p>Reservations: Rambling Thoughts. A collection of poems. Nivethitha Publishers. ISBN 819102576-0. First published 2010.</p>
	<p>Books Edited: Dr. S. Sridevi has edited Imagineering a collection of short stories which was brought out by New Century Book House. ISBN-81-234-1021-2.</p>
P. Anitha Dept. of Tamil	<p>“Tamil Aranga Marabhu: Sittuillakiyangal” ISBN – 978-93-80017-68-6</p>

- *Number of papers published by faculty and students in peer reviewed journals (national - international):* Listed in the table
- *Number of publications listed in International Database (for eg: Web of Science, Scopus, Humanities International Complete, Dare Database- international Social Sciences Directory, EBSCO host, etc.):* NIL
- *Monographs:* NIL

3.4.1 Name	Details
Dr. R.Meenakshi & Dr. Lakshmi Jaganathan	<ul style="list-style-type: none"> • Molecular structure & vibrational spectroscopic investigation of nitroglycerin using DFT calculation. Vol. 38, No. 3, March 2012 Molecular simulation. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports). • FTIR, FT-Raman spectra and quantum chemical studies of

	<p>nebivolol. Vol.37, No.12, October 2011, Molecular simulation, an international, multidisciplinary, academic journal published from UK.</p> <p>Taylor and Francis Group. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports).</p> <ul style="list-style-type: none"> • Density functional theory, restricted Hartree-fock simulations and vibrational spectroscopic studies of Nicorandil. <p>Vol.36, May 2010, Molecular simulation, an international, multidisciplinary, academic journal published from UK. Taylor and Francis Group. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports).</p> <ul style="list-style-type: none"> • FTIR, FT-Raman and UV-VISspectral and quantum chemical investigation of Trimetazidine. <p>Vol.36, Dec 2010, Molecular simulation, an international, multidisciplinary, academic journal published from UK. Taylor and Francis Group. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports).</p> <ul style="list-style-type: none"> • FTIR, FT-Raman and UV-VISspectral and quantum chemical investigation of carvedilol. Vol.36, 283, Dec 2010, Molecular simulation. Impact Factor: 1.328 (2012 Thomson Reuters, Journal Citation Reports).
Mrs. T. Ramya	<ul style="list-style-type: none"> • Density Functional Theory, Restricted Hontree- Fock simulations and FTIR, FT-Raman and UV-VIS Spectroscopic studies on Lamotrigine. • Journal: Spectorchimica Acta PartA: Molecular and Biomolecular Spectroscopy (2013) PP 277-283, ISSN :1386-1425. 14 June 2013. Impact Factor: 1.977 (2013 Thomson Reuters, Journal Citation Reports).

• *Chapter in Books- conference proceedings:*

Many staff members have published conference papers which are listed below:

3.4.3 Name	Details
Dr. Hanifa Ghosh	<ul style="list-style-type: none"> Trends in English language Teaching. ISBN 978-81-311-0382-1 Uninitiated Mussalman Cuckoo, International, Jan 2013, ISSN 2230-9691 Volume IV Number 1
1. Dr.Hanifa Ghosh 2. Dr.S.Sridevi 3. V.K.Smitha Dept. of Eng.	<ul style="list-style-type: none"> E- chapters for OER– PANDora – Softskills International Project – University of Madras with Malaysia Government
Dr.S.Sridevi Dept. of Eng.	<ul style="list-style-type: none"> Chapters in PG soft skills curriculum, University of Madras Chapters in PG English curriculum, IDE, University of Madras “Rationalism, Individualism and Lincoln in Gandhi’s Evolving Philosophy.” Abraham Lincoln Abroad. International Lincoln Association Newsletter. Volume 20, 2010. ISSN 1522 – 1326. International Lincoln Center, LSUS, One University Place, 321 BH, Shreveport, LA. “Legitimised Linguistic Changes.” A Paradigm Shift in Socio-Cultural Perspectives in 20th Century. Ed. C.P.R. Anuradha. Semmodhai Pathippagam. ISBN: 978-93-81006-45-0. First printed in 2012. “Testing the written essays of Disadvantaged students using Microsoft word document through ‘Team Viewer’ in a language lab.” ISBN-978-93-82062-42-4.
Mrs.Beena Thomas Dept. of Eng.	<ul style="list-style-type: none"> “Digital Narrative in English Classroom” in JTELT – July 2011. ISSN 2231-4431 “Repositioning Narrative in History: a Perspective on Selected Works of Shashi Tharoor.” ISBN-978-81-920711-0-7.
V.K.Smitha Dept.of English	<ul style="list-style-type: none"> “Integrated Teaching Strategies at the Tertiary Level”: A Paradigm Shift in English Language Teaching and Testing: A

	Literary/Linguistic Approach.” March 2, 2013. ISBN -978-81-923661-1-1
K.Fahamida Begum Dept. of Eng.	<ul style="list-style-type: none"> • “Globalisation of Higher Education as One of the Keys to Enhance and Sustain the Quality of Education.” ISBN-978-81-88331-19-8. • “The Veiled Struggle: A Study of Margaret Atwood’s <i>The Handmaid’s Tale</i> as a Historiographic Metafiction.” Bi-annual Literary Research Journal HERMES Vol. IV, September 2011. ISSN-0975-3516. • “The Masked Melancholy: A Study of Margaret Atwood’s <i>Surfacing</i> in a Multi-cultural Context.” ISBN-978-93-80017-09-9. • “The Facets of Postmodernism: A Study of Margaret Atwood’s <i>The Blind Assassin</i>.” Bi-annual Literary Research Journal – HERMES Vol. III, March 2011. ISSN -0975-3516.
S.Samiya Dept. of Eng.	<ul style="list-style-type: none"> • “Innovative thoughts – Education, Management, Arts, Science, Linguistics (Teaching & Learning).” ISBN-978-93-80627-99-1.
S.Selva Selin Mary Dept. of Eng.	<ul style="list-style-type: none"> • “Enhancement and Excellence in English for Employability and Empowerment.” ISBN-978-81-908397-4-7.
K.J.Jayalakshmi Dept. of Eng.	<ul style="list-style-type: none"> • “The (Un)changing nexus of Caste, Class and Gender: A perspective on Kamble’s <i>The Prison’s We Broke</i>.” ISBN –978-93-81723-04-3.
V.Vijayarangan Dept. of Tamil	<ul style="list-style-type: none"> • “Valluvarin Arivu Kolgai.” ISBN-978-87-924566-0-7. • “Poompoozhil.” ISBN-978-81-924566-1-4.
J.Valli Dept. of Tamil	<ul style="list-style-type: none"> • “Kalainjar Karunanidhi Sirukadaikalil Samugam.” ISBN – 978-81-90807883. • “Perupaanaatrup Padaiyil Pazhan Thamizhar Unavumurai” . ISBN-978-93-81413-08-1. • “Kumara Kurubararin Vaazhviyal Sinthanaikal” . ISBN -978-9380406800. • “Iniyavai Narpathum Vazhviyal Karuthukallum.” ISBN-978-81-924566-0-7.

	<ul style="list-style-type: none"> • “Poompoozhil.” ISBN-978-81-924566-1-4.
D.Ezhilarasi Dept. of Tamil	<ul style="list-style-type: none"> • “Kalainjar Karunanidhi Sirukadaikalil Penniya Sinthanaigal” . ISBN – 978-81-90807883. • “Inniyavai Naarpathil Vaazhviyal Sinthanaikal” . ISBN -978-9380406800. • “Thamizhan Kanda Nallaram.” ISBN-978-81-924566-0-7. • “Avaikum Adhiyanum.” ISBN: 978-93-80243-82-5.
K.Preetha Dept. of Tamil	<ul style="list-style-type: none"> • “Poompoozhil.” ISBN-978-81-924566-1-4. • “Ilakiyathil Alugai Meipadu” ISBN -978-81924566-0-7 • “Saiva Permanium Vainava Kanmaniyum.” ISBN: 978-93-80243-82-5. • “Tamizhchoozhalil Kalvi Niruvanam.” ISBN: 978-93-81992-60-9. • “Tholkaappiyamum Aniyiyalum.” ISBN: 978-81-910738-6-7.
P.Anitha Dept. of Tamil	<ul style="list-style-type: none"> • “Illakiyangalil Kaivinai Porotkal.” ISBN-978-81-924566-0-7. • “Tamil Marabil Penn Ezhuthiathum Pennai Ezhithithum.” ISBN -978-93-80243-82-5
M.Ramya Dept. of Maths	<ul style="list-style-type: none"> • “Eulerian Graphs and its Applications.” ISBN-978-93-81430-42-2.
P.Poorani Dept. of Maths & E.Padmavathy Dept. of Maths	<ul style="list-style-type: none"> • “Mechanism of Heart Using Graph Theory.” 13-12-2012 ISBN -978-81-925376-0-8
R.Kavitha Dept. of Maths	<ul style="list-style-type: none"> • “Fuzzy Shortest Path-Hadi Approach.” 5-7 Jan 2011. ISBN-978-93-81361-71-9 • “Genetic Algorithm in Fuzzy Shortest Path” 13-12-2012 ISBN -978-81-925376-0-8
S.Kavitha Dept. of Maths	<ul style="list-style-type: none"> • “Fuzzy Chromatic Number of Generated Fuzzy Graphs.” 13-12-12 ISBN-978-81-925376-0-8
Dr. R. Meenakshi	<ul style="list-style-type: none"> • FTIR, FT-Raman, Thermal Analysis and Quantum Chemical investigation of 2’-3’ – Didehydro – 2’-3’ – dideoxythymidine.

	<p>ISBN:978-93-81992-86-9.</p> <ul style="list-style-type: none"> • “Quantum Chemical Analysis on Molecular Parameters and Vibrational Frequencies of some Antianginal Drugs.” ISBN:978-93-80017-95-2
Dr. Lakshimi Jaganathan	<ul style="list-style-type: none"> • Analysis of Molecular Parameters and Vibrational Frequencies of some Cardiovascular Drugs using Quantum Chemical Computations.” ISBN:978-93-80017-95-2
T. Ramya Dept. of Physics	<ul style="list-style-type: none"> • “FTIR, FT-Raman spectra and DFT calculation of Levetiracetam.” ISBN:978-93-820626-3-9. • “Digital Imaging In Medicine” ISBN: 978-81-923994-0-9. • “FTIR,FT-Raman spectra and Quantum chemical calculation of (S) - 2-(oxopyrrolidin-1-yl)Butanamide.ISBN:978-93-81992-86-9.
S. Geetha Dept. of Physics	<ul style="list-style-type: none"> • “Digital Watermarks” ISBN: 978-81-923994-0-9.
V. Mary Catherine Dept. of Comp. Sci.	<ul style="list-style-type: none"> • “A Comparative Study on Various Routing Protocols Used in MANET and VANET.” ISBN-978-93-81899-03-8. • “G-Cloud (Government-Cloud) in India ISBN 978-81-910827-9-1 • A Comparative Study On Lightweight Block Ciphers
V. Nandhini Dept. of Comp. Sci.	<ul style="list-style-type: none"> • “Study of security Issues on cloud computing.” ISBN 978-81-9089-807-02 • Secure Storage Using Homomorphic Token Service In Cloud Computing ISBN No: 978-81-923994-0-9.
V.Suganthi Dept. of Comp. Sci.	<ul style="list-style-type: none"> • “Study of security Issues on cloud computing.” ISBN 978-81-9089-807-02 • Applications Of Graph Theory To Metabolic Pathways ISBN No: 978-81-923994-0-9.

C. Lalitha Dept. of Comp. Sci.	<ul style="list-style-type: none"> • “Implementing Genetic Algorithm in Criminal Mapping using GIS.” ISBN 978-93-80505-13-8 • “Call Barring and Object Sensor Helmet for Motor Cyclist.” ISBN 978-81-9089-807-02 • A Summary Survey Of Applicability Of Spatial Data Mining In Various Fields ISBN: 978-81-923994-0-9. • “City Crime Ananlysis using GIS Techniques.” ISBN 978-93-814-
A. Sathiya Dept. of Comp. Sci.	<ul style="list-style-type: none"> • “ACO Algorithm for self organization of multi robot system.” ISBN 978-81-9089-807-02 • Non Linear Dynamical System For Demodulation Using Cellonics Technology ISBN : 978-81-923994-0-9. • “Ubiquipous Tracking : The Digital Augmentation.” ISBN: 978-93-81899-04-5.
V.Menaka Dept. of Comp. Sci.	<ul style="list-style-type: none"> • Applications Of Graph Theory To Metabolic Pathways ISBN No: 978-81-923994-0-9
J.P. Sangeetha Dept. of Comp. Sci.	<ul style="list-style-type: none"> • Secure Storage Using Homomorphic Token Service In Cloud Computing ISBN No: 978-81-923994-0-9.
K.Jaganeswari Dept. of Comp.Appln.	<ul style="list-style-type: none"> • “A Comparative Study on Various Routing Protocols Used in MANET and VANET.” ISBN-978-93-81899-03-8. • “Benefits of Cloud Computing in E-Governance.” ISBN 978-81-910827-9-1 • “Comparative Analysis Of Algorithms For Single Source Shortest Path Problem” ISBN No: 978-81-923994-0-9.
G.Geetha Dept. of Comp.Appln.	<ul style="list-style-type: none"> • “An Empirical study on image compression techniques.” ISBN 978-1-4675-4609-6. • An Overview Of Applications Of Data Mining In Biometrics And On-Line Recognition Systems. ISBN : 978-81-923994-0-9.
C.Kalaivani Dept. of	<ul style="list-style-type: none"> • Role of Cloud Computing in Education. ISBN No: 978-81-923994-0-9

Comp.Appln.	
P. Vilakshana and J.Saranya Dept. of Comp.Appln.	<ul style="list-style-type: none"> • Green Computing- Embrace A Secure Future ISBN No: 978-81-923994-0-9
R.Rajalakshmi Dept. of Commerce	<ul style="list-style-type: none"> • E- Commerce & E-Business. ISBN No: 978-81-923994-0-9 • “Role of women Entrepreneurs in the development of SSI ”.ISBN: 978-93-81195-40-6.
K.Rajalakshmi Dept. of Commerce	<ul style="list-style-type: none"> • E-Governance to Citizens in India. ISBN No: 978-81-923994-0-9 • “Appropriate Technology to increase Agricultural Productivity.” ISBN : 978-81-8387-543. • “Child Labour in Informal Sector with special reference to Chennai .” ISSN: 2250-2750
S.Hajeema Rabiath Beevi Dept. of Commerce	<ul style="list-style-type: none"> • “Total Quality Management.” Journal of voice of Hindecon. Vol- XIX. ISSN 0975-5802 • “Individuality of CSR among Indian Banks.” ISBN- 978-93-81195-11-6. • “A Comparative analysis of Non- Performing Assets of Indian Banks.” ISBN- 978-93-81430-42-2.
S. Shantha Bai Dept. of Commerce	<ul style="list-style-type: none"> • “Consumer Behaviour Of Household Appliances With Reference To Washing Machines.” ISBN- 819-21-7642-8. • “Stress Management.” ISBN-978-93-81195-17-8 • E-Government. ISBN : 978-81-923994-0-9.
S. Durgadevi Dept. of Commerce	<ul style="list-style-type: none"> • “Corporate Social Responsibility –Public sector Oil Companies.” ISBN- 978-93-81430-42-2. • “CSR practices of Indian oil Corporation.” ISBN- 978-93-81195-11-6. • “A Mutual Fund Industry – An Introduction”. Vol :XIX ISSN: 0975-5802

Gethsi Beulah Dept. of Commerce	<ul style="list-style-type: none"> • “A Study on User preferences in Milk products with reference to Aavin brand in Chennai city.” ISBN- 819217642-8.
S.Deva Prasanna Dept. of Commerce	<ul style="list-style-type: none"> • “A Comparative study on Airtel With other Mobile Service providers in Chennai.” ISBN- 978-93-81430-42-2. • “A Study on Training and Development in BPO’s Industries.” – Vol – XIX ISSN: 0975-5802 • “A Study on Consumer Behaviour towards Internet Banking with reference to Chennai City.” ISBN: 978-93-81195-17-8.
L.Devi Priya Dept. of Commerce	<ul style="list-style-type: none"> • “CSR Initiatives in Information technology.” ISBN:978-93-81195-11-6. • “Quality of Worklife at IT Sector.” ISBN-978-81-8424-794-7(volume -1) • “Corporate Ethics- The Moral Element of Business”. ISBN: 978-93-82338-38-3 • “Online Crime & Governance.” ISBN: 978-93-81992-55-5
F.Beulah Dept. of Commerce	<ul style="list-style-type: none"> • “Emotional Intelligence – A New Perspective.” ISBN -978-81-8424-794-7(Volume -1) • Impact of Inter Personal Justice and Organizational Citizenship Behavior. ISBN-978-81-925286-0-1. • “Organisational Justice or Justice in the work place – A fairness perspective .”ISSN :2277-5803
Mercy Silvester Dept. of Corporate.	<ul style="list-style-type: none"> • “Management of Non Performing Assets .” ISBN- 978-93-81430-42-2.
Queency Asha Dhas Dept. of Corporate.	<ul style="list-style-type: none"> • “Consumer’s Buying Behaviour with regard to processed Liquid milk in Chennai City.” ISBN-978-93-81430-42-2 • “Women Empowerment through Self-help groups.” ISBN:13-978-81-910561-1 • “ A Study of Organised Retail Outlets in Chennai.” ISBN: 978-93-81195-17-8

R.K.Devi Dept. of Corporate.	<ul style="list-style-type: none"> • “Impact Of Advertising.” ISBN-978-93-81430-42-2
K.Kanchana Dept. of Corporate.	<ul style="list-style-type: none"> • “Corporate Social Responsibility –Business Necessity rather than social Responsibility” . ISBN- 978-93-81430-42-2. • “CSR Initiatives In Promoting Behavioural Ethics.” ISBN- 978-93-81195-11-6. • “A Comparative Study Of Stress Faced By Working Women And Non Working Women.” ISSN-2249-1260(Print) ISSN-2250-1819(Online) • “Work life balance and its impact on career balance of married working women” . ISBN-978-81-92-5286-0-1.
J. Sofia Dept. of Corporate.	<ul style="list-style-type: none"> • “Effect of CSR initiatives on Consumers identification with companies.” ISBN: 978-93-81195-11-6. • “WTO and Impact Of Small Scale Industries In India.”ISBN: 978-93-80539-79-9.
Y.Kavitha Dept. of Bus. Admn.	<ul style="list-style-type: none"> • “Corporate Social Responsibility-Issues and Challenges” . ISBN- 978-93-81195-11-6. • “A study on factors causing stress in BPO’s.” ISBN – 978-93-81195-17-8
P.Princy Susan Selva Kumari Dept. of Bus. Admn.	<ul style="list-style-type: none"> • “CSR Practices in Health Insurance” . ISBN- 978-93-81195-11-6. • “A Role of CRM in Rural Marketing Development.” ISBN – 978-93-81195-17-8
V.Vanishree Dept. of Bus. Admn.	<ul style="list-style-type: none"> • “CSR Practices in Agricultural Sector” . ISBN- 978-93-81195-11-6. • “Global Recession and its impact on Indian Economy.” Printed ISSN – 22491260, Online ISSN – 22501819.
Sumuki Padmanabhan Librarian	<ul style="list-style-type: none"> • “Role of social networking sites” . ISBN – 978- 81- 922103-0-8
Sudha Srikanth SoftSkills Trainer & Placement Officer	<ul style="list-style-type: none"> • “Communicative English ”. ISBN: 978-93-80716-46-6

3.4.4. Provide details (if any) of

** research awards received by the faculty*

- Ms.P.Anitha , Asst Prof of Tamil has been awarded a cash prize for best book on dissertation work by Tamil Development Department, Chennai.
- Mrs Vanishree, Asst Prof of Business administration received Best paper presenter award at Sri Krishna swamy college, Chennai.

** recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally :*

- The Staff Selection Commission for The Southern Region has recognized the Scholarship of our Science coordinator, Dr. Lakshmi Jaganathan who was invited to participate in a workshop conducted for getting ready a question bank in Physics for All India Engineering Services (AIES).

** Incentives given to faculty for receiving state, national and international recognitions for research contributions. – Nil*

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

- Our college has a positive interface with the industry for the following purposes:
 - 1.Placement
 - 2.Guest Lectures
 - 3.Industrial Visit
 - 4.Internship and Institutional training

We have appointed a placement officer who has worked in the corporate industry. She finds out the requirements of the industry and then provides intensive training to students in industry readiness. Representatives from the industry are encouraged to make presentations to our students who register for placement. Many major companies visit the college every year for recruitment.

- We invite experienced people from the industry to address our students.
- Industrial visits are arranged for students of B.Com (G), BBA, B.Com (CS) and M.Com.
- Our students are sent for Internship and Institutional training to reputed industries during the summer vacation.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicized?

- No Consultancy services are provided by us.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

- The College encourages staff to share their expertise with other colleges.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

- We are not offering consultancy services.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

- Not applicable.

3.6 Institutional Social Responsibility (ISR) and Extension Activities

3.6.1 How does the institution promote institution-neighborhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

- The NSS volunteers conduct regular rallies in the neighbourhood on road safety, AIDS awareness, cancer awareness etc. These rallies build institution-neighbourhood-community network. The students also form human chains in the neighborhood areas standing up for cause that are important to citizenship.
- The YRC unit sends student volunteers to government hospitals for crowd regulation and guidance. They use their resourcefulness and dynamic leadership qualities to control and regulate the huge crowd of people. To inculcate the principles of voluntary service, health and hygiene, awareness programme are conducted for our students. Every year students make voluntary contributions which are distributed to needy people.
- Caritas India an International Funding Organization in Association with IDCR- Loyola, has come up with Youth Advocacy Programme title Breaking Difference Programme for the cause of children living with HIV studying in corporation school. A group of 78 students studying in Loyola College, C.T.T.E College, M.O.P Vaishnav & HIET was trained

intensively as youth advocates to take sessions with school students on child rights (as per UN regulation) stigma discrimination against children living with HIV & peace building. The sessions seek the help the school children understand what child rights are and, respect their own rights as well as the fellow classmates and peer. This program is a joint fight for the rights of children with special focus on positive children.

- In association with International AIDS Prevention Association, NSS organised an awareness programme on 'Adolescent Sensitization Programme' for the final year students on 15th & 16th July, 2013.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements - activities which promote citizenship roles?

The college involves students in social movements and activities which promote citizenship roles through NSS, RRC, YRC and CCC.

- The faculty in-charge is always present in all the activities of these students. They meet them regularly before and after major activities. They also discuss how these works can be improved further. Students' activities are monitored by her thoroughly. These volunteers are always made to perform under supervision. The report of students' participation and the name lists of students are given to the Head of the institution.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

- The University has high regard for the work of our NSS volunteers and it sanctioned one more unit to the College in 2007. Our NSS volunteers were selected to go to Kulu Manali in 2009, recognition of their service by the University. Our volunteers always go in advance for any work and stay till the end. The College NSS unit has thus gained a name in the University. Our students interact with University directly and actively involve themselves in all the service oriented programme of the University.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

- The National Service Scheme conducts meetings with volunteers and plans what should be done and how it should be done. The student leaders organize the events supported by the faculty members. The NSS has an annual camp in a village every year for 7 days. The Tamil

Nadu NSS through the University NSS unit funds the College NSS unit. The amount is used for NSS activities. The camp expenditure is given by these agencies separately. The College sanctions 10,000 Rupees to the unit every year out of which 5,000 Rupees is sent to the university as corpus fund. The balance amount is used for NSS activities.

