YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	P.K.R. Arts College for Women
• Name of the Head of the institution	Dr.D.Mythili
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	9363247061
• Alternate phone No.	9842020757
• Mobile No. (Principal)	7010952948
• Registered e-mail ID (Principal)	pkrcollege.iqac@gmail.com
• Address	127, Pariyur Road
• City/Town	Gobichettipalayam
• State/UT	Tamil Nadu
• Pin Code	638476
2.Institutional status	
• Autonomous Status (Provide the date of conferment of Autonomy)	06/04/2017
• Type of Institution	Women
• Location	Rural

• Financial Status	**Self-financing**
• Name of the IQAC Co-ordinator/Director	**Dr.S.Vidhya**
• Phone No.	**04285222128**
• Mobile No:	**9042089028**
• IQAC e-mail ID	**pkrcollege.iqac@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.pkrarts.org/wp-content/uploads/2021/07/AQAR-REPORT-19-20.pdf
4.Was the Academic Calendar prepared for that year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.pkrarts.org/wp-content/uploads/2021/08/ACADEMIC-CALENDAR-20-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.10**	**2013**	**25/10/2013**	**25/10/2018**
Cycle 2	**A**	**3.10**	**2018**	**05/12/2018**	**31/12/2022**

6.Date of Establishment of IQAC	**20/06/2011**

7.Provide the list of Special Status conferred by Central and/or State Government on the Institution/Department/Faculty/School (UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC, etc.)?

Institution/ Department/Faculty/School	Scheme	Funding Agency	Year of Award with Duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**Nil**

8.Provide details regarding the composition of the IQAC:

• Upload the latest notification regarding the composition of the IQAC by the HEI	View File	

9.No. of IQAC meetings held during the year	03	
• Were the minutes of IQAC meeting(s) and compliance to the decisions taken uploaded on the institutional website?	Yes	
• If No, please upload the minutes of the meeting(s) and Action Taken Report	No File Uploaded	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	No	
• If yes, mention the amount		

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Planned with departments for the Professional development of faculty team - skilling for the new gen leaners. 2. Establishment of ACTION CIRCLE for Teaching and Learning. 3. Revision of research policy and enhanced research activities. 4. Motivated faculty to attend online programmes for upskilling and cross-skilling. 5. Enhanced Industry-Institute interaction and MoU activities 6. Motivated the faculty members to pursue research activities and apply for funds from private, NGO, Philanthropist, state and central government bodies. 7. Motivated students to take up more SWAYAM / NPTEL / Online courses / Certificate courses. 8. Played a key role in planning the community engagement initiatives of the institution during COVID outbreak.

12.Plan of action chalked out by IQAC at the beginning of the academic year towards quality enhancement and the outcome achieved by the end of the academic year:

01-04-2022 12:31:24

Plan of Action	Achievements/Outcomes
Faculty Development Programmes & Professional Development Programmes	15 programmes organized
International Day of Non-violence / RED cell - MGNCRE	150th Birth anniversary of Mahatma Gandhiji , Mr. K. Elambhavath IAS, Sub Collector, Ranipet.
Extension Activities	More than 70 programmes
Research and Development	Institutionalizing In-House project proposals
COVID Relief Activities	Community Engagement-Instituitional distinctiveness

13.Was the AQAR placed before the statutory body?	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Core Committee	09/03/2022

14.Was the institutional data submitted to AISHE ?	Yes

- Year

Year	Date of Submission
12/02/2020	12/02/2020

Extended Profile

1.Programme

1.1   32

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File]

2.Student

2.1   **661**

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	[View File]

2.2   **753**

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File]

2.3   **737**

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File]

3.Academic

3.1   **1036**

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File]

3.2   **106**

Number of full-time teachers during the year:

Extended Profile

1.Programme

1.1

32

Number of programmes offered during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Student

2.1

661

Total number of students during the year:

File Description	Documents
Institutional data in Prescribed format	View File

2.2

753

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3

737

Number of students who appeared for the examinations conducted by the institution during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Academic

3.1

1036

Number of courses in all programmes during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

3.2 Number of full-time teachers during the year:	**106**

File Description	Documents
Institutional Data in Prescribed Format	<u>View File</u>

3.3 Number of sanctioned posts for the year:	**106**

4.Institution	
4.1 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**927**
4.2 Total number of Classrooms and Seminar halls	**63**
4.3 Total number of computers on campus for academic purposes	**415**
4.4 Total expenditure, excluding salary, during the year (INR in Lakhs):	**116.7569451**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

P.K.R Arts College for Women (P.K.R) has developed a curriculum catering to the diverse local, national, international and global needs with emphasis on academic standards, industrial expectations and social relevance. With almost three decades of academic excellence, the curricular, co-curricular and extra-curricular activities of P.K.R embody education, empowerment and enlightenment. Keen intention in designing the curriculum based on

these founding principles of the institution has been an evolutionary process significantly aimed at the empowerment of rural women of the region.

Autonomy conferred in 2017 paved way for designing an Outcome Based Education (OBE) curriculum rooted in Choice Based Credit System (CBCS). The curriculum is annually updated with a multi-disciplinary approach in consultation with all the stakeholders – students, faculty, alumnae, recruiters, employers, community, other academic experts who interact with the institution.

P.K.R situated in an agrarian belt and in close proximity to Coimbatore, Tirupur and Erode (areas with potential for employability, self-employment and entrepreneurship) has introduced 46 new courses in under-grad and post-grad programmes catering to the knowledge, ability and skill enhancement of learners.Participative, experiential learning and problem solving pedagogies adopted by faculty provide a multidisciplinary exposure.

Alignment of course outcomes with vision, mission and objectives of P.K.R for strategic fit is our focus.

File Description	Documents
Upload additional information, if any	[View File](#)
Link for additional information	https://www.pkrarts.org/course-outcome/

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

14

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	[View File](#)
Details of syllabus revision during the year	[View File](#)
Any additional information	[View File](#)

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

403

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

46

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

31

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

In convenant to PKR's commitment to ISR, the curriculum design and

delivery is fortified to attune the attitude and behavior of PKR's graduates - at home, at work and during social interactions. Cultural stigma of this region considers girl child and women inferior in many walks of life. Our female facilitators are mostly first generation working women and influence learners as mentor to break such myth at the graduate -level. Gender related courses titled Women in Business, Women leadership and Penniyam are part of the curriculum, alongst the activities of Centre for Women Studies.

Gobichettipalayam clustering agriculture and textile industries hosts small and medium-sized production units that favouremployability on one hand and fuelpollution on the other, rendering agriculture as an unattractive career option. A number of Courses, events and projects / papers advocate such issues. A rain-water harvesting system, solar power plant with 100 kw capacity, sensor-based lighting system, and a detailed energy audit / green audit ensure compliance to green efforts, time to time.

Value education sessions, Courses on Yoga and Ethics, Information Security, Indian Women and Society, Consumer Rights, Cyber Security, along with discipline specific courses namely, soft skills, business ethics and environment, social immersion project) educate human values at P.K.R.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

37

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1806

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

627

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni

A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.pkrarts.org/IQAC/feedback.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following — **A. Feedback collected, analysed and action taken made available on the website**

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.pkrarts.org/IQAC/feedback.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

672

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

661

File Description	Documents
Any additional information	View File
Number of seats filled against seats reserved (Data Template)	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

At P.K.R we always assess the learning levels of students to address the needs of advanced and slow learners because, more than 90% of entrants would have completed their schooling from Government schools with Mother language as the medium of instruction. Most parents cannot afford to educate their children in English medium schools. Children of these small farmers,

landless labourers and workers for daily wages with marginal income, require moral and psychological support to handle their trepidation for higher studies and mental wellbeing. During 2020-21, CORONA CURFEW added challenges and to advocate this situation, action circle for teaching-learning guided by Dr.V.Kavitha(HoD-Management) and policy for advanced and slow learners was institutionalized and,

1. Entry level interaction and assessment during academic counseling for admission.
2. Evaluation of participation during Student Induction Programme. (LINK: https://www.pkrarts.org/student-support-service/sip/)
3. Assessment of classroom behaviour and peer assessment to design a lesson plan with discipline specific, need based reflective and reinforced learning techniques for contact hours.
4. Value education and mentor-mentee rapport to assimilate ethical, moral and social well-being of the mentee in support of academic growth.
5. Performance appraisal of CIA and ESE achievements to cogitate upon career guidance and planning to enhance academic performance, were done.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/slow-learners-and-advanced-learners/

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/06/2020	2093	104

File Description	Documents
Upload any additional information	View File

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:

Faculty at P.K.R have brought into play an array of initiatives in teaching and learning to transform learners as guided by course outcomes by shaping and reshaping their patterns of thoughts, means of problem solving and ways of life. This is believed to contribute to further individual and social transformation. Teaching learning at P.K.R generally include, Simulation Based Learning, Technology Based Learning, Activity Based Learning, Experiential Learning, Project Based Learning , MOOC and other emergent strategies based on the nature of the course and the differing learning needs of the students.

Teaching- learning practices during this pandemic scenario attracted contentions from many stakeholders but edtech revolution is happening. It is evident that technology has brougt in radical changes in our existing system, thus facilitating the adoption of technology aided student-centric methods, namely, anytime anywhere learning, hybrid learning and application-based learning rendering enhanced learning experience for students. Android applications like,

1, Mentimeter, quizziz, flipgrid, coggle, kahoot, google tools for education, scorebell, slido were commonly used.

2. Hit-the-Brick, factory productivity, tinkercad, Khan Academy, 8086 simulator were adopted.

3. Virtual labs, codechef, Oracle Live SQL, vlab.co.in (An Initiative of Ministry of Education Under the National Mission on Education through ICT), vlab.amrita.edu,etc.. were accessed.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	https://www.pkrarts.org/wp-content/uploads/2022/03/STUDENT-CENTRIC-METHODS.pdf

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

Socio-economic status of our students' parents renders them unaffordable for a hi-end smart phone or a laptop. But, deployment of ICT tools for enhanced teaching learning is the need of the hour for hybrid learning and it is a blessing in disguise in the new normal pandemic situation. Students somehow managed to own a

smart phone, 345 students were supported by the government of Tamilnadu for data connectivity. Connecting the learners in the wider geography was the priority of our ACTION CIRCLE ON TEACHING-LEARNING and whatsapp groups, manuals for students, sessions on gmeet, zoom and youtube, google tools for education, open source apps for attendance, in-class interactions, quizzing, simulation, virtual lab experimentation, and many connected the dots for our teachers, students, researchers and administrators.

P.K.R already had a registered cloud-based Gsuite for education allowing faculty and students to access and reflect learning from anywhere at any time. P.K.R's zoom account was used to livestream programmes (open for everyone) on P.K.R's Youtube channel . ICT tools were the timely support and extensively used. To name a few, easy classroom, teachmint, mentimeter, quizziz, slido, whiteboard, blackboard, flipgrid, kahoot, virtual board, supermarket girl, 8086 simulator, code chef, live SQL, Pydroid3, JDoodle, idea bag2, and tinkercad.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://www.pkrarts.org/wp-content/uploads/2022/03/STUDENT-CENTRIC-METHODS.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

105

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Academic calendar:

Academic calendar for 2020 – 2021 of P.K.R is the guiding document

prepared by IQAC in consensus with inputs and suggestions from members of the core committee, where decisions on all matters are handled. The draft was presented for approval by Dr.R.Rama in a Gmeet of the core committee headed by the Principal, Dr.D.Mythili. This mechanism is followed by the college for the last two decades. Hence, perfection and comprehensive planning are the outcome. This information packed timeline document approved by the academic head was circulated to all Deans, functional heads and co-ordinators, and was uploaded in the college website (www.pkrarts.org) for access to all stakeholders.

Teaching plan:

Teaching plan / work plan is the base for every teacher while planning for the execution of the course work. Skeleton document of the Teaching plan for 2020-2021 was circulated by Dr.C.V.Latha and Mrs.R.Gomathi-Faculty co-ordinators and the respective course instructors prepared their flexi-plans with hybrid teaching learning methods and ICT requirements. Preparatory work on 'Subject Register' were submitted for approval of the resepctive HoD.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

106

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

24

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

770

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	**No File Uploaded**

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

Examination procedures and processes at PKR are fully technology-enabled using tested software named CAMPES. Examination Management System: The necessary reports for the effective conduct of the examinations are generated before and after the Examinations for planning, decision making and control. Reports generated before the conduct of exams are:

- Student Details Entry
- Generation of roll numbers
- Course entry for each programme
- Preparation of Elective list
- Course Mapping
- Assignment of question paper setter for each course; Sending the syllabus and receiving the question papers by mail.
- Application Generation
- Schedule of practical examination and assignment of external and internal examiners
- Hall Ticket generation
- Preparation of Timetable for ESE
- Sharing question papers by mail to all the departments from the CoE office
- CIA marks entry by the course instructors

Reports generated after the conduct of exams are:

- Dummy number list using barcode.
- Assignment of Chairman and examiners for central valuation
- Mark entry in CAMPES
- Publication of results
- Mark statements
- Conduct report of special supplementary Examinations
- Provisional and final degree recommendation to the university
- Audit report of the answer scripts by external experts
- Arrear lists

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional Information	https://www.pkrarts.org/students-portal/examination-and-evaluation/

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

1. Course Outcomes (COs) were framed during course design and syllabus preparations at Department meeting. Department advisory board for BoS frames course outcomes for each course with course handlers along with one subject area expert. COs and their mapping with Program Outcomes (POs) and Program Specific Outcomes (PSOs) are elaborately discussed and derived by the course committee members.
2. Vision, Mission of P.K.R and that of the department, POs and PSOs were communicated to students during Student Induction Programme(SIP) held during Aug-Sep, 2020 and department orientation programmes held in Sep, 2020.
3. POs and PSOs were communicated to career counselors, recruiters, employers, entrepreneurship trainers, parents and other government officials during interface and interaction meetings namely, industry-institute interactions, mentoring sessions, recruitment training and placement drives, entrepreneurship awareness camp, parents meeting, government reporting and audits held throughout 2020 - 2021 during different occasions .
4. During the class committee meeting and meetings held in departments, POs and PSOs were reviewed among the students and staff members.
5. Lesson plans were designed in alignment with outcomes andcommunicated to the students during the first class. During the commencement and after the completion of each unit, need and attainment of COs were reviewed.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	[View File](#)
Upload any additional information	**No File Uploaded**
Link for additional Information	https://www.pkrarts.org/course-outcome/

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

P.K.R's venture into autonomy with OBE curriculum and Bloom's taxonomy based assessment method (first of its' kind in the region) is a boon for our graduates. Our course developers took utmost care in curriculum design and development. We have followed formal as well as informal mechanism for the measurement of attainment of the outcomes. Performance review by course instructor, discussions during department meetings, mentoring sessions, PT meetings, recruitment drive interactions, feedback from stakeholders gave us an insight of where our learners are headed to. A 360 degree approach made it possible to understand, evaluate and make necessary changes, wherever required, in the curriculum implemented. To evaluate attainment of POs , PSOs and COs :

- Performance during contact hours - theory and practice sessions.
- Continuous internal assessment mechanism.
- Performance in the end-semester examinations.
- Reactions of learners' representatives in the class committee meetings chaired by the Principal.
- Feedback from learners and teachers.
- Feedback from the stakeholders about the learners' perception, attitude, behaviour and approach in different walks of life.
- Students' Progression to Higher Studies and their Placement.
- Alumnae feedback

are considered. IQAC has urgedCDC to establish OBE monitoring council in the upcoming year for a scientific approach.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.pkrarts.org/course-outcome/

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

730

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	[View File](#)
Upload any additional information	[View File](#)
Paste link for the annual report	https://www.pkrarts.org/students-portal/

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as a weblink

https://www.pkrarts.org/wp-content/uploads/2022/02/STUDENT-SATISFACTION-SURVEY-2020-2021.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Research was promoted at all levels at P.K.R. through the Centre for Research and Development headed by Dr.ShiniePoulose and Dr.V.Radhika, as guided by the revised policy. Curriculum designed with minor & major projects, ethics as a part of course work, advanced learners co-investigated projects and published papers with faculty, research scholars published collaborative research articles with their research supervisors, faculty with research degrees were encouraged to take up projects with Government and

NGOs,research accomplishments were incentivized, faculty members published chapters/books andmanagement sponsored registration to seminars and conferences.

