



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ST. ANTONY'S COLLEGE OF ARTS AND SCIENCES FOR WOMEN, THAMARAIPADI

ST.ANTONYS COLLEGE OF ARTS AND SCIENCES FOR WOMEN, AMALA
ANNAI NAGAR, THAMARAIPADI, DINDIGUL

624005

www.sacw.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

St. Antony's College of Arts and Sciences for Women, Dindigul, is a minority, self-financing institution established in 2007 by the Congregation of the Sisters of the Immaculate Conception (C.I.C) with the blessings, guidance and moral support of the Most Rev. Dr. Antony Pappusamy, the Bishop of Dindigul. This premier institution of higher education is located on 9.66-acre campus with beautiful gardens, well-furnished and aesthetically designed buildings, and sports grounds at Thamaraipadi, 10km North of Dindigul on Trichy-Dindigul Highways (NH45), far from the deadening noises and disturbances of the town, a necessary condition to academic pursuits. The Congregation has a vast experience in the field of secondary, higher, and teacher training education in addition to other types of social work. Its motto is *Empowering women through liberal higher education*.

The college now offers 12 UG and 7 PG courses. With the spirit of goodwill, it imparts quality higher education with creative, critical, and communication skills in addition to domain knowledge to women students, especially the poor, the needy and the underprivileged for their holistic development in response to the greatest commandment of love of our Lord Jesus Christ and for contribution to building a developed India. It provides opportunities for honing their employability skills through curricular and co-curricular training. It also motivates students to be responsible citizens and to be accountable for their time invested and competence acquired. In this context, it has signed functional MoUs with various universities, colleges and with other reputed industries/agencies.

The college boasts lively and dynamic NSS units, diverse student clubs, extensive sports facilities, a welcoming canteen, a spacious auditorium, well-equipped seminar halls, ample lecture halls, beautifully landscaped gardens, an outdoor gymnasium, and comfortable hostel accommodations, all catering to the well-being and convenience of our students.

Vision

EMPOWERING WOMEN THROUGH LIBERAL HIGHER EDUCATION

Mission

- To provide academically standard, socially relevant, morally upright, ethically honest learning experiences.
- To offer inclusive liberal higher education to all women students, especially the poor, needy, and underprivileged from interior rural places.
- To support students to achieve their full potential.
- To encourage, enable, facilitate their active involvement in learning, employment, and community life.
- To make them leaders, entrepreneurs, change-makers, collaborators, and above all, patriotic citizens.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

INSTITUTIONAL STRENGTH

- Institution is governed by CIC sisters with discipline aiming at social harmony.
- Stable administration since the inception of the college.
- The CIC convent afford spiritual and moral support to the institution
- The college achieves academic flexibility through CBCS (Choice Based Credit System) and curricular enrichment through certificate courses and self-learning – MOOC.
- The college is recognized under 2(f) and 12(B) of UGC act 1956
- Skill Development courses for women empowerment are the strength of the college.
- The college plans for periodic subject oriented field visit, industrial visit and internship opportunities to hands on training.
- There is a fine cordial relationship between the stakeholders of the institution.
- The infrastructure facilities like library, laboratories, networked computers and teaching aids are learner friendly.
- The college is blessed with sincere and dedicated faculty members.
- Commitment on the part of teachers couples with longing for learning on the part of students enable to produce better results and university ranks.
- The rural background of the students is conducive for maintaining discipline.
- Provision for counseling and value based education imparted eject out cacophonies elements.
- Sports students are given free education, free boarding and lodging possibly this could enthuse the sports students.
- Career Guidance and placement cell strive to train and place students in companies of national and international repute.
- Educational tours arranged every year for the students, this enrich their knowledge.
- Remedial class for the slow learners to achieve in their examinations are meticulously planned and handled after a careful study of the weak students.
- Encouraging and motivating the students for participating in cultural and sports are a plus point for the students.
- Eco friendly and serene learning atmosphere, with huge playground and excellent auditorium enhance the experience prone students' opportunities.
- Secure and safe environment for girl students encourages parents to admit their words in the college.
- Barrier free campus for disabled persons satisfies the norms.
- Establishment of MHRD's Institution Innovation Council (IIC) sours many an innovative programmes.
- Quality enhancement through academic audit ensures the quality of the programmes and performance of the faculty.
- ISO was certified in the year 2023, this is guarantee of the international quality.

Institutional Weakness

- Stability of faculty is less, the faculty keep fluctuating
- Research is in the progressive stage.
- Finance and fund is a constraint of the college.
- Institution is in its nascent stage and the facilities are being built up gradually.
- Poor economic condition poor parental education and the resultant low morale are challenges to handle.
- Lack of educational and employment aspirants among the students are a deterrent to the ever so many

efforts undertaken.

- Consultancy and patent generation is inadequate.

Institutional Opportunity

- The college is surrounded by hamlets inhabited by mostly minority communities.
- NGOs willing to support the students with scholarship and financial assistance.
- Institutions and industries in the surrounding area are willing to extend support by the way of allowing internship experience for students.
- Serving the first generation rural students.
- Much awaits to gain diverse faculty and learners.
- Opportunities are there are creating a platform for self-employment by promoting leadership qualities and entrepreneurial skills.
- Avenues are kept open for collaborations can be strengthened.
- Promotion of startup and other innovative measures have gained an acclaim. A timely intervention would take it to the next level.

Institutional Challenge

- Minimal interest in employability among the students community due to familial reasons.
- Low intake of career orientation and lack of ambition among the students because of social circumstances and early marriages
- Curriculum needs updation to satisfy the industry. But the college, being an affiliated and a self-finance institution it has very little chance to modify the curriculum.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

St. Antony's College of Arts and Sciences for Women is affiliated to Mother Theresa Women's University has a mission to elevate the rural womenfolk through the curriculum of MTWU. The college prepares an academic calendar for the effective curriculum delivery. The college offers 12 UG programmes, 7 PG programmes. The college follows CBCS, recommended by the University. The courses aim at inculcating human values, gender equity and value education which helps in creating a positive attitude among the students. This ensures improving the overall development and moulds the students to become good citizens of high integrity and of moral caliber for nation building. The college provides appropriate guidance for students in the quest for knowledge through Add-on courses, as well as practical exposure through internship and field visits. Add-on courses are a regular feature of the college to train the students in various fields such as mobile phone hardware repair Technician, traditional hand embroidery, IOT- Software Analyst, Home Science, Share Marketing, English for Effective Communication, Payanmurai Tamil, Vedic Maths, Recent Trends in Corrosion and its Control, Rearing and Breeding of Honey Bee Technology, Software Testing, Mushroom Cultivation. In this CBCS pattern, Choices are available to the students in all UG, PG in Part I; Skill Based Elective and Other Non-major Elective. Depending on the necessity, students undertake internship and field visit to update their knowledge in the subject. Feedback on curriculum is obtained from stakeholders; feedback gets analyzed and appropriate action is taken.

Teaching-learning and Evaluation

The college has strength of 495 students admitted as per the reservation policy of Tamilnadu Government for self-financing courses. The average enrolment is 80.82% during the last five years and priority is given to students belonging to SC/ST, slow learners and economically weaker students. The students who excel in sports are accommodated under the management quota with free education, boarding and lodging. The college has a healthy teacher- student ratio of 1:15. Orientation is given to the students on the curriculum design, teaching learning process and other opportunities available to ensure the smooth transition. Bridge courses are organized for all the first year students at the beginning of the academic year to bridge the gap between subject studied at the higher secondary level and courses to be studied in the college. Student centric methods such as experiential learning, participatory learning and problem solving methodologies are implemented as an integral part of the pedagogy adopted by the faculty members to enhance knowledge and skills that leads to the holistic development of the students. The use of ICT enables the teaching learning process more efficiently. ICT tools like Google Classroom, Language Lab, LCD projectors, Video Conference, e-content, e-videos, etc., and MOOC courses like Swayam, NPTEL etc., enhance the quality education by increasing learner motivation and facilitating the acquisition of basic skills.

The management makes sure that faculty positions are filled as and when necessary to facilitate efficient teaching and learning. The evaluation of curriculum is done by the Continuous Internal Assessment and summative examination as prescribed by the affiliating University. Grievances regarding CIA are effectively taken care of by the Grievance Redressal Cell. Programme outcome, programme specific outcome and course outcome aim at the holistic development of students. The pass percentage is 99% reflecting the institution has effective curriculum planning and delivery.

Research, Innovations and Extension

The college provides sufficient resources to promote research activities for students and faculty members. The college organizes workshops/ seminars on Research Methodology, Intellectual Property Rights and Entrepreneurship. Also MoUs and Collaborations are signed with renowned corporates, industries and institutions to provide guidance for academic and research activities. The faculty members have published research papers in the journals and books chapters with copyright and they have published articles in national and international proceedings. The college has participated in the Institution Innovation Council and achieved 3.5 stars in the activities. The institution has Mother Augustine Incubation Centre to train the students in cutting edge technologies, equipping them to be industry ready. The institution has various cells like Research and Development cell, IPR, and EDC etc. for students' career growth and empowerment. To create opportunities for student leadership and participation beyond classroom set up there are clubs and associations including National Service Scheme (NSS). The NSS has unit and adopted 5 villages under Unnat Bharat Abhiyan Scheme (UBA). Special camps are organized in the adopted villages to sensitize the students to social issues and mould them to become socially responsible citizens. The extension and outreach programmes conducted through NSS unit by the institution have been appreciated.

Infrastructure and Learning Resources

The college campus measures about acres with building provide adequate facilities

for teaching and learning. There are 54 class rooms inclusive of 18 projector classroom, seminar halls. Infrastructure has Secretary Cabin, Principal cabin, Office room and Department Staff rooms and the waiting hall invites the visitors with neat furniture. There are 4 Computer laboratories and one language lab with software installation. The institution has the student computer ratio of 1:4.94. The Amala Auditorium is with the seating capacity of 1500 persons and a Eugene Seminar Hall with 200 students' capacity and Augustinar multipurpose hall with the students capacity of 400. Each department is provided a system with Wi-Fi connection. The automated General library has an area of 2250sq. with sufficient number of books, journals and magazines. As it is the women institution the campus has common room for the girl's convenient, personal counseling room. Separate prayer hall is there for silent meditation and prayer. For the students and faculty utilization cafeteria is in the campus, with hygienic food facility. The playground is of approximately acres with field track as well as Courts for various games. There is well-equipped gymnasium. There are adequate toilet facilities for staff and students. The RO processed drinking water is supplied to students. Dustbins to dispose degradable and non-degradable wastes are placed throughout the campus. White Washing of buildings and painting of furniture are carried out at regular intervals. The computers, air- conditioners, equipments and instruments are serviced by Annual Maintenance Policy during warranty period. The institution has transformer to maintain good non interrupted power supply and also the diesel generators ensure regular supply of electricity. There are effective mechanisms to tackle voltage instabilities and regular supply of water.