3.6.4 Expenditure incurred for NSS				
2008 – 2009				
Category	Date	Expenditure		
		Amount given by University for regular activities	Amount given by University for conduct of Camp	Amount given by College
Honorarium for the Prog.officers	-	9600	-	-
Honorarium for the Clerk	-	2400	-	-
Project activities	-	2000	-	-
Bank Charges	-	60	-	-
Refreshment to NSS volunteers	-	7003	26852	-
Contingencies	-	2302	1233	-
Travelling expenses	-	1453	1152	-
Postage and Telephone	-	1051	500	-
Printing and Stationery	-	145	263	-
Corpus Fund	-	-	-	3914
TOTAL	-	26014	30000	3914
GRAND TOTAL		59928		
2009 – 2010				
Category	Date	Expenditure		
		Amount given by University for regular activities	Amount given by University for conduct of Camp	Amount given by College
Honorarium for the Prog.officers	-	9600	-	-
Honorarium for the Clerk	-	2400	-	-
Project activities	-	896	-	-
Bank Charges	-	60	-	-
Refreshment to NSS volunteers	-	2500	26000	3070
Contingencies	-	544	1367	-
Travelling expenses	-	-	963	600
Postage and Telephone	-	-	700	-
Printing and Stationery	-	-	970	-
Corpus Fund	-	-	-	4330

Best NSS student Cash Award and Memento	-	-	-	2000
TOTAL	-	16000	30000	10000
GRAND TOTAL	-	56000		
2010- 2011				
Category	Date	Expenditure		
		<i>Amount given by University for regular activities</i>	<i>Amount given by University for conduct of Camp</i>	<i>Amount given by College</i>
Honorarium for the Prog.officers	-	9600	-	-
Honorarium for the Clerk	-	2400	-	-
Project activities	-	3500	-	-
Bank Charges	-	60	-	-
Refreshment to NSS volunteers	-	20100	40000	1000
Contingencies	-	3086	2835	-
Travelling expenses	-	4595	1995	-
Postage and Telephone	-	659	170	-
Printing and Stationery	-	-	-	-
Corpus Fund		-	-	5190
Best NSS student Cash Award and Memento		-	-	3810
TOTAL	-	44000	45000	10000
GRAND TOTAL	-	99000		
2011 – 2012				
Category	Date	Expenditure		
		<i>Amount given by University for regular activities</i>	<i>Amount given by University for conduct of Camp</i>	<i>Amount given by College</i>
Honorarium for the Prog.officers	-	9600	-	-
Honorarium for the Clerk	-	2400	-	-
Project activities	-	2558	1000	-
Bank Charges	-	60	-	-
Refreshment to NSS volunteers	-	17382	40870	5564
Contingencies	-	1258	587	-
Travelling expenses	-	542	2073	736
Postage and Telephone	-	200	330	-
Printing and Stationery	-	-	140	-
Corpus Fund	-	-	-	5190

Best NSS student Cash Award and Memento	-	-	-	3510
TOTAL		34000	45000	15000
GRAND TOTAL		94000		
2012 – 2013				
Category	Date	Expenditure		
		Amount given by University for regular activities	Amount given by University for conduct of Camp	Amount given by College
Honorarium for the Prog. officers	-	9600	-	-
Honorarium for the Clerk	-	2400	-	-
Project activities	-	1000	-	-
Bank Charges	-	60	-	-
Refreshment to NSS volunteers	-	17000	-	-
Contingencies	-	2000	-	-
Travelling expenses	-	640	-	-
Postage and Telephone	-	200	-	-
Printing and Stationery	-	300	-	-
Corpus Fund	-	-	-	6030
Best NSS student Cash Award and Memento	-	2000	-	969
TOTAL	-	35200	-	6999
GRAND TOTAL	-	42199		

- Youth Red Cross collects 10 rupees per student annually for its activities. Annual membership amount of 4 rupees per student is paid to Indian Red Cross Society. The balance amount is used for YRC activities conducted in the College. A fixed amount is being collected as a part of fee during the admission to meet the expenses of all extension activities. The management allocates funds to all clubs to meet their requirements during the year. The deficit, if any is reimbursed by the management at the end of the academic year.

3.6.4 Details of Expenditure incurred for YRC: 2008 – 2009		
Programme	Date	Expenditure (in Rupees)
Annual registration for YRC membership	14-07-2008	3718
Fire and rescue operation demonstration	06-09-2008	617
Eye camp	24-01-2009	1208
Prizes given for competitions conducted	28-03-2009	306
TOTAL		5849

2009 – 2010		
Annual Registration	18-07-2009	4400
Eye and Dental camp	20-08-2008	2059
Guest lecture	12-02-2010	770
Prizes given for competitions conducted	24-03-2010	655
TOTAL		7884
2010-2011		
Annual Registration	22-07-2010	4419
Skin care camp	07-10-2010	375
Eye and Dental camp	25-01-2011	2842
Prizes given for competitions conducted	03-03-2011	509
TOTAL		8145
2011 – 2012		
Annual Registration	20-07-2011	5588
Sign Board	17-08-2011	4200
Eye and Dental camp	12-10-2011	1402
Guest lecture	23-02-2012	1633
TOTAL		12823
2012 – 2013		
Annual Registration		7930
Guest lectures & Movie Show	25-09-2012 13-12-2012 20-12-2012 26-02-2013	625
TOTAL		8555

- The Citizen Consumer Club conducts orientation for schools and Colleges to create awareness. The CCC is funded by the College and Civil Supplies and Consumer Protection department.

3.6.4 Expenditure incurred for CCC		
2008 – 2009		
Programme	Date	Expenditure
Citizen consumer club inauguration	07-01-2009	2493
Meeting by Silk mark organization of India	20-02-2009	609
World consumer rights day celebration	13-03-2009	702
TOTAL		4804
2009 – 2010		
Teachers day and World Education day	11-09-2009	123
Meeting on Protection of environment	19-02-2010	326
TOTAL		449

2010-2011		
Awareness programme on ISI – Agmark’s policies	13-08-2010	610
Meeting on “The ways of detecting duplicate medicines in market”	21-12-2010	284
Orientation and training programme –Amount paid by civil supplies department.	21-02-2011	15698
TOTAL		16592
2011 – 2012		
Fresher’s Meet	29-07-2011	144
Intercollegiate Competition and ISO department meeting on National Youth Day	20-01-2012	2626
Consumer Fest Exhibition in Patrician College	27-01-2012 28-01-2012	1427
World Women’s Day and blood check up camp		575
TOTAL		5072
2012 – 2013		
Fresher’s Meet	30-07-2012	467
World Literacy Day – Pamphlets distributed to Public	08-08-2012	527
One day workshop on drafting consumer complaints to our college students and staff	28-09-2012	1279
National Consumer Day and “Consumer and Safety in drinking water ” – awareness meeting	17-01-2012 & 18-12-2012	606
TOTAL		2879

- The Red Ribbon Club plans its activities based on the written instructions sent by the Chennai city Coordinator who is also the University NSS Coordinator. The unit functions in consultation with the Regional Manager who signs the record note book presented by the RRC unit. It is mandatory that all activities defined by the Tamil Nadu State AIDS Control Society have to be performed. Accordingly, there is an orientation programme for 2 days for imparting knowledge to staff and students by a trained Professor. A HIV positive speaker is invited for the first meeting of RRC for interaction with students. The unit also invites transgender resource persons to address and interact with students. Competitions are conducted to sensitize students to create AIDS awareness.

3.6.4 Expenditure incurred for RRC		
2008 – 2009		
Programme	Date	Expenditure (in Rupees)

RRC “Celebrating Life”	03-03-2009	1000
Guest Lecture	04-03-2009	2500
Competitions	15-03-2009	1500
TOTAL		5000
2009 – 2010		
RRC “Celebrating Life”	17-02-2010	1000
Guest Lecture	18-02-2010	2500
Competitions	22-03-2010	1500
TOTAL		5000
2010-2011		
RRC “Celebrating Life”	21-01-2011	1000
Guest Lecture	22-01-2011	2500
Competitions	10-03-2011	1500
TOTAL		5000
2011 – 2012		
RRC “Celebrating Life”	20-01-2012	1000
Guest Lecture	21-01-2012	2500
Competitions	15-03-2012	1500
TOTAL		5000
2012 – 2013		
RRC “Celebrating Life”	06-02-2012	1500
Guest Lecture	06-02-2012	1200
Competitions	28-03-2012	1400
Programme Officer Honorarium	-	1000
TOTAL		5100

- These extension activities have created a positive impact on our students. Initially they were shy to speak to strangers. Slowly they have acquired confidence and have begun operating with more self assurance.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National- International agencies?

- National Service Scheme: When the students are admitted the programme officer calls for a meeting of all the first years. She explains the ideology of service to society, interaction between society and individual to inculcate leadership skills. She also explains in detail how serving society creates peace in the mind and develops a holistic personality. The students are classified into three types: Students who are service minded, interested, completely involved, do independent work and coordinate with other students; Students doing work

based on the duty allotted to them; Students who have joined for fun and who need motivation. These students are initiated into service gradually by various meetings held in the College. Later selected students are taken to the annual camp in a village. In 2007, the NSS unit tested the blood sample of 400 students of the College and it was found that more than 350 students were anaemic and hence these camps were not conducted for a few years. In 2012, the situation has improved and 88 students donated blood in the Blood Donation Camp.

- **Youth Red Cross:** All the students are by default the members of YRC and every student pays Rs.4/- towards annual membership. The YRC conducts awareness programmes on the principles of voluntary service, health, hygiene and human rights. These students are motivated to serve in government hospitals and homes for the destitute. They are also encouraged to participate in various competitions and study camps organized by Indian Red Cross Society. They are given responsibilities in College to conduct health camps for our students.
- **Citizen Consumer Club:** The coordinator of the Consumer Club exposes the concepts of consumerism along with the curriculum. The club arranges an orientation programme where the senior student members from the club and Voluntary Consumer Club officials clarify the doubts of the new members. Students are motivated to know and to propagandize the concepts of consumer rights and are encouraged to become members of consumer club. The Coordinator identifies the areas which need to be dealt with and experts from these areas are brought in to sensitize the students in the nuances of consumer rights. Competitions are conducted on a regular basis on topics related to consumer duties and awareness to reinforce the sensitization that has been created by the club. Also, regular field visits are arranged where students are taken to Civil Supplies and Consumer Protection Department to learn the procedures that are practised in tackling consumer issues. Students are encouraged to participate in seminars, discussions, competitions, that are organized by other colleges and private institutions regarding consumer rights.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from under-privileged and vulnerable sections of society?

- The University NSS Unit conducts social surveys which are regulated by a Coordinator who allots these projects to our NSS Volunteers. These works are completed by our students in an accurate manner and the reports are submitted to the University.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

- The objectives of extension programmes in our College are to train students in personality development, inter-personal relationships, team work and leadership skills and to hone service skills.
- The NSS has given opportunities to many of our first generation learners who use it as a platform to put up short plays, deliver speeches etc and acquire confidence. The College NSS is always in charge of discipline whenever there are functions and this has empowered a lot of these students and they have built the needed leadership skills and, have acquired the ability to coordinate with others in working. The students have understood the value of taking up responsibilities.
- The Youth Red Cross has empowered students to conduct eye camp and other similar works, planning the work ahead and executing it well. Youth Red Cross organizes competitions and encourages students to participate in intercollegiate competitions. Theatrical-written-spoken-singing-painting-debating and such skills are sharpened and refined as they take part in competitions. Their communication skills also improve. As their language and presentation skills are enhanced it and it improves their academic performance too.
- The Citizen Consumer Club has become an activity that has attracted lots of students on a voluntary basis as it teaches them their own rights as citizens of our nation. This knowledge has helped them gain self confidence in their social approach. The field visits organized by the Staff in-Charge have resulted in creating a high awareness of social responsibilities and have sensitized our students towards the issues of global marketing and its impact on our society.
- All the above service organizations help students to reach out to the underprivileged sections of the society and teach them the value of service mindedness.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

- The Citizen Consumer Club collected the names of schools and colleges where such a unit did not exist and gave them one day orientation programme. It also taught the institutions that have recently started such units about the operation methodology. Many NGOs and Civil Supplies and Consumer Production Department officials and students from other Colleges addressed the audience. In the annual consumer fest on ‘adulteration in day to day life’ at Patrician College, our College students had put up a stall that taught concepts like petrol test, cool drink test, etc. to the local community which was highly commended. In collaboration with Consumer Association of India testing of water from different sources for its purity level was done.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

- Our Citizen Consumer Club unit has forged constructive relationships with 4 Colleges and 2 Schools in the city and our students participate in all their programmes and they are invited for the programmes at our college. The students explained what they have learned to other students in our College in the next monthly meeting. We also have linked with Federation of Consumer Organization (FEDCOT) and Madras Metropolitan Consumer Rights Protection Center (MMCRP), Consumer Association of India (CAI) who guide us and bring officials on a regular basis.

3.6.10 Give details of awards received by the institution for extension activities and-contributions to the social-community development during the last four years.

- Citizen Consumer Club has helped our students acquire a sense of community development by keeping high quality in products. It also helped the College when the faculty in-charge of CCC contacted in person the proprietor of the store where the College had bought some furniture that had broken within a week. Initially, the shop did not respond. Later Citizen Consumer Club recommended that the College should send a letter stating the issues and pointed out how matters would be dealt with, if the shop did not reimburse the amount. This

letter was drafted in consultation with FEDCOT and sent by registered post. The shop immediately settled the amount.

Awards Received:

- Consumer Protection State Award 2011 was given to our College on 09-01-2011.
- On July 17, 2012, C.T.T.E NSS Unit received “Appreciation Award” from RMD Pain & Palliative Care Trust.
- G. Divya, B.Sc (Mathematics) was awarded the Best RRC Volunteer in January 2012 by Mrs. G. Madhumathi, Chennai Collector.

3.7 Collaborations

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

- We do not have any such collaborations.

3.7.2 Provide details on the MoUs - collaborative arrangements (if any) with institutions of national importance-other universities - industries-Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

- Collaborative arrangements with industries have brought more placements to our students.

Table 3.7.2	Memorandum of understanding and Membership with Companies
•	University of Madras has signed an MOU with HCL on behalf of all colleges.
•	International Institute of Advanced Management Studies [IIAMS]
•	Sutherland - MOU
•	ICTACT Academy of Tamil Nadu-Associate Membership
•	Oracle Academy- Membership
•	Emc Corporation- Membership
Collaborative arrangements with Companies for Placement	
•	DELL Technologies
•	HCL
•	Tata Consultancy Services
•	Cognizant Technology services
•	Muthoot Fin Corp.
•	iTech India Private Limited

• Allsec Technologies Limited
• Quiscent Technology Private Limited
• ICICI Prudential Life Insurance Company
• Techno Soft Global Services Private Limited
• HDB Financial Services
• International College of Financial Planning
• Trends in Vogue Pvt. Ltd. [Cavin Kare Group of Companies]
• Frankfinn Aviation
• CSC Computers
• NET Ambit
• Creative Technologies
• Capgemini Business Services (India) Ltd.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment - creation-up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories - library- new technology -placement services etc.

- Our interactions with the industry have made us aware of the needs of the industry and the lacuna in the academy world that has to be rectified. They have also sharpened our perspectives regarding the placements of our students. We have created more academic space to accommodate placement training for the third year students. Self – help books have been added in the library.
- ICTACT Academy of Tamil Nadu, in which the College is an Associate Member that trains the faculty of computer science department in IT skills where they have updated with the latest developments in the field. In this certified programme, till now 8 teachers have benefitted.
- The Department of Computer Science is collaborating with the Placement Officer and the students are trained in the special HCL Training programme that has made available 2 website with 3,000 questions with answers for training students to become employable.
- The Heads of the Departments of Mathematics, Computer Science, Computer Applications and other senior faculty have attended a special seminar in regard on the role of teachers in education and the role of placement on 24th August, 2012 organized by the University of Madras.

3.7.4 Highlighting the names of eminent scientists-participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

3.7.4 Eminent Scientists - Participants			
S.No	Department	Name & Date	Eminent Persons
1.	Computer Science & Computer Applications	National Conference On Innovative Computing Technologies 11.1.2013	Prof. Ravindra Dastikop M.S, Director, Centre for Web Enabled Learning (C-WEL), Assistant Professor, Department of Computer Science and Engineering, SDM College of Engineering and Technology, Dharwad, India.
			Dr. Tamilarasi B.E, M.Tech, Ph.D, Associate Professor, Dept. of Computer Science and Engineering, Dr. M.G.R Educational and Research Institute & University, Maduravoyal, Chennai – 95.
			Ms.Madhavi, B.E, M.B.A, Vice President, Hexaware Technologies, Chennai
2.	English & Languages	National Level Symposium Translation: Problems and Possibilities 02-03-2012	Prof. Ch.A. Rajendra Prasad, Head, Department of English and Communications & Dean, School of Comparative Dravidian Literatures and Translation Studies, Dravidian University, Kuppam, Andhra Pradesh.
			Dr. S.A. Vengada Soupraya Nayagar, Associate Professor of French, K.M. Centre for P.G. Studies, Pondicherry.
			Dr. S. Subramanian Vishnupriya, Chairman, Hindi Hridhaya Translation Bureau, Chennai, Tamil Nadu.
3.	English	Can Journalism Survive Today without Sensationalism? 06-02-2010	Mr. N. Sathyamoorthi, Director of the Observer Research Foundation.
			Mr. R. Bhagwan Singh, Consulting Editor, The Deccan Chronicle.
			Mr. Gopal Krishna Rao, Book Editor, The New Indian Express.
			Mrs. Kausalya Santhanam, Deputy Editor, The Hindu
			Mr. Suresh Kumar, Assistant Editor, Education, The Times Of India.
4.	Mathematics	National Level	Shri K. Krishnamurthy, Additional Director, CVRDE,

		Symposium	DRDO, Ministry of Defence, Avadi.
		Research Areas in Mathematics and Computer Applications	Dr. S. Thamarai Selvi, Head. Department of IT, MIT, Anna University, Chennai.
			Dr. A. Nagoor Gani, Research Advisor, PG & Research Development of Mathematics, JMC, Trichy.
			Dr. S. Sundar, Professor Of Mathematics, IIT, Chennai.
			Dr. M.S. Sunitha, Lecturer, Department Of Mathematics, NIT, Kerala.
			Dr. Thangaraj, Professor, RIASM, University of Madras.
		12-02-2010	
5.	Eco Club	State Level Symposium	Dr.G.Sekaran, Deputy Director and Head, Environmental Technology Division, Central Leather Research Institute, Chennai
		Sustainable Management of Waste	Dr.P. Rajasekaran, State General Secretary, EXNORA International
			Ms. Bala Kameswari, Scientist, Environmental Technology Division, CLRI.
			Dr. M. Subburamani, Managing Trustee, Scope, Trichy.
			Dr. Amal Raj, Associate Professor, Centre for Environmental Studies, College of Engineering, Anna University.
		19-01-2011	

3.7.5 How many of the linkages-collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and-or facilitated –

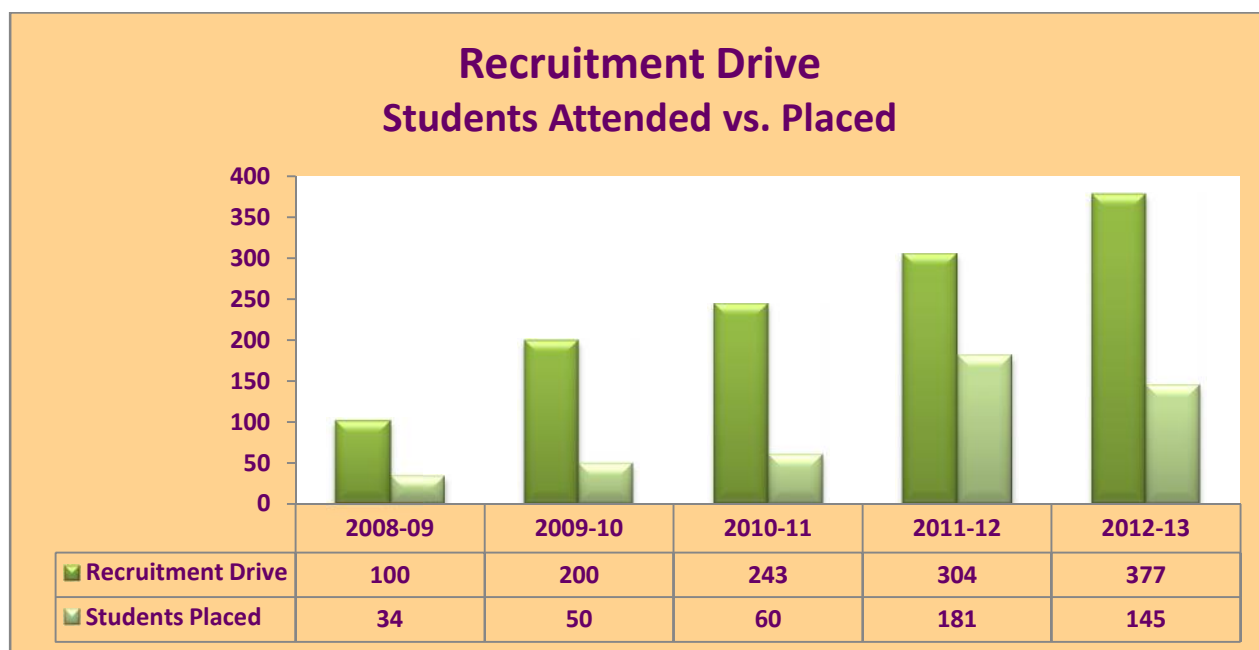
3.7.5	Category	Details
	a) Curriculum development-enrichment	Certificate courses like ‘CPFA,’ ‘Metlife,’ Aavin-Entrepreneurship skills’ are conducted.
	b) Internship- On-the-job training	Departments like English, Commerce, B.Com (CS) and Business Administration send students for internship as part of their curriculum.

c) Extension	NSS: University of Madras NSS Unit. RRC: Tamil Nadu State AIDS Control Society. CCC: Civil Supplies Department and Consumer Protection Department.
d) Student Placement	Collaborative arrangements with several companies for placement.
e) Introduction of new courses	Certified Teacher's Training Course for Arts and Crafts by Pidilite Industries.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages - collaborations.

3.7.6 Industries	Details
DELL	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
HCL	University of Madras has signed an MOU with this Company for placements in the affiliated Colleges.
TCS	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
CTS	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
Usha Fire Safety Equipment Pvt. Ltd.	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
Muthoot Finance	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
iTech Solutions Private Limited	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
Allsec Technologies Limited	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
Quiscent Technology Private Limited	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.

ICICI Prudential Life Insurance Company	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
Techno Soft Global Services Private Limited	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
HDB Financial Services	The Placement Cell contacted this Company via e-mail, and later through telephone conversations and brought them to the College for a meeting.
International College of Financial Planning	This institution voluntarily approached us for a seminar to create awareness regarding a Certificate Programme. Later they were escalated to sign an MOU with the PG Department of Commerce.
Trends in Vogue Pvt. Ltd. [Cavin Kare]	The Placement Officer brought this firm, using her personal contacts for a personal grooming training programme.
Frankfinn	This firm organizes training programmes with regularity.
CSC Computers	This institution voluntarily approached us for a seminar to create awareness regarding a Certificate Programme. They train our Final year students on a certified weekly training Programme on 'Life Skills.'
IIAMS	International Institute for Advanced Management Studies is offering a certified Personal Financial Advisor Course.



3.8 Other relevant information

We have two research courses, M.Phil English and M.Phil Commerce:

- We are involved in research in a minor scale as the books and papers published by our Faculty members would reveal.
- M. Phil English aims at creating scholars capable of independent research and learning, and pedagogic practice. Its objective is to integrate teaching practices and research to reinforce learning.
- MA English course aims at guiding students towards subject expertise and inculcating research skills, and the objective is to help students master the subject and discover the nuances of text independently and steer them towards research.
- M. Phil Commerce aims at helping students specialize in areas of their interest and to fit them in the selected career path of teaching.
- M.Com aims at guiding students to gain knowledge at a broader level and to improve the students' employability skills.
- Our students visit old age homes, orphanages etc. and we do serve the neighborhood and society in general.