Research preparatory services namely, information about call for proposals, identifying thrust areas of research, PI registration support, mentoring support, research collaboration efforts with experts, establishment of research forum, seed money for proposal preparation, in-house projects and secretarial assistance in execution are available.

Support services like utilisation of laboratories, library referencing, printing, photocopying and binding facilitate research development.

Access to research centre, special research equipments, server with required configuration, personalized computer / laptop, open source plagiarism checker and access to university laboratory and library resources were granted.

Centralised facilities included well-stacked college library with physical and electronic subscription to journals, research centre with volumes of proposals submitted, thesis copies and adequate networking & bandwidth facilities.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.pkrarts.org/wp-content/uploads/2022/02/Research-Policy-1.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

2.2

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

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	**No File Uploaded**

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0.2

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

4

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.digitalhealthcaresociety.org/
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

24

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://www.digitalhealthcaresociety.org/
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Dedicated centres spot light focus on research, entrepreneurial – awareness, training & development, innovation and incubation, and community orientation.

Centre for Research: Revision of Policy in 2020 - 2021, research advisory committee recommended in-house projects, ethics committee

was reconstituted, promotion of research culture through major and minor immersion projects, capstone project was done with NGO funding, 8 proposals were submitted, 20 publications and 12 proposals were incentivized. (https://www.pkrarts.org/schemes-funded-programmes/)

Entrepreneurship Development Centre: 97 students participated in 54 capacity development and skill development programmes, 97 entrepreneurship trainers were deployed, DST funding for Rs. 2,00,000/- was availed, 29 students completed immersion projects with entrepreneurs, 5 projects were presented to MGNCRE, required activities on entrepreneurship and innovation as prescribed by Central MIC in time bound fashion were executed during the year and reports were approved by the council, and a proposal was submitted to DBT.

Centre for Extension and Community outreach: Guidelines were reframed, activities were centralized with Dr.M.Kasthuri (HoD-Mathematics) with due decentralization under 6 units-ISR, NSS, YRC, RRC, CCC, Unnat Bharat Abhiyan, in total more than 40 activities were completed in the neighbourhood of P.K.R., all students participated in department extension, 500 volunteers in 5 units of NSS, 15 faculty co-ordinators and more than beneficiaries were involved.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/institutional-innovation-council-iic/

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures   A. All of the above

implementation of its Code of Ethics for
Research uploaded in the website through the
following: Research Advisory Committee
Ethics Committee Inclusion of Research
Ethics in the research methodology course
work Plagiarism check through
authenticated software

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

11

File Description	Documents
URL to the research page on HEI website	https://www.pkrarts.org/research/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

15

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during

the year

1

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/wp-content/uploads/2022/03/3.4.4-Computerscience.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

0

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	No File Uploaded

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

0

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	No File Uploaded
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

1.21795

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	No File Uploaded

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

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

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

P.K.R's community orientation to be socially cohesive promotes participation of students and faculty members in extension activities through DRCT PKRACFW extension centre, ISR, departments, cells and activity centers. We work with NGOs aiming to develop students' Emotional Quotient through their interaction with people in the nearby community and encourage volunteers to develop a multifaceted view of life. Our activities emphasizing core values of truth and righteousness impact target audience and our volunteers, effectuate economic independence, social commitment and national development. Volunteers who personally involve in the planning, co-ordination, execution and

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documentation of activities take home multifold learning outcomes and create a demonstration effect for others. Scenario 1: Our NSS volunteers and officers in support of frontline warriors promoted awareness against CORONA spread, emphasised social distancing and promoted need for sanitation & hygiene practices. They learnt to quickly respond for the pandemic that was life-threatening for many. Students demonstrated their adept in expressing their concern for the needy through street plays and awareness slogans. Scenario 2: Crime against adolescent girls in cyberspace was identified as a threat, and a training module focusing on supervised data sharing, reduced screen time, strategies to red flag social media and counseling for suicidal ideation was developed and deployed.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/national-service-scheme/

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

0

File Description	Documents
Number of awards for extension activities in during the year	View File
e-copy of the award letters	No File Uploaded
Any additional information	View File

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

53

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1993

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

24

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

15

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

P.K.R offers 14 UG, 7 PG, 7 M.Phil., and 5 Ph.D., programmes and houses 2093 students. Our infrastructure includes UG Block, PG

Block, MBA Block, UG Hostel, PG Hostel, Gymnasium, Central library, Canteen, an ATM Kiosk of Karur Vysya Bank, 4 multipurpose seminar halls with ICT facilities for hosting seminars/conferences/workshops and various literary and cultural activities, sports ground, health centre, laboratory, 2 temples and health centre are available. To facilitate teaching learning, wifi campus, 59 classrooms with adequate LCD projectors, 4 multi-purpose seminar halls, 7 spacious well-equipped departments (computers, LCD projectors, photocopiers, scanners), LAN and Wi-Fi networked through fibre optic allowing teachers and students to access the internet 24 X 7 are available. 8 laboratories including computer laboratory for UG, PG Lab1, PG Lab2, Business laboratory, Physics Laboratory, Chemistry Laboratory, Communication Lab, Media centre, Renewable energy laboratory with solar capacity of 100 Kw and 2 generators are available. P.K.R's YouTube Channel has a repository of curriculum based and curriculum support programmes. Central Library is fully automated using D-Space. Psychologist visits counseling centre regularly to guide and counsel students. All the faculty and students of P.K.R are covered under health insurance scheme. 30 buses ply around the district.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/infrastructure/

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

To provide a platform for creative expression and to promote extra - curricular activities among the students, the Centre for cultural activities of P.K.R organizes various activities through its Literary Club, Drama Club and Dance Club. This helps students to demonstrate their talent in different forms of art. P.K.R has a Ball Room (72.7 x 21meters) in support of cultural activities with a professional choreographer. Gymnasium (51.2x22.7meters) established in 2012, is equipped with tread mill, twister, multi-station, dumbbells, hip twister sitting bench, upright bikes (cycles), barbells, single twister, abdominal bench, leg extension, over head triceps rope extension, peck duck, 6 station mutli-gym, gleteus muscle reduce and swiss ball. Indoor sports like carrom, chess, powerlifting and weightlifting are can be practiced. The multipurpose sports ground (200 metres track) for athletics, handball, hockey, kabbadi, badminton and volleyball is

equipped with practice court nets and flood-lights. Our Sports students take a planned diet, qualified coaches train students in all our games. Students are encouraged to participate in state, national, international, all India inter-varsity tournaments. Our unique Trophy gallery talks volumes of our achievements in sports in the inter-varsity, state, national and international games.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/gymnasium/

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

19

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

25.20436

File Description	Documents
Upload audited utilization statements	View File
Details of Expenditure, excluding salary, during the years	View File
Any additional information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

P.K.R's main library is a spacious, well-stacked, reader friendly

learning resource centre that was fully automated in 2005 and currently, Campes I Lib is the Integrated Library Management System (ILMS) software with 5.8.1 version. The house keeping operations include work in acquisition section, cataloging section, circulation section, serials control and OPAC. Acquisition Section – user request – individual, expert recommendations, BoS based purchase orders, worn out and missing replacements, new editions - list generation, approval in advisory committee, approval from budget, order, invoice, inward receipt, accession number. Cataloging system - Maintaining in Process file, Cataloged Production, Catalog maintenance, Thesaurus construction(OPAC), Bar code Printing, Authority Files, Holding Summary and Updates, Catalogue Cards and Spine Slips. Circulation Section - Issue and Return, Membership Records keeping, Overdue and Follow up reminders, Stock Verification and Transaction Log. Serials Control (Periodicals Section) -New subscription of Journal, Subscription Renewal, Receiving Issues,Reminders , Binding management and Recording of Bound Volumes. OPAC (Online Public Access Catalogue) - Simple Searching, Boolean Searching, Advanced Searching, Additional Search, Browse and Patrons. Integrated Library Management System (ILMS) software facilitates ease of access among more than 32,000 books housed at the main library of the institution.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/library-2/

4.2.2 - Institution has access to the following: **A. Any 4 or more of the above**
e-journals e-ShodhSindhu Shodhganga
Membership e-books Databases Remote
access to e-resources

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	[View File](#)
Upload any additional information	[View File](#)

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals

during the year (INR in lakhs)

1.42241

File Description	Documents
Audited statements of accounts	[View File](#)
Any additional information	[View File](#)
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	[View File](#)

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

150

File Description	Documents
Upload details of library usage by teachers and students	[View File](#)
Any additional information	**No File Uploaded**

4.3 - IT Infrastructure

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

Realizing the importance of IT enabled services for an educational institution, P.K.R took the initiative way back in 2012 to establish basic network infrastructure with the responsibility of running the P.K.R intranet and internet services. IT policy aims to maintain, secure, and ensure legal and appropriate use of IT infrastructure established in the campus. Also, aims to outline campus wide strategies and responsibilities to protect the confidentiality, integrity, and availability of the information assets that are accessed, created, managed, and/or controlled by the P.K.R. The IT Section manages One network across the campus with uniform network policy to access internet / intranet resources, firewall security, proxy, DHCP, DNS, E-mail, web and application servers and the network of the P.K.R. Highlights include: *Wifi campus *Open source softwares to avoid threat of malware and intrusion *labs are under CCTV surveillance *applications are periodically updated based on need *secured wifi for accessing e-learning resources *secured institutional website

with proposal to CERT-in certification in 2021-22 *P.K.R's youtube channel and social media accounts with regular updates, use of institutional email address for e-communications, *personalised login credentials for faculty and students *routine back-up and internal resource audit to ensure optimal student computer ratio.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/infrastructure/

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
1866	**415**

File Description	Documents
Upload any additional information	View File

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus

A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

C. Any two of the above

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/wp-content/uploads/2022/03/The-Media-Centre.pdf
List of facilities for e-content development (Data Template)	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

56.93499

File Description	Documents
Audited statements of accounts	[View File](#)
Upload any additional information	[View File](#)

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

P.K.R has a well-defined policy and system in place for maintenance and utilization of all its physical and academic facilities. Classrooms are managed with required systems and procedures as required by the University and recommended by the college management. 59 Daylighted and ventilated classrooms have the required furniture favouring better and effective teaching. House-keeping routine ensures clean and sanitised workspace for all employees. Utilisation and maintenance policy of the laboratories and library makes it ergonomic and hygienic. NSS students clean the campus and the computer laboratories by routine. Main library supports all information requirements of students and teachers with 5 sections(1. Acquisition/ Processing Section 2.Circulation Section. 3. Serial Section. 4.Reference Section. 5. ICT and Digital Lab.) Extensive collection of books, syllabus based purchase decisions, annual user rate statistics, automation and the ambience help in effective library management. Sports facility is maintained by the department of sports and they organized various indoor and outdoor sports competitions for students. Coaches apppointed for professional grooming of our players, also mentor them for higher studies with Nethaji Subash

National Institution of Sports Academy enabling our outstanding sports achievers to become coaches. IT policy, annual maintenance contracts for hardware and energy audit are in place.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/infrastructure/

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

132

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the institution and non-government agencies during the year

90

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene)

A. All of the above

Awareness of Trends in Technology

File Description	Documents
Link to Institutional website	https://www.pkrarts.org/wp-content/uploads/2022/03/CAPACITY-DEVELOPMENT-AND-SKILL-ENHACNEMENT-ACTIVITY-compressed.pdf
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

1727

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

A. All of the above

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

49

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

214

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	**No File Uploaded**

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

2

File Description	Documents
Upload supporting data for students/alumni	[View File](#)
Any additional information	[View File](#)

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

33

File Description	Documents
e-copies of award letters and certificates	[View File](#)
Any additional information	[View File](#)

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Our core committee decided to hold election for the council during lockdown with ICT team as the task masters. Election to student council was digitalised during 2020-2021 using whatsapp, google forms, zoom and youtube. P.K.R's student council was vibrant and they diligently teamed up with faculty in all activities. The elected council led the sanitation and hygiene task force in managing COVID-SOP after lock down, conducted fresher's meet, morning assembly thrice a week, participated in the periodical meetings of committees / cells, celebration of national / international days of importance, represented student grievances, reported unfairness found time to time, acted as liaison between the internal stakeholders and were a pillar of support in realising P.K.R's action plan for 2020-2021.