Student Support and Progression

The College aims to help the students to select the right career path based on their educational and professional choices. The college SC/ ST Cell orients the SC/ ST category students on various Government and Non-Government Scholarships. Total number of 4661 students received Rs.1,22,97,627/- scholarship from Government for last five years. For the last five years 76.27 % of students have been benefitted by scholarships and free ships provided by the Institution, by non-government agencies and by Philanthropists. In the last five years 19 Capacity building programmes have been organized and 3721 students are the beneficiaries. In the last five years the Training and Placement cell has placed 931 students in reputed corporates and industries through campus drives. The institution has various committees like Anti Ragging Committee, Grievance Redressal Committee, and Internal Compliance Committee etc., to redress the grievances of the students including sexual harassment and ragging. The college has a registered Alumnae Association [Registered on 2021 Feb]. The Alumnae prolongs their support to college both financially and non- financially. Every year Alumnae meet is conducted and our alumnae render their help in pre placement trainings and orientations and for in motivating the students.

Governance, Leadership and Management

The college management takes accountability and authority in policy making and the Vision and Mission of the institution is framed to attain excellence in all the domains. The college ensures decentralization and participative management by involving faculty members' participation in decision making process through transparency and democratic governance. The heads of the departments are given responsibility in managing their duties. To ensure innovative teaching learning process, the college executes strategic plan for reforming the Vision and Mission of the college. E-Governance measures are adopted in administration, admission, in academic affairs, fee collection, processing of academic works, staff attendance and other relevant areas. The Governing Council, IQAC and various committees collaborate to achieve visionary goals. IQAC was constituted on 04.05.2017 to plan, guide and monitor quality assurance and quality enhancement activities of the college to excel in the fields of academic and research areas. IQAC synchronizes the functioning of various

committees of the college and oversees the internal quality aspects regarding academic, curriculum and co-curricular activities, energy, environment audit and feedback mechanisms.

Staff welfare measures are provided for the teaching and non-teaching staff members. For the last five years Rs.12,71,615/- financial support has been provided for the faculty members to attend conferences. Professional Development Programmes are organized for teaching and non-teaching staff members. Self-Appraisal is done regularly for teaching and non-teaching staff members to assess their performance.

Institutional Values and Best Practices

The institution incorporates and stimulates gender equity in curricular and co-curricular activities and provides on campus facilities for faculty members like common room, health centre, counseling etc., The Institution is conscious about environment and most importantly about energy conservation. Efforts are made to implement green and renewable source of energy to reduce its impact on the environment by installing 7 kw solar panel, and a bio gas unit. Waste management is functioning effectively by disposing of the waste in proper trash bins, vermicomposting pits, and water recycling. Water conservation techniques like rain water harvesting and bore well recharge, pollution free environment by restricting vehicles inside the campus and insisting on students to use bicycles, landscaping by planting and maintaining lawns for more oxygen emitting. Plants are maintained to create eco-friendly campus. The barrier free environment includes signage board, ramp, tactile path, disabled friendly toilet, wheel chair to support the independent function of person with disabilities to participate in everyday activities without any hindrance. To provide an inclusive environment the college celebrates cultural, regional, linguistic, communal, socioeconomic diversities by organizing events like Pongal, Christmas, World Mother tongue day, Women 's day , Social Harmony day, International Yoga Day, World Environment Day. The students are educated about their fundamental rights, duties and responsibilities through various programmes like awareness on Voter's Day, Anti-terrorism day. The college celebrates Independence Day, Republic Day, Teachers day etc., to promote patriotism among students.

Best Practices observed by the college are

- 1.Nourishing the nourisher
- 2.Entrepreneurial Training for the rural women.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ST. ANTONY'S COLLEGE OF ARTS AND SCIENCES FOR WOMEN, THAMARAIPADI
Address	St.Antonys College of Arts and Sciences for Women, Amala Annai Nagar, Thamaraipadi, Dindigul
City	Dindigul
State	Tamil Nadu
Pin	624005
Website	www.sacw.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sr.Mary Pramila Santhi	091-9994098417	8754223821	091-9994098417	st.antonymscollege2007@gmail.com
IQAC / CIQA coordinator	Gracy.J	091-9944112435	9944112435	091-9944112435	gracysjr@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Status compressed.pdf
If Yes, Specify minority status	
Religious	Christianity
Linguistic	
Any Other	

Establishment Details				
State	University name	Document		
Tamil Nadu	Mother Teresa Women's University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	29-03-2016	View Document		
12B of UGC	29-03-2016	View Document		
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	St.Antonys College of Arts and Sciences for Women, Amala Annai Nagar, Thamaraijadi, Dindigul	Rural	9.66	75916

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English, English	36	Pass in HSC	English	100	29
UG	BA,Tamil,Tamil	36	Pass in HSC	English	51	21
UG	BSc,Mathematics,Mathematics	36	Pass in HSC	English	64	11
UG	BSc,Chemistry,Chemistry	36	Pass in HSC	English	64	60
UG	BSc,Physics, Physics	36	Pass in HSC	English	32	3
UG	BCA,Computer Science,	36	Pass in HSC	English	32	32
UG	BSc,Computer Science,Information Technology	36	Pass in HSC	English	32	21
UG	BSc,Computer Science,Computer Science	36	Pass in HSC	English	64	64
UG	BSc,Zoology ,zoology	36	Pass in HSC	English	32	20
UG	BCom,Com	36	Pass in HSC	English	60	59

	merce,commerce					
UG	BCom,Commerce,CA	36	Pass in HSC	English	96	85
UG	BBA,Management,	36	Pass in HSC	English	60	13
PG	MA,English,English	24	Graduated in UG Degree	English	40	11
PG	MA,Tamil,Tamil	24	Graduated in UG Degree	English	20	0
PG	MSc,Mathematics,Mathematics	24	Graduated in UG Degree	English	20	9
PG	MSc,Chemistry,Chemistry	24	Graduated in UG Degree	English	20	7
PG	MSc,Computer Science,Computer Science	24	Graduated in UG Degree	English	20	11
PG	MCom,Commerce,	24	Graduated in UG Degree	English	20	17
PG	MCom,Commerce,CA	24	Graduated in UG Degree	English	20	19

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				4				70			
Recruited	0	0	0	0	2	2	0	4	0	70	0	70
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				21
Recruited	3	18	0	21
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	2	0	0	25	0	29
M.Phil.	0	0	0	0	0	0	0	40	0	40
PG	0	0	0	0	0	0	0	5	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1108	0	0	0	1108
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	138	0	0	0	138
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	157	148	152	166
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	6	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	973	906	1042	1155
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1136	1054	1194	1321

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary / interdisciplinary: NEP aims at promoting the exclusive potential of students through a holistic multidisciplinary mode of education. The institution is looking forward to offer a multidisciplinary flexible curriculum that enables multiple entry and exits. The provision for the same would be implemented according to the directives of the University. As the institution is affiliated there is no academic flexibility for the integration of the programs. As per the guidelines of the University, and prescribed syllabus the institution offers the Non major elective paper, in which the student can opt the course from the multidisciplinary. The institution is preparing itself for the accreditation and autonomy for the NEP preparedness. Also the institution planned to create a position of Dean of Curriculum Development and Research to enrich the Research and innovation area.
2. Academic bank of credits (ABC):	Not Applicable for Affiliated Self Finance Colleges
3. Skill development:	The institution focuses on rural women empowerment and to increase the self confidence level of the women the institution planned to provide Skill Development Courses to the students. Skill development helps build a strong foundation for girl students at the higher education level. It helps build self-esteem, confidence, and leadership skills. It develops problem-solving skills and collaboration. It helps women become independent thinkers and encourages them to plan for their future. As higher education is primarily academic oriented introducing skill development is essential for the rural background women students. Institution provides the English literacy and Computer Literacy for all the I UG students. And Tailoring, Typewriting, Tally, Beautician, DTP, Hindi, Videography, Photography for the II UG students on their choice of selecting the course.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The promotion of Indian languages, arts and traditions is also facilitated through competitions organized during the fine arts competition. Competitions such as essay writing, poetry, speech competition, rangoli, folk song, folk dance and skit encourage students to stay connected with their rich Indian culture and heritage in their mother tongue. The institute commemorates Pongal festival, Mother tongue day, and Yoga Day as an act of reverence

	<p>towards Indian languages and culture. Lighting the lamp in the inauguration all events and hospitality and reception is done proper way to teach the Indian culture and tradition to the students. Faculty members are free to provide the classroom delivery in bilingual mode (English and Tamil) as students tend to understand better if taught in their mother tongue. The graduate students are allowed to study either Hindi, as per their choice during the first two years of the bachelor's program. Silambam training and Yoga practice is provided for the students to enrich Indian knowledge. Rare species trees and herbal garden is maintained to teach the students about the values of Indian medical plants. Especially the students are encouraged to visit the Samanar Padugai in Madurai and Keeladdi to know the Indian archaeological treasures and stone inscription.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) is a pedagogical model that entails the restructuring of curriculum, pedagogy and assessment practices to reflect the achievement of high-order learning, as opposed to a mere accumulation of course credits. Faculties of the institution were trained in OBE. Internal question paper setting is designed as per the Blooms taxonomy (OBE pattern). It enables the assessment of the students at cognitive levels namely remembering, understanding, applying, analyzing, evaluating and creating. Orientation program was conducted to focus on the OBE and semester results were analyzed based on the outcome based education.</p>
<p>6. Distance education/online education:</p>	<p>The institution does not offer distance learning. During the Covid pandemic as it enabled conduct of online classes, management of attendance, submission of assignments, webinars, training programs, fine arts festival and even commemorate important days and events. During the pandemic, most of the classes were conducted online and faculty members and students have gained experience on working with digital tools G- Suite, Zoom, Online Whiteboards, YouTube to develop and deliver e-content, short videos, interactive power point presentations and other online content. Students are also encouraged to engage in courses offered by online portals such as Swayam, Coursera etc. The institution is an active Local Chapter of NPTEL courses.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Election Literacy Club of St. Antony's College of Arts and Sciences for Women has been formed in 2018 with the intention of educating upcoming voters on voter registration and other election procedures. Through its awareness campaigns, the Club aids in students' understanding of the nation's Constitution. Additionally, it emphasises moral voting behaviour by planning campaigns that highlight the significance of voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The principal serves as the chair of the college's electoral literacy club, which also comprises three student members and a nodal officer. The primary goal of the Electoral Literacy Club's founding was to emphasise the value of voting rights. The Club hosts events for both the general public and college students. It also plans camps for students who want to register as voters who are older than eighteen.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The club offers lectures to educate students about their rights and motivate them to use them in the upcoming elections. Students are encouraged to participate in competitions by the Election Literacy Club, which helps them gain confidence and skills. Our students have taken part in essay competitions, drawing contests, and poster-making projects. The staff coordinator actively engages the students in a variety of creative activities, encourages them to use their right to vote, and works to raise public awareness of the significance of voting.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The College's Electoral Literacy Club has arranged a number of events to raise understanding of voting procedures and ethics. Activities include quizzes, pledges made on National Voters Day, help registering voters for identification cards, and competitions involving miming, oratory, drawing, essay writing, slogan writing, poster design, on voting-related subjects.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible	The first year students are sensitised on the importance of the Voter Identity Card and special camps are organised to encourage the students to get registered on the voters list. Thus, the Electoral

students as voters.