Conclusion

Our research practices aim at keeping up with the latest developments as well as honing the employability skills of students. Research students are also exposed to teaching skills by letting them teach UG classes occasionally. Our collaborative efforts have given ample opportunities to our students in the job market. We aim at providing skills to our students which will make them employable. Extension activities play a crucial role in the holistic development of the students as they evolve into responsible citizens with civic sense and social responsibility. Training these students from disadvantaged backgrounds has been a challenge but we take pride in shaping them and many of them become highly successful individuals by the time they complete the course.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

Introduction

CTTE College is situated in Sembium, Perambur in North Madras and is classified as 'urban' by the Chennai Corporation. The campus is of a little more than 3 acres consisting of the Main Building, PG and Research Annexe and Sports Annexe. The Main Building has an Open Air Auditorium with a seating capacity of about 3000, a closed auditorium with a seating capacity of 500, a Conference Hall, different laboratories, Library, staff rooms, 40 classrooms and 4 lecture halls cum classrooms. The Canteen, the Aavin Parlour, the Press, the College Office and the Trust Office are also located in this campus. The Language Laboratory, classrooms for PG and M Phil students and a Seminar Hall with a seating capacity of about 150 students are located in the PG and Research Annexe. The Sports Annexe is located in Shanthi Nagar, about half a kilometer from the main campus. All Computer labs, the Maths lab, the Library and the Language lab are equipped with computers, most of them with the latest configuration and have NME ICT Broad Band Connection, The Departments and the office are also computerized and have access to the internet through NME ICT. Our IT infrastructure fulfills the academic needs of staff and students. We have a Liaison Officer and a Caretaker to oversee the campus facilities with watchmen at the gate. Our library is well equipped with Print Resources, E-Resources through the N- LIST Programme of INFLIBNET, Browsing Facilities and Reprography. We believe in maintaining and improving the green cover in the campus and every year, steps are taken to enhance it through the activities of the Eco Club and the NSS, Students of the II year study EVS as a subject and they are given the responsibility of maintaining a small organic vegetable garden and herbal garden.

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

- The proactive Management believes in creation and enhancement of infrastructure that facilitates effective teaching and learning and spends the required amount of money on such infrastructure.

4.1.2 Detail of the facilities available for

a) *Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.*

Table 4.1 .2 a). Infrastructure for Curricular and Co-curricular activities	
Category	Details
<i>Class Rooms</i>	<ul style="list-style-type: none"> • 34+ 6 (Main Campus and Annexe) well-ventilated classrooms with lights and fans that are used for regular classes, remedial classes, certificate courses etc.
<i>Lecture Halls</i>	<ul style="list-style-type: none"> • 4 hall cum classrooms with raised platforms, fans and lights that are used for lectures.
<i>Seminar Hall</i>	<ul style="list-style-type: none"> • 1 Seminar Hall with seating capacity of 150 with lights and fans in Annexe Second Floor (ASF) used for Soft skill training, Placement training etc.
<i>Conference Room</i>	<ul style="list-style-type: none"> • 1 Conference Room [Ground Floor] with a fixed projector, roll-down screen, audio equipments, lights, fans with a seating capacity of 120 that is used for lectures with ICT tools.
<i>Auditorium</i>	<ul style="list-style-type: none"> • 1 air conditioned auditorium with seating capacity of 500 with enough number of lights, fans, and a portable projector that is used for academic and other collegiate activities.
<i>Library</i>	<ul style="list-style-type: none"> • 1 main library with OPAC, hard copies, journals, magazines, newspapers, e-resources (N-LIST of INFLIBNET), IAS Section, 10 Computers with internet and downloading facility, Advanced Reprography System with multi-function copier / printer / scanner, 1 laser printer, Server with Uninterrupted Power Supply.
<i>Physics Lab</i>	<ul style="list-style-type: none"> • 1 spacious and well equipped lab for conducting general and electronic experiments for undergraduate physics (Major & Allied) as per the University syllabus with advanced electronic instruments like cathode ray oscilloscope, audio frequency oscillator, electronic kits, microprocessor 8085 kit etc. A darkroom is also provided for conducting light experiments.
<i>Chemistry Lab</i>	<ul style="list-style-type: none"> • 1 spacious lab with all the required organic & inorganic chemicals and apparatus (burette, pipette etc) , an electronic balance of 0.1 mg accuracy to conduct practicals at the allied level, a first aid kit and a fire extinguisher. It has 4 working tables with gas supply and running water supply fitted with sink. It has the capacity to accommodate 32 students with required space and ventilation.
<i>Allied Maths Lab</i>	<ul style="list-style-type: none"> • 1 air-conditioned labs with 20 computers with LAN and internet facility, 1 Dot Matrix printers with Uninterrupted Power Supply.
<i>Microprocessor Lab</i>	<ul style="list-style-type: none"> • Lab provided with microprocessor 8085 kits, digital electronics trainer kits, and operational amplifier kits.
<i>Computer Science Lab</i>	<ul style="list-style-type: none"> • 2 air-conditioned labs with 55 computers with LAN and internet facility, 6 Dot Matrix printers, 2 Laser printers & 1 Ink Jet Printer, 1 Laser Printer cum Scanner etc. with Uninterrupted Power Supply.
<i>BCA lab</i>	<ul style="list-style-type: none"> • 2 air-.conditioned labs with 54 Computers with LAN and internet facility in 25 Computers, 2 Laser Printer etc. with Uninterrupted Power Supply and 5 dot matrix printers.

<i>ADEPT - Language Lab</i>	<ul style="list-style-type: none"> • 1 [Annexe First Floor] air conditioned lab with 31 Computers with LAN and internet facility with centralized UPS. SNET, Clarity, Sky Pronunciation Suite and Study Skills software are installed. Television, DVD Player and MP3 player are available in the lab.
<i>Departments</i>	<ul style="list-style-type: none"> • Each Department has a Computer with internet facility and a Laser Printer.
<i>Principal's Office</i>	<ul style="list-style-type: none"> • Desktop with internet facility, Laser Multifunction [Copy/ Fax / Scan] and a Laser Printer with inverter backup.
<i>Aids</i>	<ul style="list-style-type: none"> • LCD Projectors, Laptop, Electronic Visualizer, OHP, Audio-Video Equipment are available to help integrate technology in the classroom.

b) Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.

- A new Sports Annexe is being readied at Shanthi Nagar, about 500 meters from the main campus in addition to the facilities available in the Main Campus and it will contain an indoor stadium with two shuttle cock court and a table tennis court. Sports annexe also has a volley ball court and athletic track

Table 4.1 .2 b). Infrastructure for extracurricular activities			
Category	Activity		Infrastructure / Venue
Sports	Indoor	Carom, Chess, Table Tennis etc.	<ul style="list-style-type: none"> • Sports Room • Open Air Stage
	Outdoor	Cricket	<ul style="list-style-type: none"> • Cricket pitch • Net Practice
		Volley ball	<ul style="list-style-type: none"> • Volley ball Court
		Football, Hockey, Handball	<ul style="list-style-type: none"> • Foot ball field
		Jumping Events	<ul style="list-style-type: none"> • Long Jump • Tipple jump • High jump
		Throwing Events	<ul style="list-style-type: none"> • Shot put • Javelin • Discuss • Hand ball court • Hockey field
		Kho – Kho	<ul style="list-style-type: none"> • Kho - Kho Court
		Throw ball	<ul style="list-style-type: none"> • Throw ball Court
Yoga	Free yoga taught once every week by a part time Yoga Instructor.		<ul style="list-style-type: none"> • Open Air Stage • Auditorium

<i>NSS / RRC</i>	Awareness programmes, Social Service and Health & Hygiene, Orientation Programmes, Demo programmes, Meetings before & after Activities with Volunteers, Project activities, Competitions, Guest lectures, Interaction with Resource Persons, Blood Test Camps, Blood Donation Camps, Cultural Programs etc.	<ul style="list-style-type: none"> • Lecture Halls • Assembly Ground • OAT Ground • Auditorium
<i>YRC</i>	Awareness Programmes, health camps (Eye, Dental, Skin etc.), Competitions and prize distributions, demonstrations, Guest Lectures etc.	<ul style="list-style-type: none"> • Lecture Halls • Assembly Ground • OAT Ground • Auditorium • Conference Room
<i>CCC</i>	Awareness Programmes, Orientation and training programmes, Celebrations of important days, Presentations and demonstrations by Officials, Competitions, Blood Check up Camps, Discussions etc.	<ul style="list-style-type: none"> • Lecture Halls • Assembly Ground • OAT Ground • Auditorium • Conference Room
<i>Tamil Poetry Forum</i>	Composing and presenting Poems – Kaviarangam Style	<ul style="list-style-type: none"> • Auditorium
<i>Tamil Oratorical & Debating Association</i>	Debating on topics of intrinsic value to students – Senthamizh Pasarai Teaching Students oratory and public speaking skills – Pattimandram, Oratory etc.	<ul style="list-style-type: none"> • Auditorium • Assembly Ground • AV Room
<i>Soft Skill Development</i>	Spoken English, Pronunciation Skills etc.	<ul style="list-style-type: none"> • ADEPT with 31 computers
	Communication skills, Soft Skill Training etc.	Annexe Seminar Hall
	Computing skills	<ul style="list-style-type: none"> • Computer Labs & Math Lab with 129 computers
	Personality Development	<ul style="list-style-type: none"> • Annexe Seminar Hall; Auditorium
<i>Fine Arts and Cultural Activities</i>	Training in Veena and Bharathanatyam	<ul style="list-style-type: none"> • Dance and music room with 6 Veenas
	Clubs for Songs and Dances	<ul style="list-style-type: none"> • Fine Arts Room • OAT Ground
	Competitions – intra & inter collegiate – Kalakiran and Chainika	<ul style="list-style-type: none"> • Assembly Ground • Auditorium

4.1.3. How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed-augmented and the amount spent during the last four years (Enclose the master Plan of the Institution- campus and indicate the exiting physical infrastructure and the future planned expansions if any).

- Reviews of the existing academic structures and infrastructures are done periodically. The Principal then has a series of discussions with the Management regarding requirements keeping in mind the growing strength subsequent to the introduction of new courses. Proposals are presented at the CTTE Trust Board meeting. After the Board sanctions the proposals steps are taken to develop facilities and the physical infrastructure.
- The most important requirement at present is a new building with improved facilities and even better infrastructure. The CMDA approval has been obtained and an architect has been hired to get the plan ready. It is proposed to get the new building ready within one year.

(Master plan and proposed new plan are enclosed.)

Table 4.1.3		
Year	Academics - Based Infrastructure	Amount in Rs.
2007-08	Books from Book Fair	99975.00
	Computers-Language lab	787800.00
	UPS- Language Lab	208441.00
	Computers-BCA Lab	959150.00
	UPS-BCA Lab	373360.00
	Digital multimedia- Language lab	224101.00
	Young India films software- Clarity -English Lab	223681.00
	DVD Writer for Library and Fee Counter	5225.00
	TOTAL	2881733.00
2008-09	Library	69392.00
	Visual Studio- Software	109252.00
	TOTAL	178644.00

2009-10	Computers- BCA Lab	657150.00
	UPS- BCA Lab	171600.00
	Computers- Library	25250.00
	Library books	102178.00
	Software	20000.00
	Software up gradation- Library and Fee counter	27000.00
	TOTAL	1003178.00
2010-11	Computers- Maths Lab	62500.00
	UPS	171600.00
	Library books	107200.00
	TOTAL	341300.00
2011-12	Computers for all the Departments and Library	353815.00
	Library based expenditure	62990.00
	Library Automation software, Barcode items, College website, spotlight media etc.	79183.00
	TOTAL	495988.00
2012-13	Library Expenses	67637.00
	Training Expenses	121340.00
	Affiliation	639000.00
	Subscription	22472.00
	Newspaper and periodicals	22195.00
	Computers	1141500.00
	Computer consumer bills	617181.00
	Software	45025.00
	IAS Academy	117902.00
	Printer	69785.00
	TOTAL	2864037.00
Year	General Infrastructure	Amount in Rs.
2007-08	4 Air conditioners	66500.00
	Annexe Building Renovation work	88610.00
	Electrical wiring work	162591.00
	Installation of automatic fire hydrant system	149480.00
	Furniture	473161.00
	Main Building Renovation work	60000.00
	Water tank construction work	113850.00
	Annual Maintenance Contract	70938.00
	TOTAL	1185130.00
2008-09	25 Fans	21250.00
	Sewage connection	512500.00
	Automatic bell controller	3700.00
	Fire extinguisher	229240.00
	Furniture	119080.00

	Lab items	18484.00
	Printers	484999.84
	Lightning Arrester	46125
	Building Renovation work	919745
	TOTAL	2355123.84
2009-10	10 Air conditioners	308900.00
	Sound absorption mechanism in the Auditorium	126970.00
	Tiles & Painting work in the Auditorium	165050.00
	Public address system in the Auditorium	112356.00
	Electrical work	126370.00
	Fire extinguisher	29243.00
	Furniture	141329.00
	Lab items	49860.00
	Printer	10200.00
	Water cooler	46277.00
	Additional rack in the Library	18304.00
	TOTAL	1134859.00
2010-11	Sound absorption mechanism	22000.00
	Cabin Class rooms' Renovation, false ceiling and parking area construction work	664665.00
	Fencing work in the Garden	35000.00
	Campus work	241165.00
	Building Renovation work	809338.00
	Air conditioners	33600.00
	Computer in the Principal's room	55600.00
	Electrical work	305914.00
	Fax machine	13250.00
	Fire extinguisher	43890.00
	Furniture	213780.00
	Lab items	85167.00
	Musical instruments	32900.00
	Printer	16800.00
	Water purifier	129895.00
	TOTAL	2702964.00
2011-12	Electrical Fittings	68149.00
	Class Room Renovation work , platform paving work etc.	624625.00
	Fire Extinguisher - 5KG Cylinder – Pressure type	6600.00
	Furniture and Fittings - 60 Dual Desks etc.	278980.00
	Lab Equipments	244203.00
	TOTAL	1222557.00

2012-13	Electrical Goods	339367.00
	Furniture	368406.00
	Fire Armor	29100.00
	Sports Goods	152033.00
	Repair and Maintenance	4020972.00
	Water Cooler	60912.00
	Water Purifier	14943.00
	Napkin Vending Machine	126675.00
	Xerox Machine	155065.00
	Stability Certificate	8000.00
	Projector	43395.00
	Building Maintenance	1827823.00
	TOTAL	7146691.00

All records are available with the Trust Office.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

- Whenever we admit a physically challenged student, that particular class is kept in the ground floor as far as possible except when she has to use the Labs which are located in the First floor or Second floor.
- Also a ramp has been provided on the ground floor for the differently-abled.
- Braille section has been provided in the college library for visually challenged students. NVDA – Non Visual Desktop Access – online software has been installed in the library, which converts texts to audio file.

4.1.5 Give details on the residential facility and various provisions available within them:

Table 4.1.5	
Residential facility & Provisions	Availability
<ol style="list-style-type: none"> 1. Hostel Facility– Accommodation available: 2. Recreational facilities, gymnasium, 3. yoga center, etc. 4. Computer facility including access to internet in hostel 5. Facilities for medical emergencies: 6. Library facility in the hostels: 7. Internet and Wi-Fi facility: 8. Recreational facility-common room with audio-visual equipments: 9. Available residential facility for the staff and occupancy Constant supply of safe drinking water: 10. Security 	We do not provide residential facility.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

Table 4.1.6 On Campus	
Category	Details
<i>Sick Room provided</i>	<ul style="list-style-type: none"> • The room has Cots and other facilities
<i>Awareness created</i>	<ul style="list-style-type: none"> • Posters are put up in all the wash rooms to maintain cleanliness. • The College Council creates awareness on hygiene in the morning assembly. • The NSS & YRC also takes up the responsibility of creating awareness on health and hygiene by regularly conducting health camps. • Whenever there is an epidemic like Chikunguna, Swine Flu , malaria or dengue, the College joins hands with the Corporation to create awareness. • The CCC (Citizen's Consumer Club) of the College plays a very important role in creating awareness on the consequences of consuming adulterated food.
<i>Safe drinking Water provided</i>	<ul style="list-style-type: none"> • Reverse Osmosis Plant Installed and safe drinking water is provided through water coolers.
<i>Health Camp organized</i>	<ul style="list-style-type: none"> • Dental Camp, and Eye Camp are periodically organized, Medical camp for gynecological problems are also arranged.
<i>Safety Measures taken</i>	<ul style="list-style-type: none"> • First Aid Kit is maintained in the College. • First Aid facilities are provided for the injured students. • Awareness programme on First Aid is given to avoid future accidents. • Group health insurance is provided for all staff & students against medical emergencies in the campus and all related expenses are reimbursed.
<i>Lectures on Health & Hygiene arranged</i>	<ul style="list-style-type: none"> • The College has a link with the Corporation. • Whenever there is an epidemic like Chikengunya, Dengue, Swine flu etc. the Corporation sends posters on awareness and preventive measures, which are put up at important points in the Campus
Off Campus	
Category	Details
<i>Hospital</i>	<ul style="list-style-type: none"> • APPLE hospital is close by, so all medical emergencies are referred to the Hospital. • The parents of the students are contacted and they are required to take follow up action.
<i>Transport facility</i>	<ul style="list-style-type: none"> • We have our own auto rickshaw and car. • Students are rushed to the nearby hospital with a responsible Staff. • During times of emergency the College deposes a Senior Staff to take care of the situation

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Table 4.1.7 Common facilities for special units of infrastructure	
Category	Details
<i>IQAC</i>	Space has been provided with access from the Principal’s room and the College Office for the functioning of the IQAC. Two Computers with NME ICT connectivity and a laser printer have been provided. A Technical Assistant with MCA qualification has been appointed to assist the IQAC Co-ordinator.
<i>Grievance Redressal unit</i>	We have a Grievance Box painted in Green as per the University’s instruction. The letters put in this box are read by the Principal and the Dean periodically and steps taken for redressal of grievances
<i>Counseling</i>	A fully qualified counselor has been appointed who is available between 1.00 p.m. and 3.30p.m. thrice a week for both individual and group counseling. The tutors / mentors are involved in counseling and act as referral and support giving agents for those students who have psycho-social problems.
<i>Counseling and Career Guidance Cell</i>	The Counselor meets students in the privacy of the Chairman’s room which is usually vacant.
<i>Placement Cell</i>	AG4 at Annexe
<i>Health centre / Sick Room</i>	There is a sick room in the Ground Floor.
<i>Canteen</i>	The Canteen which is given on contract provides snacks, lunch, tea, coffee & soft drinks.
<i>Recreational spaces for staff and students</i>	The spacious campus, OAT Ground, Assembly Ground, Fine Arts Room & the Auditorium provide the required recreational space.
<i>Safe drinking water facility through Reverse Osmosis</i>	There is a Drinking Water Dispensing Room with water coolers which is accessible from the Main Campus as well as the OAT Campus. A water cooler is available on the second floor also. These water coolers are fed by the Reverse Osmosis Plant.
<i>Hygiene Care</i>	State-of-the-Art Automatic Sanitary Napkin Vending Machines and Napkin Disposers (Incinerators) have been installed.
<i>Auditorium</i>	There is an air-conditioned auditorium with a seating capacity of 500 in the ground floor of the main building.

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student-user friendly?

- **The Library Advisory Committee:** This committee suggests improvements to the Library that are reported back to the Management and measures are taken.

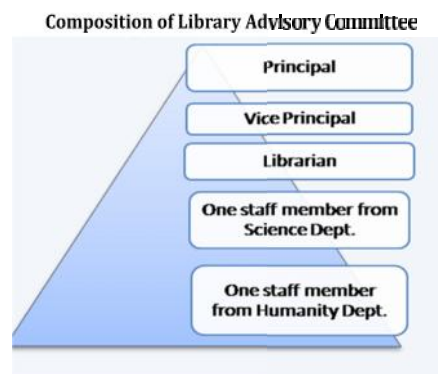


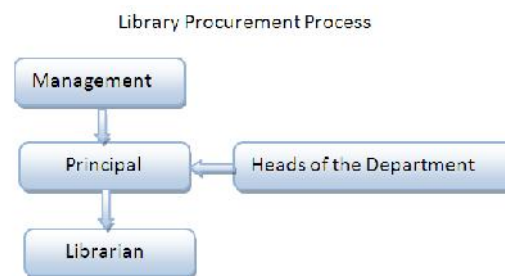
Table 4.2.1 Implemented Initiatives recommended by the Library Advisory Committee	
Year	Details
2005-2006	<ul style="list-style-type: none"> • Photo copying facility for students
2006-2007	<ul style="list-style-type: none"> • New tables and computers to accommodate more students
2007-2008	<ul style="list-style-type: none"> • New stack Room with Open Access System for easy reference
2008-2009	<ul style="list-style-type: none"> • Journals, periodicals, a cubicle for internet browsing space.
2009-2010	<ul style="list-style-type: none"> • Separate section for Competitive Examination Books (Civil Service Section) • Separate section for donated books.
2010-2011	<ul style="list-style-type: none"> • 18 Ph.D theses from Dr. C.T.Indra , Former Head, Department of English, University of Madras, are available. • Notice board to display flyers of new books.
2011-2012	<ul style="list-style-type: none"> • N-LIST programme, Installation of AUTOLIB software, Purchased of Computers etc. • A separate glass case made to display books donated by Dr. Abdul Kalam during his visit to the College in 2011.
2012-2013	<ul style="list-style-type: none"> • Server connected to LAN; Book Bank launched; absorption of books dealing with engineering subjects; earn while you learn programme started.

4.2.2 Provide details of the following:

Table 4.2.2 Physical infrastructure of the library	
Category	Details
Total area of the library (in Sq. Mts.)	36,831 Sq. ft.
Total seating capacity	60 students
Working hours (on working days, on holidays, before examination days, during examination days, during vacation)	<ul style="list-style-type: none"> 8.15 a.m – 4.00 p.m (Working days) 8.15 a.m – 1.00 p.m (Saturdays) 8.15 a.m – 3.00 p.m (Examination days)
Individual reading carrels	Nil
Lounge area for browsing & accessing e-resources	A small segregated area inside the Library
Lounge area for relaxed reading	A secluded space allotted in a corner of the Library.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

- The Management is very particular about updating the library every year. Each department submits a list of required reference books, textbooks and other reading material to the librarian, who orders these books from the publishers. At times, the departments purchase the books required and submit accounts to the college. Each time new courses are introduced, books are purchased as per the requirements of the affiliating University.
- The acquired books are given accession numbers, on the same day and are lent to the faculty or students, if the books are important for curricular purposes. Notices are put up about new arrivals. General Books, newly acquired, are displayed for a month.