Students representation in, Internal Quality Assurance Cell, Class committee, Library advisory committee, Research forum, Value education committee, Sports advisory committee, NSS advisory committee, Entrepreneurship development cell, Women development cell, Career guidance and placement cell, Magazine committee, Grievance redressal committee, SC/ST students' welfare committee, Discipline committee, Anti-ragging committee, Alumnae association, and Hostel committee brought matters to lime light helping us to care for them better.

Student representation

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/college-union/

5.3.3 - Number of sports and cultural events / competitions organised by the institution

10

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The COVID pandemic situation was so cruel and most of the student's parents who were small/marginal farmers or landless labourers lost their jobs and were left helpless. Agricultural produces were discarded in barren land or were left unharvested. Students found it difficult to make up their college fee and other fees. Only few of our alumnae were able to contribute and many families found it difficult to manage their debts. To shoulder their financial burden, the executive committee of P.K.R Arts College for Women Alumni Association resolved to collect the fund and when the situation revives. Hence, decision about financial contribution of alumnae was post-poned to 2021-2022. Apart from financial contribution, some alumnae willingly opted to handle sessions in their areas of expertise during student induction programme, syllabus completion and rendered support hand in recruitment.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.pkrarts.org/alumnae-association/

5.4.2 - Alumni's financial contribution during the year

E. <2 Lakhs

File Description	Documents
Upload any additional information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

P.K.R's governance is democratic and participatory in nature, where the stakeholders are active, provide input and are part of decisions at all levels. Planning and Evaluation committee and the Governing body directed the administrative and strategic plans and the secretary in consensus with the CEO and Principal, Finance Committee, various Advisory Committees and Deans/HoDs/Core committee/Conveners of other committees together design the deliverables of the strategic decisions. Academic Council, Standing Committee of Academic Affairs, Board of Studies decided matters related to academics and curriculum enrichment. As the vision and mission statements dictate, our faculty, team up and operationalise strategic decisions and make P.K.R a centre of excellence in higher education by imparting value based quality education to rural women. We strive to assure quality in the teaching-learning process along with co-curricular and extra-curricular activities, thus empowering them with core values of truth and righteousness, making them economically independent, and socially committed to the task of building a strong nation. Conveners of various committees / cells, other functionaries, ad hoc task groups and staff representatives operationalise the decisions communicated to them and generate reports. Simple, humble and magnanimous management and administration with ease of access, qualified and experienced team players, make it all possible.

File Description	Documents
Upload any additional information	[View File]()
Paste link for additional Information	https://www.pkrarts.org/committees/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Decentralisation and participative management are integral to the institution and organogram portrays the levels. Members of faculty of the seven departments are part of varied statutory bodies, committees and cells that aid in institutional decision-making. A number ad-hoc committees (faculty with student representatives) look after everyday needs. Faculty teams meticulously abide by the principles and procedures laid down time to time in tune with the Mission and Vision. Staff Council plays a vital role in following the institutional policies and implementing the tactical decisions in forging forward. Ways in which Heads of various Departments participate in the Management Process can be considered as a case study on decentralisation and participative management:: •Head of the Department has a faculty team under her purview. •She is empowered to manage the routine activities of the department and to assign teaching assignments and evaluation responsibilities. •She convenes departmental meetings for functional activities. •She develops the annual plan for the department - seminars, workshops, career counselling sessions, remedial measures, intra- college or/and inter-college exercises, fun trips, and industrial visits /study tours. •She is empowered to guide her team to execute novel ideas for the benefit of the learners. •Heads of Departments plan, and publish departmental newsletter. •She plans to conduct Parent-Teacher meetings. •She is a nodal agent for academic and administrative processes.

File Description	Documents
Upload strategic plan and deployment documents on the website	[View File]()
Upload any additional information	[View File]()
Paste link for additional Information	https://www.pkrarts.org/committees/

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6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

In view of the situation that prevailed and the curfew restrictions, it was a strategic decision to deploy ICT extensively for teaching learning, co-curricular and extra-curricular activities as well. It was chaotic to kick start activities for the year but then, 2020-2021 wasn't an exception for our routine because, our strategists decided to use gmeet, zoom and youtube for our activities. Wherever possible offline programmes were conducted and most of our programmes were conducted online (morethan-50 live hours on youtube,46100 views,25 programmes). Zoom, Gmeet and CISCO Webex were used. CORONA was a blessing in disguise and we had conducted over 25 programmes in total with optimal utilisation of resources. This helped us to save time, energy and cost involved in making physical arrangements and travel of the resource persons. Also, the recording of the events are available for all our stakeholders and for future reference. Our faculty have attended many online webinars, seminars, lecture sessions, FDPs, PDPs, refresher courses, short-term training programmes and learnt to use many software resources for teaching-learning for upskilling in their discipline, despite having classes and a number of meetings online. As per the decisions made time to time, in the core committee and other committees, all programmes starting from union inauguration to the annual day celebrations were organised.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.youtube.com/channel/UCnwhG74wNtZJeiFlDWVBSZw/featured
Upload any additional information	View File

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

P.K.R is administered by Dhandapani Rural Charitable Trust. Overall planning and governance is done at the apex level by governing body and the Correspondent and Secretary, looks at the execution. The Secretary is the administrative head shouldering responsibilities of administration, appointments and

infrastructure. Principal is the academic head ensuring proper conduct of all academic, research and extension activities. Secretary and principal share executive leadership with Vice-Principal, Controller of Examinations, Dean-Academics, IQAC Co-ordinator and all the Heads of the Departments with a bottom-up approach in planning and execution of various academic activities. Autonomy co-ordinator handles matters on autonomy, curriculum design and development and its execution. Core committee, the nucleus of P.K.R designs tactical decisions. 6 centres assisted by faculty and student representation in committees and cells demonstrate delegation and decentralisation. The Statutory Bodies are constituted and meetings are conducted as per the norms and guidelines of UGC, MHRD, State Government and Bharathiar University. The Non-statutory Bodies are constituted by the to complement the functions of the Statutory Bodies. All Programmes, courses and activities are periodically evaluated by the College and reported in the appropriate Bodies to ensure proper implementation. Committees, Cells and Associations focus on assigned tasks and roles in the College.

File Description	Documents
Paste link to Organogram on the institution webpage	https://www.pkrarts.org/wp-content/uploads/2018/General/ORGANOGRAM.pdf
Upload any additional information	View File
Paste link for additional Information	https://www.pkrarts.org/about-pkr/

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

•FDPs/PDPs for career enrichment and special programs on health and fitness, yoga and meditation were arranged. •All members of Faculty who wished to commute by college bus were given concession in the transport fee. •All members were covered under Group Insurance with…•Family functions of faculty are attended with gifts from staff fund collected from staff, travelling for affairs related to college is either arranged or reimbursed. •Employee Provident Fund (EPF) is applicable to the staff of our college, ESI is also paid. •Management supported faculty to participate and present papers in International conferences. •Faculty were permitted to serve as resource persons/chair sessions/give training. •Faculty pursuing higher studies are allowed to avail study leave for carrying out their research/examinations. •Faculty were relieved on duty (need based) to attend refresher programmes and faculty development programs. •Salary advance were given for staff in need. •Teachers day was celebrated virtually. • Faculty members used gym, library, also played games like shuttle badminton and throw ball regularly. Sports events were conducted for faculty on the eve of sports day and prizes were awarded.•Twelve Casual leave per year and a permission (of one hour) per month were allowed •Maternity leave for a max. of 1 year were availed.•Sick leave was granted for faculty who suffered from COVID infection and other ailments. •Vehicle parking lot for faculty. •Separate rest rooms. •KVB-ATM Kiosk. •Water Purifier. •CCTV Surveillance. •Elevator. •Sanitiser dispensers were installed.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/infrastructure/

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

5

File Description	Documents
Upload any additional information	View File
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

8

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

54

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

P.K.R adopts a mechanism to conduct internal and external audits for financial compliance year to year. Internal audit is entrusted with the principal and is conducted half yearly by the HoDs. All financial transactions either cash or bank transfers are recorded at P.K.R Office and the office manager prepares ledgers and records all incomes and expenditure accounts to ensure maintenance

of annual accounts and conduct audit. External audit is conducted once in every year by a chartered accountant who certifies our annual financial statements. At the commencement of the financial year, principal prepares a budget proposal for academic, research and extension activities with due recommendations from heads of all the departments, and submits to the management. College budget comprises income from fee collection, grants received, contribution from management, private sponsors, NGO sponsors, interest earned/returns on investment, recurring expenses on salary, payments to vendors, contractors, internet charges, electricity bill, repairs and maintenance expenses, depreciation charges, stationery, other consumable charges etc., and non-recurring expenses on honorarium to guests, equipment purchases, infrastructure, furniture/other development expenses. All utilisation certificates are countersigned by the CA and financial statements upto 2020-21 are certified by the CA. No audit objections have been notified.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/wp-content/uploads/2018/General/ORGANOGRAM.pdf

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

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

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

All receipts from fee collection, grants received, contribution from management, private sponsors, NGO sponsors, interest earned on and returns on investment.

Funds available: P.K.R is a self-financed institution and fund is generated through Sale of application forms, fees paid by the students, exam fees collected, interest on deposits, corpus, rent from buildings, and alumnae contribution. Research funds are utilised for developing library and research facilities in laboratories. Income from infrastructure utilization to conduct ICWA 2021 exams and DDU-GKY project implementation. Budget for student activities, remuneration of visiting faculty, and honorarium of Guest for Expert Lecture, Seminars, Workshops and Conferences at department is prepared and approved by Management. Deficit was managed by securing advance from the parent trust.

Mobilisation Strategy: On the basis of admission, faculty requirements, library/lab/material need and infrastructural need, the details of funds requirement are determined based on the following broad outlines: 1. Estimated fee receipts. 2. Estimated receipts from Govt. and Non Govt sources, Alumnae Funding, Sponsorship/grants, interest, etc. 3. Annual Cash outflow based on existing programmes, new demands, upgrading requirements in maintenance, administrative expenditure and depreciation, repayment of interest, etc 4. Deficit arising due to difference between cash inflow and outflow. To attract funds for projects from government agencies, non-government bodies, individuals and Philanthropists.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.pkrarts.org/ddu-gky/

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

CASE 1: Task force for ICT was formed with faculty experts from each discipline to shun away reluctance/issues in online teaching-learning and handle the turbulence. Gmeet on P.K.R's Gsuite facilitated our virtual meetings and zoom/youtube/facebook connected us on social media in just a click away. Faculty attended many virtual programmes (24x7) on: ICT tools and pedagogies, responsive strategies for pandemic crisis, designing

curriculum delivery in an online set-up, staying away and connected with new gen learners, stress management and work-life balance and research prospects. Our students were never allowed to use mobile phones at the campus earlier, but now, they had to be oriented to use mobile phones for academics.

CASE 2: Strengthening research, extension and innovation. CORONA gifted us with increased screen time and opportunities for career enrichment. Hence, it became pertinent for IQAC to recommend the revision of research policy to persuade research quest amongst our faculty and students. New revised policy paved way for introducing in-house research projects, establish research forum, prepare proposals for funding (DBT-STAR college Scheme), increase admission to Ph.D. programmes, and complete DC meetings/viva-voce virtually as time-demands, to strengthen extension/community outreach activities of 7 units under a centre and conduct COVID responsive activities in local community.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/iqac/

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

Example 1: Establishment of ACTION CIRCLE FOR TEACHING AND LEARNING-P.K.R's cEntre for Teaching And Learning-PETAL. Commencement of academic activities for 2020-2021 was tumultuous and IQAC recommended institutionalising PETAL for inclusive and holistic teaching-learning. A draft policy to care take advanced and slow learners were developed and institutionalised in due course. New normal had furthered teaching-learning frontiers and we remained connected in the hybrid learning environment. Faculty were trained to reach out to all students who found themselves excluded due to financial constraints and digital illiteracy. Our management did not refrain any student from her right to education for her non-payment of fees.

Example 2: Introduction of value added courses for Student Support and Progression. Pandemic was the new normal and everybody out there required support. IQAC strategised to introduce value added courses for 2020-21, and the pandemonium didn't stop us. Curriculum design committee of every BoS thought it out well. 37

courses were offered and 1806 students completed the courses. These courses would add value to bridge industry-academia gap and help learners in seeking better employability/self-employment thus opening up new career prospects beyond the curriculum. This act in purview of student support and progression was well received by the beneficiaries.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/value-added-courses/

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)

A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://www.pkrarts.org/wp-content/uploads/2022/04/6.5.3-COLLEGE-DAY-REPORT-24.04.2020.docx.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

P.K.R has initiated several measures to promote gender equity &

sensitization in curricula can be seen from the courses introduced by the institution. For example, Centre for Women Development organised workshops on gender sensitisation, gender equality, hazards of gender discrimination, ill effects of sexual harassment, and domestic violence. The centre conducted awareness programmes on basic knowledge on legal rights for women, health and hygiene, premarital counseling and eve teasing. Committees namely, Institution Grievance Redressal Committee, Anti-Ragging, Sexual harassment prevention cell, Students' Disciplinary Committee, Women Welfare & SC /ST Students Welfare Committee, functioned for the well-being of students and staff. The functions of these committees are displayed on the college website and information was disseminated to the students through orientation and induction programmes. Safety and security facilities were provided for the staffs and students such as CCTV Surveillance throughout the campus and security arrangement is a regular phenomenon. Students wear ID cards at all times and outsiders were checked by security staff before allotting visitor IDs. 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. Washrooms are provided with safe and hygienic disposal of sanitary napkins.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.pkrarts.org/women-development-cell/

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy   Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Geotagged Photographs	[View File](#)
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Solid waste management https://youtu.be/Np2ZOE94MxI channelises waste by collecting, monitoring, transporting, processing and converting waste materials into useful manure. It is usually done to lessen the effects on health and environment. Sorting out of waste is done as municipal solid waste MSW, wet waste, dry waste, non bio-degradable waste and e-waste. Objectives of solid waste management are: 1.To identify the category, nature and volumes of waste collected. 2.To recognise environmental influences from the generation of waste at the location. 3.To suggest suitable handling/disposal measures. 4.To classify waste as biodegradable and non-biodegradable. Policy: The college follows the trio bin system in the campus i.e., compostable, recyclable and landfill. Kitchen waste and the food waste which come under the wet category are collected in the green coloured dustbins. Yellow bins are meant for dry biodegradable waste like papers and dry litter. Red bins are meant for the disposal of non biodegradable wastes. Emptying of the dustbins is done every day. Green bins are transferred to the digester, the yellow bins to the compost pits, which are situated at about 120 metres away from the utility area in the college premises and the red bins for empty and periodically as and when required.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	View File
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	*View File*
Any other relevant information	**No File Uploaded**