Literary Club upholds the democratic principles and rights of the Indian citizen amongst the Young generation.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1136	1054	1194	1321	1405

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 121

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	71	69	76	69

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
283.46	103.48	64.46	143.59	162.92

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The college maintains affiliation with Mother Teresa Women's University, Kodaikanal. It adheres to the curriculum established by the University for its UG, PG and M.Phil programs.

ACADEMIC PLANNER

- The HODs allocate the courses to the faculty members according to their specialization. The department time table is prepared taking into account the workload of each teacher and based on the weightage, credit hours.
- Classroom and participative teaching through traditional chalk-and-talk methods, as well as e-content and ICT-enabled self-learning.

Group discussions

Laboratory experiments.

Utilizing the library for assignment research and writing.

Student seminars.

Bridge course and Orientation

In addition, the learning process incorporates such as field visits and industrial visit which contribute to the development of field case studies. Further, students are encouraged to actively participate in organizing subject-based exhibitions and workshops.

Documentation Mechanism

To ensure the planning and delivery of the curriculum are effective, the following documents and processes are utilized:

- Academic Planner
- Attendance records
- Lesson plans
- Feedback collected through suggestion boxes

ACADEMIC CALENDAR

The Academic Calendar serves as a comprehensive schedule of academic events for the entire academic year, encompassing a total of 180 working days. This calendar allocates 90 days for the odd semester and 90 days for the even semester in accordance with MTWU norms.

The institution compiles Academic Calendar in the form of a handbook. It includes important dates such as Internal Tests, Holidays, Co-Curricular activities, and Special Events.

In instances where government and local authorities declare holidays due to festivals, natural calamities, or unexpected events, the college extends its working hours to compensate for the lost days. Examinations are also rescheduled as needed.

CONTINUOUS INTERNAL ASSESSMENT

The evaluation of students' academic performance is conducted through Continuous Internal Assessment and end-semester examinations following the examination guidelines set forth by MTWU. CIA, as a component of the Choice-Based Credit System.

The question papers for CIA are designed as per the Blooms taxonomy pattern.

The institution upholds a transparent and methodical Continuous Internal Evaluation system in which students' internal marks are determined based on three Internal Tests, Attendance, and Assignments.

Oral tests, in the form of quizzes, are administered within the classroom environment, to facilitate this process, the college maintains examination cell, responsible for creating a comprehensive timetable for CIA in accordance with the schedule outlined in the academic calendar. The exam cell also validates and finalizes question papers, ensuring their submission one week prior to the internal examination.

The assessment process is completed within ten days following the examination date. Answer sheets are promptly returned to the students, and their signatures are obtained upon collection. To enhance transparency, the marks achieved are publicly posted on the notice board.

Students are encouraged to provide feedback on the Continuous Internal Assessment process.

Subsequently, the HODs convene department-level meetings, where they inspire faculty members to complete the syllabus within the allotted timeframe.

Further, course instructors are instructed to maintain a record of CIA register. This record serves the purpose of identifying and providing remedial coaching to slow learners, fostering a conducive environment for students to achieve high levels of academic performance.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 34

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 68.3

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
765	769	652	926	1061

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum for both undergraduate and postgraduate programs encompasses courses that address vital topics such as professional ethics, gender equity, human values, environmental awareness, and sustainability.

PROFESSIONAL ETHICS

Students undergo comprehensive training on appropriate conduct within the laboratory, where they are expected to adhere to established lab protocols. Moreover, they receive instruction on the code of conduct applicable in industrial and corporate settings, encompassing both the do's and don'ts. The institution invites external experts as resource persons to impart soft skills training, fostering the development of students' personalities.

Further, Computer Science students participate in training programs that cover various aspects, including problem-solving skills in C Language, Object-Oriented Concepts, Programming in Java, Operating System operations, the creation of resumes and biodata, application development such as calculators and multimedia projects, debugging techniques, and the booting process.

GENDER

The curriculum includes several gender equality-related courses, such as "Penniyam" in Tamil, "Women's Writing in English," and "Entrepreneurship Development in Commerce."

The institution actively encourages students to participate in various awareness programs related to women's health through the Red Ribbon Club (RRC) and Youth Red Cross (YRC). Counseling services are readily available to support and motivate students, both through general counseling and personal counseling sessions to address individual issues.

Further, the institution organizes Entrepreneur Development Programs and sponsors free courses, as promoted by the government, to foster entrepreneurship among students.

HUMAN VALUES

As an integral part of their curriculum, all first-year undergraduate students engage in environmental studies. This value education course encompasses various chapters, including "Values and the Individual," "Values of Religion and Society," "Professional Values," and "The Role of Social Institutions in Value Formation." It also covers topics like "Constitutional Values," "Fundamental Rights," "Directive Principles of State Policy," and "Fundamental Duties."

Besides, the curriculum includes courses related to human values, such as "Human Rights," "Communication Skills," "Employability Skills," and "Literature."

First-year students also receive instruction in value education, with monthly sessions on moral and catechism classes held every third Saturday. An annual Human Rights program is conducted for them as well.

Moreover, the National Service Scheme (NSS) offers Law and Road Safety Awareness Programs to further enhance students' understanding of these critical subjects.

ENVIRONMENT AND SUSTAINABILITY

In their first year of study, students engage in environmental studies as part of the curriculum. This course covers various chapters, including "Earth and its Environment," "Ecology and Ecosystem Concepts," "Biodiversity in India," "Pollution," "Global Issues," and "Disaster Management." It aims to shed light on significant environmental challenges and underscores the significance of sustainable development.

Further, the curriculum includes environment and sustainability-related courses such as "Nuclear Physics," "Environmental Chemistry," and "Green Chemistry."

Various clubs, including the ECO Club, Green Club, Rotary Club, and Leo Club, actively participate in tree planting and maintain kitchen gardens and herbal gardens on campus to enhance the green environment.

Awareness programs on environmental protection are regularly organized for students. The institution has a dedicated tank for wastewater management, where filtered water is channeled to water plants and trees in the garden.

Students are also trained in using fire extinguishers available in laboratory settings, with professionals invited to demonstrate the fire extinguishing process.

File Description	Document
Upload Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 37.41

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 425

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 56.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
513	354	376	450	498

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
794	796	794	795	683

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 63.49

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
390	282	311	349	360

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

2022-23	2021-22	2020-21	2019-20	2018-19
548	549	548	549	471

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 15.35

2.3 Teaching- Learning Process

2.3.1

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

Response:

Experiential Learning

- 1.Role play allows the students to try out the experience, which gives them a reality in the subject.
- 2.Games are used to teach concepts to give learners a break to think, or to challenge one's ideas. They are given an issue to discuss it from their views and find out a solution for it.
- 3.Question/Answer session allows learners and teachers to learn more from each other. They gradually enter into ICT-enabled teaching classes.
- 4.Demonstration is a fun way to get the students involved in the learning.
- 5.Marketing strategies are taught to the students through internship and projects, slogan writing, advertising, poster making, exhibition in commerce.
- 6.Experiential learning is achieved through laboratory, projects, field visit & trips, and industrial visit

Participative Learning

- 1.Every month Department Association meetings are conducted and students are encouraged to participate in the activities such as quiz, speech, paper presentation in intra college and inter college level.
- 2.Participatory learners are motivated by classroom discussions, debates, student presentations, brainstorming activities and mind mapping.
- 3.Students are given individual projects and assignments are designed to promote a full understanding of concepts taught in theory along with their practical applications.

Problem-solving Methodology

- 1.Through problem solving ability the students are motivated to write the Programs individually as their Own in the department of computer science. This becomes a student to be a Real Program Developer. Debugging practice given to the computer science students for 'C' programming.
- 2.Imaginative and real-life problems related to students' major subjects are used to enhance their problem-solving ability.
- 3.Problem topics are usually given to the students for assignment.
- 4.Students are encouraged to raise questions in classes which are responded to by both the teacher and fellow students.

ICT Facility

- 1.Teachers share study materials like notes, PPTs, e- content, e-books over different media like Google Classroom, E-Mail, College Portal, WhatsApp.
- 2.Students are encouraged to create their own PPTs for paper presentation during seminar.
- 3.The institution favors establishing an ICT based learning process in addition to the traditional blackboard way of teaching. In classrooms, teachers use PPTs to have interaction with and among students.
- 4.At least one classroom in each department is equipped with LCD projector and screens.
- 5.Webinars are conducted using Google Meet and Zoom to deliver lectures online.
- 6.The institution has three seminar halls and a large auditorium equipped with multimedia tools. Guest lectures and webinars are conducted regularly in seminar halls using ICT tools.

Every department has individual computers and laptops for their teaching purposes, and subject- related

CDs are available, and they make use of them

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	71	69	76	69

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 28.97

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
29	23	20	20	12

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal/ External Assessment – Transparent Mechanism

Internals are an essential component of the evaluation process, accounting for 25 marks. The College follows the norms set out by Mother Teresa Women's University, Kodaikanal for Internal Assessment. The Examinations are conducted in 20 or 25 days duration.

Internal Examinations are informed to the students by passing a circular. The timetable will be prominently displayed on the common notice board one week before the examinations commence. Additionally, students can refer to the Academic Calendar for the dates of the Internal Tests. The Academic Calendar is available in our College website.

Every Semester 3 Internal Tests are conducted for 45 and 50 with the time duration of 1.30 hrs in a descriptive mode. Out of the three internals, the best two are considered for the semester assessment. One Model Examination is also conducted in order to train the students face the External Examination with confidence.

Assignments are given in between to keep the students more aware of the topics related to their syllabus. Seminars help the students to face the audience without any fear and hesitation and also help to gain more knowledge about the subject. Quiz tests are also given periodically through Google Forms.

The students are awarded Internal marks on the following basis:

Assessment	15 Marks
Assignment	5 Marks
Seminar/Quiz/ Attendance	5 Marks

Students are given orientation regarding this mark allocation in the start of the semester.

Question papers are set according to the Bloom's Taxonomy by the subject handling staff and are sent to the Exam cell through Email.

Hall arrangements will be displayed on the notice board for the student's reference.

The internal marks, signed by the Head of the Department and the Vice Principal, are displayed on the notice board for students to view.

Each staff member maintains records of internal marks and get student's signature to ensure transparency throughout the internal assessment process.