Library expenditure										
Library holdings	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	No .	Cost (in Rs)	No.	Cost (in Rs)	No .	Cost (in Rs)	No.	T Cost (in Rs)	No.	T Cost (in Rs)
Text books	152	34,725.15	485	51,489.00	221	66,027/-	175	46,512/-	239	54996.80/-
Reference Books	227	38,767.50	114	19,568.00	49	13,238/-	3	960/-	15	6,282/-
Journals	14	6,218/-	8	3,760/-	8	5,708/-	22	41,777/-	22	41,777/-
Periodicals	24	22,786/-	40	25,269/-	38	24,073/-	29	26,273/-	29	24597/-
e-resources		Complimentary		Complimentary	11	1300/-	N - LIST	5,000/-	N-LIST	5030/-

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

Table 4.2.4 Tools deployed to provide access to library	
Category	Details
<i>OPAC</i>	<ul style="list-style-type: none"> It is a computerized catalogue to know the status and location of the books and to reserve the same. This is done through 2 computers.
<i>Electronic Resource Management package for e-journals</i>	<ul style="list-style-type: none"> We have subscribed to 6000 e-journals through NLIST- INFLIBNET programme
<i>Federated searching tools to search articles in multiple databases</i>	<ul style="list-style-type: none"> “Science Accelerator”, World Wide Science.Org”, “Science.gov” etc. are made available through hyperlinks in the library blog.
<i>Library Website Library blog</i>	<ul style="list-style-type: none"> Library details are available on the College website. cttelibrary12blogspot.in
<i>In-house-remote access to e-publications</i>	<ul style="list-style-type: none"> In process
<i>Library automation</i>	<ul style="list-style-type: none"> AUTOLIB Library Management Software has been installed.
<i>Total number of computers for public access</i>	<ul style="list-style-type: none"> 10 computers with LAN
<i>Total numbers of printers for public access</i>	<ul style="list-style-type: none"> 1 Laser printer & 1 Multi-function printer/copies/scanner.
<i>Internet band width- speed 2mbps 10 mbps 1 gb (GB)</i>	<ul style="list-style-type: none"> 10 mbps
<i>Institutional Repository</i>	<ul style="list-style-type: none"> Our Institutional Repository consists of hard copies mainly, which we maintain under the “CTTE HERITAGE” section. A few CDs are also available.
<i>Content management system for e-learning</i>	<ul style="list-style-type: none"> Not Available

Participation in Resource sharing networks-consortia (like Inflibnet)

- NLIST- INFLIBNET Programme

4.2.5 Provide details on the following items:

Table 4.2.5 Library usage	
Category	Details
Average number of walk-ins	<ul style="list-style-type: none"> • Staff- 8 per day • Student – 60 per day
Average number of books issued-returned	<ul style="list-style-type: none"> • Issue – 34 per day • Return – 33 per day
Ratio of library books to students enrolled	• 9:1 (14981:1714)
Average number of books added during last three years	2012-2013 : 505 879 per year 2011-2012 : 1076 2010-2011 : 1057
Average number of login to OPAC(OPAC)	35 per month
Average number of login to e-resources	• 58 per month
Average number of e-resources downloaded-printed	• 225 per month
Number of information literacy trainings organized	• The librarian arranges orientation programme for all the first years.
Details of “weeding out” of books and other materials 2010-11 onwards	• No. of books: 427

4.2.6 Give details of the specialized services provided by the library

Category	Details
Manuscripts	• Nil
Reference	<ul style="list-style-type: none"> • Separate section for competitive exams (IAS Section) • Students’ projects • Ph.D theses • Special collection • University syllabi • Question banks - bound volumes & e-question papers. • INFLIBNET – NLIST
Reprography	• Separate section for students and staff with nominal charges for personal use. For academic purposes, the College provides the same facility free of cost for faculty members.
ILL (Inter Library Loan Service)	• Received notes (e-format) for visually challenged.
Information deployment and notification (Information Deployment and Notification)	<ul style="list-style-type: none"> • Information is disseminated through blogspot.com, website and oral information. • Library displays the relevant news paper snippets on the notice board • Announcements are made in morning assembly regarding library resources. • Competitions conducted.

Download	<ul style="list-style-type: none"> Library provides downloading facility
Printing	<ul style="list-style-type: none"> Multifunction device/ canon copier / printer / scanner connected with all the computers in the library
Reading list- Bibliography compilation	<ul style="list-style-type: none"> The library book catalogues are categorized according to the departments
In-house-remote access to e-resources	<ul style="list-style-type: none"> In Process
User Orientation and awareness	<ul style="list-style-type: none"> Every year an orientation programme is conducted for fresher's department wise through PPT
Assistance in searching Database	<ul style="list-style-type: none"> The names of database saved in one of the computers. The Librarian guides the students to find the relevant material
INFLIBNET-UGC facilities	<ul style="list-style-type: none"> Provided

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college

Table 4.2.7	Support provided by the Library staff
	<ul style="list-style-type: none"> To avail OPAC services effectively.
	<ul style="list-style-type: none"> To fulfill the information needs of the faculty and students, Librarian has taken steps to enroll institutional membership with other libraries.
	<ul style="list-style-type: none"> Directing PG & Research Scholars for their research work to all public and University libraries and initiating them to enroll as member.
	<ul style="list-style-type: none"> Arranged FDP for faculty member to access e-resources effectively.
	<ul style="list-style-type: none"> Education programme to (library visit) create awareness.
	<ul style="list-style-type: none"> To use the Book Bank services
	<ul style="list-style-type: none"> Assist in accessing e-resources effectively.
	<ul style="list-style-type: none"> Awareness lectures to emphasis on reading habit.
	<ul style="list-style-type: none"> Renewal of books through sms service for Research Students.
	<ul style="list-style-type: none"> Assist the students for editing project/thesis.

4.2.8 What are the special facilities offered by the library to the visually-physically challenged persons? Give details.

Table 4.2.8	Special facilities offered by the Librarian
Category	Details
Braille magazine section & Notes (e-format) from Anna Centenary library	<ul style="list-style-type: none"> For visually challenged students
Non-visual Desktop Access(NVDA) software installed	<ul style="list-style-type: none"> Converts text files to audio files

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services)?

- The library used to get feedback from student users in a descriptive format. Students would write their needs. For instance the book bank system was introduced based on students' request. Now, the library has introduced the questionnaire format to get feedback which will be analysed at the end of every semester.

Table 4.2.9	Improvement of library services
• Additional computers have been installed to access e-resources.	
• Book bank facilities have been provided.	
• Library hour has been allotted for students.	
• Extension of Library working hours till 4 p.m.	

4.3 IT Infrastructure

4.3.1 Give details on the computing facility available (hardware and software) at the institution.

Table 4.3.1	Department of Computer Science
Category	Details
<i>Total Number of Computers</i>	55
<i>Computers-Student ratio</i>	1:1 per class
<i>Stand alone facility with internet</i>	1
<i>LAN facility</i>	54
<i>Configuration -52sys.</i>	<ul style="list-style-type: none"> • Intel® Core™, i3-2100 CPU@3.10 GHZ, RAM-2GB, HDD-500 GB, 18.5" TFT Monitor, 2 Centralized UPS, On-board Gigabit LAN 10-100-1000 • 2-systems- HCL server • 1 standalone system configuration: Pentium Dual core E5400 @ 2.70 GHZ, 2GB RAM, Lenova-18.5" TFT monitor 1- Keyboard, 1-mouse.
<i>Licensed Software</i>	Turbo C++ Visual Studio .Net 2008 Oracle log Enterprise Edition
Department of Computer Applications	
<i>Total Number of Computers</i>	54 (2 servers)
<i>Computers with internet</i>	25
<i>Computers-Student ratio</i>	1:1 per class
<i>LAN facility</i>	27 + 27

<i>Lab 1 Configuration</i>	Intel PD@3.0 GHZ, 800 MHZ FSB, 2*2 MB L2 cache, 512 MB DDR@ Ram, 667 MHZ + 1 GB RAM, 80 GB SATA HDD, 7200 RPM, 1.44 FDD, On-board Gigabit LAN 10-100-1000, 17" CRT Monitor, 18.5" TFT Monitor and centralized UPS
<i>Lab 2 Configuration</i>	Intel core 2 Duo 2.93 GHZ/2GB RAM,320 GB HDD/18.5" TFT Monitor on-board Gigabit LAN 10-100-1000
<i>Licensed Software</i>	<ul style="list-style-type: none"> • Turbo C++ • Visual Studio .Net 2008 • Oracle log Enterprise Edition
Department of Mathematics	
<i>Total Number of Computers in Allied Maths Lab</i>	20
<i>Computers-Student ratio</i>	1:1 per class
<i>Stand alone facility</i>	Nil
<i>LAN facility</i>	20
<i>Configuration</i>	Intel Core/ 8-2120 Processors with Mother Board, 2GB RAM, DVD Writer, 18.5" LCD Monitor, 500 GB HDD and Centralized UPS
<i>Licensed Software</i>	Turbo C++
ADEPT (Academy for Development of English and Personality Traits)	
<i>Total Number of Computers with Internet</i>	30 + 1 server
<i>Computers-Student ratio</i>	1:1 (at a time) on rotation
<i>Stand alone facility</i>	Nil
<i>LAN facility</i>	31
<i>Configuration</i>	Core 2 Duo with Mother Board, 250 GB HDD, 1 GB RAM, 15" Monitor, Ear Phone, Speakers and centralized UPS
<i>Licensed Software</i>	Originally installed with RENET and Sky Pronunciation Suite and Study Skill Success from Clarity. Updated with Clarity SNET.
Library	
<i>Total Number of Computers with Internet</i>	9 + 1 server
<i>Stand alone facility</i>	Nil
<i>LAN facility</i>	10
<i>Configuration</i>	Intel® Core™, i3-2100 CPU@3.10 GHZ, RAM-2GB, HDD-500 GB, 18" Monitor, 1 UPS, DVD-R-W-1, 2 Duo CPU E7500@2.93 GHZ, HDD-300 GB, Ram @B, DVD R-W – 1
<i>Licensed Software</i>	AUTOLIB Library Management Software
Department Computers	
<ul style="list-style-type: none"> • Each department has a computer with internet facility enabled by NME ICT, along with a printer 	
Principal's Office	
<ul style="list-style-type: none"> • 2 Laptop, Laser Multifunction [Copy/ Fax / Scan], Laser Printer, internet enabled by NME ICT with inverter for uninterrupted supply. 	
Office	
<ul style="list-style-type: none"> • 2 Computers, Laser Printers, Internet with inverter facility 	

Fee Counter
<ul style="list-style-type: none"> 2 computers with internet facility along with a printer & a Counting Machine and Fake Note Detector. Tally software installed.
Placement
<ul style="list-style-type: none"> computer with internet facility enabled by NME ICT, along with a printer
IQAC
<ul style="list-style-type: none"> 2 computer with internet facility enabled by NME ICT, along with a printer

4.3.2 Details on the computer and internet facility made available to the faculty and students on the campus and off-campus?

- Library has 10 computers with internet facility for staff and students. Computer labs have 26 systems with internet facility for teaching and for researching. ADEPT language lab has 31 computers with internet facility.

Table 4.3.2 Details of Computer and internet facility made available to Staff and Students			
On Campus		Off Campus	
Category	Description	Category	Description
Library	10 computers with NME ICT enabled internet facility	INFLIBNET	Individual user name and password has been given to all the authorized users. (Board members, Principal, Staff & Students)
Computer Labs (Comp. Sci., BCA and Maths.)	26 computers with internet facility		
ADEPT Language Lab	31 computers with internet facility		
Placement	1 computers with internet facility		
IQAC	2 computers with internet facility		
Departments	Every Department has a Computer with Internet facility along with a printer.		

Faculty members have access to all computers except those in the Fee Counter. Students have access to computers in the labs, language lab and library.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

- Upgrading the IT infrastructure in the College is a continuous process.
- The Management upgrades the IT infrastructure according to the requirements given in writing by the Heads of the Departments through the Principal.
- Annual Maintenance Contracts have been signed with VCare and Nantech private firms

for upgrading and maintenance of the computers and associated facilities. The maintenance services consist of attending to complaints of various departments on a daily basis, renewal and installation of software and replacement of worn out parts. Other services include removal of virus, software patch updating, system administration and network administration. They are responsible for providing a trouble free computing environment.

4.3.4 Provide details on the provisions made in the annual budget for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

- There is no budget provision but all requirements are taken care of.

Table 4.3.4		
Year	IT Investment in Rupees	Details
2007-2008	27,81758.00	<ul style="list-style-type: none"> • Establishment of language lab with Computers, UPS, Digital multimedia, Clarity and Renet Software in Language lab • Computers • UPS in BCA Lab.
2008-2009	6,12735.84	<ul style="list-style-type: none"> • Visual studio- Software, Lab items, Printers
2009-2010	9,61060.00	<ul style="list-style-type: none"> • Computers for: BCA Lab with UPS; Library; Fee Counter etc. • Software up gradation for Library. • Laboratory items, Printers etc.
2010-2011	4,26467.00	<ul style="list-style-type: none"> • Computers for Maths Lab, UPS • Lab items etc.
2011-2012	6,77201.00	<ul style="list-style-type: none"> • Computers in Library; all the Departments. • Library Automation Software, Barcode items. (Part payment) • College Website (created by Spotlight Media)
2012-2013	2009785.00	<ul style="list-style-type: none"> • Computers in Labs and Library. • Library Automation Software, Barcode items. (Part payment) • Projector, Printer

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching- learning materials by its staff and students?

- A Conference Room with a fixed LCD Projector and a Laptop makes it easy for Faculty to incorporate technology in their teaching. It also helps staff and students o make Power Point Presentations.
- A Faculty Development Programme – Classrooms to Techrooms -- was conducted to

motivate staff and students to avail of the facilities.

- Whenever the Language Lab – ADEPT-- is updated with new Software, training is given to English Faculty as they use these resources to teach their classes. ADEPT is open to faculty from all Departments. LAN facilities are available in the Language Lab for effective teaching and interaction.
- ADEPT is open till 4.00 p.m. in the evening and PG and Research students are allowed free access under the supervision of a technical staff.
- Library is also open till 4.00 p.m. Staff and students can use e-resources, browse and download material on payment of nominal charges.
- Membership with ICTACT benefits the institution as faculty are regularly sent for training and upgrading,

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms-learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

- Departments like Computer Science, BCA, and Mathematics have their computer labs that are used by the students well. Staff members in these Departments use the computer to teach. Similarly, faculty are encouraged to use ADEPT, our Language Lab for teaching purposes but prior booking is required. ADEPT provides opportunity to students to browse, do research and undertake independent learning. Teachers guide students and students are also encouraged to make power point presentations for their seminars. Students of Spoken English classes offered across Majors as a Non-Major Elective also use ADEPT, the Language Lab. The transformation of the role of teacher into facilitator is taking place slowly.
- Visually Challenged students are encouraged to use NVDA software in the library (this converts text files to audio files). ‘YOU TUBE’ is used by visually challenged students in the English Department doing their Post Graduation.
- The Post Graduate students listen to famous speeches and readings of poems and watch important movie clippings and plays through ‘YOU TUBE.’ They also prepare quizzes through the use of internet for UG students. The Post Graduate and the Research students are given free access to these computers with internet facility to help them do their project

work and dissertation.

- Every Department is equipped with a computer with internet facility to help faculty prepare for classes and all other academic work.

4.3.7 Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

- The services are availed of directly.

Table 4.3.7 Services availed of	
Category	Details
UGC-INFLIBNET-N-LIST	<ul style="list-style-type: none"> • Library provides individual user-name and password to all the staff and students so that the knowledge resources are available both on and off Campus.
NMEICT	<ul style="list-style-type: none"> • VPN0BP connectivity under NMICT project Ministry of HRD @ Rs. 24,820/- per annum with 5 landline connection.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

- Funds are allocated as and when the need arises.

Table 4.4.1			
S.No.	Category	Details (2009-10, 2010-11, 2011-12, & 2012-13)	Amount Spent (in Rs) for the last four years
1.	Land	We have not purchased any land	-
2.	Building	Repairs and Maintenance	7001614.00
		CT Connection	38,402.00
3.	Furniture	Amount spent	582186.00
4.	Equipment	Fax Machine	13,250.00
		Fire Extinguisher	72990.00
		Sports Equipment	230758.00
		Musical instrument (Veena)	32,900.00
		Water Purifier (Reverse Osmosis Plant)	144838.00
		Water Cooler	60912.00
		Projector	43395.00
		Napkin machine	126675.00

		Xerox Machine	155065.00
		Air Conditioner	33,600.00
		Lab equipments	85,167.00
5.	Computers	Systems	2431200.00
		Computer Consumables	927754.00
		Software	69025.00
		Printing and Stationary	774444.00
		Printer	71385.00
		AMC Charges	180116.00
6.	Vehicles	Vehicles Maintenance expenses for CTTE Trust	611248.00
		The amount set towards depreciation for the further replacement of vehicles	3332042.00

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

- We have two electricians to do the electrical works. All the computers in the college are put under Annual Maintenance Contracts (AMC) with private firms. Painting, repair and renovation works are done by contractors.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment-instruments?

- As and when required physics laboratory equipments are serviced by a Mobtran Enterprises.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Table 4.4.4 Maintenance of Sensitive Equipments	
Category	Details
Voltage fluctuations	<ul style="list-style-type: none"> To ensure uninterrupted power supply we have a few microcontroller based inverters to protect from electronic overload - short circuit problems. Language lab and all the computer labs are given UPS backup (12KVA- 4 numbers and 10KVA-1 no.) Principal's Room and the Office are given inverter support (Microtek, 3.5KVA,

	<p>48DC Volt, 6 hours backup)</p> <ul style="list-style-type: none"> We have 2 generators (Honda Portable) that are used in the Auditorium whenever there is a power failure during programs.
Constant supply of water	<ul style="list-style-type: none"> The care taker makes sure the water tanks are filled every morning for the constant supply of water so that students are not affected.

4.5 Other relevant information.

- We use the infrastructure for providing free IAS training. Whenever the University, Directorate of Collegiate Education and other public bodies like Railway Recruitment Board, UPSC and the TNPSC request us to allow them to use our infrastructure for conducting exams, we accept.

We allowed HCL and ICTACT to conduct training programs for students and faculty members of Chennai city colleges in our college. When we conduct FDPs, we open some of them up to faculty from other colleges so that they too benefit from our infrastructure.

Conclusion

We have been improving our infrastructure and academic resources consistently. The resources are put to optimal use. For example the language lab, is used by all the first year students, most of the second year students and all the PG and research students. Library hours are allotted to PG and research students and monitored by the departments. Staff members use all these resources for preparation of classes and for paper presentations and other research work. They can use the department computers to prepare their power point presentations or to do reading via internet.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

Introduction

The College provides essential support to women students to acquire sound knowledge in academics and training in soft skills. A number of facilities are available for their support and progression, especially a Soft Skill Trainer who is also the Placement Officer. Scholarships and awards have been instituted for deserving students. A Book Bank helps needy students. A large number of State and Central Government scholarships are made available to the students of disadvantaged communities. Last year, scholarships awarded to the SC-ST-OBC students by the government were to the tune of Rs. 25,40,845/- Counselling is provided to students who seek admission. A trained Counselor provides necessary inputs wherever required. Informal academic counseling by the subject teachers continues throughout the year.

5.1 Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus-handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

- Yes. The institution publishes its updated prospectus, handbook and College magazine annually.

<i>Prospectus contains information on the following:</i>	<i>Handbook contains:</i>	<i>Commitment and accountability:</i>
<ul style="list-style-type: none"> • Vision and mission statement • Courses offered • Fee structure • Student Advisory and Guidance Cell • Faculty and department details • Note to Public • Awards and Scholarships offered • Departments 	<ul style="list-style-type: none"> • Academic achievements • Vision and mission statement • Course of study • Rules of conduct & discipline • Working days and holidays (keeping in mind the University Manual) • Important events • CIA exam dates • Awards and Scholarship 	<ul style="list-style-type: none"> • Strict adherence to marked working days • Marked working days declared as holidays due to unforeseen factors are compensated on Saturdays • Government holidays strictly adhered to • No deviation on CIA exams unless warranted

<ul style="list-style-type: none"> • Objectives • Admission procedure • CBCS examination pattern • Rules and regulations • Placement cell • Student advisory and guidance cell • IAS Study circle 	<ul style="list-style-type: none"> • Rules and regulations of the college • List of teaching and non-teaching staff <p>Handbook of the college is in agreement with the University Calendar and ensures that the Institution works as per University norms</p>	<ul style="list-style-type: none"> • Fees collected as indicated in the prospectus only <p>Annual report presented on College Day and published in the College Magazine reflects adherence to commitment.</p>
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5.1.2 Specify the type, number and amount of institutional scholarships - freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

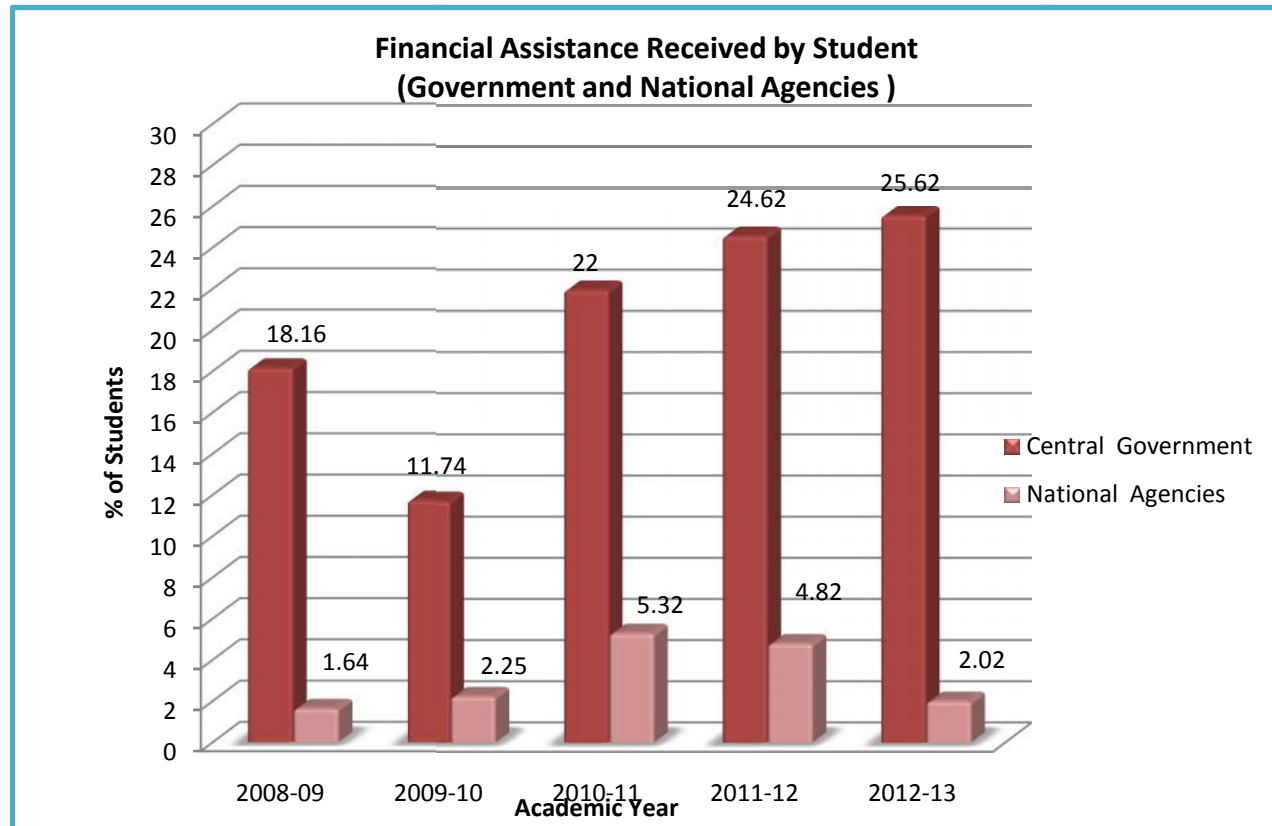
- Yes. Aid from Management and Staff was made available and disbursed on time.

Institutional Scholarship - Freeships Details			
Year	Type	No. of Students benefitted	Amount spent (in Rs)
2008-09	T. Thomas Merit cum Means scholarship	1	1,000.00
	Dr. Elizabeth Thomas Memorial Scholarship – offered by Staff	9	9,000.00
	Freeship- Sponsor Mrs. Kalayani	1	5,625.00
2009-10	T. Thomas Merit cum Means scholarship	1	1,000.00
	Dr. Elizabeth Thomas Memorial Scholarship - offered by Staff	11	11,000.00
	Freeship- Sponsor Mrs. Kalayani	1	5,625.00
2010-11	T. Thomas Merit cum Means scholarship	1	2,000.00
	Dr. Elizabeth Thomas Memorial Scholarship	10	20,000.00
	Freeship offered under University of Madras Scheme	5	90,120.00
2011-12	T. Thomas Merit cum Means scholarship	1	2,000.00
	Dr. Elizabeth Thomas Memorial Scholarship – offered by Staff from Staff fund	10	20,000.00
	Staff Aid for Students given by Mr. Vijayarangan	5	58,665.00
	Freeship offered :	7	1,35,150.00

	1) Under University of Madras Scheme 2) By Management Scheme	2	41,580.00
2012-13	T.Thomas Merit cum Means Scholarship	1	2,000.00
	Dr. Elizabeth Thomas Memorial Scholarships – offered by Staff from Staff Fund	11	22,000.00
	Freeship offered by		
	1) Under University of Madras Scheme 2) By Management Scheme	9 3	1,88,270.00 54,540.00

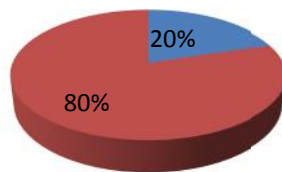
5.1.3 What percentages of students receive financial assistance from state government, central government and other national agencies?