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

File Description	Documents
Geotagged photos / videos of the facilities	*View File*
Various policy documents / decisions circulated for implementation	*View File*
Any other relevant documents	**No File Uploaded**

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

A. Any 4 or all of the above

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

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	[View File](#)
Certification by the auditing agency	[View File](#)
Certificates of the awards received	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of facilities	[View File](#)
Policy documents and brochures on the support to be provided	[View File](#)
Details of the software procured for providing assistance	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

Logo of P.K.R. portrays our allegiance towards the development of our community with incessant focus in providing an inclusive environment to uplift the rural women populace by small and befitting development of the local community at large. Initiatives include: *Commencement of the academic year with union inauguration during which readings from three holy scriptures are

presented.*Priority in admitting women from socially and economically weaker sections of this rural area with concession in fees and other support. Admission is also based on reservation quotaas per norms of varied regulatory bodies. *Autonomoy renders privilege to introduce course on human rights, women in business, women and leadership, consumer rights, practical courses on language development, social immersion projects for reality check, Open electives in English and Tamil(UG and PG) *Industry visits and interaction with industrialists for inclusive learning *Facilities like gym for fitness of all, Communication lab for language profoicieny, library for learning, *Celebration of national and international importance namely, Independence day, Republic day,Teacher's day, International yoga day, Bharathiar vizha, NSS day, International Women's day, International day of non-violence, and Consumer Right's day. *Programmes like Virtual Student Induction Programme, discipline specific orientation programmes, talent day *Activities like webinar/workshops on financial awareness, training for Self-help groups, sports day activities, graduation day, annual day, and extension activities of all departments and P.K.R's institutional social responsibility. *Resource persons from different abckgrounds fade away cultural shock. *Government scholarship, sponsorships by management, private and NGO. *Earn while you learn scheme and PG classes with internships / part-time jobs.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)

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

P.K.Rhas established policies that reflect values, rights, duties and responsibilities of a citizen of India. Code of conduct for students and staff are prerraed and they are to be strictly adhered to. Activities include: Student Induction programme to create awareness, mandatory courses - environmental studies, consumer rights, yoga and ethics, cyber security, and information security,ethics as a part of courses in all disciplines, regular value education classes to reinforce practice, social immersion project, student union election, ethics committee for research, plagiarism reports for M.Phil and Ph.D Thesis submission, activities of grievance and anti-ragging committee, all extension

activities, NSS, EDC, CCC, YRC, WDC, Swachch Bharat, Unnath Bharath Abhiyan, programmes on Ethical hacking, cyber crime awareness, entrepreneurial motivation, health and hygiene awareness, webinar on "mental health .." with NCW grant, DST sponsored 4 weeks WEDP, preservation of eco-system, optimal use of resources, energy efficient vehicles, alternative sources of energy and renewable energy, national anthem during all important functions, road safety awareness rally, counselling centre activities, Physics for everyday life activity, COVID relief, student election, local body, state and central election – citizenship responsibilities, visits to temples, churches and mosques during student trips, celebration of republic day and independence day, auditor's day, international yoga day, national science day and consumer right's day tell the tale.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

P.K.R plans and sets the target for the whole year, preparing the list of National and International days to be celebrated, in an appropriate manner. This is done for the welfare of the student community who celebrate these days of importance comprehensivelyand learn their value system and cultivate beleifs. Republic Day, Independence Day and Gandhi Jayanti- the three important national days are celebrated at the college with march-past, flag hoisting and other cultural programmes depicting respect and honour to the nation and its leaders. The college also celebrates other distinct national and international days.World Environment Day 8th June, International Yoga Day 21st June, Chartered Accountants Day 1st July, Kargil Day 26th July, World Peace Day 21st September, NSS Day 24th September, National Flag Day 7th december, National Mathematics Day 22nd December, National Girl Child Day 24th January, National Integrity Day 20th February, Women s' Day 8th March,World Consumer Rights Day 15th March and World Water Day on 22nd March. Observance and celebration of these days of importance instills in a patriotic fervor to make them better citizens to join the nation's march to progress.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

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7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice 1:

CURRICULUM WITH CHOICE BASED CREDIT SYSTEM

Major Objectives:

- **Shift from teacher-centric to learner centric education by kindling learner interest with an array of options in courses.**
- **Enhance earning additional credit(s) for enhancement of Knowledge, Ability and Skill.**

The Context:

P.K.R was granted autonomy in 2017-2018 by UGC and it paved way for the introduction of CBCS curriculum. Efforts were invested to design a curriculum catering to the growing needs of knowledge, ability and skill development to make lives better, for the learner as well as her stakeholders.

The Practice:

CBCS is introduced in Part I: Language, Part III: Core (Discipline specific) Electives, Open Electives, Part IV: Skill Enhancement courses - Electives, Part V: Co-Curricular activities, and extra-credit courses as well. Learners can choose from the prescribed set of courses under each category as mentioned above and pursue her passion.

Evidence of Success:

Learners have showcased their interest in choosing courses. Learners from a conventional educational system seem it a privilege in having choice for the courses in her curriculum. Language electives allows students with linguistic differences to cope up with others, Core electives offer an area of specialisation, Open electives from other disciplines help learners to demonstrate their might and passion, extra-credit courses help to earn additional credits for students with multiple intelligence / varied interests. Enhanced knowledge, ability and skill are the outcome.

Problems encountered:

- Difficulties encountered in curriculum design.
- Opportunity cost in choosing one elective over the other.
- Faculty empowerment for each of the specialisation.
- Data management at the office of the controller of examinations.

Resources required:

Faculty were envisioned with the benefits of introducing CBCS in the curriculum, especially, under the status of autonomy. They were trained through FDPs, PDPs and capacity building programmes to design an Outcome based CBCS curriculum catering to the local, regional, national and international needs. College management rendered all possible support and resources to handle the difficulties that arouse in the course of time.

Notes:

Other institutions of the region, who are autonomous or who work to attain autonomy may make this adept attempt to deliver a learner centric curriculum.

Best Practice 2:

DEPLOYMENT OF ICT IN ALL ACTIVITIES

Major Objectives:

- Establish ICT task force to support teaching and learning in the new normal.
- Bridge the gap for – Baby Boomers, Gen Y and Millenials.

The Context:

Teaching-learning as in the conventional model does not pay but supplementing ICT tools have depicted good results. Predominant usage of ICT in teaching-learning is the new normal and (Gen Z) Millenials) seem to be more engaged in a techified learning environment. Synchronous and Asynchronous learning methods complemented with ICT tools and learning beyond the classrooms (including co-curricular and extra-curricular activities) was the order of the day.

The Practice:

Increased screen time is a COVID gift and to make it more alluring a task force was set up and experts from each department have collectively worked to orient our learners for effective online engagement. Faculty worked round the clock to equip themselves with ICT enabled tools for teaching-learning in different disciplines, e-content development, especially in teaching practical courses and problem-solving courses. Lecture sessions were demonstrated with expert videos from TedEx speeches, youtube videos, e-content developed by practitioners, used resources of IITs, IIMs, virtual labs. More of blended learning and hybrid learning were possible. Google tools for education was our primary resort but our facilitators used extensive tools and made it a happy learning for our students.

Evidence of Success:

- We were just a click away on gmeet, zoom, youtube, cisco webex, teachmint and google tools for education. Gen X, Gen Y and Gen Z played in a levelled field.
- All meetings and college functions were held online with not much of technical glitches.
- Students learnt to use mobile phones for educational purposes: simulation, app based learning, video resources, expert lectures, NPTEL, SWAYAM, MOOC courses, online courses and many others. They also attended many webinars, workshops and have hosted many.
- Most of our programmes – academic and non-academic, were held online. We haven't missed any of our routine activities.
- Virtual connect reduced preparatory man hours, cost involved in staging programmes, reduced travel time for resource persons and they connected from anywhere and anytime, thus, optimising resource utilisation.
- The Faculty team organised and attended many programmes from institutions and universities of high repute/national importance.

Problems encountered:

- User interfaces of the platforms for virtual meeting were new and self-directed learning with youtube videos and online tutorials helped us to manage the situation. All of us missed the personal interaction of the real-time, virtual classes were challenging, attention-retention couldn't be assessed and the exams conducted online did not help us in assessing the real academic performance of the students. We

had difficulties in differentiating slow and advanced learners based on academics, but a different mergent approach was adopted.

- Internet usage, network traffic, some students were unable to connect from remote villages
- Other than the initial hiccups, the task force had no issues in helping the faculty team to incorporate ICT for enhanced teaching-learning. Skype was the only resort earlier, but all of a sudden, we learnt to meet virtually on Gmeet that connected many dots from varied geographies at any time.
- Youtube channel was started and now has more than 75 videos, 4k+ subscriber base with 10,000+ views.
- Zoom account subscription was renewed based on need.
- Bootstrapping was required for a while, and then we moved on.

Resources required:

Management, faculty team and students were envisioned with the benefits of online teaching and learning with ICT tools and pedagogies. They were trained through Short-term training Programmes, workshops, FDPs, PDPs and skill building programmes to equip themselves. Sim card from government

College management rendered all possible support and resources to handle the difficulties that arouse in the course of time.

Best Practice 3:

CYBERCRIME AWARENESS PROGRAMMES FOR THE PROTECTION OF ADOLOSCENT GIRLS AS A PRACTICE OF EXTENSION SERVICE

Major Objectives:

- Creating awareness about threat in the cyber space against adolescent girls/women.
- Educating safety measures to ensure physical and mental well-being.

The Context:

Crime against adolescent girls was identified as a threat after so many cases surfaced from girls in schools, colleges and at workplace. It has been a strategic intent for P.K.R to work for the empowerment of rural women and ensure their inclusion by all

means. Increased use of mobile phones, unsupervised access to internet, unprotected sharing of personal information on social media, and many other reasons have necessitated this endeavour.

The Practice:

A training module "cybercrime and women safety" was developed in response to the identified threat and a crisis response team with faculty and student participation was deployed for action. Team was oriented for community engagement and to support women folk in protecting themselves from crime in the cyber space. Capacity building and skill development initiatives were rolled on. The team conducted gmeet sessions and also visited schools to disseminate knowledge required for safer cyber space and internet time. Self defense skills were imparted through workshops in tie-up with our NGO partner – MANAS foundation. Kaavalan app was installed in the mobile phones of participants and tested.

Evidence of Success:

Technical competence improved.

Self-reliant individuals seemed to develop.

"Protected" atleast 10 to 15 adolescent girls from risk in every group we were able to reach

Prevention is better than cure strategy helped us to stop cyber crimes against individuals.

Girls were equipped to apply critical thinking and problem-solving skills for secured survival.

Problems encountered:

- Innocent girls fell easy prey in unwanted trap and so many were to be trained.
- Seeking permission during COVID restrictions was a herculean task.
- Mobile phone addiction was not an easy menace to curb.
- Illiterate parents could not be taught to supervise young girls.

Resources required:

Core team with technical competence and strong value system with

orientation for community engagement was the primary resource required. Our faculty and students were self-motivated and volunteered to serve the needy on time. Increased internet time, education happening through digital media, negative impact of social media warranted more and more of programmes and our team had an overwhelming welcome. College management rendered all possible support and resources to handle the difficulties that arouse in the course of time.

Notes:

Being an institution committed to the empowerment of women, it becomes imperative to safe guard their interest. Other institutions of the region, also shall commit to uplift and protect women in all walks of life.

Best Practice 4:

SOLAR POWER PLANT – A MILESTONE OF OUR INFRA-STRUCTURE

Major Objectives:

- To implement efficient and effective use of renewable energy
- To install solar power plant on the roof top and generate solar
- To utilize the power generated for institutional purpose
- To explore and optimally develop renewable energy resources
- Being a college in a remote area and students generally belonging to middle class, a solar power plant is an immediate help to the institution if the most of the energy requirement of the institution is provided by the solar Power plant

The Context:

Renewable energy solutions are becoming cheaper, more reliable and more efficient every day. This project has been initiated at the college premises to meet the massive energy requirement of the college to smoothly run the institution.

The Practice:

P.K.R. College is very much concerned about energy conservation and minimal wastage of the same. The college installed roof top ON-Grid solar power plant at the cost of 1.5 crores producing 100 KWH of electricity per day saves energy. In order to reduce the

sustainable and operating cost, the Tubular Fluorescent Lamp (TFL) is replaced by LED lamps thereby conserving 17% of energy.

Evidence of Success:

Energy conservation is given highest priority and solar energy and LED bulbs are used to minimize its consumption. Installation of the solar station has helped in cutting down the electricity bill to a great extent. Along with this, the replacement of LEDs and sensors for lighting has also contributed in reducing energy wastage. Energy conservation is given highest priority and solar energy and LED bulbs are used to minimize its consumption.

Problems encountered and Resources Required:

The capacity of the solar plant in thecollege may be constrained is constarined by lack of sufficientrooftop space. All our roof-tops are used. Solar power is only available when the sun shines. Therefore night time applications for hostels will require power from batteries charged through solar. Daily cleaning of panels is necessary to improve the efficient power generation .We have to take care of obstacles falling on the panels like tree shadows. Man power is required for daily maintenance.

Notes:

Other instiues may adopt the practice of using renewable energy sources to avoid exploitation and unwanted usage of scare resoruces.

Best Practice 5:

VALUE EDUCATION FOR STUDENT SUPPORT AND PROGRESSION

Major Objectives:

- Highlight the importance of value based education,
- Identify the human values like sisterhood, friendship, empathy, compassion, love, openness, listening, welcoming, acceptance, recognition, appreciation, honesty, fairness, loyalty, sharing, solidarity, civility, respect, consideration and the like
- Suggest means to develop such values
- Understand the impediments while attempting to uphold values
- Suggest measures/methods to overcome impediments
- Create an impact in the young minds that life based on

   certain values never fails by elucidating number of live
   cases
- Highlight the role of the family/society in inculcating
  values

The underlying principle behind the objectives cited is the
teachers who preach values to practice as role models.