External Examination is conducted for 75 marks and the process of the Examination is executed as per the norms of the University. Time Table, Question papers and answer scripts are received from the University. Commencement of the examination is informed to the students well in advance for the students to prepare for their exams. Students can also visit the University website to know further details. Students can know their results from the same.

Provision for Internal/ External Examination Grievances

The students can examine their graded answer scripts and put their initials. They can address any discrepancies to the faculty member concerned and Head of the Department within 3 days and it will be forwarded to the Exam Co-ordinator and Principal for further action.

Students who are absent during assessment receive notifications through SMS, and re-tests are organized for those with genuine reasons for their absence.

The students may also suggest their grievances in suggestion box.

Regarding External Examination, a grievance register is maintained in the Examination Cell to address any concerns or issues that may arise. The grievances related to students will be taken to the Principal through the examination coordinator, forwarded to the University and rectified within a week and if the matter is of urgency, it is taken to the principal's office and it will be solved within 24 hours.

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

- Learning outcomes hold significant importance in aligning with the college's vision, mission and objectives. These learning objectives are effectively communicated through various channels, including the college prospectus and the principal's address to students and parents. On the classrooms too, before the teacher gives an introduction about the paper she is going to handle, it is obligatory for the teacher to imbibe the students of the vision, mission and objectives of the college. Prior to this, the teachers are given an orientation on the theme. Every teacher has to understand about the 'ethos' of the college. Those teachers who do not understand about the 'ethos' quit the college in no hire. And those who have understood about the 'ethos' have a strong foothold in the college. And only such teachers can deliver the message well and they will be the harbingers of a good learning outcome.
 - Programme Educational Objectives (PEOs),
 - Programme Specific Objectives (PSOs),
 - Programme Outcomes (POs),
 - Curriculum,
 - Course Objective and Expected Course Outcome (COs) for each course.
 - Mapping between COs and POs
-
- The Vision, Mission, POs, PSOs, PEOs are displayed in the college website, main corridors, laboratories, classrooms, auditorium and other important areas of the campus. Also, it is printed in the observation, record notebooks and newsletters of the departments. The HOD and faculty members host awareness programmes about COs, POs, PSOs and PEOs among the students in the class committee meetings. Staff advisors of each class also explain about the COs, POs, PSOs and PEOs to the students and about attaining the program outcome.

At the start of each semester, the department head checks the University website for any changes to the curriculum and syllabus. Teachers are assigned courses according to their areas of specialization and interest. The department head gives them an orientation regarding the course outcomes and the program outcome. Teachers are oriented about outcome-based education, Bloom's taxonomy, and evaluation rubrics through Faculty Development Programs and Workshops. Lesson plans are created well in advance, and the department head oversees them. Teachers distribute the syllabus and the course objectives to the students at the start of the course. The Principal meets with the department heads on a frequent basis to ensure that the curriculum is being delivered effectively.

- The objective of the outcome of teaching learning process is observable and measureable through various programmes organised and assessed for the students in enriching their academic pursuits and lifelong- learning.
- The specific component describes what the students will be able to do as per the task given to them. The criteria for evaluating the student's performance is enhanced through inculcating the application of Information Technology through power point presentations of the topics within the curriculum and also out of the box learning through field visits, experiential learning and emphasizing the importance of value based learning and up-keeping of environmental

sustainability.

? When all is said and done a conclusive academic atmosphere, and a teacher who adopts the 'motherese approach and methodology' can alone promote the learning outcome. And these two are ensured.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Learning outcomes hold significant importance in aligning with the college's vision, mission and objectives. These learning objectives are effectively communicated through various channels, including the college prospectus and the principal's address to students and parents. On the classrooms too, before the teacher gives an introduction about the paper she is going to handle, it is obligatory for the teacher to imbibe the students of the vision, mission and objectives of the college. Prior to this, the teachers are given an orientation on the theme. Every teacher has to understand about the 'ethos' of the college. Those teachers who do not understand about the 'ethos' quit the college in no hire. And those who have understood about the 'ethos' have a strong foothold in the college. And only such teachers can deliver the message well and they will be the harbingers of a good learning outcome.

The course contents are delivered in such a way that the students can achieve the course outcome efficiently and effectively. The course outcomes (COs) are also mapped properly with programme outcomes (POs) and programme specific outcomes (PSOs) and added along with the Syllabus of the Course. The CO-PO matrix helps to evaluate the course outcomes in all programmes.

Direct and indirect evaluation methods are followed to check the fulfilment of the course outcomes. In the direct methods, initially assignments and seminars are given in each course to evaluate whether the student can assimilate the subject matter on their own. The different learner-centric pedagogies based on the Bloom's Taxonomy are used to evaluate the convergent and divergent thinking and understanding level of the students in the content of the courses during lecture hours in the classrooms. Tests are conducted for each unit of the course to evaluate the understanding level and knowledge enhancement.

The course outcomes are also assessed indirectly by getting the feedback from the stakeholders, more specifically from the students, parents, and industrialists, in terms of different surveys for qualitative assessment. In the above evaluations, the Departments and College evaluate the students' knowledge, skills and behaviour developed through the courses taught in the programmes. By doing so, the

attainment of the programme outcomes, programme specific outcomes and course outcomes are evaluated

File Description	Document
Upload Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 98.84

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
333	399	467	464	466

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
336	405	468	468	477

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.97

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 15.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.69	2.98	0	5.5	2.55

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

Our Institution has created an ecosystem and various valuable opportunities are given for the creation and transfer of knowledge. Students can share their ideas, knowledge through the following cells:

- **Institution Innovation Council**
- **Indian Knowledge System**
- **Intellectual Property Rights**
- **Start Up**
- **Mother Augustine Incubation Center**

- **Research & Development Committee**
- **AREA (Antony's Rural Entrepreneurial Activities)**
- **Entrepreneurship Development Programme**

Institution Innovation Council:

It was established in our Institution during the calendar year 2020-2021, as per the guidelines of MHRD & AICTE, Government of India, with the objectives of creating a vibrant local innovation ecosystem, start-up, pre-incubation of ideas to develop better cognitive ability for technology among students. The students are thus encouraged to present their innovative working project models and products through Internal Hackathon and Ideathon organized by our Institution. The activities like self-driven, mic-driven and celebrations are conducted through the IIC-Ambassadors. This has received appreciation and Star Rating (3.5 Stars) for our Institute. Many certificates programming was organized and were attended and speeches were given by our college faculty. These earned us the NIRF participation certificate.

Indian Knowledge System:

Indian Knowledge System –Yoga and its importance is transferred to our students through physical directors. Regular yoga exercises are made mandatory for the hostel students on all days through the semester. It is found on verification that the volunteers carry the legacy forward on in their daily routine. Participation in yoga camps and exercise competitions are encouraged.

Teaching Hindi helps our students in upgrading additional language which is going to be helpful for their future career in communicating in their official place, dealing business and teaching.

Training on Azolla cultivation and Vermi composting is imparted to our students.

Intellectual Property Rights:

Our College has been funded by TNSCST to conduct one workshop on IPR entitled “National workshop on Intellectual Property Rights”. Three programmes on IPR were organized during the assessment periods 2018-2023. The college had obtained three patent rights for research.

Start-Up

Mother Augustine Incubation Center:

Mother Augustine Incubation Centre has been inaugurated in the academic year 2022-2023, through which start-up and training programmes are organized for faculty and students.

Research & Development Committee:

Students' research works received patent rights and were also published in UGC CARE LIST journal.

Our student research projects had been funded by TNSCST.

It provides an environment that supports research and intellectual growth.

AREA (Antony's Rural Entrepreneurial Activities)

Antony's Rural Entrepreneurial Activities was started in the year 2021 to uplift and empower rural women through creating awareness and giving training on jewelry making for students, tailoring for unemployed rural women around our surroundings. This is an active field where fruitful services are going through activities for students. Students become members of AREA to do service to the community particularly for the adopted villages under AREA programme.

Entrepreneurship Development Programme

The College has created an Entrepreneurship Development Programme to develop a spirit of entrepreneurship. The institution conducts socially useful entrepreneurship programmes (3 programmes) such as training, workshops and seminars on entrepreneurship development. This cell promotes every individual to have self-confidence.

File Description	Document
Upload Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 51

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
14	17	4	8	8

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	18	12	28	3

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	8	1	6

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

- The active participation of our students in the Swachhata Pakhwada programmes, organized by the District Collectorate has sensitized them to the pressing health and sanitation issues facing our community. Additionally, our students have been actively engaged in the Swachh Bharat Mission (SBM), contributing to maintaining cleanliness in their surroundings and spreading awareness about hygiene. To promote Clean India Awareness, NSS students of our college have organized events such as marathon races and rallies.
- The college organize Village Social Services Camps, focusing on cleanliness, hygiene and tree planting, raising awareness among the village community.
- NSS students played a crucial role in conducting awareness (no of camps/rally) camps and rallies for positive social changes. NSS students actively engaged in cleaning Uzhavar Sandhai, extending their support for 15 days in 2018-2019.
- The college has the best practice in the name "Joy of Giving". One rupee will be collected from each student on every friday throughout the year and the collected money is given as charity to the Orphanages and Old aged homes.
- Students are engaged in removing the *Prosopis juliflora* trees to give awareness about ground water conservation.
- With the slogan "Ban Plastic", a rally was conducted through NSS/YRC/RRC extension activities and an NSS special camp was conducted in Mullipadi 2022-2023. Thousand students from the college were engaged in plastic removal on a single day during the special camp.
- Cancer Awareness Program, woman health related issues are often discussed by a Gynecologist in the extension activities for our students. Medical camp was conducted in the college for parents to check their BP and eye problems, with collaboration of JCB hospital, Dindigul.

- Vermicomposting and Azolla Cultivation training was given to the neighborhood farmers by the Zoology department of our college in the year 2018-2019.
- Under “Outreach” programme, English literacy was given to the neighborhood school students (Government School-Padiyur) to improve their speaking skills by our PG-II Year and UG-III Year students.
- 37 students of St.Antony’s Middle School, Ponmanthurai, Dindigul were trained on Basic Computer Skills by the Department of Computer Science during the year 2021-2022.
- Vadamadurai Government School (Phase1 & Phase2)- 2022 -2023
- These activities helped creating leadership qualities and social consciousness among students. They, in the process, learned the significance of their social responsibility, time management and skills by organizing programmes involving peer group, community and officials from developmental institutions. Through such programmes they developed individual and societal values such as helping others, personal and community hygiene, mutual help etc. besides understanding the problems of the community.

File Description	Document
Upload Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Receiving awards and recognitions for extension activities from government or government-recognized bodies can greatly validate the impact and quality of one's work. Receiving awards and credits from the government can hold significant importance for individuals, organizations, and communities involved in various endeavours. Awards from both government and non-government sectors provide prestige and recognition to the college, its faculty, staff, and students. They validate the college's commitment to excellence in education, research, and community engagement.