Financial Assistance Received by Student (Government and National Agencies)				
Academic year	Government		National agencies	
2008-2009	18.16 %	166 / 914	1.64 %	15 / 914
2009-2010	11.74 %	130 / 1107	2.25 %	25 / 1107
2010-2011	22.00 %	285 / 1295	5.32 %	69 / 1295
2011-2012	25.41 %	358 / 1409	4.61 %	65 / 1409
2012-2013	25.51%	400/1568	2.16%	34/1568

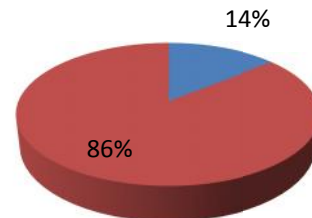


2008 - 2009

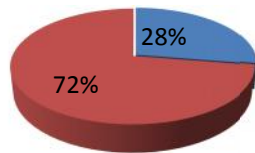
- % of Students receiving scholarship
- % of Students not receiving scholarship

**2009 - 2010**

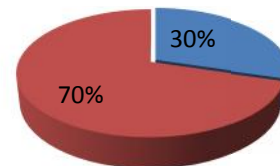
- % of Students receiving scholarship
- % of Students not receiving scholarship

**2010 - 2011**

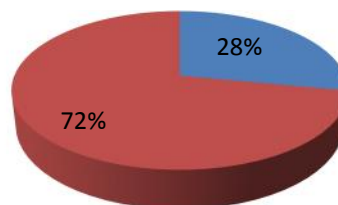
- % of Students receiving scholarship
- % of Students not receiving scholarship

**2011 - 2012**

- % of Students receiving scholarship
- % of Students not receiving scholarship

**2012 - 2013**

- % of Students receiving scholarship
- % of Students not receiving scholarship



5.1.4 What are the specific support services/facilities available for

- ✓ Students from SC/ST, OBC and economically weaker sections
- ✓ Students with physical disabilities
- ✓ Overseas Students
- ✓ Students to participate in various competitions/National and International
- ✓ Medical assistance to students: health centre, health insurance etc.
- ✓ Organizing coaching classes for competitive exams
- ✓ Skill development (spoken English, computer literacy, etc.,)
- ✓ Support for “slow learners”
- ✓ Exposures of students to other institution of higher learning/ corporate/business house etc.
- ✓ Publication of student magazines

Students from SC/ST, OBC and Economically Weaker Sections:

- We have a scholarship committee with one co-ordinator and one staff from each department. The application forms for SC-ST are collected from the SC-ST scholarship office by the College. We communicate about these scholarships to students in many ways such as during morning assembly, on notice boards, and through the Faculty-in-charge of scholarship for each department. Then, the forms are distributed to all the students who come under this category without any kind of discrimination whatsoever.
- The Faculty members make sure all these students apply at the right time. Earlier we used to type and submit the required data to the scholarship office, but now we do it online. Once the scholarships are sanctioned by the government, we collect the cheques from the office. Earlier we used to distribute the amount by cash. At present, we distribute the amount by cheque.
- Scholarships are secured from private bodies like Sitaram Jindal, Rajasthani Association (T.N.) etc. for students from OBC and Economically weak category, who do not receive any other scholarship.

Support service for students with physical disabilities

- A Software programme has been installed in the library to help visually challenged students
- A Braille section in the library helps the visually challenged
- One ramp is available in the ground floor
- Arrangement is made for scribes to help them write university exams (staff members and

students volunteers as scribes).

- Visually Challenged students are helped by their friends in getting into bus, crossing roads, and moving from one class room to another.
- Lecturer in charge takes care of the needs of physically/visually challenged students
- Suitable non-major elective paper is offered keeping in view their inability to do the NME offered to others (For example, instead of computing skill offered to other students, German paper has been offered for visually challenged students.)
- Currently there are no overseas students enrolled in our Institution.

Support services for Students to participate in various competitions/National and International

- Browsing facilities in library and language lab thrown open to students.
- Opportunities publicized through committees like cultural committee, sports etc.
- Financial support given when required.
- Tutors and mentors guide students
- Library with hard copies and e-services available

Medical assistance to students: health centre, health insurance etc.

- Good first aid facility is available in the college.
- College has its own transport facility which is available at all times.
- A well equipped hospital (Apple Hospital) is located nearby just about 500meters from the college. In case of emergency or otherwise, the students are rushed to that hospital by the faculty to get immediate attention and care. Medical Insurance Policy has been effected for all the students with Tata AIG Insurance Company. In case of accident related injury, a maximum of Rs.5, 000/- and for accident resulting in death, Rs. 50,000/- per student is covered. The premium amount of Rs. 28/- per student per year is paid by Management for all the students. The company has extended the benefit even for staff.

Organizing coaching classes for competitive exams

- IAS Study Circle provides free training & coaching to write the core exam well. Since the training covers all areas, it helps students to appear for competitive exams also. Certificate courses on Banking, Finance and Insurance have been outsourced to professional bodies and they help the students to get certificates from National Stock Exchange and from IRDA. This also helps students to perform well in all competitive exams.

Skill Development (spoken English, computer literacy, etc.,)

- A well equipped English lab (ADEPT) is available with updated software like (Snet) to gain fluency in English
- Well equipped computer science, computer application labs are available, with sufficient number of systems to provide hands on experience to all the students of college.
- Software in the departments are updated to meet the changing needs.
- Foreign language, German for beginners is offered as soft skill for B.Sc (CS), BCA and M.Com students since these students are already proficient in computer use. All other students have to necessarily opt for computer skills.

Support for “slow learners”

- Partnership in Language and Learning (PILL) has been introduced from the year 2012-13 onwards to help Tamil Medium students (One English medium student is partnered with 2 or 3 weak students.)
- Remedial work is undertaken for slow learners.
- Handouts are prepared by staff and given to students on difficult topics.
- Class tests are given to get an idea about their capabilities.
- Staff members are available in the Department after college hours to help students clear their doubts, if any.

Exposure of students to other institutions of higher learning/ corporate/business house etc.

- B.Com (CS), BBA and M.Com students undergo institutional training and get exposed to various corporate offices and their activities.
- M.A (English) students visit publishing houses for internship programmes.
- NSS volunteers with programme officers attend meetings at University and come in contact with students from other Universities
- Students from all departments are sent for seminars, workshops, projects and other activities like human chain, consumer club meetings organized by other colleges and the University.
- We send UG and PG students for industrial visit, as part of their curriculum.
- Students from all the departments are sent for inter collegiate competitions, seminars, and workshops to showcase their skills.

Scholarships for SC,ST, OBC and Economically Weaker Section				
Academic year	SC/ST Scholarship		OBC / Economically Weak	
2008-2009	18.05 %	165 / 914	1.85 %	17 / 914
2009-2010	11.56 %	128 / 1107	2.43 %	27 / 1107
2010-2011	21.62 %	288 / 1295	5.55 %	72 / 1295
2011-2012	24.55 %	346 / 1409	4.83 %	68 / 1409
2012-2013	25.00%	392/1568	2.55%	40/1568

Publication of Student Magazines:

Magazine			
Department	Name of the Magazine / Newsletter	Periodicity	Contents
College Magazine	--	Annual	Record of all college photo features achievements & articles
E-journal for college	<i>Reach out – a newsletter from 2010 onwards.</i>	As and when	College activities
English	IMPRINT	Annual	Department activities, hands-on experience in journalism given to III BA (Eng)
Tamil	Agni Kunju	Monthly	Articles contributed by staff and students, note on famous authors
Commerce	INTELCOM	Annual	Articles contributed by staff, students and achievements of the department
BCA	PC Bytes	Annual	Editorial Board, Principal's message greetings, Department profile, Academic programmes- An overview, critique, sharp Ur Mind.
B.Sc (CS)	INFOBAHN	Annual	Editorial, Staff zone and Tech zone
B.Sc(P)	GALAXY	Annual	Articles contributed by staff, students and achievements of the department
Library	Newsletter	Annual	Library Committee Services & facilities available
IQAC	Wall Newspaper	Annual	Activities of IQAC

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

- KITCO Ltd in association with NSTEDB, Department of Science and Technology, Government of India organized a workshop on Entrepreneurship Awareness for Science Students for 3 days (25.07.2012 to 27.07.12) from 12.00p.m to 3.00p.m, which aimed at facilitating entrepreneurial skills.
 - Mr. K. Chidambaram, Assistant Director, DIC (District Industries Centre), Chennai gave a detailed lecture on entrepreneurship, stressing the importance of communication skills, ethical values creativity which are needed to become a successful entrepreneur.
 - Ms. S. Sasikala, Manager, DIC, Chennai, briefed the students on financial aspects and various supports available from government agencies, banks and financial instruction.
 - Mr. L.R. Bhaskaran, Principal Consultant of KITCO gave a note on procedure to set up an industry, technical and commercial aspects of SSI
- The Department Of Commerce in association with National Small Industries Corporation Ltd. (NSIC) – an ISO 9001-2008 certified Government of India enterprise – conducted an Orientation Programme on Entrepreneurial Development for all the students of our College from August 22, 2012 to August 24, 2012. Mr. R. Balasubramanian, Mr. Mookandi and Mr. Subbiah [Managers from NSIC (National Small Industries Corporation)] were the resource persons who explained in detail about the entrepreneurial qualities, skills and the processes behind commencing Micro, Small and Medium Enterprises (MSME). There was a PowerPoint presentation which helped our students learn about the history and working of the NSIC. The presentation also explained the methodologies of top ten entrepreneurs like Narayanamurthy (Infosys).
- Awareness is created amidst students on self employability skills with which we hope to see budding entrepreneurs in future. This motivated the students.
- The Entrepreneurship Cell was inaugurated on July 5, 2013 by Shri Murugavel Janakiraman, CEO, Bharath Matrimony.
- An Aavin Parlour was inaugurated on July 11, 2013 by Mr. Tamil Selvan, Deputy General Manager (Marketing), Aavin as a franchise of the Tamilnadu Cooperative Milk Producers Federation Ltd. and it is managed by students under the guidance of a staff

committee. This provides hands-on experience in running a business enterprise.

- Certificate courses on life skills like Cosmetology, Jewellery Making, Arts and Crafts and Embroidery have been introduced as part of Entrepreneurship Training.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

- The Management encourages the participation of students in extracurricular and co-curricular activities by sanctioning required funds.
- The college pays the registration fees to the University of Madras annually so that our students are invited by the University and all the City colleges to participate in all inter collegiate sports / games.
- Breakfast is provided to players who come to practice early in the morning.
- Attractive prizes, cash awards and Championships have been instituted.
- Associations & clubs are formed with committees to guide them.
- Training provided in veena, dance (Bharatanatyam) and Yoga free of cost.

Our policies towards extra and co-curricular activities are:

- to achieve holistic development of the student community by exposing students to various competitions at the intra-collegiate and inter- collegiate levels.
- to tap the potentials and talents of students and help them to develop themselves.
- to encourage leadership qualities to empower women students.
- to encourage students to participate in activities at all levels.
- to train students in presentation skills, team building and employability skills.
- to train in sportsmanship skills like team spirit, coordination, perseverance, participation and dignity in behavior.

Our strategies promoting participation of students in extracurricular activities are:

- motivating, persuading students to participate in various activities at all levels.
- providing students with opportunities and consistent support at all levels.
- identifying the challenges faced by this section of students from underprivileged socio-economic

belt, which is the feeder area for the College, and helping them to overcome their difficulties.

- training students on life skills like taking the initiative, gaining self-confidence, building and sustaining relationships.
- training students in sports and games by the Physical Directress and teaching faculty with a sports record.
- identifying and motivating the talents of students who are committed to sports and assisting them to attain excellence.

Policy: To help all-round development by encouraging students to participate in co-curricular activities, cultural and sports.

Strategy: Providing funds, infrastructure and establishing associations and clubs to encourage students and also creating opportunities to help them develop and showcase their talents.

Co - Curricular activities of Department		
Department	Association Name	Activities
English	English Association	<ul style="list-style-type: none"> • Guest lectures, Symposium on translation. • Inter collegiate Quiz competition. INQUISITY. • Other activities paper presentation, quiz etc.
Hindi	Hindi Association	<ul style="list-style-type: none"> • Essay writing, Short Story, Dumb Charade, Anthakshari, Solo Singing.
Commerce & Corporate Secretaryship BBA	-	<ul style="list-style-type: none"> • Guest Lectures • Inter department competition • Inter collegiate competitions • Industrial visits • Departmental activities like paper presentation, quiz etc.
Mathematics	-	<ul style="list-style-type: none"> • Guest lectures, mathematical model display based on geometry, mensuration, algebra etc.
Physics	Radiation	<ul style="list-style-type: none"> • A lecture & Demonstration of basic concept in physics. • Activities, guest lectures, paper presentation, quiz, puzzle. • Mini planetarium was brought to and set up in college (for lecture demonstration).
Computer Science & Computer Application	Sync Up	<ul style="list-style-type: none"> • Guest Lecture, Paper Presentation, Debugging, JAM. • Inter department competition Paper Presentation, Quiz. • BCA web designing

Cultural Activities			
Clubs	Activity	Timing	Periodicity
Indian Dance	Practice traditional dance like Bharathanatyam, Folk	2.30 -3.30	Once a week
Western Dance	Hip hop, Jazz, Ball Room etc.	2.30 -3.30	Once a week
Indian Music	Theme based songs are selected	2.30 -3.30	Once a week
Western Music	Pop, Rap etc.	2.30 -3.30	As and when release is made

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE – CAT – GRE – TOFEL – GMAT - Central –State services, Defense, Civil Services, etc.

- The free IAS Academy started in the year 2009 helps students to prepare for Civil Service Exams. The intensive coaching offered by IAS Academy enables the students to write exams with confidence and helps them to write competitive exams also.
- Ms. Madhu Bala of M.A.Eng (2010-11) completed NET Examination.
- Mrs. F. Beulah student of our college, cleared NET (2010) and is working as Asst. Professor in Commerce.
- Ms. M. Rajalakshmi student of our college, cleared NET and worked as Asst.Professor in Commerce.
- Ms. Parimala (2011-12) & Ms. Ruby (2012-13) of BA English completed TET Examination.

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

- *Academic:* Students are counseled at the academic level during the time of admission itself. After admission the students come under tutor ward system where the respective tutors give all type of academic counseling and support regarding the subjects where they are weak and after the internal assessments their papers are reviewed and they are given counseling.
- *Personal:* We offer personal counseling to the students through mentoring system. Our

Professional Counselor also meets and guides those who seek personal counseling.

- *Career:* Our Placement Cell takes care of career guidance, at all levels. In fact, the placement cell prepares them to come out of the comfort zone of the class room and face the realities of a career. One-to-one meetings are conducted by the Placement Officer and students are guided step by step into their career choice. They are counseled about various companies, the kind of work, the expectations of the employers, the behavioral changes that are necessary to be employed in a globalised society etc. Department wise career guidance is given.
- *Psycho social:* Our Student Counselor holds a Postgraduate Degree in Psychology. She is available in the College for 2 hours twice a week and does individual and group counseling. She meets the staff and students twice weekly and counsels them on issues that need to be addressed.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes).

- *Placement Cell:* We have a structured mechanism in the form of the Placement Cell for career guidance and placement which identifies the job opportunities and prepares students for interview. The Placement Cell was established in the academic year 2007-2008. We have a certified Soft Skill Trainer cum Placement Officer who trains students, makes them industry ready and then identifies companies for presentations and campus recruitments.

The Placement committee is encouraged to upgrade itself and stay in touch with the recruitment scenario by attending meetings and workshops organized by the University and industry.

- Mrs Sudha Srikanth, placement officer and Mrs Y. Kavitha, faculty-in-charge attended the meeting conducted by University of Madras in the month of September 2011 on career guidance and soft skills and a seminar by ICT Academy of Tamil Nadu on “Recruitment Trends and Preparing Students for Employability” (September 28, 2011) at Rain Tree Hotel, Chennai.
- Mrs Sudha Srikanth, Placement officer Mrs Y. Kavitha, faculty in charge and

Mrs. Cathrine, HOD, Computer Science attended a conference titled ICTACT Bridge 2012, a platform for all the stake holders to improving the industry-institute interaction primarily on the key issues that include role of technology, innovation, applied research, entrepreneurship, future virtual world, curriculum change, industry expectations, skill development(February 21, 2012 & February 22, 2012,)at Hotel Le Royal Meridien, Chennai.

Presentation by the companies

- CSC Software College Kolathur Chennai -99 conducted a Workshop. A certified training program offered to all final year UG/PG students from October 26, 2012 to September 3, 2011.
- Frank Finn conducted a seminar on career development program for all final years UG/PG students on August 22, 2011.

Training given to the students in grooming and career guidance

- A program for all final years students was given on personal grooming and career guidance from June 13, 2011 to July 4, 2011.
- An orientation program was conducted for IAS classes from August 8, 2011 to August 12, 2011.
- HCL placement training program was conducted for 2 days at our campus. 68 students participated on November 16, 2011 & November 17, 2011.
- Intensive training program was conducted by the placement officer for all final year students from November 23, 2011 to December 17, 2011.

Recruitment details for the year 2011-12 are as follows

Recruitment				
Name of the Company	Date	No. of Students participated	No. of students selected	% of students selected
HCL Recruitment Drive 1	21-11-2011	55	15	27
HCL Recruitment Drive 2	20-02-2012	143	30	21
Dell Recruitment Drive	04-01-2012	143	27	19

Wipro Recruitment Drive	22-01-2012	49	4	8
Job Fair 2012' at Alpha Arts and Science College	21-01-2012 & 22-01-2012	20	5	25
'Job Fair 2012' at Agarsen College	23-02-2012	120	20	17
iTech India Private Ltd.	24-02-2012	143	80	56
Muthoot Fincorp Ltd	19-03-2012	143	50	35
HCL Recruitment	03-07-2012	182	15	8.2
TECHNO SOFT GLOBAL SERVICES PVT LTD	27-11-2012	177	124	70
NET AMBIT	05-01-2013	58	42	72
Dell Technologies	08-02-2013	256	28	11
iTech solution pvt ltd	23-02-2013	120	15	13
Capegemini	01-03-2013	66	14	21

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

- The Grievance Cell of our college is headed and managed by the Managing Trustee and Correspondent, Principal and Dean. Issues are brought to the notice of this committee and are resolved immediately.
- Feedback forms record student's grievances that are looked into by this committee.
- We have a Grievance Box as per the University instructions received. The letters put in this box are checked by the Principal and the Dean periodically and redressal measures taken.
- Many grievances are dealt with in an informal manner too.

Green Box (Grievances)		
Important Redressal Activities		
Year	Issue	Redressal
2010-2011	Fans – request from students to provide extra fans in cabins.	Issue referred to management and extra fans were provided in all class rooms.

	Transport facilities- to send college bus to remote area as per the needs of students.	Referred to management and bus route was altered.
	Drinking water- students asked for more coolers.	Referred to management and Voltas water coolers provided. Reverse Osmosis plant also has been installed
2011-2012	Improvement in canteen.	Referred to Principal and the canteen proprietor was called and steps taken to avoid delay in supplying food during lunch hour.
	Avoidance of delay in the issue of train passes.	Referred to Principal and office assistants were called and the reasons were found out and redressal measures taken.
	Students who could not go on long tour asked for one day tour.	Referred to Principal and Mrs. Sylvester – HOD of Corporate Secretaryship was asked to do the needful. The one day tour was successfully organized.
	Clash between dance classes and special classes.	Suitable modification was made in the hours in consultation with dance teachers and department staff.
2012-2013	Complaint against ayahs who use abusive language	The ayahs were called by the Principal and a warning given
	Representation made by council members	A room for water coolers to cater to the needs of students on the OAT campus, a cycle stand, a renovated canteen, napkin dispensers and incinerators. were provided by the Management.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

- Ours is a Women's College and except for one visually challenged male Assistant Professor of Tamil, all faculty are women. Supporting staff are ninety percent women, except watch men, attenders and gardeners. But to protect our students from roadside or public sexual harassment, we have an arrangement with the local Police Station at Sembium. The Police send a patrol vehicle regularly; they have given a phone number to report cases of eve-teasing. Sembium police station number is intimated to all students for any emergency. One staff is made responsible to help students in such problems outside the college.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

- Yes, there is an Anti-Ragging Committee. The members are:

Black Box (Ragging Complaints)	
Ragging Redressal Committee Members	
Dr. Hanifa Ghosh, Principal	
Ms. K.S. Prathima III B.Sc (CS), Student Council President	
Ms. A.Jeevitha III B.Com (G)	} Student Representatives
Ms. J. Sharon Catherine, III B.Com (CS)	
Ms. Rubina Saleem, III B.Sc (P)	
Ms. S . Yasmeen, III B.Sc (M)	
Ms. J . Lavanya, III BCA	
Mrs. R. Rajalakshimi, Dean of Students	
Mrs. Sumuki Padmanabhan, Librarian, Staff Representative & Alumna	
Mr. Murugaraj, The Inspector of Police, Sembium, Perambur	

- A black box has been placed on the first floor which is in the custody of the Principal and Dean. Any Complaint regarding ragging can be put into this black box and action will be taken immediately.
- Every morning, the black box is checked. The identity of the student who complains will not be revealed.
- A report on cases of ragging has to be sent to the Vice-Chancellor every month.
- So far we have not had any incident of ragging in our College. There are clashes between peer group members at times and these issues are resolved immediately through intervention by the Principal, Dean and concerned HODs.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

Welfare Schemes	
Category	Details
Book Bank	Our book bank system helps several needy students.
Earn while you learn	Library has this scheme to help students earn some money.

<i>Insurance</i>	Medical Insurance Policy has been effected for all the students with Tata AIG Insurance Company. In case of accident @ Rs.5, 000/-, accident resulting in death @ Rs. 50,000/- per student is covered. The premium amount of Rs. 28/- per student is paid by Management for all the students. The company has extended the benefit even for staff.
<i>Student Distress Fund</i>	<p>Fine money of Rs. 5/- is collected from late comers. From the accumulated funds, need based support for fees is given to financially backward students.</p> <p>Nutritious Snack Scheme was started in the year 2012. Healthy food like egg, channa and fruits are provided to develop and build the stamina of students with sports potentials. This is provided in the morning and evening after practice.</p>
<i>Staff Aid for Students</i>	Offered by Mr. Vijayarangan, Associate Professor, Dept. of Tamil – given Rs. 58,665/- to 5 students (2011-12).
<i>By the Management</i>	Offered by Management – given Rs. 41,580/- to 2 students (2011-12).

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional academic and infrastructure development?

- We have an Alumnae Association, which started functioning in the year 2007. It is a registered body under Section 10 of the TamilNadu Act 1975. The register number for the association is Sl:No: 128/ 2013.