The Context:

Ignorance of traditional values and beliefs, Fading national and
patriotic spirits, Diversified cultures and cultural mismatches,
Increasing social evils, Family disintegration, Religious
controversies, Ailing interpersonal relationship, Gender inequity,
Education is yet to empower women , Issues concerning women's
health, Wealth related disputes between members of families,
Fading reading and writing habits, Declining values in politics,
Lack of interest in politics, Need for gender sensitization, Lack
of knowledge concerning grooming habits, Misuse of mobile phones
and Influence of western culture have arouse the need.

The Practice:

The student strength of the college is divided into groups of
20-30 each and each group has a staff advisor. Every week, value
education sessions are organised on Saturdays for an hour.
Cultural eroticism and its influence on the younger generation
assist the coordinator of value education to identify the 'value'
to be discussed in a session. A brief outline about the chosen
'value' to be deliberated in the forthcoming session is prepared
and circulated among all staff members in advance to make the
session as an oriented dialogue. As the staff advisor never
indulges in monologue and ever encourages the students to speak in
the language in which they are comfortable, students come out
openly and make these sessions an outlet to release their inner
feelings freely and understand that 'disciplined way of life' is
not something enforced on them but it is inherent. Mentoring is
yet another channel for value education. Here a brief note about
mentoring mechanism assists one to understand the inseparable
relationship between values and mentors' attitude. The 'mentor' is
the second layer in the counseling process (the first layer being
the class-in-charge who has comprehensive information about her
wards) under whom a batch of 20-30 students is allotted. Most of
the personal problems and the academic impediments are taken care
of by the mentor. As the mentor is maintaining a close rapport
with the wards, even the unrepresented problems of learners could

also be identified by mentors to resolve. Mentoring is a mutual effort wherein student' feedback assumes greater significance as mentors encourage students to react. The UNIQUENESS of this practice is the mutual involvement of both learners and teachers to the core. Learners geared up through value education and mentoring sessions have shown their vigour in their academic pursuits. Eventually teachers feel happy as their efforts yielded good results. In short, this practice results in a win-win situation.

Problems Encountered:

· Junior teachers found it difficult to cope with this practice as many of them did not have this practice in their alma mater.

· Young teachers found it difficult to draw illustrations from their limited exposure to impress upon learners on the chosen issues as the issues are life centered.

· As participation in value education sessions has no say in academic evaluation, some students do not take these efforts seriously.

- Allotting an hour for value education every week in a 5 days week is not possible as the curriculum coverage requires optimum time for academic assignments. Hence the college functions 6 days a week.

Evidence of success:

Quantifying the impact of value education is not possible as the practice aims at qualitative improvement. The qualitative improvement in the chosen endeavour can be gauged only through feedback from the participants. Participants are learners and teachers as the value education/mentoring sessions are initiated first by the learners unlike class room sessions. Setting targets/benchmarks for this effort is not practically possible. But periodical reviews are made by the Principal in association with the secretary, vice-principal and the coordinators of this exercise. Learners enjoy value education sessions as they have an outlet to pour their feelings and to interact with matured minds. Teachers are happy as counseling takes place in these sessions. Observations focusing the evidence of success of value education sessions are given as additional information.

Resources required:

RESOURCES like human power (teachers), infrastructure (class rooms) and print outs of chosen issues for the week. Teachers are willingly undertaking this responsibility and this hour of work every week is addition to the teaching workload. All class rooms are utilized for this purpose. Literature print-outs are made by the college management and the cost is absorbed by them.

Notes:

Other instiues may adopt the practice of imparting value education based on needs that change time to time.

Best Practice 6:

PARTICIPATIVE MANAGEMENT AND DECENTRALIZATION FOR FACULTY EMPOWERMENT AND STUDENT DEVELOPMENT

Major Objectives:

- To achieve a harmony in the working of the Principal, college administration, faculty, students and non-teaching staff.
- To develop an efficient and consultative work culture
- To handle the college activities with efficiency, to keep the staff and students self motivated, to get them complete their respective tasks with self responsibility and to create among them a sense of belongingness with the institution.

The Context:

Vision and Mission of the college is to make a centre of excellence in higher education by imparting value based quality education to rural women, to empower and make them economically independent, and socially committed to the task of building a strong nation. The practice of participative management is instrumental in lessening the load on the Principal so that she can concentrate on the general efficiency and effectiveness of college functioning. Moreover, different students' related issues need different solutions and they can best be handled in decentralized manner. There is a need of regular and incremental planning to involve different functionaries according to their inclination and aptitude.

The Practice:

Every week Head of the department and senior Faculty members are called to discuss and finalize the schedule of the week in the departments. HODs are given responsibility to constitute departmental committees by involving faculty and students. The committee is assigned the task to sensitized students and teachers about quality in all areas of teaching, learning, student support services and administration using various means.

The Office Superintendent leads the non teaching staff deputed in office, library and laboratories. He works in close collaboration with the Principal and teaching staff to provide necessary support through the non teaching staff members. He is also the part of staff meetings if any issue related to office is involved. He provides necessary consultation to the Principal and College Council in official and administrative matters. There is a good practice of the involvement of students through their representatives as office bearers in different college activities. They are at the helm of the organization of co-curricular/extra-curricular and extension activities and work under the overall guidance of the staff secretaries. They are actively involved in planning, arrangement, conduct and reporting of events. They take self initiative in organizing these events and mobilizing students for them.

Evidence of Success:

The impact of observing this practice is healthy and encouraging. The staff and students became quality conscious for college overall development and self improvement. Mindset of the faculty and students has been transformed. The participative management is very significant in providing opportunities for healthy growth to students and staff, ensuring connectivity of them with the institution and achieving quality standards

Problems encountered and Resources Required:

The inclusion of new staff in this culture and develop in them required aptitude needs some extra efforts from the college administration and staff. It is easily managed and the college is able to maintain its legacy of team work providing quality education to its students.

File Description	Documents
Best practices in the Institutional website	https://www.pkrarts.org/wp-content/uploads/2022/03/Best-practices.pdf
Any other relevant information	https://www.pkrarts.org/unnat-bharat-abhiyanuba/

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Community Engagement during COVID outbreak

Objectives:

- Committing to COVID relief in support of government for immediate and purposeful action.
- Collaborating with Govt. and NGO organisations to promote social inclusion and societal transformation.
- Fostering commitment to social responsibility amongst teachers as well as students.
- Participatory approach for community engagement, capacity building and empowerment.

Process:

- Sensitization, awareness programmes, webinars, quizzes
- Deploying volunteers in field work – 9 days.
- Participatory approach for capacity building and empowerment of staff and students.
- Quiz programmes, paper presentations, proposal submissions, in-house project work were promoted.
- Extending idle facilities for public welfare.
- Online classes whenever required.
- Cybercrime awareness programmes benefitting teenagers were organized.
- Unnat Bharat Abhiyan activities.

Outcomes & Significant Achievements :

- COVID task force contained infection.
- 8 sanitiser dispensers were installed and social distancing was practiced.

- In-campus vaccination camp.
- Contribution of Rs.50,000/- each for PM CARE's fund and State government COVID relief fund and also by faculty.

- Free of cost hostel facility for 65 nurses working with ABHI HOSPITAL, government authorized quarantine centre, housed 10 day personality development programme for Police personnel, covid relief activities with MANAS foundation(NGO) for the supply of food rationing and essentials for the needy.

- Sports students showcased holistic development.
- Grant from National Commission for Women for a webinar on "Mental health and quality of worklife of married working women in educational sector" during COVID-19.

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

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

P.K.R Arts College for Women (P.K.R) has developed a curriculum catering to the diverse local, national, international and global needs with emphasis on academic standards, industrial expectations and social relevance. With almost three decades of academic excellence, the curricular, co-curricular and extra-curricular activities of P.K.R embody education, empowerment and enlightenment. Keen intention in designing the curriculum based on these founding principles of the institution has been an evolutionary process significantly aimed at the empowerment of rural women of the region.

Autonomy conferred in 2017 paved way for designing an Outcome Based Education (OBE) curriculum rooted in Choice Based Credit System (CBCS). The curriculum is annually updated with a multi-disciplinary approach in consultation with all the stakeholders – students, faculty, alumnae, recruiters, employers, community, other academic experts who interact with the institution.

P.K.R situated in an agrarian belt and in close proximity to Coimbatore, Tirupur and Erode (areas with potential for employability, self-employment and entrepreneurship) has introduced 46 new courses in under-grad and post-grad programmes catering to the knowledge, ability and skill enhancement of learners.Participative, experiential learning and problem solving pedagogies adopted by faculty provide a multidisciplinary exposure.

Alignment of course outcomes with vision, mission and objectives of P.K.R for strategic fit is our focus.

File Description	Documents
Upload additional information, if any	[View File]()
Link for additional information	https://www.pkrarts.org/course-outcome/

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

14

File Description	Documents
Minutes of relevant Academic Council/BOS meeting	View File
Details of syllabus revision during the year	View File
Any additional information	View File

1.1.3 - Number of courses focusing on employability/entrepreneurship/ skill development offered by the Institution during the year

403

File Description	Documents
Curriculum / Syllabus of such courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approval for these courses	View File
MoUs with relevant organizations for these courses, if any	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced across all programmes offered during the year

46

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
Institutional data in prescribed format (Data Template)	View File

1.2.2 - Number of Programmes offered through Choice Based Credit System (CBCS)/Elective Course System

31

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Any additional information	View File
List of Add on /Certificate programs (Data Template)	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and Human Values into the curriculum

In convenant to PKR's commitment to ISR, the curriculum design and delivery is fortified to attune the attitude and behavior of PKR's graduates - at home, at work and during social interactions. Cultural stigma of this region considers girl child and women inferior in many walks of life. Our female facilitators are mostly first generation working women and influence learners as mentor to break such myth at the graduate-level. Gender related courses titled Women in Business, Women leadership and Penniyam are part of the curriculum, alongst the activities of Centre for Women Studies.

Gobichettipalayam clustering agriculture and textile industries hosts small and medium-sized production units that favouremployability on one hand and fuelpollution on the other, rendering agriculture as an unattractive career option. A number of Courses, events and projects / papers advocate such issues. A rain-water harvesting system, solar power plant with 100 kw capacity, sensor-based lighting system, and a detailed energy audit / green audit ensure compliance to green efforts, time to time.

Value education sessions, Courses on Yoga and Ethics, Information Security, Indian Women and Society, Consumer Rights, Cyber Security, along with discipline specific courses namely, soft skills, business ethics and environment, social immersion project) educate human values at P.K.R.

File Description	Documents
Upload the list and description of the courses which address issues related to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum	View File
Any additional information	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

37

File Description	Documents
List of value-added courses	View File
Brochure or any other document relating to value-added courses	View File
Any additional information	View File

1.3.3 - Number of students enrolled in the courses under 1.3.2 above

1806

File Description	Documents
List of students enrolled	View File
Any additional information	View File

1.3.4 - Number of students undertaking field work/projects/ internships / student projects

627

File Description	Documents
List of programmes and number of students undertaking field projects / internships / student projects	View File
Any additional information	View File

1.4 - Feedback System

1.4.1 - Structured feedback and review of the syllabus (semester-wise / year-wise) is obtained from 1) Students 2) Teachers 3) Employers and 4) Alumni	A. All 4 of the above

File Description	Documents
Provide the URL for stakeholders' feedback report	https://www.pkrarts.org/IQAC/feedback.pdf
Upload the Action Taken Report of the feedback as recorded by the Governing Council / Syndicate / Board of Management	View File
Any additional information	View File

1.4.2 - The feedback system of the Institution comprises the following	A. Feedback collected, analysed and action taken made available on the website

File Description	Documents
Provide URL for stakeholders' feedback report	https://www.pkrarts.org/IQAC/feedback.pdf
Any additional information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of Students

2.1.1.1 - Number of students admitted (year-wise) during the year

672

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

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per the reservation policy during the year (exclusive of supernumerary seats)

661

File Description	Documents
Any additional information	[View File](#)
Number of seats filled against seats reserved (Data Template)	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses students' learning levels and organises special programmes for both slow and advanced learners.

At P.K.R we always assess the learning levels of students to address the needs of advanced and slow learners because, more than 90% of entrants would have completed their schooling from Government schools with Mother language as the medium of instruction. Most parents cannot afford to educate their children in English medium schools. Children of these small farmers, landless labourers and workers for daily wages with marginal income, require moral and psychological support to handle their trepidation for higher studies and mental wellbeing. During 2020-21, CORONA CURFEW added challenges and to advocate this situation, action circle for teaching-learning guided by Dr.V.Kavitha(HoD-Management) and policy for advanced and slow learners was institutionalized and,

1. Entry level interaction and assessment during academic counseling for admission.
2. Evaluation of participation during Student Induction Programme. (LINK: https://www.pkrarts.org/student-support-service/sip/)
3. Assessment of classroom behaviour and peer assessment to design a lesson plan with discipline specific, need based reflective and reinforced learning techniques for contact hours.
4. Value education and mentor-mentee rapport to assimilate ethical, moral and social well-being of the mentee in support of academic growth.
5. Performance appraisal of CIA and ESE achievements to cogitate upon career guidance and planning to enhance academic performance, were done.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/slow-learners-and-advanced-learners/

2.2.2 - Student – Teacher (full-time) ratio

Year	Number of Students	Number of Teachers
01/06/2020	2093	104

File Description	Documents
Upload any additional information	View File

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:

Faculty at P.K.R have brought into play an array of initiatives in teaching and learning to transform learners as guided by course outcomes by shaping and reshaping their patterns of thoughts, means of problem solving and ways of life. This is believed to contribute to further individual and social transformation. Teaching learning at P.K.R generally include, Simulation Based Learning, Technology Based Learning, Activity Based Learning, Experiential Learning, Project Based Learning , MOOC and other emergent strategies based on the nature of the course and the differing learning needs of the students.

Teaching- learning practices during this pandemic scenario attracted contentions from many stakeholders but edtech revolution is happening. It is evident that technology has brougt in radical changes in our existing system, thus facilitating the adoption of technology aided student-centric methods, namely, anytime anywhere learning, hybrid learning and application-based learning rendering enhanced learning experience for students. Android applications like,

1, Mentimeter, quizziz, flipgrid, coggle, kahoot, google tools for education, scorebell, slido were commonly used.