Awards can open doors to collaboration and partnership opportunities with other educational institutions, government agencies, non-profit organizations, and industry partners. These collaborations can lead to joint research projects, internship opportunities for students, and industry-relevant curriculum development.

Some awards, especially those from prestigious international organizations or bodies, can enhance the college's global recognition and standing. This can attract international students, faculty, and research collaborations, further enriching the college's academic environment.

In conclusion, receiving awards from both government and non-government sectors is important for colleges as it contributes to their reputation, attracts talent and resources, fosters partnerships, enhances student and alumni engagement, and highlights their commitment to excellence and community

impact.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 49

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	14	1	8	16

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

3.5 Collaboration

3.5.1

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

Response: 22

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

St. Antony's College is a premier institution of higher education located on 9.66 acres campus with a beautiful garden and well – furnished, aesthetically designed building. It has an excellent infrastructure with advanced laboratories and equipment. The college classrooms and lecture halls are upgraded with modern technological tools.

1. Classrooms:

The college has three main academic blocks that consist of 54 spacious and airy classrooms. Each classroom can accommodate more than 40 students. There are 9 staff rooms, each equipped with computers and printers that are seamlessly connected to Wi-Fi facilities.

2. ICT Facilities:

The college has various ICT technological tools to enhance teaching – learning process.

The seminar halls, library, conference hall and smart classrooms are ICT enabled with Wi – Fi facility. Video conferencing and Audio – Visual rooms are available. Smart Board is available to enrich students' learning skills.

3. Lab (Physics, Chemistry and Zoology):

The Science departments are equipped with spacious labs. All the department labs are well-furnished and upgraded with necessary equipment. There are four air-conditioned computer labs and one language lab with 230 computers with server. These labs have adequate computers with internet connection and projectors to support practical sessions.

4. Library:

Large and spacious library is available with 10,800 books and 9 computers with Wi- Fi facility. It has subscriptions to two international and 27 national journals with a good number of magazines and collection of projects and dissertations. To widen students' knowledge, the library has **INFLIBNET (N-List) and DELNET.**

5. Halls and Auditorium:

The college has an auditorium with the seating capacity for 1500 students. The college has two air – conditioner conference halls and two seminar halls. All the halls and auditorium are equipped with LCD projectors.

6. Other Facilities:

The college has allotted rooms for Examination cell, IQAC, Scholarship Unit, Physical Education, Skill Development Cell, NSS and Counselling Unit. Additionally, the college has provided space for Mushroom Cultivation, Vermi composting Unit, UPS Generator Room, Fire Extinguisher, hygienically maintained cafeteria, Herbal and Medicinal Garden, Solar Plant, Air-conditioners in 21 places, Hostel for girls under CCTV Surveillance, Intercom & R.O drinking water. Transport facility is available. The entire campus has WI- FI facility.

7. Divyangjan: Friendly Infrastructure:

The Institution has provided facilities for Divyangjan by giving special classrooms for them on the ground floor.

8. Cultural Activities:

To bring out the individual talents of the students, the College has “Anto – Cultural Committee”.

9. Gym:

An open gymnasium is situated near the floral avenue.

10. SPORTS AND GAMES

The institution maintains a vast playground spanning 5 acres, featuring outdoor sports facilities that include 400-meter athletic track. We have separate court for 8 outdoor events.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 40.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
119.83	34.87	16.89	57.53	81.03

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The College Central Library spans an area of **2250 sqft**. Situated in the Main Block, the College Library is equipped with Wi-Fi of bandwidth 100 Mbps provided by Jio and boasts a seating capacity for 120 users providing a pleasant ambience for the readers. To facilitate faculty and student reference, 8 computers and 1 server have been installed. The library remains open from 9.00 a.m. to 4.00 p.m. to serve students and faculty.

The library houses a diverse collection of 10,800 books spanning multiple disciplines.

Additionally, it provides access to 188 reference books, 29 journals and magazines, and 5 newspaper subscriptions in both Tamil and English.

It has 660 e-books which help in easy access to study materials.

The library also preserves the Ph.D. dissertation of the faculty, thesis and project works of the students and scholars for reference.

A fully automated system, notably, the MODERN LIB software (server) was installed in the year 2023.

Access through the gate is facilitated by two barcodes and laser scanners, and all processes, including

book lending and returning, are seamlessly managed within the automated system. The in and out time is also recorded through this system.

The library operates using the OPAC (Online Public Access Catalog) system for efficient cataloguing and retrieval of information.

Notable features of the software include: Issue and return of books, reservation of books, availability of books, book location, Gate entry etc.,

Both UG and PG can avail 2 books per issue and the books should be returned within 10 days of issue.

The Librarian Desk maintains a record of the library's operational days and crucial aspects, such as notifying users about the scheduled return dates for books. The Book Entry Catalog is responsible for manually recording new entries of books, journals, and published articles, which are then entered into the computer system for efficient management.

The library offers DELNET facilities for faculty and student access. Students and faculty can use this facility through their mobile phones. The library ensures developing reading throughout the college premises. Students receive guidance on utilizing open-source platforms for academic and competitive exam-related purposes.

Further, the library has been subscribed to N-LIST since 2021, providing students and faculty with access. Each student and faculty member are provided an institutional email ID and password for their library needs. Through N-LIST, students can download and borrow eBooks, e-journals, and articles, facilitating their reference and project work.

Reference hours are allotted for both UG and PG students. Extra reference hours are allotted to II PG students for their thesis and project works.

Students and faculty are encouraged to donate books for the college library. This helps to inculcate the reading habit and it is considered as one of the best practices of our college.

The library committee consists of six members. The committee performs duties that include the budget planning, determining the acquisition and removal of library materials and resources, assessing and reviewing the quality and relevance of existing library resources.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institution has adequate IT infrastructure. The IT infrastructure and resources are updated and upgraded continuously as per the requirements and changing technology. The entire Institute is free Wi-Fi enabled to promote digital flow. Internet facility is provided to the Staff rooms, Classrooms, Laboratories, Offices, Conference Hall, Seminar halls, Executive Hall, Auditorium and Hostel through Wi-Fi. Computer labs are connected through LAN with internet facilities. Internet connectivity of bandwidth 100 Mbps is provided by Jio Net. The upgrade of computer systems is taken up periodically and the software is also upgraded.

The following softwares are available in the Computer Labs

- Turbo C++
- WAMP Server
- Microsoft Office
- Page Maker
- Photoshop
- Corel Draw
- Java
- MAT LAB
- Oracle
- Python
- Eclipse
- Visual Studio 2008
- Open Element
- Tally
- Tally ERP9
- Tally Prime
- XAMPP
- Open Shot Video Editing
- Lady Hawk
- Unix
- Visual Basic 6.0
- SELENIUM
- R-Programming
- Macromedia Flash
- Ruby
- Strawberry
- SEQUEL
- VS CODE
- ANDROID STUDIO

- SUBLIME TEXT
- Win Merge
- Lingo

The office, library, and all the departments have seen enhancements through printers and Xerox machines. The IT infrastructure undergoes continual upgrades to meet evolving technological demands. The college consistently invests in the annual purchase, upgradation, replacement or addition of computers, hardware, and other necessities in alignment with the current needs.

The college possesses 248 computers and 5 Laptops for gaining hands-on experience and enhancing the students' learning experience. There are 2 servers used in Computer Lab, 1 in Language Lab and 1 in Library respectively. Totally 18 Printers (2 colour printers) and 3 Xerox machines are used inside the campus. All the departments are equipped with HP Laser Printers. There are 18 ICT enabled classrooms and seminar halls in the campus for effective teaching and learning. There are 3 Server Racks, 9 Patch Panels and Switches respectively. There are a number of Access points and Internet I/O boxes. There is a Firewall for Network Security. K7 Total Security Scanner (Anti-Virus) also used.

Our College website is strongly designed and it informs all the co-curricular and extra-curricular activities happening inside the campus.

For both faculty and students, the institution offers G-Suite provision, accompanied by the creation of institutional email IDs for accessing Google Classroom facilities. During the pandemic, online teaching was seamlessly conducted through the G-Suite, proving to be effective for learners with the support of electronic resources.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 4.94

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

Response: 230

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 11.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.16	14.55	18.54	20.75	21.75

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
914	787	896	996	1068

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

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

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 56.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
656	638	549	802	831

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 63.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
298	287	322	222	216

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
333	399	467	464	466

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document

5.2.2

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

Response: 1.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	2	1

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 0

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

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

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.3.2**

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 9.8

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	0	12	13

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**5.4 Alumni Engagement****5.4.1**

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

St. Antony’s College of Arts and Sciences for women has a registered alumni association. The college established in the year 2007 a number of alumni got education from this reputed institution. Though this institution is located in a rural area, it has a great contribution in the educational development for the rural women. Alumni of this college are well known in their respective field like, Police department, Postal Department, As a teacher, Industrial Worker, Finance manager, Professor, Agriculture, Business, online trader etc The college provides an opportunity to the alumni to interact and share their experience with students by arranging a mega function in the name of “SAC Alumnae Association”(SACAA) every year in the college.

Our Alumni Association works for the development of students as well as the institution. It helps our institution in terms of career guidance, Industrial Visit, Trainee, Women Entrepreneur. It has been duly registered as a society under the society registration Act, 1975(Tamil Nadu Act 27 of 1975) .

Our Alumni Association Organizes:

- Every Year Alumni Meet organizes in the name of SAC Alumnae Association SACAA.
- Alumni share their knowledge and expertise with the students.
- The Alumnae Association helps to organize educational and industrial visits for the students.
- Alumni Association provides information about the job opportunities available in their field.
- Alumni Association arrange hands on training on entrepreneurial activities.

Financial Support:

Our Alumni Association supports the Institute financially also. Every year our alumni help the institution by donating generously for the infrastructure development of the college. The Alumni Association encourages our alumni to donate for the purchase of books. Our Alumni Association plays a very supporting and constructive role in the overall development of the college.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

Every college stakeholder, including students, non-teaching staff, faculty, management, and alumni, recognizes the significance of vision and mission statements as crucial indicators and roadmaps for inclusive growth. Our vision serves as our hope, dream, guide, future, and anchor: "Empowering Women through Liberal Higher Education."

Mission

The realization of our long-term vision is underway through the execution of our mission statements. These statements embody our roadmap, concrete plans, cooperative and collaborative efforts, as well as our milestones.

1. To provide academically standard, socially relevant, morally upright, ethically honest learning experiences.
2. To offer inclusive liberal higher education to all women students, especially the poor, needy, and underprivileged from interior rural places.
3. To support students to achieve their full potential.
4. To encourage, enable, facilitate their active involvement in learning, employment, and community life.
5. To make them leaders, entrepreneurs, change-makers, collaborators, and above all, patriotic citizens.

Participation of Sisters and Faculty

Established and managed by the sisters of Immaculate Conception Society, Madurai Province, the College is unique as it is the only institution founded by a society. The secretary and the principal, representing the Society, are actively involved in the governance. The College obtained 12(b) & 2(f) status from the UGC, with the Society playing a pivotal role in securing this recognition.