Alumnae Association's Contribution	
Category	Details
Annual Alumnae Meeting on 26th January	<ul style="list-style-type: none"> • Brings alumnae together and fosters spirit of oneness and belonging to the institution • Important decisions on future activities taken
A one-time life membership amount of Rs. 500/- is collected from all enrolled students at the time of admission and used for various activities	<ul style="list-style-type: none"> • Full fee waiver for students with outstanding talent in sports • Full fee waiver for children of Class IV employees in the college • Full fee waiver for meritorious students from economically weaker sections • Topper Award and Merit scholarships • Means Scholarships to deserving but financially disadvantaged students • Partial sponsoring of the College Cultural Festivals & Farewell functions • Giving cash awards during some cultural events • Sponsoring publicity during major events like visit of our former President, Dr. A.P.J. Abdul Kalam

Creating Awareness on Environmental and other issues	<ul style="list-style-type: none"> Contributing to the infrastructure: Red Carpet for V.I.P visits; College Office furniture; Air Coolers / Pedestal Fans for OAT; Biometric Attendance installed for office staff; chairs for Auditorium and renovation of College Office Observed International Ozone Day; International Day of Peace; International Women's Day, creating awareness against the use of plastics; conducted Competitions; Tree Planting activities etc. Students from the College become more aware and get involved in these issues. Improving the green cover in the College.
Honoring Faculty who have completed 25years of service with a Silver Plaque	<ul style="list-style-type: none"> Recognition of faculty to encourage and motivate them

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

- Since, records for the period 2009-12 alone are available at present, data relating to it are furnished below

5.2.1 Percentage of Student Progression (2009-12) – Programme-wise				
Department	UG to PG	UG to B.Ed	Campus Placement	Employment off Campus
BA English	14.2	70	13	-
B.Sc Mathematics	32.14	17.12	15.38	17.82
Percentage of Student Progression (2009-12) – Programme-wise				
Department	UG to PG	Campus Placement	Employment off Campus	
B.Sc Physics	11.1	11.1	11.1	
B.Sc (CS)	25	27.1	8.3	
BCA (Established in 2008)	12.5	68.7	-	
B.Com (G)	31	44.9	4	
B.Com (CS)	25	14	-	
BBA	53.6	58.5	21.9	

Percentage of Student Progression (2009-12) – Programme-wise					
Department	PG to B.Ed	PG to M.Phil	PG to Ph.D	Campus Placement	Employment off Campus
M.A English	-	25	-	50	-
M.Com	-	8	-	-	-

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years (cohort wise-batch wise as stipulated by the university)? Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city-district.

5.2.2 Pass Percentage and completion rate – Programme-wise			
BA English			
Year	Completion rate	Pass Percentage	University Average *
2006-09	100	73.0	-
2007-10	77.2	87.5	40
2008-11	92.8	92	-
2009-12	90.6	78.5	-
2010-13	88.4	87	
B.Sc Mathematics			
Year	Completion rate	Pass Percentage	University Average
2006-09	90	66.6	62.8
2007-10	77.2	68.18	57
2008-11	100	68.75	-
2009-12	92.8	92.3	92
2010-13	76.19	68.75	
B.Sc Physics			
Year	Completion rate	Pass Percentage	University Average
2006-09	90	77.9	66
2007-10	70.5	58.3	57
2008-11	88.8	50	-
2009-12	81.8	44.4	-
2010-13	85.7	50	-
B.Sc (CS)			
Year	Completion rate	Pass Percentage	University Average
2006-09	96	65.9	66
2007-10	96	57.1	57
2008-11	95.5	75.5	-

2009-12	96	85.9	-
2010-13	96	72	
BCA (Established in 2008)			
Year	Completion rate	Pass Percentage	University Average
2008-11	100	81	-
2009-12	88.8	84.38	-
2010-13	86	86	-
B.Com (G)			
Year	Completion rate	Pass Percentage	University Average
2006-09	87.3	88	69
2007-10	82.2	77	68
2008-11	92.8	94	-
2009-12	91.4	93	-
2010-13	91	84	
B.Com (C.S)			
Year	Completion rate	Pass Percentage	University Average
2006-09	83.7	97	-
2007-10	97.5	92	-
2008-11	88.8	85	-
2009-12	90	95	-
2010-13	90	78	
BBA			
Year	Completion rate	Pass Percentage	University Average
2006-09	90.9	80	-
2007-10	84.3	100	-
2008-11	93.75	100	-
2009-12	89.1	95	-
2010-13	84	95.35	
M.A English			
Year	Completion rate	Pass Percentage	University Average
2007-09	100	100	66.7
2008-10	100	100	64
2009-11	100	100	-
2010-12	83	75	-
2011-13	63.6	100	
M.Com			
Year	Completion rate	Pass Percentage	University Average
2007-09	70	100	82
2008-10	100	100	74

2009-11	92	100	-
2010-12	96	75	-
2011-13	96	95.83	

* - Data provided by the University has been furnished. Rest not available.

5.2.3 How does the institution facilitate student progression to higher level of education and-or towards employment?

- Senior faculty guide students to select higher education institutions.
- Most of the programmes offered by our institution are job-oriented and students are helped by the Placement Cell to find suitable employment.
- PG/Research Courses have been started on demand from students
- Qualified students are absorbed in departments to hold the post as lecturers.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

- Bridge course is conducted to reinforce the fundamental concept and to bridge the gap between school and college.
- Failures arising from personal (family) problems are solved through counseling.
- Dropouts due to financial difficulties are called and counseled and given financial assistance by the management, Alumni Association and sponsors.
- Extra coaching, notes and additional tests given to help them understand and learn thoroughly.
- PILL (Partnership in Language and Learning) has been introduced to help weak students.

5.3 Student Participation and Activities.

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Sports and Games at the Collegiate level		
Activities / Session	Morning (7.00 a.m. to 9.00 a.m.)	Evening (3.00 p.m. to 5.00 p.m.)
Daily Activities	Kho-Kho, Volleyball, Shuttle, Cricket,	Football, Hockey, cricket,

	Athletics	Athletics
Week End Activities	Kho-Kho, Volleyball, Shuttle, Athletics, Football, Hockey	Kho-Kho, Volleyball, Shuttle, Athletics, Football, Hockey

The following cultural activities were conducted:

Cultural Activities 2012-13	
Events	Date
Inauguration of Fine Arts Room	June 21, 2012
Sun Shine Day	June 29, 2012
Audition for Club Members	July 06, 2012
Ethnic Day	July 20, 2012
Inauguration of Fine Arts association	July 28, 2012
Talents Meet	July 28, 2012
Film Show	August 03, 2012
Independence Day celebration	August 15, 2012
Muthamizh Vizha	August 17, 2012
Onam Celebration	August 27, 2012
Kalakiran Off Stage	September 10, 2012
Kalakiran On stage Preliminary round	September 11, 2012
Kalakiran Onstage	September 14, 2012
Chainika	September 15, 2012
Rangoli Competition conducted by Chennai Corporation	October 12, 2012
Christmas competitions	December 3, 2012 to December 14, 2012
White Gifts day	December 14, 2012
Christmas Carnival	December 18, 2012
Pongal Celebration	January 5, 2013
Women's day celebration	March 8, 2013
Farewell to final years	March 27, 2013

Cultural Club Activities on 06-07-2012	
Clubs	No. of Students Selected
Indian Dance Club (IDC)	16
Western Dance Club (WDC)	20
Indian Music Club (IMC)	13
Western Music Club (WMC)	13

Debate Club (DC)	16
Talents Meet on 28-07-2012 (To identify Fresher's Talents)	
Departments	Events
BA English	Skit, Dance, Solo Singing, Solo Dance
B.Sc Maths	Miming, Solo Singing
B.Sc Physics	Dance, Singing, Bridal Makeup
B.Sc (CS)	Fusion Dance, Silambam, Keyboard, Solo Singing, Group Singing, Solo Dance
BCA	Dance, Solo Dance, Group Singing, Solo Singing
B.Com (G) 'A' sec	Fusion Dance, Group Singing
B.Com (G) 'B' sec	Solo Singing, Dance, Group Singing
B.Com (CS)	Group Singing, Fusion Dance, Solo Singing, Duet Singing
BBA	Group Dance, Singing, Ramp Walk
Film Show on Friendship Day (03-08-2012)-- 367 students viewed the film, Nanban	
Onam Celebration on (27-08-2012)	
Name of the Event	No. of Teams
Payasam	19 Teams (2 per team)
Pookolam	13 Teams(3 per team)
Dances of Kerala	2 Teams (8 per team)

The College conducts an Annual College Cultural Event called Kalakiran and an Intercollegiate Cultural Event called Chainika on a grand scale.

Kalakiran Off Stage Eventsi (10-09-2012)		
Events		No. of Participants / Teams
Face Painting		4 Teams (2 per team)
Dupatta Designing		27 Teams (2 per team)
Cooking without Fire		39 (2 per team)
Pot Painting		19 (Individual)
Wealth out of waste		26 (Individual)
Nail Art		26 (Individual)
Photography		9 (Individual)
Invitation Designing		4 (2 per team)
Poster Making		5 (2 per team)
Kalakiran On Stage Events: Prelims (11-09-2012)		
Name of the Events	No. of Participants / Teams	No. of Teams Selected
Solo Classical Dance	15	5
Dances of India	17	11
Comic Duet	11	8
Concept Dance	8	4
Solo Singing	42	9
Western Group Dance	14	10

Retro 70's	10	8
Remix	23	14
Miss C.T.T.E Contest	8	-
Group Singing	16	5
Kalakiran On Stage Events (14-09-2012)		
Name of the Events	No. of Participants / Teams	
Solo Classical Dance	5	
Dances of India	11	
Comic Duet	8	
Concept Dance	4	
Solo Singing	9	
Western Group Dance	10	
Retro 70's	8	
Remix	14	
Miss C.T.T.E Contest	6	
Group Singing	5	
Overall Championship for Kalaikiran 2012 won by B.Com (G) / M.Com		
Individual Championship for Kalaikiran 2012 won by Yamini. M - III B.Com (G)		
Chainika Off Stage Events: 15-09-2012		
Events	No. of Participants / Teams	
Nail Art	14 (2 Per Team)	
Face Painting	9 (2 Per Team)	
Wealth out of waste	14 (Individual)	
Dupatta Designing	12 (2 Per Team)	
Pot Painting	12 (Individual)	
Chainika On Stage on 15-09-2012		
Events	No. of Participants / Teams	
Talent Show	5 (Individual)	
Comic Duet	9 (2 Per Team)	
Bridal Makeup	15 (3 Per Team)	
Remix	11 (Individual)	
Retro 70's	6 (3-5 Per Team)	
Western Group Dance	11 (4-8 Per Team)	
Dances of India	8 (4-8 Per Team)	
Group Singing	10 (4-8 Per Team)	
Concept Dance	5 (4-8 Per Team)	
No. of Colleges which participated in Chainika 2012 – 18 Colleges		
No. of Students who participated in Chainika 2012 – 255		
Overall Championship for Chainika 2012 – JBAS College for Women		
Rangoli competition conducted on 12-10-2012 by	● First prize – I MA English	

Corporation of Chennai	<ul style="list-style-type: none"> • Second prize – III BBA • Third prize – III BA English
Christmas competitions were conducted from December 3, 2012 to December 14, 2012	
Best narrative framework	Dept. of English
Best Skit(Theme and acting)	Dept. of Physics
Best Singing	Dept. of Corporate Secretaryship and Dept. of Maths
Capturing the festive spirit (Best presentation)	Dept. of Commerce
Best Special effect	Depts. of Computer Science, Computer Applications and Maths.
Best Card (made by students)	Dept. of Corporate Secretaryship
Best acting (individual)	M. Monica Christina (Dept. of Computer science)
Pongal celebrations were on 05.01.2013 which included 'Pongalo Pongal' Competition and III B. Com (CS) class won the cash prize of Rs.1000/-	

5.3.2 Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different levels: University - State - Zonal - National - International, etc. for the previous four years.

- Co-curricular – Revathy of BA (English) presented a paper on Media Ethics at the National Seminar for students conducted by Ethiraj College.
- Our college has been excelling in Sports in the recent past:

Sports at Inter – Collegiate Level		
Category	Details	
2008-2009	Athletic Meet organized by the University of Madras held at MUU Ground for all affiliated colleges	25 Students participated in Sprint Events, Jumping Events, Throwing Events, Relay etc.
	B Zone Throw Ball Match organized by Dr.Ambedkar Government Arts College	12 Students participated
	B Zone Kho-kho Match organized by Dr.Ambedkar Government Arts College	12 Students participated
	Kho-kho Match Sri Kaniga organized by Parameshewari College	12 Students participated
2009-2010	Athletic Meet organized by the University of Madras held at MUU Ground for all affiliated colleges	20 Students participated in Sprint Events, Jumping Events, Throwing Events, Relay etc.
	A L Mudaliyar Athletic Meet at Nehru stadium organized by the University of Madras	20 Students participated

	Kho-Kho and Throw ball Tournament organized by SSS Jain College	24 Students participated
2010-2011	Athletic Meet organized by the University of Madras held at MUU Ground for all affiliated colleges	22 Students participated in Sprint Events, Jumping Events, Throwing Events, Relay etc.
	Throw Ball & Kho - Kho Tournament organized by Sri Kaniga Parameshewari College	24 Students participated
	Open State Selection for Chess competition organized by Ethiraj college for Women	8 Students participated
	A L Mudaliyar Athletic Meet at Nehru stadium organized by the University of Madras	19 Students participated
2011-2012	Athletic Meet organized by the University of Madras held at MUU Ground for all affiliated colleges	22 Students participated in Sprint Events, Jumping Events, Throwing Events, Relay etc.
	A L Mudaliyar Athletic Meet at Nehru stadium organized by the University of Madras	15 Students participated
	Open State Selection for Chess competition organized by Ethiraj college for Women	8 Students participated
	Kho-Kho, Chess and Throw ball Tournament organized by Quaid-e-Millet College for women	32 Students participated

Year	Date	Name of the Participant	Game / Events	Level	Organized by
2012-2013 Games	23-09-12	Kho-Kho Team	Kho-Kho	Zonal 4 Place	Madras University
	29-09-12	S. Manju III B.Com (G) A. Abi Alex II B.Sc(M) M. Maria Jenifer II B.Com (G)	Kho-Kho	Inter Zonal	Madras University
		S.Sridevi I M.Com K. Aswini III BCA K. Geetha I B.SC (CS)	Cricket	Inter Zonal	Madras University
	04-09-12	Jhansi Rani II BBA Sheela I BBA Maria Snabaga III B.Com (CS)	Hockey	Inter Zonal	Madras University
	05-10-12	Kho-Kho Team	Kho-Kho	Inter Zonal	KRMM College

	04-12-12	K.Aswini III BCA M. Maria Snabaga III B.C.S	Football	Inter Zonal	Madras University
	25-11-12 to 02-12-12	K.Aswini III BCA M.Jeevitha I B.Sc(CS)	Volleyball	State	Tamil Nadu Volleyball Association
	03-03-13	K. Geetha I B.SC (CS)	Silambam	National	Tamil Nadu M.G.R Silambattam association
	24-01-13 to 27-01-13	Volley ball team	Volleyball	Open State Championship	Tamil Nadu Volleyball Association
Athletics	26-09-12	G.Rajeshwari I BBA	100 mts	II Place	Madras University
		G.Rajeshwari I BBA J.Divya II BCA	200 mts	II Place IV Place	Madras University
		M. Maria Snabaga III B.C.S	400 mts	II Place	Madras University
		S. Manju III B.Com (G) G.Rajeshwari I BBA M. Maria Jenifer II B.Com (G) J.Divya II BCA	4 x 100 mts Relay	I Place	Madras University
		K. Aswini III BCA M. Maria Snabaga III B.C.S A.Abi Alex II B.Sc(M) G. Vyshali I B.Com (G)	4 x 400 mts Relay	II Place	Madras University
		V. Meghali I BCA D.Pooja I BCA	High Jump	II Place III Place	Madras University
Year	Date	Name of the Participant	Game / Events	Level	Organized by
2012-2013	8-10-12 to 10-10-12	K. Aswini III BCA	5 KM walking	IV Place	A.L.Meet
		S.Benerathed Ruby II BA(E)	Half Marathan 42 KM	IV Place	
		G.Vyshali I B.Com (G)	400 mts	IV Place	
		G.Rajeshwari I BBA	100 & 200 mts	IV Place	
		A.Abi Alex II B.Sc(M)	400 mts Hurdles	IV Place	

		S. Manju III B.Com (G) G.Rajeshwari I BBA M. Maria Jenifer II B.Com (G) J.Divya II BCA	4 x 100 mts Relay	IV Place	
		K. Aswini III BCA M. Maria Snabaga III B.C.S A.Abi Alex II B.Sc(M) G. Vyshali I B.Com (G)	4 x 400 mts Relay	IV Place	

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

- Feedback forms are given at the end of the academic year and also to the graduating students on the Graduation Day. They are scrutinized by the Senior Faculty and steps are taken to bring necessary changes.
- We get oral feedback from Companies that hire our students and communicate the same to the Faculty, students and other stakeholders of the institution. These ideas are effectively integrated into negotiations with students directly or indirectly so that students' motivation is kept up continuously.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications- materials brought out by the students during the previous four academic sessions

The College involves students in bringing out the College Magazine, E-Magazine, departmental magazines and newsletters:

Magazine			
Department	Name of the Magazine / Newsletter	Periodicity	Contents
College Magazine	-	Annual	Record of all college photo features achievements & articles
E-journal for college	Reachout - a newsletter published from the	As and when	College activities

	platform provided by Papyrus Club since 2010 onwards.		
English	IMPRINT	Annual	Department activities, hands on experience in journalism given to III BA (Eng)
Tamil	Agni Kunju	Monthly	Articles contributed by staff and students, note on famous authors
Commerce	INTELCOM	Annual	Articles contributed by staff, students and achievements of the department
BCA	PC Bytes	Annual	Editorial Board, Principal's message greetings, Department profile, Academic programmes- An overview, critique, sharp Ur Mind.
B.Sc (CS)	INFOBAHN	Annual	Editorial, Staff zone , Tech zone, Info zone and software zone.
B.Sc(P)	GALAXY	Annual	Articles contributed by staff, students and achievements of the department
Library	Newsletter	Annual	Library Committee Services & facilities available
IQAC	Wall Newspaper	Annual	Activities of IQAC

- The students are motivated to use college resources or ADEPT to write and edit regularly in the College Magazine

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Details of Student Council	
Category	Details
Selection	<ul style="list-style-type: none"> • HoDs / Staff – in –Charge in consultation with students give nominations for President of student council, members of student council, Association co-coordinators to the Principal who along with the senior faculty selects these leaders based on an interview. • These nominations are based on academic, co-curricular and extra-curricular performances, leadership qualities, effective inter-personal skills etc. • The interview is conducted based on the following norms: communication skills, rapport with other department students, popularity among students, the student's vision for the College, ability to contribute to the growth of the institution, capacity for effective inter facing with Principal, Staff and students.

<i>Objectives</i>	<p>The objectives of the Student Council are</p> <ul style="list-style-type: none"> • To develop team work and inculcate the spirit of CTTE – they have to work with students of all departments in the cause of the college. All students become one unit and should be united. • To be a healthy link between staff, students and the management. The council will assist the faculty in organizing events and Association activities along with other student co-ordinators. The members must be proactive and take the initiative and work in the institution. • To encourage students to participate in various activities. Our students must participate in various programmes conducted within the college and in other institutions. The council should come forward to help follow students in this respect. • To co-ordinate with staff and mobilize student power. The council must take up the responsibility celebrating important days and they must involve the entire college. • To fulfill the dreams and aspirations of the institution. Our vision is to empower women through education, ethics and economic development. Every student passing out of this institution should be an asset to the country. Students of our college should contribute to society. They should emerge as strong performers in their career. The members of the student bodies should set an example by performing well in their academic and non - academic work. They should participate in seminars, symposiums and conferences. • The student council will act as the public face of the college. They should express their views clearly and well to the public and the media. • The council will represent the grievances of the student community. The members will bring the issues and grievances of students to the faculty, so that we can find solutions to problems. • The council must also assist the faculty in maintaining general student discipline. • The council along with the various association co-ordinators will in the process build their own personalities and develop leadership qualities. • Oath taken at the inauguration of the Student Council by members and co-ordinators: “I as a member of the student council of Chevalier T.Thomas Elizabeth College for Women, solemnly affirm to uphold the ideals which my College stands for. I shall endeavour to instill team spirit in my fellow students and help them discover and realize their potential. I promise to walk on the path of righteousness with dignity and discipline. I shall strive towards excellence and bring credit to the institution in all that I do”.
<i>Composition</i>	President, Vice President, Treasurer, Cultural Secretary etc.
<i>Activities</i>	<ul style="list-style-type: none"> • Help rendered to conduct of all activities of the College, active involvement in the publicity works, linking the faculty with students and informing about student grievances, Conduct of morning prayer, Maintaining discipline in the campus, Checking late comers, Conducting programmes etc. • The other programmes are: organizing the fine arts festivals guided by the faculty,
<i>Funding</i>	<p>Rs 10,000/- is allotted by Management annually for the various activities of the student council.</p> <p>Adult Literacy Programme – books and stationary Rs.2,000/-</p>

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

Category	Details
<i>Academic bodies</i>	Associations of various departments
<i>Administrative bodies</i>	Student Council, Anti-ragging committee, Tutor-ward system with the class representative assisting the tutor,

- Each Department has an Association with a Faculty member as a Vice-president and students as Secretaries and Joint Secretaries. All Curricular and Co-Curricular activities are conducted under this system.
- The Dean controls, advises and guides the students through Student Council.
- At the micro level the Tutor-ward system operates as an academic and administrative body with student representatives in participatory management system as Class Representatives and Team Leaders. These student leaders take charge of the Class in its various administrative works.

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

- The Alumnae Association conducts its annual meeting every year on January 26. We invite our distinguished alumnae to deliver lectures. We keep in touch with them by e-mail, phones, sms etc.
- We keep in touch with our former faculty members both at an academic and personal level. We invite them to all our important functions, seminars, symposiums, guest lectures, as examiners for internal examinations. Some of them help our younger faculty in academic matters.
- Social networking (Facebook).
- Websites.

5.4 Other relevant information

- We extend support at all levels to our students. As most of our students come from

economically weak background and are first generation learners they have problem in goal setting and motivation are trying to tackle these issues through mentoring programmes and counseling.

- We have a Liaison Officer, a Care Taker and other Supervisory and Security Staff to monitor the safety and security of students.
- National Fire Armour Extinguishers are positioned at strategic locations.
- On our request, Sembium Police Station has deputed a Traffic Police Man who guides the traffic at the pedestrian crossing that leads to the College on Madhavaram High Road.
- The Police Patrol comes regularly to scan the area for eve teasing.
- Police are informed about inter-collegiate activities and are pressed in service during all important functions and rallies.
- When students go on excursion, names and addresses with phone numbers of students are provided to the Sembium Police Station.
- The College sends electronic messages (SMS) via 'way2sms' to parents regarding their wards' activities and absence.
- When Special Classes for remedial purposes are arranged on holidays, Faculty Members are asked to record the date and time in a Register maintained by the College Office. When parents call, they are given information about their wards after referring to this Register.
- Fire Insurance for the College Building has been effected to the tune of Rs 1,23,106/-

Conclusion

We take personal care of our students in all aspects, namely, academic, emotional, placement and higher education. Our placement training aims at placing every interested student in a job and we do not spare any efforts to do so. Our students have been sensitized to the less privileged and they do their mite to help them.

- Adult Literacy Programme is conducted by the student Council Members teach the ayahs to read and write.
 - Donations in kind were collected from students and given to the Home for the Mentally Disabled and old age home at Avadi, Chennai-71

- Students collected funds to help the needy. The PG Students collected Rs.3,000/- and donated to a Cancer Hospice at Mathur.