2. Hit-the-Brick, factory productivity, tinkercad, Khan Academy, 8086 simulator were adopted.

3. Virtual labs, codechef, Oracle Live SQL, vlab.co.in (An Initiative of Ministry of Education Under the National Mission on Education through ICT), vlab.amrita.edu,etc.. were accessed.

File Description	Documents
Upload any additional information	[View File](#)
Link for additional Information	https://www.pkrarts.org/wp-content/uploads/2022/03/STUDENT-CENTRIC-METHODS.pdf

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

Socio-economic status of our students' parents renders them unaffordable for a hi-end smart phone or a laptop. But, deployment of ICT tools for enhanced teaching learning is the need of the hour for hybrid learning and it is a blessing in disguise in the new normal pandemic situation. Students somehow managed to own a smart phone, 345 students were supported by the government of Tamilnadu for data connectivity. Connecting the learners in the wider geography was the priority of our ACTION CIRCLE ON TEACHING-LEARNING and whatsapp groups, manuals for students, sessions on gmeet, zoom and youtube, google tools for education, open source apps for attendance, in-class interactions, quizzing, simulation, virtual lab experimentation, and many connected the dots for our teachers, students, researchers and administrators.

P.K.R already had a registered cloud-based Gsuite for education allowing faculty and students to access and reflect learning from anywhere at any time. P.K.R's zoom account was used to livestream programmes (open for everyone) on P.K.R's Youtube channel . ICT tools were the timely support and extensively used. To name a few, easy classroom, teachmint, mentimeter, quizziz, slido, whiteboard, blackboard, flipgrid, kahoot, virtual board, supermarket girl, 8086 simulator, code chef, live SQL, Pydroid3, JDoodle, idea bag2, and tinkercad.

File Description	Documents
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	https://www.pkrarts.org/wp-content/uploads/2022/03/STUDENT-CENTRIC-METHODS.pdf
Upload any additional information	View File

2.3.3 - Ratio of students to mentor for academic and other related issues

2.3.3.1 - Number of mentors

105

File Description	Documents
Upload year-wise number of students enrolled and full-time teachers on roll	View File
Circulars with regard to assigning mentors to mentees	View File

2.3.4 - Preparation and adherence to Academic Calendar and Teaching Plans by the institution

Academic calendar:

Academic calendar for 2020 – 2021 of P.K.R is the guiding document prepared by IQAC in consensus with inputs and suggestions from members of the core committee, where decisions on all matters are handled. The draft was presented for approval by Dr.R.Rama in a Gmeet of the core committee headed by the Principal, Dr.D.Mythili. This mechanism is followed by the college for the last two decades. Hence, perfection and comprehensive planning are the outcome. This information packed timeline document approved by the academic head was circulated to all Deans, functional heads and co-ordinators, and was uploaded in the college website (www.pkrarts.org) for access to all stakeholders.

Teaching plan:

Teaching plan / work plan is the base for every teacher while planning for the execution of the course work. Skeleton document of the Teaching plan for 2020-2021 was circulated by Dr.C.V.Latha and Mrs.R.Gomathi-Faculty co-ordinators and the

respective course instructors prepared their flexi-plans with hybrid teaching learning methods and ICT requirements. Preparatory work on 'Subject Register' were submitted for approval of the resepctive HoD.

File Description	Documents
Upload the Academic Calendar and Teaching Plans during the year	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of full-time teachers against sanctioned posts during the year

106

File Description	Documents
Year-wise full-time teachers and sanctioned posts for the year	View File
List of the faculty members authenticated by the Head of HEI	View File
Any additional information	View File

2.4.2 - Number of full-time teachers with PhD/ D.M. / M.Ch. / D.N.B Super-Specialty / DSc / DLitt during the year

24

File Description	Documents
List of number of full-time teachers with PhD./ D.M. / M.Ch. / D.N.B Super-Specialty / D.Sc. / D.Litt. and number of full-time teachers for 5 years	View File
Any additional information	View File

2.4.3 - Total teaching experience of full-time teachers in the same institution: (Full-time teachers' total teaching experience in the current institution)

770

File Description	Documents
List of teachers including their PAN, designation, Department and details of their experience	View File
Any additional information	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

File Description	Documents
List of Programmes and the date of last semester-end / year-end examinations and the date of declaration of result	View File
Any additional information	View File

2.5.2 - Number of students' complaints/grievances against evaluation against the total number who appeared in the examinations during the year

0

File Description	Documents
Upload the number of complaints and total number of students who appeared for exams during the year	View File
Upload any additional information	**No File Uploaded**

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

Examination procedures and processes at PKR are fully technology-enabled using tested software named CAMPES. Examination Management System: The necessary reports for the effective conduct of the examinations are generated before and after the Examinations for planning, decision making and control. Reports generated before the conduct of exams are:

- **Student Details Entry**
- **Generation of roll numbers**
- **Course entry for each programme**

- **Preparation of Elective list**
- **Course Mapping**
- **Assignment of question paper setter for each course; Sending the syllabus and receiving the question papers by mail.**
- **Application Generation**
- **Schedule of practical examination and assignment of external and internal examiners**
- **Hall Ticket generation**
- **Preparation of Timetable for ESE**
- **Sharing question papers by mail to all the departments from the CoE office**
- **CIA marks entry by the course instructors**

Reports generated after the conduct of exams are:

- **Dummy number list using barcode.**
- **Assignment of Chairman and examiners for central valuation**
- **Mark entry in CAMPES**
- **Publication of results**
- **Mark statements**
- **Conduct report of special supplementary Examinations**
- **Provisional and final degree recommendation to the university**
- **Audit report of the answer scripts by external experts**
- **Arrear lists**

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.pkrarts.org/students-portal/examination-and-evaluation/

2.6 - Student Performance and Learning Outcomes

2.6.1 - Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students

1. **Course Outcomes (COs) were framed during course design and syllabus preparations at Department meeting. Department advisory board for BoS frames course outcomes for each course with course handlers along with one subject area expert. COs and their mapping with Program Outcomes (POs) and Program Specific Outcomes (PSOs) are**

      elaborately discussed and derived by the course committee members.

2. Vision, Mission of P.K.R and that of the department, POs and PSOs were communicated to students during Student Induction Programme(SIP) held during Aug-Sep, 2020 and department orientation programmes held in Sep, 2020.

3. POs and PSOs were communicated to career counselors, recruiters, employers, entrepreneurship trainers, parents and other government officials during interface and interaction meetings namely, industry-institute interactions, mentoring sessions, recruitment training and placement drives, entrepreneurship awareness camp, parents meeting, government reporting and audits held throughout 2020 - 2021 during different occasions .

4. During the class committee meeting and meetings held in departments, POs and PSOs were reviewed among the students and staff members.

5. Lesson plans were designed in alignment with outcomes andcommunicated to the students during the first class. During the commencement and after the completion of each unit, need and attainment of COs were reviewed.

File Description	Documents
Upload COs for all courses (exemplars from the Glossary)	[View File](#)
Upload any additional information	No File Uploaded
Link for additional Information	https://www.pkrarts.org/course-outcome/

2.6.2 - Attainment of Programme Outcomes and Course Outcomes as evaluated by the institution

P.K.R's venture into autonomy with OBE curriculum and Bloom's taxonomy based assessment method (first of its' kind in the region) is a boon for our graduates. Our course developers took utmost care in curriculum design and development. We have followed formal as well as informal mechanism for the measurement of attainment of the outcomes. Performance review by course instructor, discussions during department meetings, mentoring sessions, PT meetings, recruitment drive interactions, feedback from stakeholders gave us an insight of where our learners are headed to. A 360 degree approach made it possible to understand, evaluate and make necessary changes, wherever required, in the curriculum implemented. To evaluate

attainment of POs , PSOs and COs :

- **Performance during contact hours - theory and practice sessions.**
- **Continuous internal assessment mechanism.**
- **Performance in the end-semester examinations.**
- **Reactions of learners' representatives in the class committee meetings chaired by the Principal.**
- **Feedback from learners and teachers.**
- **Feedback from the stakeholders about the learners' perception, attitude, behaviour and approach in different walks of life.**
- **Students' Progression to Higher Studies and their Placement.**
- **Alumnae feedback**

are considered. IQAC has urgedCDC to establish OBE monitoring council in the upcoming year for a scientific approach.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.pkrarts.org/course-outcome/

2.6.3 - Pass Percentage of students

2.6.3.1 - Total number of final year students who passed in the examinations conducted by Institution

730

File Description	Documents
Upload list of Programmes and number of students appear for and passed in the final year examinations	[View File](#)
Upload any additional information	[View File](#)
Paste link for the annual report	https://www.pkrarts.org/students-portal/

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution

may design its own questionnaire). Results and details need to be provided as a weblink

https://www.pkrarts.org/wp-content/uploads/2022/02/STUDENT-SATISFACTION-SURVEY-2020-2021.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

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

Research was promoted at all levels at P.K.R. through the Centre for Research and Development headed by Dr.ShiniePoulose and Dr.V.Radhika, as guided by the revised policy. Curriculum designed with minor & major projects, ethics as a part of course work, advanced learners co-investigated projects and published papers with faculty, research scholars published collaborative research articles with their research supervisors, faculty with research degrees were encouraged to take up projects with Government and NGOs,research accomplishments were incentivized, faculty members published chapters/books andmanagement sponsored registration to seminars and conferences.

Research preparatory services namely, information about call for proposals, identifying thrust areas of research, PI registration support, mentoring support, research collaboration efforts with experts, establishment of research forum, seed money for proposal preparation, in-house projects and secretarial assistance in execution are available.

Support services like utilisation of laboratories, library referencing, printing, photocopying and binding facilitate research development.

Access to research centre, special research equipments, server with required configuration, personalized computer / laptop, open source plagiarism checker and access to university laboratory and library resources were granted.

Centralised facilities included well-stacked college library with physical and electronic subscription to journals, research centre with volumes of proposals submitted, thesis copies and adequate networking & bandwidth facilities.

File Description	Documents
Upload the Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View File
Provide URL of policy document on promotion of research uploaded on the website	https://www.pkrarts.org/wp-content/uploads/2022/02/Research-Policy-1.pdf
Any additional information	View File

3.1.2 - The institution provides seed money to its teachers for research

3.1.2.1 - Seed money provided by the institution to its teachers for research during the year (INR in lakhs)

2.2

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

3.1.3 - Number of teachers who were awarded national / international fellowship(s) for advanced studies/research during the year

1

File Description	Documents
e-copies of the award letters of the teachers	View File
List of teachers and details of their international fellowship(s)	View File
Any additional information	**No File Uploaded**

3.2 - Resource Mobilization for Research

3.2.1 - Grants received from Government and Non-Governmental agencies for research projects, endowments, Chairs during the year (INR in Lakhs)

0.2

File Description	Documents
e-copies of the grant award letters for research projects sponsored by non-governmental agencies/organizations	View File
List of projects and grant details	View File
Any additional information	View File

3.2.2 - Number of teachers having research projects during the year

4

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.digitalhealthcaresociety.org/
List of research projects during the year	View File

3.2.3 - Number of teachers recognised as research guides

24

File Description	Documents
Upload copies of the letter of the university recognizing teachers as research guides	View File
Institutional data in Prescribed format	View File

3.2.4 - Number of departments having research projects funded by Government and Non-Government agencies during the year

1

File Description	Documents
Supporting document from Funding Agencies	View File
Paste link to funding agencies' website	https://www.digitalhealthcaresociety.org/
Any additional information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and creation and transfer of knowledge supported by dedicated centres for research, entrepreneurship, community orientation, incubation, etc.

Dedicated centres spot light focus on research, entrepreneurial – awareness, training & development, innovation and incubation, and community orientation.

Centre for Research: Revision of Policy in 2020 - 2021, research advisory committee recommended in-house projects, ethics committee was reconstituted, promotion of research culture through major and minor immersion projects, capstone project was done with NGO funding, 8 proposals were submitted, 20 publications and 12 proposals were incentivized. (https://www.pkrarts.org/schemes-funded-programmes/)

Entrepreneurship Development Centre: 97 students participated in 54 capacity development and skill development programmes, 97 entrepreneurship trainers were deployed, DST funding for Rs. 2,00,000/- was availed, 29 students completed immersion projects with entrepreneurs, 5 projects were presented to MGNCRE, required activities on entrepreneurship and innovation as prescribed by Central MIC in time bound fashion were

executed during the year and reports were approved by the council, and a proposal was submitted to DBT.

Centre for Extension and Community outreach: Guidelines were reframed, activities were centralized with Dr.M.Kasthuri (HoD-Mathematics) with due decentralization under 6 units-ISR, NSS, YRC, RRC, CCC, Unnat Bharat Abhiyan, in total more than 40 activities were completed in the neighbourhood of P.K.R., all students participated in department extension, 500 volunteers in 5 units of NSS, 15 faculty co-ordinators and more than beneficiaries were involved.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/institutional-innovation-council-iic/

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

File Description	Documents
Report of the events	View File
List of workshops/seminars conducted during the year	View File
Any additional information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution ensures implementation of its Code of Ethics for Research uploaded in the website through the following: Research Advisory Committee Ethics Committee Inclusion of Research Ethics in the research methodology course work Plagiarism check through authenticated software	A. All of the above

File Description	Documents
Code of Ethics for Research, Research Advisory Committee and Ethics Committee constitution and list of members of these committees, software used for plagiarism check	View File
Any additional information	View File

3.4.2 - Number of PhD candidates registered per teacher (as per the data given with regard to recognized PhD guides/ supervisors provided in Metric No. 3.2.3) during the year

3.4.2.1 - Number of PhD students registered during the year

11

File Description	Documents
URL to the research page on HEI website	https://www.pkrarts.org/research/
List of PhD scholars and details like name of the guide, title of thesis, and year of registration	View File
Any additional information	View File

3.4.3 - Number of research papers per teacher in CARE Journals notified on UGC website during the year

15

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

3.4.4 - Number of books and chapters in edited volumes / books published per teacher during the year

1

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/wp-content/uploads/2022/03/3.4.4-Computerscience.pdf

3.4.5 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

3.4.5.1 - Total number of Citations in Scopus during the year

0

File Description	Documents
Any additional information	[View File](#)
Bibliometrics of the publications during the year	**No File Uploaded**

3.4.6 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

3.4.6.1 - h-index of Scopus during the year

0

File Description	Documents
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	**No File Uploaded**
Any additional information	**No File Uploaded**

3.5 - Consultancy

3.5.1 - Revenue generated from consultancy and corporate training during the year (INR in lakhs)

1.21795

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View File
List of consultants and revenue generated by them	View File
Any additional information	**No File Uploaded**

3.5.2 - Total amount spent on developing facilities, training teachers and clerical/project staff for undertaking consultancy during the year

0

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

3.6 - Extension Activities

3.6.1 - Extension activities carried out in the neighbourhood sensitising students to social issues for their holistic development, and the impact thereof during the year

P.K.R's community orientation to be socially cohesive promotes participation of students and faculty members in extension activities through DRCT PKRACFW extension centre, ISR, departments, cells and activity centers. We work with NGOs aiming to develop students' Emotional Quotient through their interaction with people in the nearby community and encourage volunteers to develop a multifaceted view of life. Our activities emphasizing core values of truth and righteousness impact target audience and our volunteers, effectuate economic independence, social commitment and national development.