Embracing a bottom-up approach, the college administration encourages ideas for inclusive growth and development to originate from the faculty, who maintain close connections with students at the departmental level. Through active involvement in the IQAC and various committees, the faculty plays a central role in shaping both academic and non-academic programmes.

Every administrative level in the college, from department committees to the General Body, is enriched by the presence of our faculty members, including two vice-principals representing arts and science. They actively contribute to committees overseeing extra- and co-curricular programmes. Our administrative structure fosters democratic participation. It embraces a bottom-up approach, promoting empathetic understanding of each other's needs, holistic development, and community engagement.

Rationale for Decentralized Participative Management

We firmly believe in the merits of decentralized participatory management for our collective advancement. The decentralized structure facilitates swift decision-making, promotes effective communication through dialogues at various levels. In addition, it enhances our ability to supervise and control the teaching and learning processes.

Decentralized Participative Management Practices with Visible Leadership

The Board of Management, along with the principal and faculty members, collaborates with a unified team spirit. The development of curricular, co-curricular, and extra-curricular programs stems from constructive discussions between the principal and the faculty. Department heads make decisions in their meetings, incorporating student input on all relevant issues. Student leaders meticulously document daily classroom inputs of every teacher, signed by the respective course teacher, and submit it to the department head regularly. Student representatives actively participate in committees directly impacting their welfare. Alumni feedback, obtained annually, is discussed in department meetings. Departments identify human capital requirements such as book purchases, conference/workshop organization, community-related activities, and other infrastructure needs. Faculty members play a direct role in coordinating various association activities, as well as extension and club activities.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Strategic Plan for Achieving Mission Statement One

The strategic plan holds utmost significance in realizing the vision and mission of our college. One of our mission statements aims to “provide academically standard, socially relevant, morally upright, ethically honest learning experience”. To fulfil this mission, we employ faculty discussions as a crucial strategy to develop mechanisms that align with our mission statement. Recognizing the pivotal role of faculty at all

levels, we prioritize the empowerment and enlightenment of teachers as the initial step in fostering learning experiences within classrooms and across the campus. This approach aims at cultivating academically brilliant, socially engaged, morally upright, and ethically honest students.

Strategic Plan

Our guiding principle for achieving inclusive growth is the “Faculty Forum for Discussion and Implementation. “Recognizing teachers as invaluable assets to our institution, we acknowledge the constraints of the affiliation system. However, we also understand that what cannot be cured must not only be endured but also necessitates active efforts to seek remedies.

Dreams and Perspective Plans

Despite being a relatively young institution at just 16 years old, the faculty expressed their eagerness to volunteer for accreditation seven years ago. Consequently, an Internal Quality Assurance Cell (IQAC) was established in 2017. In 2018, well before its adoption by our parent university, we conducted a faculty awareness program on outcome-based education (OBE). Our aspiration is to pursue academic autonomy from the UGC shortly after accreditation. As part of this vision, we have initiated an M.Sc. Computer Science program. Looking ahead, our plan includes the introduction of MBA and MSW programs to empower women as leaders in our predominantly male-centric society.

A Case Study

In 2015, we made the decision to ready ourselves for NAAC accreditation, leading to the establishment of the Internal Quality Assurance Cell (IQAC) within the college.

1. Through a series of consultations, faculty members gained familiarity with the NAAC application procedures, engaging professors from accredited colleges with IQAC experience.
2. Faculty committees were formed based on specific criteria.
3. We acquainted ourselves with both qualitative and quantitative metrics.
4. Recognizing ongoing changes in the SSR by NAAC, we adapted to these modifications.
5. The annual academic-administrative audit emerged as a crucial means to assess our current efforts and plan for the subsequent years.
6. Cooperation and collaboration were identified as essential for the accreditation process, involving faculty, management, students, alumni, and industry.
7. We began offering certificate courses as value-added supplements beyond the regular curriculum.
8. As a young, self-financed women's college situated far from the town, we grapple with faculty instability
9. Securing help from the local villagers for fencing our campus, which includes a public water canal, has been a challenge. This poses a security concern, and ongoing dialogues with government administrators are aimed at resolving this issue, prioritizing the safety of our women students.
10. Teaching English presents a significant challenge to our rural students, who have limited exposure to the language outside the classroom.
11. The conceptual capacity of most students raised in a rural environment poses a substantial challenge in imparting domain knowledge.

12. Establishing MOUs with large business houses and industries proves to be a significant challenge for us.

File Description	Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

WELFARE MEASURES FOR TEACHING AND NON-TEACHING STAFF

Faculty welfare measures are integral for fostering a positive and conducive working environment, enhancing the overall effectiveness of an educational institution. The college believes that,

1. Faculty welfare measures contribute to the overall job satisfaction of the teaching staff. Satisfied

and content faculty members are more likely to be productive, motivated, and committed to their roles.

2. Providing opportunities for professional development, attending workshops, conferences, and furthering education not only enhances faculty members' skills but also keep them updated with the latest trends and methodologies in education.
3. Ensuring faculty members have access to health and wellness programmes promotes their physical and mental well-being.
4. Supporting a healthy work-life balance through measures like flexible working hours, maternity leave, and support for family-related matters helps in preventing burnout and in maintaining a positive work atmosphere.
5. A positive work environment attracts and retains quality faculty members, and this positive reputation can benefit the institution in terms of student enrollment and its overall standing in the academic community.
6. A contented and supported faculty are likely to be more productive in their roles. This productivity positively influences the quality of teaching, research, and other academic activities, ultimately benefiting the institution as a whole.

Henceforth, the college is implementing the subsequent initiatives for the well-being of its faculty:

1. Facilitating Faculty Development Programs (FDP) for both teaching and non-teaching staff.
2. Sending faculty members to participate in refresher courses, short-term courses, and encouraging their involvement in funded projects and proposals.
3. Conducting orientation programmes for staff.
4. Organizing spiritual tours and providing guidance/counselling.
5. Awarding excellence accolades for outstanding results.
6. Promoting faculty members to higher positions based on their performance.
7. Granting increments according to their academic level and academic achievement.
8. Supporting faculty pursuing Ph.D. with organizational development opportunities, and encouraging participation in academic, sports, and cultural activities outside the institution.
9. Providing maternity and medical leave benefits.
10. Ensuring contributions to Provident Fund (PF) and Employee State Insurance (ESI).
11. Providing fees concession for the Teaching and Non-teaching faculties children who study in the institution.
12. Celebrating Christmas Day, college feasts, and presenting gifts on Teachers' Day.
13. Offering soft skills training programmes and hands-on training sessions.
14. Limited financial resources may restrict the extent to which these measures can be implemented.
15. Economic uncertainties or downturns impact the overall financial health of educational institutions. During such periods, resource allocation for faculty welfare measures is further constrained.
16. A health center is established by which the faculty are comforted and solaced.
17. Appointment of a counsellor has enabled the faculty to get counselled time and again.
18. A perfect appraisal system is in practice.
19. There is also a self-appraisal system.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 0

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

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

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 79.1

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
84	71	69	69	59

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
21	18	16	17	14

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Modes of Resource Mobilization

Contributions from the Society: The primary source of resource mobilization stems from the generous contributions of the Society overseeing the institution. All campus infrastructure development initiatives are undertaken in collaboration with this vital support.

Scholarships: Given that a majority of student's hail from rural and financially disadvantaged backgrounds, financial assistance is imperative. Despite being a self-financed institution, the college does not receive scholarships from the State government for OBC students. However, financial aid is extended to SC/ST students and minority scholarships are available for minority students. Additionally, Ulavar scholarship and Rani Mangammal scholarship are provided.

Research Grants: Research grants play a pivotal role in executing projects and acquiring necessary equipment, contributing significantly to infrastructure development.

Alumni Contribution: Alumni, through both financial contributions and in-kind support, play a crucial role. Funds are also generated through membership fees.

Philanthropic Contribution: Contributions from local bodies such as Rotary and Leo Club, and Christian Magalir Uthavum Sangam form another source of financial support.

Modes of Resource Utilization

The annual budget for the college is collaboratively prepared by the principal and the Bursar, encompassing both recurring and nonrecurring expenditures. In this regard, department heads are requested to submit their requirements for the upcoming financial year. Simultaneously, committees, associations, and club coordinators are instructed to present their respective requirements to the principal. Financial resources for these requirements are allocated by the Principal within the budget framework. All major financial decisions rest with the College Governing Body, which oversees the utilization of funds approved by the management for both academic and administrative expenses. Following budget approval, the Bursar and the purchase committee initiate the procurement process. This involves the consolidation of requirements from various departments, offices, statutory and non-statutory committees, clubs, associations, and extension activities. Subsequently, quotations are solicited, and after thorough consultations, purchase orders are issued. Payments are disbursed upon the receipt of the specified materials and their verification in accordance with the requirements outlined in the purchase order.

List of Recurring Expenditure last five years

S.No	Particulars	INR in Lakhs
1.	Salaries	128.358
2.	Software upgradation	1.385
3.	Electricity/water Consumption	7.308
4.	Maintenance of Solar panels	5.22
5.	EPF and ESI	11.710814
6.	Transport (Bus Maintenance)	4.092
7.	Maintenance of buildings	10.26

List of Non-recurring Expenditure last five years

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S.No	Particulars	INR in Lakhs
1.	Buildings	42.3725
2.	Furniture	4.68
3.	Equipment	3.424
4.	Laboratory items	4.24
5.	Computer peripherals	8.974
6.	Books, journals, magazines, newspapers	1.29
7.	Wi-fi & Networking	1.095
8.	Organizing Conferences, Workshops, and Seminars	2.54323

Audits

The Society engages accredited auditors who conduct internal audits on all management accounts annually. Besides, external audits for government scholarships are conducted annually by the government through the Regional Director of Collegiate Education. All audit reports, whether internal or external, are securely stored in the office of the Bursar.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC actively participates in programs dedicated to promoting quality and meticulously documents assurance activities.

Initiatives of NAAC

Since the establishment of IQAC in the college with the goal of achieving early accreditation, regular meetings have been conducted to introduce, monitor, and evaluate various academic, extracurricular, and co-curricular activities. Periodic meetings with Criterion Heads have been organized to collaboratively prepare the SSR. The IQAC has undertaken the substantial responsibility of meticulously documenting all activities within the college.

1. Annually, it arranges internal and interdepartmental Academic and Administrative Audits (AAA) to identify the Strengths, Weaknesses, Opportunities, and Challenges (SWOC) of each

department, facilitating further progress.