Our Student Council is very committed and has taken up collegiate responsibilities well. The cultural club encourages fellow students to participate in extra- curricular activities. The college gives strong support to our students in helping them acquire computer skills by integrating these classes into the curriculum as part of CBCS. We can proudly say that every student who leaves this college is computer literate. The teachers and other administrative bodies are easily approachable for reporting any grievances. Many students get more time to pay their fees by giving a letter to the Principal. We do our best to arrange for all kinds of scholarships. We also provide awards and Scholarships instituted by the College to encourage the students' academic efforts. Our students have responded to our guidance well and have been motivated to set goals and to reach them.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 *State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?*

- Our college is located in the economically backward area of North Chennai and addresses the **needs of society** by providing higher education to women students from this background who are mostly first generation learners.

The distinctive characteristics of Chevalier T Thomas Elizabeth College for Women	
Vision	<ul style="list-style-type: none"> • Empowering Women through Education, Ethics and Economic Development
Mission	<ul style="list-style-type: none"> • To empower women by providing the right academic atmosphere, the best knowledge resources and the opportunity to develop knowledge related and employability skills besides inculcating in them values rooted in our culture and tradition, secularism, humanitarianism.
The guiding principles of our vision and mission that have become our distinctive characteristics	<ul style="list-style-type: none"> • Inculcating values and ethics in such a way that students become disciplined and responsible citizens. • Students must be taught to value cultural, ideological and intellectual diversity. • Equal opportunities should be provided for all and non-discrimination should be practiced as far as class, religion, and disabilities are concerned. • Pedagogic practices should be participatory and remedial in nature contributing to the growth of the bright as well as the slow learners. • Emphasis on rigour and creativity in academic activities • Creation of an enabling environment that fosters teamwork, cooperation and mutual support • Development of linkages across teaching, research and extension activities by bringing the best resource persons to our college. • Accountability and transparency in all operations. • Enhancing the employability of students through development of soft skills

	<p>and life skills.</p> <ul style="list-style-type: none"> • Suitably placing every student who seeks employment through the placement cell.
Objectives	<ul style="list-style-type: none"> • To cater to the Higher Education needs of women from all socio- economic strata with special focus on first generation aspirants and those from under-privileged homes in North Chennai. • To provide students with equal access to all available knowledge resources. • To nurture talents and enable all round personality development in all students. • To hone employability skills in students. • To become a world- class institution that creates self-reliant women capable of shouldering high responsibilities.

- As a private un-aided college not yet recognized under section 12B of the UGC Act 1956, we are not eligible for financial support from UGC. In spite of that, we extend financial assistance to **economically weak students** who are unable to pay fees, through the Alumnae Association, Staff Fund for Student Welfare and Student Distress Fund. Some of the faculty members also sponsor the fees of such students. Our Management has whole heartedly accepted the Vice-Chancellor's Free Education Scheme and each year, we provide free education to students selected by the University to study in our Institution. We also provide free education to students who are visually challenged.
- Our **vision for the future** is
 - to get permanent affiliation after accreditation by NAAC
 - to become Autonomous
 - to collaborate with good institutions abroad to provide opportunities to our students to study abroad and to encourage foreign students to join our institution
 - to sustain & develop courses like basic sciences which may not look lucrative in the present scenario but will prove to be beneficial to national development in the long run
 - to bring in more research departments
 - to provide world class education to all women students and uplift them.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

- The Management has approved of the quality policy designed by the Principal and the senior faculty after scrutinizing and studying its feasibility. It oversees the functioning of the institution, subsequent to the implementation of the quality policy and plans the finance, development, expansions and expenditure in keeping with the Quality Policy.
- The Principal plays a very important role in designing and implementing the Quality Policy by communicating the policies/plans to all the faculty members through staff meetings/circulars and periodical discussions with IQAC members and HODs, after the approval of top management. She reviews the quality policy periodically and appraises the top management about the quality plans implemented in the Institution and the results. Quantifying the changes following the implementation of new quality system and informing stake holders of the quality improvement achieved by students are also done by the principal.
- The faculty implement the Quality Policy
 - i. By creating the necessary records
 - ii. By reporting any difficulties faced during implementation
 - iii. By suggesting changes if any required for achieving better results.

6.1.3 What is the involvement of the leadership in ensuring:

- ✓ *The policy statements and action plans for fulfillment of the stated mission*
- ✓ *Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan*
- ✓ *Interaction with stakeholders*
- ✓ *Proper support for policy and planning through need analysis ,research inputs and consultations with the stakeholders*
- ✓ *Reinforcing the culture of excellence*
- ✓ *Champion organizational change*

Principal's involvement in ensuring policy statements and action plans:

- At the beginning and the end of the Academic year the Principal calls for a meeting with the senior faculty to review the policies and the functioning of the Institution.

Formulation of Action and Strategic plans:

- Keeping the changing scene in mind, policies are modified and action plans are initiated in staff recruitment, admissions, academics, infrastructure, budget and other areas of administration.

Examples:

- (i) Recruitment of staff: Plans regarding the vacancies to be filled up, placing an advertisement in a National newspaper, calling for an interview, qualification criteria for selection etc. are planned and executed.
- (ii) Prospectus is planned and the date on which it is to be made available for the prospective candidates is also decided. For example the prospectus is made available a month ahead of the publication of Plus Two results. Cut off marks for admission to courses in high demand and strategies to improve student strength are also decided upon.

Similarly, other important areas like pedagogy, infrastructure, and students' participation in different activities are reviewed and appropriate decisions are taken regarding plans and strategies for improvement.

Interaction with stakeholders: Principal calls for meeting with stakeholders.

1. Parents: At the beginning of the year, all the parents of the admitted students are called for a meeting and the Principal communicates the policies of the college, the curriculum, the opportunities, importance of attendance, the need for cooperation of parents in instilling discipline etc. Later, the parents are called for regular meetings with the HODs.
2. Students: Principal addresses the students regularly in the morning assembly.
3. Companies: Principal interacts with all the companies who regularly conduct campus placement in the institution. She also attends meetings organized by the companies.

Support for policies and planning: Need analysis is done through suitable data collection, grievance cell, mentoring and tutor ward systems. Then the appropriate committee meets the Principal and decisions are taken to address the needs.

Examples:

- (i) The Scholarship Committee issues an application to collect data regarding the financial status of students. These data are analyzed and decisions taken as to which students are in need of financial support and the same is extended to the most needy.

- (ii) The Placement Officer received a feedback from recruiting companies that students needed to improve their speed in typing and necessary training was given by the Department of Computer Science to help them achieve a speed of 25 words per minute.
- (iii) As students needed training in mathematical aptitude for placement, the Department of Mathematics conducted a Mathematical Aptitude Intensive Training Programme for three days from February 4, 2013 to February 6, 2013.
- (iv) When students expressed the need to equip themselves in Tally, steps were taken to collaborate with Sri Ramanujam Charitable Trust to provide free training in Tally 9.1.

Reinforcing the culture of excellence:

- Moving towards Excellence in Infrastructure & Facilities:

Language lab, Reverse Osmosis Plant, Conference Hall and Sports Annexe are some of the important facilities provided of late; NMEICT and INFLIBNET are UGC sponsored knowledge resources that have been made available for faculty and students.

- Promoting Excellence in Teaching:

Teachers are advised to use ICT tools in the classroom and also use the library resources extensively while preparing for classes. To stay abreast of developments in their fields, they are encouraged to present/publish papers, participate in workshops and attend UGC sponsored Orientation and Refresher Courses. Faculty members are encouraged to register for Ph.D.

- Encouraging Excellence in Learning and Behaviour:

Opportunities and encouragement are given to students to improve themselves in academics, co-curricular and extracurricular activities.

1. Academics: Proficiency prizes are given for class toppers and cash awards ranging from Five thousand to One thousand rupees to University Rank Holders.
2. Co-curriculars: Subject related competitions and activities are conducted to hone the skills of students and attractive prizes given,
3. Extra-curriculars: Students are made to take part in culturals and encouraged to excel. Tuition waivers and cash awards are given to outstanding sports women.

A Programme called **EVE (Ethics, Values and Empowerment) for Women** has been launched to teach values, ethics and to create awareness on rights of women, thus empowering them. The Programme was launched on July 19, 2013 by Dr Gowri Ramachandran.

Students are also given ample opportunities to observe Indian traditions and celebrate different festivals with due respect for all castes and religions.

- The Principal has championed the change from authoritative leadership to participative leadership. No decisions are taken without consulting the senior faculty and everyone is given a chance to express her views. Even the young faculty members have easy access to the principal and can make suggestions to improve the functioning of the institution. All good suggestions are implemented at the earliest possible opportunity.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

- The Institution's policies are monitored and evaluated through
 - i) **CTTE Trust Board meetings:** The meetings are usually conducted once a month where policies for the College are ratified, existing issues and needs are analyzed, reviewed and changes suggested by the Board members are communicated through circulars to the College.
 - ii) **Governing Council Meetings:** The meetings of the Governing Council with the University representative are conducted once or twice a year, to discuss issues related to approval of the staff, starting new courses, free seats sanctioned and other matters.
 - iii) **The IQAC:** The IQAC meets regularly and monitors the quality parameters and ensures that the standards of excellence reflected in the vision and mission of the college are met with.
 - iv) **Staff Meetings:** Principal meets the HODs and the senior faculty and communicates the new action plans that are framed / suggested by the Management. General staff meetings are conducted twice every semester to discuss the decisions of the Top Management and other matters. The faculty under the supervision and guidance of the HODs /Science coordinator executes these decisions, and the results of these policies-plans are reported to the Principal. The scope for improvements that can be brought in to the concerned work are evaluated by the Principal and reported to Management.

v) **Committee Meeting:** The Principal meets the Heads of the various committees and discusses policy issues related to University examinations, development of sports and games, conducting cultural programmes, community services, Scholarship disbursement, redressal of grievances of the students etc.

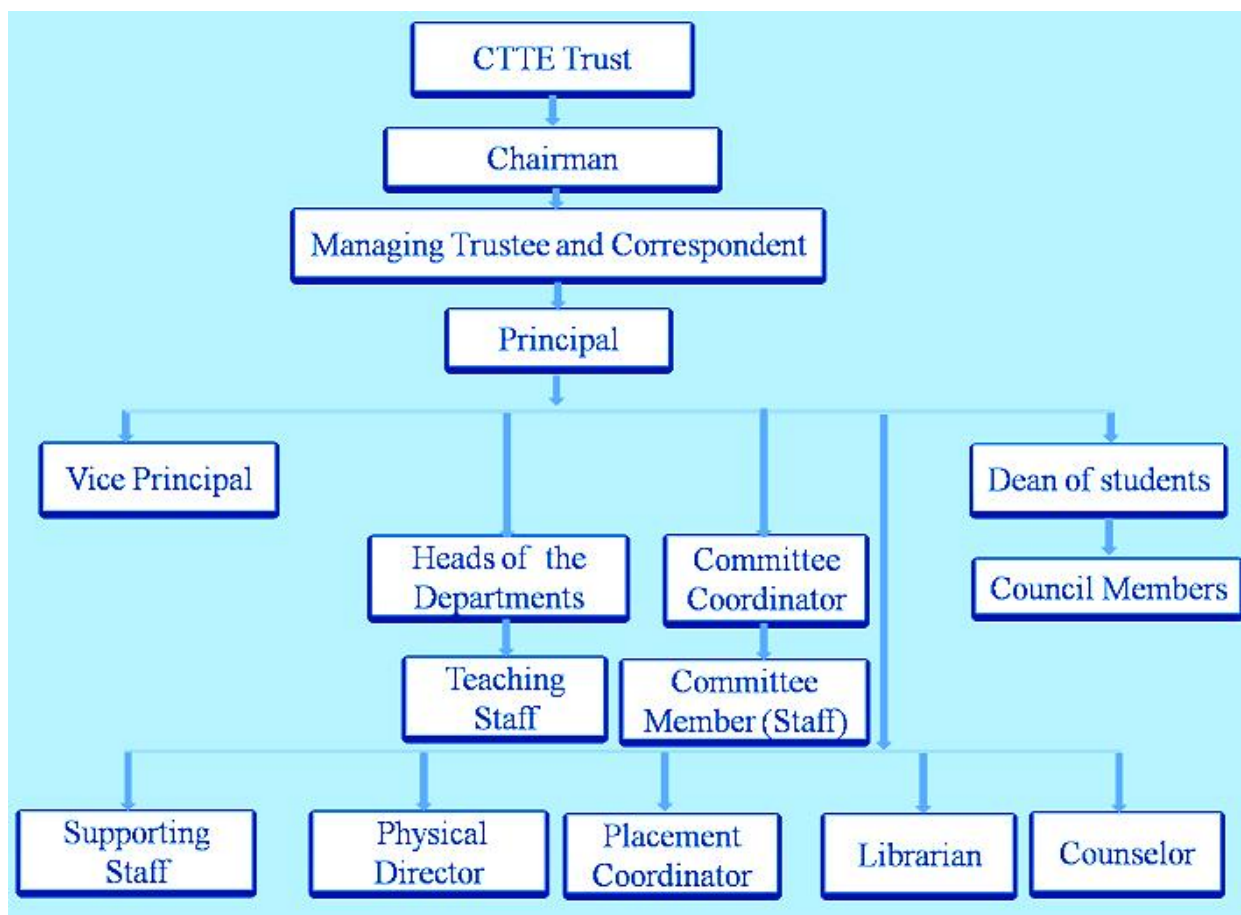
vi) **Supporting Staff Meeting:**

The non-teaching staff are involved in the implementation process and meetings are conducted to apprise them of Management policies as and when required.

All decisions taken at different levels are communicated to the entire faculty through circulars.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

- The Academic leadership provided to the faculty by the Management is in the following hierarchy



- The Principal with senior faculty can decide on policies, new courses, programmes, and workshops to be conducted, resource persons to be invited. Approval and financial support is provided by the Management.

6.1.6 How does the College groom leadership at various levels?

- The College grooms the leadership at all levels of administration, among teaching, non – teaching staff and the students. The Principal and faculty are given freedom to decide on training modules. The Management provides financial support.
- The Principal attends various academic leadership programmes conducted by the Academic Staff College, University of Madras and University of Pondicherry.
- The knowledge gained by her in many such forums is imparted to the next hierarchy which includes Vice-Principal, Dean, Science Coordinator and in turn to HODs and it is extended up to the class teacher.
- Heads of the different committees work with student coordinators guiding them and moulding them as student leaders.
- FDPs are conducted for staff. For example
 - i. An FDP on ‘Good To Great Teachers’ was conducted to improve leadership traits and overall personality in teachers on Feb 8 & 9, 2013
 - ii. ICT Academy of Tamil Nadu conducted an FDP on ‘Personality Development and Improved Communication Skills’ for teachers on July 16 & 17, 2013.
- Each class has a student representative who liaises between the students and faculty.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments - units of the institution and work towards decentralized governance system?

A. The Management has given full authority in academic matters and other activities of the college to the Principal.

B. Principal delegates power to HODs/Science Coordinator.

- a) The HOD monitors innovative teaching-learning and evaluation methods, completion of the syllabus, correction, submission of marks and other duties allotted to the Department staff.
- b) HODs prepare an action plan – workshops, seminars, competitions, inviting resource persons, establishing industry-department link, etc. and decide on a staff coordinator for the department’s association who executes the action plan with the help of other faculty and students.

c) HODs are given full power to prepare the confidential report of their faculty based on their performance, which is scrutinized by the Principal and later by the Management.

C. Principal also monitors various committees like College Exam, NME, NSS, RRC, YRC, CCC, Sports, Placement etc and the Head of the committee is given full freedom to execute the work and then report to the Principal.

6.1.8 Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.

- Yes, the rules and regulations of the college are framed in consultation with Principal and HODs by the Management. After implementation of the same, if any problem is encountered, it is represented to the Principal. Staff members are encouraged to express their views on any matter relevant to developmental activities of the college.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

- Yes, the Institution has a formally stated quality policy.

Institutional Quality Policy	
Quality Policy	Transparency in functioning, equity in reach and excellence in performance
Development	The management holds meeting with the Academic Head. The needs of the institution are presented by the Principal, which are analysed by the Management and placed before the C.T.T.E Trust Board.
Driven	By the decision taken by the Board to achieve excellence in all areas.
Deployment	i) By the Principal through HODs and senior faculty ii) The Principal emphasizes the quality policy regularly through the rules and regulations that are communicated to everyone through circulars/staff meetings.
Review	All activities are reviewed through periodic meeting and feedback from all stakeholders.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

- Yes. The following aspects have been considered for inclusion in the plan.
 - To get NAAC Accreditation
 - Permanent affiliation of the college to the University of Madras
 - To bring in more UG courses
 - To upgrade the UG Departments to PG and Research Departments
 - Plan to start Shift II classes for optimal use of space and infrastructure
 - To get Autonomy from the University
 - To make entrepreneurial training an important part of the education

6.2.3 Describe the internal organizational structure and decision making processes.

- The Principal discusses important issues with the Vice-Principal, Dean, Science Coordinator and HODs. Then the matter is represented to the Managing Trustee after which a final decision is taken. When funds are involved, the Managing Trustee consults the Chairman and places the matter before the Trust Board for ratification.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- ✓ **Teaching & Learning**
- ✓ **Research & Development**
- ✓ **Community engagement**
- ✓ **Human resource management**
- ✓ **Industry interaction**

Teaching & Learning

- The use of ICT in the enhancement of the teaching process. All the labs have LAN connectivity, which helps interactive teaching & learning.
- Access to internet and e-resources are available in the library which has INFLIBNET membership, and thus staff members have access to e-journals-magazines and e-books.
- NME-ICT Broadband Connectivity has been installed in the institution with five nodes and all the departments and labs and library are connected.
- The Institution is a member of ICTACT and sends faculty regularly for training in the use of technology.

- The library is upgraded regularly in terms of books, journals and other learning materials, which enable staff to acquire information, knowledge and skills required for their progress. A separate section with Braille and NVDA (Non Visual Desktop Access) helps the visually challenged in the learning process.
- Group Discussion, Paper Presentation, Assignment, Seminar are some of the interactive methodologies adopted.
- Faculty Development Programmes are conducted to develop teaching skills.

Research & Development

- Two Departments have been upgraded into Research Departments offering M.Phil.
- The institution encourages faculty members to
 - i) register for M.Phil/Ph.D programmes
 - ii) publish papers in academic journals
 - iii) participate in academic programmes like Orientation and Refresher programmes, workshops, seminars, symposia and National/ International Conferences (.On Duty Leave is sanctioned for the same).
 - iv) act as resource persons/ invited speakers at various forums
- Accumulated Earned Leave is sanctioned to staff for research work
- Faculty are encouraged to conduct National / International Conferences in the college

Community Engagement

- Active involvement of students in NSS, RRC, YRC & CCC has inculcated values in them and shaped their all-round personality.
- Conducting Rallies on issues where awareness is required by public; and blood donation camps.
- NSS camps are organized every year to help villages
- Donating money/ provision/clothes to orphanages and old age homes
- The Citizen Consumer Club conducts orientation programmes for schools and colleges to create awareness and distributes pamphlets on consumer rights and related issues to the public.

Human Resource Management

1. All vacancies are filled up as and when they arise by recruiting qualified teachers and non- teaching staff through open advertisements in dailies. Selection is based on merit only.
2. Apart from academic work, staff are given responsibilities keeping in mind their interests and talents. For example, staff who have excelled in sports in their college days are put in the sports committee along with the Physical Directress.

Industry Interaction

- The Placement Cell interacts with the industry through Memorandum of Understanding/ Membership with companies like Sutherland , ICTACT Academy of India, Internal Institute of Advanced Management Skills (IIAMS) , HCL (through the University of Madras) and also through Placement Collaboration. So far the college has tied up with 15 companies for placements.
- The Principal and two faculty members attended the Training the Trainer Programme on Soft Skills conducted by CII in collaboration with the University of Madras in 2006-2007.
- The institution is a member of Oracle Academy, USA and EMC Corporation.
- Principal and Placement Committee members regularly attend the ICTACT Conclave, a platform which provides all stakeholders with the opportunity to discuss the improving of industry- institute interaction primarily on key issues that include role of technology, innovation, applied research entrepreneurship, future virtual world, industry skill development and placement.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

- Feedback through questionnaires, oral feedback from HODs, observation classes conducted, result analysis submitted by the HODs, complaint letters found in the Student Grievance box are analyzed by Principal with the help of senior faculty and reported to the Management through personal interaction and also by the submission of confidential report as and when required.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

- Management encourages staff involvement
 - i. By acknowledging their contribution in meetings
 - ii. By making them permanent and putting them on the UGC scale of pay
 - iii. By helping them gain greater exposure through attending workshops, conferences, symposia for which OD is granted
 - iv. By giving them functional autonomy in their departments

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

Date	Resolutions	Implementation
31.07.2013	i. Sanction of 20% additional D.A increase to staff members on regular scale of Pay in CTTE College for women w.e.f from 01.07.2012	01-07-2012
	ii. <i>Construction of New Building for C.T.T.E College:</i> To overcome the vital objection by CMDA, the temporary sheds on the 4th Floor of the College were removed and students were accommodated by suitably modifying the sheds on the College ground. The Building Plan for New Block in the College was re-submitted on 23.07.2012 and inspection by CMDA authorities is awaited.	
	iii. Request from 8 Staff members of C.T.T.E College for Sanction of the Pay Scale of Rs.37,400-67,000+(Grade Pay) as against Rs.31,700-39,100+8000(Grade Pay) was considered and sanctioned by the Board.	01-09-2012
	<ul style="list-style-type: none"> • Mrs. R. Rajalakshmi • Dr. R.Meenakshi • Mrs. K. Swarna • Dr. Lakshmi Jagannathan • Mrs.Beena Thomas • Dr.S.Sridevi • Mrs.V.Vijayarangan • Mrs.Mercy Sylvester 	01.01.2013

	<p>iv. The Board resolved to continue the coaching of women students for IAS Preliminary exams for 2012-13 from Sep.2012</p> <p>v. <i>April 2012 Results</i> of C.T.T.E College for Women was analyzed by the Board members. The Board recommended to take necessary remedial action to improve the pass percentage in B.Sc (Physics) and Allied Maths II and every attention should be given to ensure higher pass percentage in all subjects.</p> <p>vi. Ratification of modification made in the grade pay: Grade Pay Rs.8000/- sanctioned to 3 Assistant Professor of C.T.T.E College for Women in the resolution 28.04.2012 was a mistake and thus the grade Pay was revised and fixed at Rs.6000/- w.e.f. 01.07.2012.</p> <p>vii. The Board sanctioned the Scale of Pay of Rs.15,600 – 39100 + Rs.6000/- w.e.f.01.07.2012 to Mrs.K.Fahamida Begum, Assistant Professor of English, C.T.T.E College for Women, who passed the State Eligibility Test (SET) for Lectureship in the Exam. The sanctioned scale of pay from 01.07.2012 to be given effect from the date on which Mrs.K.Fahamida Begum returns to duty from Maternity leave.</p> <p>viii. The Board resolved to conduct the certificate programme- Industry Integrated Financial Education and Certification Course CPFA (Certified Financial Advisor) in Collaboration with M/s. International Institute for Advanced Management Studies for the students at UG level in C.T.T.E College for Women and necessary support to be given by the C.T.T.E College.</p>	<p>01-07-2012</p> <p>01.07.2012</p> <p>04-08-2012</p>
26.09.2012	<p>i. <i>Construction of New Building for C.T.T.E College:</i> CMDA has inspected the College building on the basis of papers re-submitted on 23.07.2012 and that permission order from CMDA is awaited.</p>	

	<ul style="list-style-type: none"> ii. The Board ratified the fixation of Annual fee of Rs.15,160/- for M.Phil – Commerce and M.Phil – English for the academic year 2012-2013. iii. The Board resolved to change the designation of Assistant Professor (SG) as ‘Associate Professor’ from the date on which the incumbent draws the Scale of Pay of Rs.37,400-67000+Rs.9,000 (Grade Pay). iv. The Board has resolved to sanction a sum of Rs.25,000/- (lumpsum) to Vital Consultants, Chennai-04 so as to provide online and allied services to IAS academy students of C.T.T.E College for Women. 	2012-2013
05.11.2012	i. CMDA has raised certain queries and after attending to the queries a reply has to be sent to the CMDA so as to obtain permission to construct additional Building	
05.01.2013	<ul style="list-style-type: none"> i. <i>Construction of New Building for C.T.T.E College:</i> A report has been submitted to CMDA after answering the queries raised and that orders of CMDA granting permission to construct additional building is awaited. ii. The Board has unanimously resolved to sanction 5% Pongal festival 2013 bonus to Non- Teaching staff members of Chennai Schools, College and Trust office. iii. The Board has also resolved to sanction an ex-gratia payment of Rs.1000/- to Teaching Staff members and Rs.500 to pensioners who are not eligible for Pongal/ Onam Bonus for 2011-2012 . iv. Board has resolved to sanction Additional Dearness Allowance of 20% w.e.f 01.07.2013 to teaching and non-teaching staff members on regular scale of pay in the time scale of pay in C.T.T.E College for Women. v. The Board ratified the payment of honorarium to part-time German teacher in C.T.T.E College for Women from Rs.600/- per hour to Rs.650/- per hour for the academic year 2012-13 	<p>01-07-2013</p> <p>01-11-2012</p>

05.01.2013	i. Rs.11,89,000/- was paid to CMDA towards Development Charges, Layout and Scrutiny fee, infrastructure and Amenities charges and Security deposit. CMDA has issued a letter of Building permission on 1.04.2013 with subject to certain conditions.	2013-2014
	ii. It was resolved to increase the Bus fees by Rs.50 per stage in Schools and Colleges for the academic year 2013-14	03-04-2013
	iii. The Board resolved to sanction as 'Gratuity' a sum of Rs.2 Lakhs to Dr. Mrs. Lakshmi Jaganathan, Associate Professor of Physics who retires on Superannuation on 31.05.2013 on completing more than 24 years service in C.T.T.E College for Women without any pensionary benefits.	
	iv. The Board has ratified the payment of Rs.5000/- to Ms.K.Geetha, I B.Sc (CS) of C.T.T.E College for Women for securing First place in National Level Silambattam Competition, 2013	01-02-2013
	v. Proposal for installation of Tally system in Fees counter at C.T.T.E College for Women communicated to the Board members.	