Volunteers who personally involve in the planning, co-ordination, execution and documentation of activities take home multifold learning outcomes and create a demonstration effect for others. Scenario 1: Our NSS volunteers and officers in support of frontline warriors promoted awareness against CORONA spread, emphasised social distancing and promoted need for sanitation & hygiene practices. They learnt to quickly respond for the pandemic that was life-threatening for many. Students demonstrated their adept in expressing their concern for the needy through street plays and awareness slogans. Scenario 2: Crime against adolescent girls in cyberspace was identified as a threat, and a training module focusing on supervised data sharing, reduced screen time, strategies to red flag social media and counseling for suicidal ideation was developed and deployed.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/national-service-scheme/

3.6.2 - Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government-recognised bodies during the year

0

File Description	Documents
Number of awards for extension activities in during the year	[View File](#)
e-copy of the award letters	No File Uploaded
Any additional information	[View File](#)

3.6.3 - Number of extension and outreach programmes conducted by the institution through NSS/NCC/Red Cross/YRC, etc. during the year (including Government-initiated programmes such as Swachh Bharat, AIDS Awareness, and Gender Sensitization and those organised in collaboration with industry, community and NGOs)

53

File Description	Documents
Reports of the events organized	View File
Any additional information	View File

3.6.4 - Number of students participating in extension activities listed in 3.6.3 during the year

1993

File Description	Documents
Reports of the events	View File
Any additional information	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities during the year for research/ faculty exchange/ student exchange/ internship/ on-the-job training/ project work

24

File Description	Documents
Copies of documents highlighting collaboration	View File
Any additional information	View File

3.7.2 - Number of functional MoUs with institutions of national and/or international importance, other universities, industries, corporate houses, etc. during the year (only functional MoUs with ongoing activities to be considered)

15

File Description	Documents
e-copies of the MoUs with institution/ industry/ corporate house	View File
Details of functional MoUs with institutions of national, international importance, other institutions etc. during the year	View File
Any additional information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

P.K.R offers 14 UG, 7 PG, 7 M.Phil., and 5 Ph.D., programmes and houses 2093 students. Our infrastructure includes UG Block, PG Block, MBA Block, UG Hostel, PG Hostel, Gymnasium, Central library, Canteen, an ATM Kiosk of Karur Vysya Bank, 4 multipurpose seminar halls with ICT facilities for hosting seminars/conferences/workshops and various literary and cultural activities, sports ground, health centre, laboratory, 2 temples and health centre are available. To facilitate teaching learning, wifi campus, 59 classrooms with adequate LCD projectors, 4 multi-purpose seminar halls, 7 spacious well-equipped departments (computers, LCD projectors, photocopiers, scanners), LAN and Wi-Fi networked through fibre optic allowing teachers and students to access the internet 24 X 7 are available. 8 laboratories including computer laboratory for UG, PG Lab1, PG Lab2, Business laboratory, Physics Laboratory, Chemistry Laboratory, Communication Lab, Media centre, Renewable energy laboratory with solar capacity of 100 Kw and 2 generators are available. P.K.R's YouTube Channel has a repository of curriculum based and curriculum support programmes. Central Library is fully automated using D-Space. Psychologist visits counseling centre regularly to guide and counsel students. All the faculty and students of P.K.R are covered under health insurance scheme. 30 buses ply around the district.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/infrastructure/

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

To provide a platform for creative expression and to promote extra - curricular activities among the students, the Centre for cultural activities of P.K.R organizes various activities through its Literary Club, Drama Club and Dance Club. This helps students to demonstrate their talent in different forms of art. P.K.R has a Ball Room (72.7 x 21meters) in support of cultural activities with a professional choreographer.

Gymnasium (51.2x22.7meters) established in 2012, is equipped with tread mill, twister, multi-station, dumbbells, hip twister sitting bench, upright bikes (cycles), barbells, single twister, abdominal bench, leg extension, over head triceps rope extension, peck duck, 6 station mutli-gym, gleteus muscle reduce and swiss ball. Indoor sports like carrom, chess, powerlifting and weightlifting are can be practiced. The multipurpose sports ground (200 metres track) for athletics, handball, hockey, kabbadi, badminton and volleyball is equipped with practice court nets and flood-lights. Our Sports students take a planned diet, qualified coaches train students in all our games. Students are encouraged to participate in state, national, international, all India inter-varsity tournaments. Our unique Trophy gallery talks volumes of our achievements in sports in the inter-varsity, state, national and international games.

File Description	Documents
Geotagged pictures	View File
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/gymnasium/

4.1.3 - Number of classrooms and seminar halls with ICT-enabled facilities

19

File Description	Documents
Upload any additional information	View File
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

4.1.4 - Expenditure for infrastructure augmentation, excluding salary, during the year (INR in Lakhs)

25.20436

File Description	Documents
Upload audited utilization statements	[View File](#)
Details of Expenditure, excluding salary, during the years	[View File](#)
Any additional information	**No File Uploaded**

4.2 - Library as a Learning Resource

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

P.K.R's main library is a spacious, well-stacked, reader friendly learning resource centre that was fully automated in 2005 and currently, Campes I Lib is the Integrated Library Management System (ILMS) software with 5.8.1 version. The house keeping operations include work in acquisition section, cataloging section, circulation section, serials control and OPAC. Acquisition Section – user request – individual, expert recommendations, BoS based purchase orders, worn out and missing replacements, new editions - list generation, approval in advisory committee, approval from budget, order, invoice, inward receipt, accession number. Cataloging system - Maintaining in Process file, Cataloged Production, Catalog maintenance, Thesaurus construction(OPAC), Bar code Printing, Authority Files, Holding Summary and Updates, Catalogue Cards and Spine Slips. Circulation Section - Issue and Return, Membership Records keeping, Overdue and Follow up reminders, Stock Verification and Transaction Log. Serials Control (Periodicals Section) -New subscription of Journal, Subscription Renewal, Receiving Issues,Reminders , Binding management and Recording of Bound Volumes. OPAC (Online Public Access Catalogue) - Simple Searching, Boolean Searching, Advanced Searching, Additional Search, Browse and Patrons. Integrated Library Management System (ILMS) software facilitates ease of access among more than 32,000 books housed at the main library of the institution.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/library-2/

4.2.2 - Institution has access to the following: e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access to e-resources	A. Any 4 or more of the above

File Description	Documents
Details of subscriptions like e-journals, e-books, e-ShodhSindhu, Shodhganga membership	View File
Upload any additional information	View File

4.2.3 - Expenditure on purchase of books/ e-books and subscription to journals/e-journals during the year (INR in lakhs)

1.42241

File Description	Documents
Audited statements of accounts	View File
Any additional information	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Usage of library by teachers and students (footfalls and login data for online access)

4.2.4.1 - Number of teachers and students using the library per day during the year

150

File Description	Documents
Upload details of library usage by teachers and students	View File
Any additional information	No File Uploaded

4.3 - IT Infrastructure

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

Realizing the importance of IT enabled services for an educational institution, P.K.R took the initiative way back in

2012 to establish basic network infrastructure with the responsibility of running the P.K.R intranet and internet services. IT policy aims to maintain, secure, and ensure legal and appropriate use of IT infrastructure established in the campus. Also, aims to outline campus wide strategies and responsibilities to protect the confidentiality, integrity, and availability of the information assets that are accessed, created, managed, and/or controlled by the P.K.R. The IT Section manages One network across the campus with uniform network policy to access internet / intranet resources, firewall security, proxy, DHCP, DNS, E-mail, web and application servers and the network of the P.K.R. Highlights include: *Wifi campus *Open source softwares to avoid threat of malware and intrusion *labs are under CCTV surveillance *applications are periodically updated based on need *secured wifi for accessing e-learning resources *secured institutional website with proposal to CERT-in certification in 2021-22 *P.K.R's youtube channel and social media accounts with regular updates, use of institutional email address for e-communications, *personalised login credentials for faculty and students *routine back-up and internal resource audit to ensure optimal student computer ratio.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/infrastructure/

4.3.2 - Student - Computer ratio

Number of Students	Number of Computers
1866	415

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

4.3.3 - Bandwidth of internet connection in the Institution and the number of students on campus	A. ?50 Mbps

File Description	Documents
Details of bandwidth available in the Institution	View File
Upload any additional information	View File

4.3.4 - Institution has facilities for e-content development: Facilities available for e-content development Media Centre Audio-Visual Centre Lecture Capturing System (LCS) Mixing equipments and software for editing

C. Any two of the above

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/wp-content/uploads/2022/03/The-Media-Centre.pdf
List of facilities for e-content development (Data Template)	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

56.93499

File Description	Documents
Audited statements of accounts	View File
Upload any additional information	View File

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

P.K.R has a well-defined policy and system in place for maintenance and utilization of all its physical and academic facilities. Classrooms are managed with required systems and procedures as required by the University and recommended by the college management. 59 Daylighted and ventilated classrooms have the required furniture favouring better and effective

teaching. House-keeping routine ensures clean and sanitised workspace for all employees. Utilisation and maintenance policy of the laboratories and library makes it ergonomic and hygienic. NSS students clean the campus and the computer laboratories by routine. Main library supports all information requirements of students and teachers with 5 sections(1. Acquisition/ Processing Section 2.Circulation Section. 3. Serial Section. 4.Reference Section. 5. ICT and Digital Lab.) Extensive collection of books, syllabus based purchase decisions, annual user rate statistics, automation and the ambience help in effective library management. Sports facility is maintained by the department of sports and they organized various indoor and outdoor sports competitions for students. Coaches appointed for professional grooming of our players, also mentor them for higher studies with Nethaji Subash National Institution of Sports Academy enabling our outstanding sports achievers to become coaches. IT policy, annual maintenance contracts for hardware and energy audit are in place.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/infrastructure/

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefitted by scholarships and freeships provided by the Government during the year

132

File Description	Documents
Upload self-attested letters with the list of students receiving scholarships	View File
Upload any additional information	View File

5.1.2 - Number of students benefitted by scholarships and freeships provided by the

institution and non-government agencies during the year

`90`

File Description	Documents
Upload any additional information	View File
Institutional data in prescribed format	View File

5.1.3 - The following Capacity Development and Skill Enhancement activities are organised for improving students' capabilities Soft Skills Language and Communication Skills Life Skills (Yoga, Physical fitness, Health and Hygiene) Awareness of Trends in Technology

`A. All of the above`

File Description	Documents
Link to Institutional website	https://www.pkrarts.org/wp-content/uploads/2022/03/CAPACITY-DEVELOPMENT-AND-SKILL-ENHACNEMENT-ACTIVITY-compressed.pdf
Details of capability development and schemes	View File
Any additional information	View File

5.1.4 - Number of students benefitted from guidance/coaching for competitive examinations and career counselling offered by the institution during the year

`1727`

File Description	Documents
Any additional information	View File
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The institution adopts the following mechanism for redressal of students' grievances, including sexual harassment and ragging: Implementation of guidelines

`A. All of the above`

of statutory/regulatory bodies Creating awareness and implementation of policies with zero tolerance Mechanism for submission of online/offline students' grievances Timely redressal of grievances through appropriate committees

File Description	Documents
Minutes of the meetings of students' grievance redressal committee, prevention of sexual harassment committee and Anti-ragging committee	View File
Details of student grievances including sexual harassment and ragging cases	View File
Upload any additional information	**No File Uploaded**

5.2 - Student Progression

5.2.1 - Number of outgoing students who got placement during the year

49

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	View File

5.2.2 - Number of outgoing students progressing to higher education

214

File Description	Documents
Upload supporting data for students/alumni	View File
Details of students who went for higher education	View File
Any additional information	**No File Uploaded**

5.2.3 - Number of students qualifying in state/ national/ international level examinations during the year

5.2.3.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

2

File Description	Documents
Upload supporting data for students/alumni	View File
Any additional information	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

33

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	View File

5.3.2 - Presence of an active Student Council and representation of students in academic and administrative bodies/committees of the institution

Our core committee decided to hold election for the council during lockdown with ICT team as the task masters. Election to student council was digitalised during 2020-2021 using whatsapp, google forms, zoom and youtube. P.K.R's student council was vibrant and they diligently teamed up with faculty in all activities. The elected council led the sanitation and hygiene task force in managing COVID-SOP after lock down, conducted fresher's meet, morning assembly thrice a week, participated in the periodical meetings of committees / cells, celebration of national / international days of importance, represented student grievances, reported unfairness found time to time, acted as liaison between the internal stakeholders and were a pillar of support in realising P.K.R's action plan for 2020-2021.

Students representation in, Internal Quality Assurance Cell, Class committee, Library advisory committee, Research forum, Value education committee, Sports advisory committee, NSS

advisory committee, Entrepreneurship development cell, Women development cell, Career guidance and placement cell, Magazine committee, Grievance redressal committee, SC/ST students' welfare committee, Discipline committee, Anti-ragging committee, Alumnae association, and Hostel committee brought matters to lime light helping us to care for them better.