2. The institution actively engages in gathering feedback from students, alumni, prospective employees, and conducting self-appraisals for faculty members.
3. Recognizing the needs of slow learners, identified through their performance in the first Continuous Internal Assessment (CIA) cycle, the institution provides remedial teaching. Teachers note their learning capacity, challenges, and styles to offer individualized attention.
4. To enhance placement opportunities, comprehensive soft skills programs are offered to all students.
5. Conducting a structured annual student feedback on teaching, learning, evaluation, and infrastructure, the institution ensures active student participation. The Administration responds with an Action Taken Report (ATR), which is transparently displayed on the college website.
6. Encouraging academic enrichment, departments are prompted to periodically organize conferences and workshops focusing on research methodology.
7. In-house faculty meetings are organized regularly to facilitate discussions on professional and research ethics.

In addition to these activities, the college wishes to underscore two significant contributions to the strategies and processes of quality assurance:

1. Induction Program

The college conducts a comprehensive week-long Induction Program for all incoming students, serving as a bridge between their previous schooling and their college education. Recognizing the transition of our freshers into young adults with responsibilities for nation-building, the program familiarizes them with new programs and courses of study, higher education in India, academic procedures, exam patterns, and the evaluation process. Besides, it provides insights into co-curricular and extracurricular activities.

External resource persons are invited to deliver lectures on various relevant topics. Special emphasis is placed on motivational talks, health and hygiene (especially crucial for a women's college), and academic and career counseling. The program includes orientation sessions on the basics of English and Entrepreneurship Development Programs (EDP). Students are introduced to the concept of outcomes-based education, and they gain insights into the vision and missions of the college.

The IQAC plays a pivotal role in facilitating a green audit and energy audit. The IQAC further engages in Faculty Self-Appraisal to enhance the overall performance of the faculty, and its report is forwarded to the management for further action.

2. ESTABLISHMENT OF IIC & EDP CELL

The Institution Innovation Council identifies and nurtures students' innovative and creative potentials by providing startup programs. The Entrepreneur Development Programme Cell plays a key role in fostering entrepreneurial skills and confidence-building measures crucial for self-employment. Activities include workshops in candle-making, phenol-making, pickle-making, soap-making, ornamental jewellery-making, and paper-quilling.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Equity is the backbone of Women empowerment. Being a women institution majority of the employees are females and they teach, manage and lead the educational field. The College recognises the need for gender sensitization and actively promotes it through several committees and cells. Women Empowerment cell, Equal opportunity cell functions a prominent role in creating awareness among the students.

Cells to promote Gender Equity:

- Women's Cell
- Equal Opportunity Cell
- Entrepreneur Development Cell
- Anti-ragging Committee
- Internal Complaints Committee
- Students Grievance Redressal Committee
- Cyber Crime
- Anti-Drug club

Sensitization through Activities:

- Entrepreneur Skill program
- Career opportunity program'
- Women Awareness program on Health and hygiene
- Women's Day celebration
- Gender based violence program

Our Institute conducts various gender equity programs regularly, Women entrepreneurship workshops, Women empowerment related activities, inviting Guest speakers from all the prominent fields to highlight the significance and power of Women in our society.

Being a Women's Institution, we often conduct more awareness programs related to women's health, women's rights, and women's growth in all the fields.

Development to promote equity among women, ensure protection of women from sexual harassment, create awareness on right, safety and healthcare, bring about attitudinal and behavioural change in

adolescent female youth and inculcate social values in women students. It provides a safe and supportive environment for women to discuss their concerns and problems.

Facilities in the Campus:

- CCTV surveillance
- Security guard
- Free Wi Fi campus
- Gymnasium
- Common room facility for students
- Health center
- Personal counselling
- Hostel and canteen
- Ramp facility
- Disabled friendly washroom
- Separate shed for dinning and study
- Incinerator facility
- Purified water facility
- Students Amenities

Safety measures are strictly followed by our college, as a part of that CCTVs have been installed throughout the campus to ensure 24 x 7 surveillance and ID cards are issued to the students and staff to prevent the entry of outsiders into the college premises. The College provides hostel facilities for women students. Clean and safe washrooms with hygienic incinerator are accessible round the clock. For the student’s health support, the college appointed female nurse. The students are provided iron and vitamin tablets on every Thursday, deworming tablets are issued twice a year and free sanitary napkin is distributed for the students.

In order to ensure the college's 24-hour security, the college has hired security Staff.

The college provides a transportation system for the safety of its students. Faculty in charge of respective buses monitor the movement of buses and ensure safety of the first pick up and even the last drop. Well-equipped gymnasium, spacious playground, facilities for outdoor and indoor games like carom and chess.

The institution has a good mentoring system for the students to take care of their academic, emotional, social and cognitive development. Personal Counselling is provided to the students at different levels.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures

- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The college organizes various programs and events so that students and the faculty respect the diversity in terms of culture, region, language, community, and socio-economic aspects. To develop harmony, various events are conducted and the same is given below:

Tolerance and harmony towards cultures

Kollam and Rangoli are drawn at the entrance of the college to draw students' attention to the relevant festival if it falls on working days, or it is done on the eve of such celebrations. Rangoli has a purpose; it is used to "enlighten" or to welcome gods to the household. Hence, we arrange the Rangoli, Kollam competition to encourage the students to get involved in it and practice it in life.

Mehandi also plays a role in the fine arts program and in the competition for women students to promote the culture and encourage them to show their innovation in the form of art.

Lighting the Lamp

At the start of any seminar, workshop or any non-academic gathering, we start with the traditional lighting of the lamp. To inculcate Indian cultural ethos of the light being the very source of all possible life in the universe we practice this. Like light, knowledge enlightens our students who are expected to give up all superstitious practices and imbibe the spirit of science.

Culture Enrichment through Curricular Activities

In the curriculum, we have KALVETTUYIAL [English translation], OLAI SUVADI [English translation], NATTUPURAVIYRAL. We organize the field visit to Tanjore Big Temple to have an authentic experience of these textual references, to explore the ancient culture and tradition, and motivate the students to enrich the knowledge of our ancient heritage.

Inclusive Environment in Regional / Linguistic Matters

We celebrate the Thai Mozhi Dhinam (**Mother Tongue Day**) and in the institution we teach **Hindi** as an SDC course for the II UG students. For the **Telungu New Year**, Krishna Jeyanthi, Ramzan, and Christmas, Pongal, the institution declares a holiday and pays our respect to regional and cultural diversity.

The institution is committed to produce socially responsible citizens by providing "academically standard, social relevant, morally upright, ethically honest learning experiences" (Mission ii). Sensitization of students and employees of the Institution to the constitutional obligations in terms of values, rights, duties, and responsibilities of citizens is imperative on the part of the institution. In

addition to taking an oath/pledge on these days, we organize activities as well.

National Voters Day Programs are organized in college. Students are motivated to increase awareness program for voters.

Legal Awareness Programme, Constitution Day, Legal Awareness Program on Women Issues, COVID Awareness Program, Cancer Awareness Program, Cancer Awareness Programme

Ban Plastic Awareness Program, International Day for Elimination of Violence against Women

Online Workshop on Recycling and Waste Management, Anti-Drug Awareness Program, Social Harmony Day, Untouchability Day, Anti-Slavery Pledge, COVID -19 Vaccination Camp Book Exhibition Rally, Books Reading Awareness Program, Road Safety Program.

Value education classes are conducted regularly including moral and catechism classes to promote the values, responsibilities and duties. And other programs of the institution are listed below.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice I:

1.Title of the Practice: “Nourishing the nourisher”

Objectives:

1. To financially strengthen the students and their family
2. To pursue the studies without hindrance.
3. To furnish a congenial homely atmosphere.

2.Underlying Principles:

The Government is involved in this aid; the college administration is also committed. On receipt of one share from the college, the Government agency sanction two shares towards the aid. Thus there is a combination of efforts from the college, the Government agency and the family of the student.

3.The Context:

The Principles has its origin with the minority welfare department coming forward to help aid the Christian women through a Government order. Consequently, district level minority Christian woman aids society was formed in all districts. Having the district collector as the President on honorary secretary was elected from among the volunteers serving the society. The scheme was amalgamated only with population were the management (in the college) was willing and able to contribute one third of the amount to be distributed as the scholarship in the first year and the amount to distributed to the Christian women (mother of the student).

4.The Practice:

The Practice involves the welfare measures for the minority floated by the state Government. It is unique in the sense that this practice was initiated only in the academic year 2018-19. It is unique in the sense that the management is willing to shed money indirectly towards the contribution to the fund. This involves the student friendly attitude of the management, the willingness of the management to recognize the meritorious but financially poor students. In higher education owing to the depletion of funds the scholarship given to the student is getting thinned. In such an atmosphere the gesture of the Government agency in promoting the best practice is relevant and is to be appreciated.

5.Evidence of Success:

By removing financial barriers, these scholarships enable students to enrol in educational institution and pursue their desired courses or degrees. By investing in the education of individuals from underprivileged backgrounds, these programs contribute to the overall empowerment and upliftment of minority communities. Overall, receiving a scholarship fund from minority Christian woman aids society offers a pathway to educational advancement, personal development, and socio-economic empowerment for deserving individuals belonging to minority communities.

6.Problems encountered and resources Required:

The challenge is to convince the management of the feasibility and profitability of the student's concern. In designing and implementing these practice the effort to bring in on a single line of cooperation of the management of the college, of the government agency and of the mother of a student. The limitation is that the management of the college is not able to contribute no money as far the students available in the community.

Best Practice II:

Title Entrepreneurial Training for rural Women

Enhancing the lives of Rural Women from the nearby villages of the college

Objectives of the Practice:

It's a humane practice of St. Antony's College to uplift the weaker sections of the society especially the rural areas. To provide opportunities for women to earn on their own. Also to train and empower the rural women through educating, motivating, creating awareness, training and uplifting their life. To offer

skill development training programs for under privileged women and socio economic conditions, thereby increasing the status of rural women. This is reinforced the college prayer with exhorts students to grow as responsible women caring for every kind of neighbor especially less fortunate brothers and sisters. This practice takes care of making rural women economically independent and ensures self-confidence and make them independent and self-reliant.

3.The Context:

It is an important and foremost commitment of the congregation of the sisters of St. Antony's College to care for those at the periphery of the society.

St. Antony's College believes that every woman in the society especially the rural women should be cared and channelized towards empowerment.

Through Entrepreneurial, St. Antony's college helps the most vulnerable sector rural women to avail free tailoring training and thereby making them as entrepreneurs.

4.The Practice:

The practice of providing "Free Tailoring Training" for the rural women goes a long way in helping them successfully complete their training course and make them financially support their family.

This is a well-established practice of St. Antony's college which includes value of empowering rural women around the rural areas of the college.

This tailoring training is provided for the rural women by the generosity of the Management.

The Rural women from the nearby villages are met and motivated by the extension team members of the college with the concerned of the village president.

The rural women are enrolled in the college tailoring unit batch wise and they get training for continues three months with 2 hours every day to complete their course.

The beneficiaries are given certificate of completion of tailoring from the college and thereafter they stitch and earn on their own, thereby becoming entrepreneurs.