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

- Yes but we are yet to get permanent affiliation from the University. Only after we are affiliated on a permanent basis can we move towards autonomy.

6.2.9 How does the Institution ensure that grievances - complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

- The Grievance Redressal Cell was formed with Principal as Chairperson and Vice Principal & Dean as Coordinators. Two student representatives have been nominated – one from Science and another from Humanities. The grievance box is checked once a

week by Dean and reported to the Principal. All issues are discussed with the Vice-Principal, Dean and decisions / feedback communicated to the students through morning assembly or through personal interaction. Serious issues if any are reported to the Management.

6.2.10 *During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?*

- There are no cases against the College.

6.2.11 *Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?*

- The Dean, the Vice-Principal along with the Principal physically scrutinize the feedback from alumae and current students through questionnaires and take appropriate action, with the knowledge of the Management.

Outcome:

- Staff members are more committed to their responsibility as teachers.
- The infrastructure has improved considerably
- Placement has risen significantly
- New traditions which create better bonds between students and the institution have been established.
- More facilities like RO Plant for drinking water, napkin dispensers and incinerators have been installed.

6.3 Faculty Empowerment Strategies

6.3.1 *What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?*

- Staff are encouraged to register for Ph.D., and are sent to participate in seminars, workshops etc.
- Some of our non-teaching staff members have been permitted to pursue higher education through Distance Education mode, as a development process.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

- The institution encourages faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform

Faculty empowerment program	No. of staff attended
UGC sponsored workshop, Executive Development Programme (EDP) for College Principals	1)Principal Dr.Hanifa Ghosh and 2)Vice-Principal Dr.R.Meenakshi
UGC sponsored workshop, Research Methodology and Technology Management in Higher Education.	1)Mrs.R. Rajalakshmi 2) Mrs.K.Swarna
Pursuing Ph.D.	19
Orientation/Refresher programmes	3
Seminars	16
Conferences	28
Workshops	10

Non- Teaching

Doing Higher Studies (M.Com)	2
Doing Higher Studies (BCA)	2
Doing Diploma in IT	1

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

- HOD's maintain confidential records of multiple activities and other information regarding faculty members to be submitted to the Principal at the end of the year.
- Feedback obtained from students and alumni are considered for appraisal.
- SAR is obtained from the Staff/ Committee Coordinators and recorded in the Annual Report.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

- The Management analyses the results in the board meeting and the faculty are advised to perform better if the results fall short of expectation.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

(i) The welfare schemes available for teaching and non teaching staff:

1. Staff who have completed 9 months of service are eligible for vacation salary (for the months of April & May)
2. Maternity / Medical / Earned leave sanctioned for staff with continuous 3 years of service.
3. P.F for all teaching / non-teaching staff with Employer's Contribution
4. E.S.I for Staff with income below Rs. 15,000/-
5. Group Accident Insurance for all staff and students
 - i) Can claim up to a maximum of Rs. 5,000/- for injuries.
 - ii) Death claim (Accident) is Rs. 50,000/-.
6. St.Mary's Educational Institutions' Credit Society
 - i) Loan up to a maximum of 25 months' salary or 3 lakhs, whichever is lower is sanctioned at 13.5% interest
7. Management Loan (interest free) given only for Education & Medical Expenses
8. Children of staff members receive full tuition fee waiver for education at St. Mary's Group of Schools
9. Pongal Bonus:
 - i) For non- teaching staff calculated as 5% of annual basic salary.
 - ii) Ex-gratia for teaching staff: Rs 1000/-.
10. Gratuity: For retired staff of the college, a lump sum amount is paid by the Trust Board.

(ii) Percentage of staff availed the benefit in the last four years:

Percentage of staff benefitted in the last four years									
Benefits	2009-10		2010-11		2011-12		2012-13		Remarks
	T*	NT*	T*	NT*	T*	NT*	T*	NT*	
Vacation Salary	100	100	100	100	100	100	100	100	9 months of continuous service
ML/Maternity Leave/ EL	24	-	35	33	23	20	5	15	3 years of continuous service
Group Accident Insurance	-	-	-	5	-	-	-	-	Started in April,2006. All are eligible
Provident Fund	100	100	100	100	100	100	100	100	All are eligible
ESI	-	-	100	100	100	100	100	100	Salary < Rs. 15,000/- are eligible Started from Decemeber,2010
Gratuity	-	-	-	-	100	-	100	-	Started from 2012
Education Loan	-	15	-	20	-	30	3	40	All are eligible
Tuition Fee Waiver for staff ward in St. Mary's School	4	30	5	30	4	26	4	20	1 year of continuous service
Ex-Gratia			100		100		100		1 year of continuous service Started from Jan,2011
Pongal Bonus		100		100		100		100	Started from Jan,2008

T*-Teaching NT*- Non-Teaching

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

- The Management gives a competitive salary (UGC Scale of pay) for eligible faculty members.
- A conducive work atmosphere and freedom to work creatively is given to the faculty.
- We encourage professional development and provide several welfare measures.
- The work culture of the Institution makes the faculty 'feel at home'. Thus it is the workplace environment that makes many to stay on in the Institution.

6.4 Financial Management and Resource Mobilization**6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?**

- The CTTE Trust manages the finance. All fees are remitted to the Trust Office account. All major expenses (improvement of infrastructure, purchase of books, payments of

salaries, electricity bills, phone bills and AMCs are taken care of by the Trust)

- Funds required for the smooth running of the college – for arranging meetings, conferences, college functions, Graduation Day and purchase of prizes etc. are handed over to the Principal who has a Finance Committee to keep accounts. This Finance Committee hands over a specified amount to each department at the beginning of the academic year.
- The department maintains the accounts with proof of bills and submits the accounts and bills at the end of the academic year to the Finance Committee that checks the accounts and then submits it to the Trust office through the Principal.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

- The accounts submitted by the Finance Committee are scrutinized by the Principal and forwarded to the Trust office.
- In the Trust office, the internal auditing is done by the accountant who verifies all accounts.
- An External Auditor appointed by the Trust (M-S Ramachandran and Murali, Chartered Accountants, 3-B, Shyam Anugraha, 18 Vathiyar Thotam Main Road, Rangarajapuram, Chennai 24) checks and certifies the accuracy of accounts and prepares an audit statement at the end of the fiscal year.

The last audit was done on September 27, 2012. There were no major audit objections.

6.4.3 What are the major sources of institutional receipts-funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund-corpus available with Institutions, if any.

- Fee collection is the major source of income and any deficit is met from receipts from other institutions under the Trust
- The reserve fund-corpus available is Rs. 85,16,352 through Fixed Deposit.
(Audited income and expenditure statement enclosed)

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

- From 2012-2013, a Corpus Fund of Rs. 3000 is being collected at the time of admission for College Development.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

- Yes, The IQAC was established on Jan 13, 2012.
- Institutional policy is *transparency in functioning, equity in reach and excellence in performance*.
- Regular meetings are held and decisions communicated to faculty through circulars and mail through cttestaffteam@googlegroups.com
- Several measures have been introduced to ensure quality, like shifting the college working hours so that the afternoons are free for activities and classes are not affected.
- Log books have been introduced to create greater accountability.
- Hourly attendance calculation instead of day wise calculation has been introduced to make students more responsible.
- Mentoring and student feedback have been made mandatory.

b. How many decisions of the IQAC have been approved by the management- authorities for implementation and how many of them were actually implemented?

- The most important suggestion the IQAC has insisted on is the Tutor-Ward System and Mentoring and the College has implemented it.
- It has also made student feedback mandatory.
- Logbooks to keep track of quality and classes engaged have been introduced.
- All decisions pertaining to the preparation and submission of SSR have been accepted.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

- Dr. Nirmala Ganesan, Associate Professor of English, Ethiraj College for Women is the external member of IQAC. She briefed the faculty on the role of IQAC.

d. How do students and alumni contribute to the effective functioning of the IQAC?

- Dr. Anandi Seshasayee, Head, Department of Computer Science, Quaid-e-Millet College for Women is our alumna, and she is a member of the IQAC.
- Some of the best practices in the teaching learning tried and tested by the other institutions are made available through them.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

- The IQAC uses the MIS, circulars, posters, notices, e-mails etc.
- The constituents of the Institution are a part of the IQAC and thus membership integrates them.
- Communication and implementation of Quality Policy through constant interaction
 - i. Meetings
 - ii. Monitoring

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

- We have computerized the office and Departments.
- The Counselor has meetings with teaching and non-teaching staff.
- Each unit representation through membership interaction, integration and institutionalising.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

- Yes.
 - A) By conducting Faculty Development Programmes
 - i) Directors of the Academy for Quality in Higher Education conducted a workshop for two days on 12th and 13th January 2012, teaching the Faculty members on the need to ensure quality and bring more research into the teaching –learning process.

- ii) Voice training was conducted by Mr.Ajith Chittori to help teachers use and modulate their voice effectively.
- iii) To make teachers tech savvy a workshop 'Classroom to Tech room' was conducted. This helped the teachers to integrate teaching and technology in the class.
- iii) A motivation FDP 'Good to Great Teachers' was conducted for young teachers to motivate them.
- iv) A two-day programme on Softskills and Personality Development was conducted on July 16 and 17, 2013 by the ICT academy of Tamil Nadu.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

- Yes, Internal Academic Auditing is undertaken by the Principal, Management and Board of Trustees
- External Auditing is undertaken by the University Representative during the Governing Council Meeting, by the Inspection Commissions appointed by the affiliating University and by the Directorate of Collegiate Education.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies-regulatory authorities?

- Our Internal Quality Assurance mechanisms are aligned with the requirements of our University, UGC, TANSCHÉ and NAAC. All rules and regulations are followed assiduously. Our College Calendar is based on the University Calendar.
- Recruitment of staff is also according to the criteria specified by the University and the UGC. Staff Selection Committee is formed as instructed by the University and staff are approved by the University.
- Attendance is strictly maintained and condonation paid for students who come within the condonation limit. Students without the requisite attendance are made to repeat the semester.
- Continuous Internal Assessment Test are conducted very seriously.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- The IQAC was established in 2012 with the Principal, Coordinator and HODs.

IQAC Composition:

Function:

- Deciding Quality policy for the Institution and implementing it.
- Monitoring the department through HODs.
- Regular meeting with faculty – Once a semester

Reviewing the syllabi:

- Suggestions for and implementation of quality in curriculum.
- The Heads of the Departments and the Principal review the teaching and learning process.
- Logbooks to record teaching and learning process.
- Feedback from students is analysed by the HOD and suitable action is taken.
- Grievances/complaints received from students are addressed. Grievance box is opened every morning and the Dean and the Principal looks into the complaint and take suitable action.

Outcome: Quality of teaching has improved; there is greater accountability of the staff and students; Student-teacher bond has strengthened.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

- Quality assurance policies, mechanisms and outcomes are communicated through the college website and meetings with the stakeholders.
- Principal addresses the parents on the day of orientation to highlight the quality policies.
- Principal addresses students in the Assembly regarding the quality policy and mechanisms. HODs meet the parents regularly. The student coordinators are also made familiar with the quality policies by the Dean of Students.

6.6 Other relevant Information

- The Chevalier T. Thomas Elizabeth College for Women was established in the year 1985 under the Chevalier T. Thomas Educational Trust, then a private trust. But after the demise of the founder of the trust – Mr. T. Thomas – and a long drawn legal battle, the trust became a public trust in 2003 and the High Court appointed Justice J. Kanakaraj, Retd. Judge of the High Court as the Chairman and Mr. L. Palamalai a retired I.A.S Officer as the Managing Trustee and Correspondent of the Trust. In the last 10 years they have worked with total transparency, commitment and integrity. The 5 schools and one women's college which were on the verge of closure when they took over have been transformed into prestigious institutions which serve the cause of education without consideration of profit. We are proud to say that in the last 10 years no effort has been spared to improve the infrastructure or to pay UGC salary to the permanent faculty. This has had a positive impact on the quality of education provided. Under their excellent governance and management, the college has brought in several new courses and has been upgraded into a college with research facility. From the time they took over, the strength has increased from 285 to the present 1800. All appointments and admissions are made on a secular basis without taking into account religion, caste or creed except for the quota system followed in admissions as required by the Government.
- A great strength of this institution is the experienced faculty who joined in the early years of the inception of the college and stayed on. The Principal has served this institution for 26 years as lecturer, Head of the Department of English and as Principal. The team of staff who joined at about the same time continues to serve the institution in various capacities, with total commitment and dedication, setting the standards for the institution.

CRITERION VII: INNOVATIONS AND BEST PRACTICES**7.1 Environment Consciousness****7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?**

- The Institution believes in creating environmental awareness and promoting greenery.
- Several measures are being followed in this regard. Eco Club has been formed and three Gardeners have been appointed.
- In the academic year 2009-10, to inculcate a love for the plants, II year students were asked to bring a potted plant and tend it, as part of the field work for EVS.
- In the academic year 2010-11, to nurture youngsters' eagerness and natural curiosity and encourage them to learn about their environment, sustainability and healthy eating habits, they were made to create their own garden and learn life skills. Each class was allotted a small area of land to create their own garden.
- In the academic year 2012-13 students were encouraged to start a Herbal Garden since the use of herbs is the oldest medical science and one of mankind's oldest forms of healing.
- A State Level Symposium on "Sustainable Management of Waste" was organized on January 19, 2011 to learn more about managing waste.
- On account of "World Population Day," awareness about the increasing global population was created by displaying of posters on July 11, 2013. Also, a talk was given by II B.Sc Mathematics student on "World Population" in the morning assembly on the same day. Posters were displayed for a week on the college notice board. "International Tiger Day" was celebrated on July 29, 2013. Posters were put up in all the II year classes and on the college notice board to sensitize students on how only 3200 wild tigers are still left in the world. The posters created awareness among the students on the importance of protecting wild life. The Save Tiger Signature Campaign was also conducted by the Student Council Members in order to bring awareness about the vast decrease in the number of Tigers.
- The Axis Bank in collaboration with our college conducted a green drive on August 2, 2013, as part of Friendship Day Celebrations. About 25 saplings were planted to show friendship and concern for our planet, Earth.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

- 1) To address the challenges of globalization and foster eco friendly attitudes, the second year students are sensitized towards the environment and nurturing the plants planted by them, for which they are given credits. The Eco Club integrates with the EVS curriculum and conducts programs on climate change, global warming, sustaining the environment etc. The students are taken on field trips. A workshop was conducted on “Preparing Herbal Products” proving that the Chemistry Lab can be used for making environmental friendly products also. Dr. G. Prince Manoharan, Acupuncturist, Proprietor of Vasantham Herbals was the Resource Person. The products prepared were Hibiscus Shampoo, Dandruff Pack, Oats Cleansing Milk, Vallarai Malt, Iron Tonic and Foot Crack Cream. The students from various Departments actively participated and they found the Workshop to be very useful. Projects were given on environment related topics aiming at sensitization towards ecological issues by the various departments.

The Alumnae association conducts activities, competitions and maintains wall magazines, to encourage students to understand the seriousness of environmental issues.

Table 7.2.1 Initiatives for Eco-friendly Campus	
Category	Detail
Energy conservation	<ul style="list-style-type: none"> • Most of the mains in the campus are switched off after 6.00p.m. • An awareness programme on energy conservation was conducted for the students by the Electricity Board on 14.12.2011. • Our Founder Dr.Mrs.Elizabeth Thomas believed in empowering women through education. She established our College to uplift the quality of life of women in the much ignored North Chennai. • In her memory, on 5th September, 2012 our students formed a Human Chain for a noble cause – “To Conserve Electricity and to Save Energy.” Students stood in a huge circle holding hands and took an oath to conserve energy.
Use of renewable energy - NIL	
Water harvesting	Rain water harvesting pits are located in the campus
Check dam construction - NA	
Efforts for Carbon neutrality	<ul style="list-style-type: none"> • Minimal use of electrical equipment which emit carbon. • Green plants in a green campus. II year students are encouraged to nurture the plants as part of field work in Environmental Science.
Plantation - NA	

Hazardous waste management	The toxic effluents from the Chemistry lab are directed to the sewerage system.
E-waste management	All the electronic equipments in unusable condition are disposed of after inviting tenders from responsible organisations.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Year	Details
2008-2009	<ul style="list-style-type: none"> The appointment of a Soft Skills Trainer with prior experience in the industry helps the College handle soft skill classes effectively and makes students industry ready.
2009-2010	<ul style="list-style-type: none"> The appointment of a Senior Faculty from Physics department as Science Coordinator to coordinate Science departments has helped these departments to function more effectively.
2010-2011	<ul style="list-style-type: none"> The Student Council has been put in-charge of the morning assembly and they announce important matters which help students to become aware of the happenings in and around the Campus. Important days are celebrated and sometimes short lectures and presentations are made by visiting professional experts or trainers in the assembly.
2011-2012	<ul style="list-style-type: none"> The starting of the college page with 'Face book' by the College students and alumnae has helped us build an effective network with all our staff, students & alumnae. Way2sms has helped us to reach parents easily thereby making the students more punctual and regular. Fine money collected from late comers is used as Student Distress Fund. Tutoring and Mentoring System introduced
2012-2013	<ul style="list-style-type: none"> Bio-metric attendance has been introduced and it has facilitated the regulation of non-teaching staff's attendance and punctuality. Computer with internet in each department has upgraded the functioning of the departments. Staff Funding for Student Welfare launched. PILL (Partnership in Learning & Language) Programme introduced

7.3 Best Practices

7.3.1 Elaborate on any two best practices as per the annexed format which have contributed to the achievement of the Institutional Objectives and-or contributed to the Quality improvement of the core activities of the college.

Best Practice 1	
<i>Title of the Practice</i>	<ul style="list-style-type: none"> • Language Lab used for Development of Language Skills for all college students.
<i>Goal</i>	<ul style="list-style-type: none"> • To cater to the needs of all the students of the College in developing their communication skills and computing skills.
<i>The Context</i>	<ul style="list-style-type: none"> • College established a language lab to train students in spoken English to enhance employability skills and computing skills.
<i>The Practice</i>	<ul style="list-style-type: none"> • Each General English class is allotted one hour in a week and has a class-in-charge. This teacher accompanies the students to the lab. They are given hands on training in phonetics and communication skills. • PPTs on various topics are prepared and loaded in the server and students view them using SNET facility.
<i>Evidence of success</i>	<ul style="list-style-type: none"> • This is a high demand segment of our teaching practice • Our students leave the College with Spoken English Skills and Computing Skills through this exposure which in turn has provided a platform for placement. • Our placement records are the evidence of our success.
<i>Problems encountered & Resources required</i>	<ul style="list-style-type: none"> • Non computer science students finds it difficult to use the systems. • Trained and competent faculty have to be deputed to handle the classes. • To promote the skills among the students more effectively, two hours a week should be allotted for each class which in turn requires the installation of 40 more terminals.
Best Practice 2	
<i>Title of the Practice</i>	<ul style="list-style-type: none"> • Imparting free training for IAS aspirants. This enables the candidates to appear for all Competitive Exams .
<i>Goal</i>	<ul style="list-style-type: none"> • The main objective of the CTTE IAS Academy is to impart training to women students and enable them to appear for the civil service exams.
<i>The Context</i>	<ul style="list-style-type: none"> • Our Management Trustee & Correspondent Thiru L. Palamalai I.A.S. Retd. wished

	<p>to help women aspirants from North Chennai to become I.A.S. officers. So, the IAS Academy was launched in August 2008.</p> <ul style="list-style-type: none"> • The institution's knowledge resources are shared by all the enrolled members of the CTTE IAS Academy. This help can go a long way towards the development of society in general and women in particular.
<i>The Practice</i>	<ul style="list-style-type: none"> • The Academy is open to II and III year students and other eligible women candidate from Chennai. • The classes are conducted on Saturdays and Sundays from 9.00 a.m. to 4.30 p.m. Eminent Professors and trainers have been enrolled to impart knowledge and skills to the aspirants. • The college library has an exclusive reference section for competitive examinations. • A separate section in library has been set apart for books, magazines and other reference materials for the benefit of the IAS trainees. • C.T.T.E. IAS Academy gives regular Mock Test and detailed discussion on various topics. • Online support is also provided to the students through Google group, ctteiasacademy@googlegroups.com. • Materials, Question Papers, Mock Tests and details about classes are provided to Members through online.
<i>Evidence of success</i>	<ul style="list-style-type: none"> • The Students mostly first generation learners are being slowly groomed into the stream and we hope to taste success soon. Two students have cleared Group-II Exams
<i>Problems encountered & Resources required</i>	<ul style="list-style-type: none"> • Most students who enroll are not able to withstand the rigorous training as they have to sacrifice their entire week end. So drop-out rate is high. • Most students are our own final year students and they are not able to give the required focus and time to the training imparted as they are preparing for their University exams simultaneously.
Best Practice 3	
<i>Title of the Practice</i>	<ul style="list-style-type: none"> • Fine Arts Academy to Impart free training in Bharathanatyam and Veena.

<i>Goal</i>	<ul style="list-style-type: none"> • To uphold Indian Culture through imparting these fine arts.
<i>The Context</i>	<ul style="list-style-type: none"> • Many Students wish to pursue the fine arts but do not have the financial resources nor is the opportunity provided by the family. Hence the college helps them.
<i>The Practice</i>	<ul style="list-style-type: none"> • The fine arts academy provides training from 1.30 to 2.30 pm everyday after classes. • The college has procured five Veenas for this purpose. • A fully qualified Bharathanatyam and Veena teacher has been appointed.
<i>Evidence of success</i>	<ul style="list-style-type: none"> • There is a big demand for these courses. Students trained by this academy participate in intercollegiate competitions and invariably win prizes.
<i>Problems encountered</i>	<ul style="list-style-type: none"> • Sometimes there is a clash between these classes and academic programs conducted after classes.