Also skill development training (One Day) on simple chemicals and mushroom cultivation is given to the rural women which helps them to prepare these products on their own at home and earn through these.

With the Management's Support the mushroom preparation is done in the, mushroom cultivation shed already existing in the college campus.

5.Evidence of Success:

The success of practice is scene in the way the college's extension wing reaches out tangibly to the most vulnerable sector, rural women and make them stand on their own thereby marching towards

empowerment.

Many rural women have become entrepreneurs by stitching blouses chudithars and preparing soap oil and washing powder, selling in their own villages and relatives. These rural women lift their family economically which has become a great success.

6.Problems encountered and resources Required:

Most of the rural women are involved in farming work, they take care of their children and face restrictions from the family to come out of their homes. So it is very difficult to bring the women out and provide training regularly to complete their training course. Breaking the stereotype is quit challenging.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

“S.E.E.E.D” – [Skill Educate Enlighten Empower Discipline]

Genesis of the Institution

The inception of the Congregation of Immaculate Conception (CIC) traces back to a village in the Dindigul district. Currently, CIC manages secondary level and vocational educational institutions across Dindigul and Madurai Districts. Driven by a commitment to extend higher education opportunities to rural families, the congregation embarked on the establishment of this college in 2007. The primary objective was to provide accessible education to village girls, focusing on their enlightenment, empowerment, and the cultivation of essential soft skills crucial for shaping their character.

In a notable departure from the norm, where affluent rural families typically send their daughters to colleges situated in or around the city of Dindigul, the sisters of the congregation opted to establish a women's college in a quaint hamlet. This decision reflects their dedication to bringing quality education to the doorsteps of rural communities, particularly emphasizing the holistic development of young women, ensuring they are not only academically equipped but also enriched with the essential soft skills

needed for life's journey.

Rural Setting

In the heart of a serene rural setting, St. Antony's College of Arts and Science for Women stands as a beacon of educational distinctiveness, committed to shaping well-rounded individuals equipped not only with hard skills but also instilled with values that contribute to their holistic development. This report aims to provide an in-depth analysis of how this educational institution goes beyond conventional pedagogical approaches, emphasizing soft skills such as discipline, entrepreneurship, good health, emotional intelligence, and honesty.

Nestled in the picturesque hamlet, the institution benefits from the tranquillity and natural beauty of the rural surroundings. The serene environment fosters an atmosphere conducive to learning, providing students with a unique and peaceful setting for their educational journey.

1.Skill Development:

Empowering young women through skill development initiatives is paramount in fostering their personal growth, career readiness, and overall well-being. The College is providing a conducive environment for girls to thrive and acquire essential skills that prepare them for the challenges of the future. By offering a diverse array of skill development programs, the college can equip girl student with the tools they need to excel in various spheres of life.

Providing skill development initiatives for girl students in college is essential for empowering them to succeed in a rapidly changing world. The college can equip young women with the knowledge, skills, and confidence needed to thrive personally and professionally. Through these initiatives, the college act a pivotal role in shaping the future leaders, innovators, and change makers of tomorrow.

2.Educating the Young Women:

The College provide girls with access to a wide range of academic disciplines. By offering rigorous coursework, research opportunities, and access to expert faculty, the college empower girls to develop critical thinking skills, problem-solving abilities, and a deep understanding of their chosen fields.

It is the transformative time for personal growth and self-discovery. It offers girls the opportunity to expand their horizons, challenge their preconceptions, and develop a strong sense of identity and self-confidence. Through exposure to diverse perspectives, extracurricular activities, and leadership opportunities, girls learn to navigate the complexities of adulthood and become active, engaged citizens in their communities.

3.Enlightening the students:

Enlightening students in the college involves fostering intellectual curiosity, critical thinking skills, and a holistic understanding of the world. Create an environment where students feel comfortable asking questions, challenging assumptions, and exploring new ideas. Encourage them to question not only what they're taught but also their own beliefs and perspectives. The college facilitate opportunities for students to explore connections between different disciplines. Encourage them to think across boundaries and integrate knowledge from various fields to gain a deeper understanding of complex issues. Expose

students to diverse perspectives, cultures, and global issues. Emphasize the importance of continuous learning beyond the classroom. The college Provide mentorship and guidance to students to help them navigate their academic journey and career aspirations. The college engage students in educating about ethics, morality, and social responsibility. By implementing these strategies, the teachers contribute to the enlightenment of students in college, equipping them with the skills, knowledge, and mind set needed to thrive in an ever-changing world.

4. Empowering the women:

The college empower the women for fostering gender equality, promoting diversity, and creating an environment where all students can thrive education. The college encourage women to take on leadership roles in student organizations, clubs, and student council. The college provide career development programs and resources specifically personalized to the needs of female students. The college encourage women to speak up, assert themselves, and pursue their goals with confidence. The college recognize and celebrate the achievements of female students, faculty, and alumni. And highlight their successes through, events to inspire others and create role models for future generations.

5. Discipline:

Discipline in the college setting often aligns with the values and principles of the faith, emphasizing personal responsibility, moral conduct, and spiritual growth. The college emphasize the integration of faith into all aspects of academic and campus life. Discipline is viewed not only as adherence to rules but also as a means of living values and principles in daily interactions and decision-making. Students are encouraged to consider how their actions align with values such as honesty, integrity, and respect for others. Discipline may extend beyond individual behaviour to include a commitment to service and outreach to others. The College encourages the students to participate in community service and outreach programs that promote social justice and compassion. Discipline in the college context includes a focus on leadership and character development. Students are encouraged to develop qualities such as humility, empathy. Overall, discipline in the college is not simply about enforcing rules but about nurturing students' spiritual growth, fostering a sense of community, and equipping them to live lives of purpose and integrity in accordance with their faith.

The College serves as a shining example of an educational institution that goes beyond the conventional, creating an environment that not only imparts hard skills but also shapes individuals of character and integrity. Rooted in the rural landscape, this institution's commitment to values such as discipline, entrepreneurship, good health, emotional intelligence, and honesty sets it apart as a beacon of holistic education in the heart of the community.

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

5. CONCLUSION

Additional Information :

Apart from the academic, co-curricular and extra-curricular activities the college stands heads and shoulders above all the other Arts and Science College of the district, despite its being a self-financed college, in terms of social activity.

The following is a brief narrative on how the college takes in it to develop reading habits, to care for nature through planting of saplings. The college has entered into a MoU with Dindigul Illakiya Kalam. This voluntary organization conducts an annual Book Fair, which is financially helped by the State Government. St. Antony's College is a smart participant in the conduct of the Book Fair students volunteers help the organizes in regulating the students crowd and in writing certificates for the book purchases. When there was no Book Fair conducted, the college undertook the campaign Books @ the door steps in the twenty four hamlets of Mullipaddi Panchayat, Marampadi Panchayat, Dindigul Panchayat Union and in Paraipatti hamlet of Kanappadi Panchayat of Vadamadurai Panchayat Union.

The college students purchased books to the tune of Rs. One lakh in the Book fair conducted in 2022 and in 23. As a sequel a college reading club is started and students are given a chance to discuss books reading.

The NSS volunteers entered into a survey on the availability of latrines in five village panchayats namely Periyakottai, M.M Kovilur, Mullipadi, Thanasiparaipatti and Seelapadi. The survey conducted was unique of its kind. DRDH is all appreciation of this activity. The college has conducted Mock Parliament in which St. Antony's student scored well.

The college volunteers took part in the Elite World Record of planting saplings numbering around 6 lakhs in 4 hours in Idayakottai Panchayat of Oddanchatram Panchayt Union.

The college volunteers participated in the tree planting programme at MVM Govt Arts College for Women. The programme was sponsored by Dindimavanam.

The sprawling sports ground accommodated all the affiliated colleges of Mother Teresa University for Intercollegiate sports meet.

The college sends its volunteers to all the rallies conducted for awareness of themes. During COVID-19 college volunteers participated in awareness programmes conducted by the district administration. College printed handbills and issued them along with face mask to the public.

Concluding Remarks :

“Selfishness always aims at creating around it an absolute uniformity.

Unselfishness recognizes infinite variety as delightful, accepts it, acquiesces in it, enjoys it”

Oscar Wilde

The motto of St. Antony's College of Arts and Sciences for Women is **“To educate, to enlighten, to empower”**. We have faith in becoming enlightened by education, knowledge expansion bring us to a conscious understanding of our creative soul. Thus, the light of truth, love, and hope is brought to light, shattering the darkness of ignorance, fear, and despair. It drives our attention away from our own interests and towards awareness of the other facets of life. The light of truth impresses upon our duty to spread the light to other people.

Every activity that is undertaken on campus is carefully scrutinized by the college to ensure that it advances the vision of the college and contributes to its realization. The blemish in the provisional is eliminated by dint of hard work. The periodical difficulty is squarely met. It is transformed into a successful phenomenon. In this way the vision becomes a reality. The shortcoming is accepted, acted upon and overcome. Thus the college moves forward constructively and achieves excellence. “You, Lord, keep my lamp burning; my God turns my darkness into light.” (Psalms: 18:28)

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :34</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
1.2.2	<p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1136</td> <td>1052</td> <td>1194</td> <td>1320</td> <td>1402</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>765</td> <td>769</td> <td>652</td> <td>926</td> <td>1061</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the institutional data shared by the HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1136	1052	1194	1320	1402	2022-23	2021-22	2020-21	2019-20	2018-19	765	769	652	926	1061
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1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 830</p> <p>Answer after DVV Verification: 425</p> <p>Remark : DVV has made the necessary changes basis the supporting shared by the HEI, only the project wok and the Internship have been taken into considration.</p>																				
2.1.2	<p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
513	354	376	450	461

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
390	282	311	349	360

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
548	549	548	549	471

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
548	549	548	549	471

Remark : DVV has made changes as per prescribed format shared by HEI

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

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	14	1	16	26

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	14	1	8	16

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

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

Answer before DVV Verification :

Answer After DVV Verification :22

Remark : DVV has made changes as per prescribed format shared by HEI, and the value have been downgraded considering only the functional MOU keeping the base 2022-23

4.4.1 **Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41.35	20.73	26.31	42.85	60.3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.16	14.55	18.54	20.75	21.75

Remark : DVV has made the changes basis the supporting shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	1	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	2	1

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	2	0	2	1

Answer After DVV Verification :

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

Remark : DVV has made the necessary changes basis the Institutional data shared by the HEI

5.3.2 Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

5.3.2.1. Number of sports and cultural programs in which students of the Institution participated year wise during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
91	50	0	47	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	12	0	12	13

Remark : DVV has made changes as per prescribed format shared by HEI and the values have been downgraded since the events happened on the same day are considered as 1.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
56	53	32	46	43

Answer After DVV Verification :

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

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

7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has checked the supporting shared by the HEI and has not considered the Energy report and the Clean and green report since they are not as per the guidelines</p>
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2.Extended Profile Deviations

Extended Profile Deviations
No Deviations