Student representation

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/college-union/

5.3.3 - Number of sports and cultural events / competitions organised by the institution

10

File Description	Documents
Report of the event	View File
List of sports and cultural events / competitions organised per year	View File
Upload any additional information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association and its Chapters (registered and functional) contribute significantly to the development of the institution through financial and other support services

The COVID pandemic situation was so cruel and most of the student's parents who were small/marginal farmers or landless labourers lost their jobs and were left helpless. Agricultural produces were discarded in barren land or were left unharvested. Students found it difficult to make up their college fee and other fees. Only few of our alumnae were able to contribute and many families found it difficult to manage their debts. To shoulder their financial burden, the executive committee of P.K.R Arts College for Women Alumni Association resolved to collect the fund and when the situation revives. Hence, decision about financial contribution of alumnae was post-poned to 2021-2022. Apart from financial contribution, some alumnae willingly opted to handle sessions in their areas

of expertise during student induction programme, syllabus completion and rendered support hand in recruitment.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.pkrarts.org/alumnae-association/

5.4.2 - Alumni's financial contribution during the year	E. <2 Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

P.K.R's governance is democratic and participatory in nature, where the stakeholders are active, provide input and are part of decisions at all levels. Planning and Evaluation committee and the Governing body directed the administrative and strategic plans and the secretary in consensus with the CEO and Principal, Finance Committee, various Advisory Committees and Deans/HoDs/Core committee/Conveners of other committees together design the deliverables of the strategic decisions. Academic Council, Standing Committee of Academic Affairs, Board of Studies decided matters related to academics and curriculum enrichment. As the vision and mission statements dictate, our faculty, team up and operationalise strategic decisions and make P.K.R a centre of excellence in higher education by imparting value based quality education to rural women. We strive to assure quality in the teaching-learning process along with co-curricular and extra-curricular activities, thus empowering them with core values of truth and righteousness, making them economically independent, and socially committed to the task of building a strong nation. Conveners of various committees / cells, other functionaries, ad hoc task groups and staff representatives operationalise the decisions communicated to them and generate reports. Simple, humble and magnanimous

management and administration with ease of access, qualified and experienced team players, make it all possible.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.pkrarts.org/committees/

6.1.2 - Effective leadership is reflected in various institutional practices such as decentralization and participative management

Decentralisation and participative management are integral to the institution and organogram portrays the levels. Members of faculty of the seven departments are part of varied statutory bodies, committees and cells that aid in institutional decision-making. A number ad-hoc committees (faculty with student representatives) look after everyday needs. Faculty teams meticulously abide by the principles and procedures laid down time to time in tune with the Mission and Vision. Staff Council plays a vital role in following the institutional policies and implementing the tactical decisions in forging forward. Ways in which Heads of various Departments participate in the Management Process can be considered as a case study on decentralisation and participative management:: •Head of the Department has a faculty team under her purview. •She is empowered to manage the routine activities of the department and to assign teaching assignments and evaluation responsibilities. •She convenes departmental meetings for functional activities. •She develops the annual plan for the department - seminars, workshops, career counselling sessions, remedial measures, intra-college or/and inter-college exercises, fun trips, and industrial visits /study tours. •She is empowered to guide her team to execute novel ideas for the benefit of the learners. •Heads of Departments plan, and publish departmental newsletter. •She plans to conduct Parent-Teacher meetings. •She is a nodal agent for academic and administrative processes.

File Description	Documents
Upload strategic plan and deployment documents on the website	View File
Upload any additional information	View File
Paste link for additional Information	https://www.pkrarts.org/committees/

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ Perspective plan has been clearly articulated and implemented

In view of the situation that prevailed and the curfew restrictions, it was a strategic decision to deploy ICT extensively for teaching learning, co-curricular and extra-curricular activities as well. It was chaotic to kick start activities for the year but then, 2020-2021 wasn't an exception for our routine because, our strategists decided to use gmeet, zoom and youtube for our activities. Wherever possible offline programmes were conducted and most of our programmes were conducted online (morethan-50 live hours on youtube,46100 views,25 programmes). Zoom, Gmeet and CISCO Webex were used. CORONA was a blessing in disguise and we had conducted over 25 programmes in total with optimal utilisation of resources. This helped us to save time, energy and cost involved in making physical arrangements and travel of the resource persons. Also, the recording of the events are available for all our stakeholders and for future reference. Our faculty have attended many online webinars, seminars, lecture sessions, FDPs, PDPs, refresher courses, short-term training programmes and learnt to use many software resources for teaching-learning for upskilling in their discipline, despite having classes and a number of meetings online. As per the decisions made time to time, in the core committee and other committees, all programmes starting from union inauguration to the annual day celebrations were organised.

File Description	Documents
Strategic Plan and deployment documents on the website	View File
Paste link for additional information	https://www.youtube.com/channel/UCnwhG74wNtZJeiF1DWVBSZw/featured
Upload any additional information	View File

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

P.K.R is administered by Dhandapani Rural Charitable Trust. Overall planning and governance is done at the apex level by governing body and the Correspondent and Secretary, looks at the execution. The Secretary is the administrative head shouldering responsibilities of administration, appointments and infrastructure. Principal is the academic head ensuring proper conduct of all academic, research and extension activities. Secretary and principal share executive leadership with Vice-Principal, Controller of Examinations, Dean-Academics, IQAC Co-ordinator and all the Heads of the Departments with a bottom-up approach in planning and execution of various academic activities. Autonomy co-ordinator handles matters on autonomy, curriculum design and development and its execution. Core committee, the nucleus of P.K.R designs tactical decisions. 6 centres assisted by faculty and student representation in committees and cells demonstrate delegation and decentralisation. The Statutory Bodies are constituted and meetings are conducted as per the norms and guidelines of UGC, MHRD, State Government and Bharathiar University. The Non-statutory Bodies are constituted by the to complement the functions of the Statutory Bodies. All Programmes, courses and activities are periodically evaluated by the College and reported in the appropriate Bodies to ensure proper implementation. Committees, Cells and Associations focus on assigned tasks and roles in the College.

File Description	Documents
Paste link to Organogram on the institution webpage	https://www.pkrarts.org/wp-content/uploads/2018/General/ORGANOGRAM.pdf
Upload any additional information	View File
Paste link for additional Information	https://www.pkrarts.org/about-pkr/

6.2.3 - Implementation of e-governance in areas of operation: Administration Finance and Accounts Student Admission and Support Examination	A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Documen	View File
Screen shots of user interfaces	View File
Details of implementation of e-governance in areas of operation	View File
Any additional information	View File

6.3 - Faculty Empowerment Strategies

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

·FDPs/PDPs for career enrichment and special programs on health and fitness, yoga and meditation were arranged. ·All members of Faculty who wished to commute by college bus were given concession in the transport fee. ·All members were covered under Group Insurance with….·Family functions of faculty are attended with gifts from staff fund collected from staff, travelling for affairs related to college is either arranged or reimbursed. ·Employee Provident Fund (EPF) is applicable to the staff of our college, ESI is also paid. ·Management supported faculty to participate and present papers in International conferences. ·Faculty were permitted to serve as resource persons/chair sessions/give training. ·Faculty pursuing higher studies are allowed to avail study leave for carrying out their research/examinations. ·Faculty were relieved on duty (need based) to attend refresher programmes and faculty development

programs. ·Salary advance were given for staff in need. ·Teachers day was celebrated virtually. · Faculty members used gym, library, also played games like shuttle badminton and throw ball regularly. Sports events were conducted for faculty on the eve of sports day and prizes were awarded.·Twelve Casual leave per year and a permission (of one hour) per month were allowed ·Maternity leave for a max. of 1 year were availed.·Sick leave was granted for faculty who suffered from COVID infection and other ailments. ·Vehicle parking lot for faculty. ·Separate rest rooms. ·KVB-ATM Kiosk. ·Water Purifier. ·CCTV Surveillance. ·Elevator. ·Sanitiser dispensers were installed.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/infrastructure/

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards payment of membership fee of professional bodies during the year

5

File Description	Documents
Upload any additional information	[View File](#)
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	[View File](#)

6.3.3 - Number of professional development / administrative training programmes organized by the Institution for its teaching and non-teaching staff during the year

8

File Description	Documents
Reports of the Human Resource Development Centres (UGC HRDC/ASC or other relevant centres)	View File
Upload any additional information	View File

6.3.4 - Number of teachers who have undergone online/ face-to-face Faculty Development Programmes during the year: (Professional Development Programmes, Orientation / Induction Programmes, Refresher Courses, Short-Term Course, etc.)

54

File Description	Documents
Summary of the IQAC report	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View File
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly

P.K.R adopts a mechanism to conduct internal and external audits for financial compliance year to year. Internal audit is entrusted with the principal and is conducted half yearly by the HoDs. All financial transactions either cash or bank transfers are recorded at P.K.R Office and the office manager prepares ledgers and records all incomes and expenditure accounts to ensure maintenance of annual accounts and conduct audit. External audit is conducted once in every year by a chartered accountant who certifies our annual financial statements. At the commencement of the financial year, principal prepares a budget proposal for academic, research and extension activities with due recommendations from heads of all the departments, and submits to the management. College budget comprises income from fee collection, grants received, contribution from management, private sponsors, NGO sponsors, interest earned/returns on investment, recurring expenses on salary, payments to vendors, contractors, internet charges, electricity bill, repairs and maintenance expenses,

depreciation charges, stationery, other consumable charges etc., and non-recurring expenses on honorarium to guests, equipment purchases, infrastructure, furniture/other development expenses. All utilisation certificates are countersigned by the CA and financial statements upto 2020-21 are certified by the CA. No audit objections have been notified.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/wp-content/uploads/2018/General/ORGANOGRAM.pdf

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

0

File Description	Documents
Annual statements of accounts	No File Uploaded
Details of funds / grants received from non-government bodies, individuals, philanthropists during the year	View File
Any additional information	No File Uploaded

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

All receipts from fee collection, grants received, contribution from management, private sponsors, NGO sponsors, interest earned on and returns on investment.

Funds available: P.K.R is a self-financed institution and fund is generated through Sale of application forms, fees paid by the students, exam fees collected, interest on deposits, corpus, rent from buildings, and alumnae contribution. Research funds are utilised for developing library and research facilities in laboratories. Income from infrastructure utilization to conduct ICWA 2021 exams and DDU-GKY project implementation. Budget for student activities, remuneration of visiting faculty, and honorarium of Guest for Expert Lecture, Seminars, Workshops and Conferences at department is prepared

and approved by Management. Deficit was managed by securing advance from the parent trust.

Mobilisation Strategy: On the basis of admission, faculty requirements, library/lab/material need and infrastructural need, the details of funds requirement are determined based on the following broad outlines: 1. Estimated fee receipts. 2. Estimated receipts from Govt. and Non Govt sources, Alumnae Funding, Sponsorship/grants, interest, etc. 3. Annual Cash outflow based on existing programmes, new demands, upgrading requirements in maintenance, administrative expenditure and depreciation, repayment of interest, etc 4. Deficit arising due to difference between cash inflow and outflow. To attract funds for projects from government agencies, non-government bodies, individuals and Philanthropists.

File Description	Documents
Upload any additional information	View File
Paste link for additional Information	https://www.pkrarts.org/ddu-gky/

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing quality assurance strategies and processes visible in terms of incremental improvements made during the preceding year with regard to quality (in case of the First Cycle): Incremental improvements made during the preceding year with regard to quality and post-accreditation quality initiatives (Second and subsequent cycles)

CASE 1: Task force for ICT was formed with faculty experts from each discipline to shun away reluctance/issues in online teaching-learning and handle the turbulence. Gmeet on P.K.R's Gsuite facilitated our virtual meetings and zoom/youtube/facebook connected us on social media in just a click away. Faculty attended many virtual programmes (24x7) on: ICT tools and pedagogies, responsive strategies for pandemic crisis, designing curriculum delivery in an online set-up, staying away and connected with new gen learners, stress management and work-life balance and research prospects. Our students were never allowed to use mobile phones at the campus earlier, but now, they had to be oriented to use mobile phones for academics.

CASE 2: Strengthening research, extension and innovation. CORONA gifted us with increased screen time and opportunities

for career enrichment. Hence, it became pertinent for IQAC to recommend the revision of research policy to persuade research quest amongst our faculty and students. New revised policy paved way for introducing in-house research projects, establish research forum, prepare proposals for funding (DBT-STAR college Scheme), increase admission to Ph.D. programmes, and complete DC meetings/viva-voce virtually as time-demands, to strengthen extension/community outreach activities of 7 units under a centre and conduct COVID responsive activities in local community.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional information	https://www.pkrarts.org/iqac/

6.5.2 - The institution reviews its teaching-learning process, structures and methodologies of operation and learning outcomes at periodic intervals through its IQAC as per norms

Example 1: Establishment of ACTION CIRCLE FOR TEACHING AND LEARNING-P.K.R's cEntre for Teaching And Learning-PETAL. Commencement of academic activities for 2020-2021 was tumultuous and IQAC recommended institutionalising PETAL for inclusive and holistic teaching-learning. A draft policy to care take advanced and slow learners were developed and institutionalised in due course. New normal had furthered teaching-learning frontiers and we remained connected in the hybrid learning environment. Faculty were trained to reach out to all students who found themselves excluded due to financial constraints and digital illiteracy. Our management did not refrain any student from her right to education for her non-payment of fees.

Example 2: Introduction of value added courses for Student Support and Progression. Pandemic was the new normal and everybody out there required support. IQAC strategised to introduce value added courses for 2020-21, and the pandemonium didn't stop us. Curriculum design committee of every BoS thought it out well. 37 courses were offered and 1806 students completed the courses. These courses would add value to bridge industry-academia gap and help learners in seeking better employability/self-employment thus opening up new career prospects beyond the curriculum. This act in purview of student support and progression was well received by the beneficiaries.

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.pkrarts.org/value-added-courses/

6.5.3 - Quality assurance initiatives of the institution include Regular meeting of the IQAC Feedback collected, analysed and used for improvement of the institution Collaborative quality initiatives with other institution(s) Participation in NIRF Any other quality audit recognized by state, national or international agencies (such as ISO Certification)	A. Any 4 or all of the above

File Description	Documents
Paste the web link of annual reports of the Institution	https://www.pkrarts.org/wp-content/uploads/2022/04/6.5.3-COLLEGE-DAY-REPORT-24.04.2020.docx.pdf
Upload e-copies of accreditations and certification	View File
Upload details of quality assurance initiatives of the institution	View File
Upload any additional information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

P.K.R has initiated several measures to promote gender equity & sensitization in curricula can be seen from the courses introduced by the institution. For example, Centre for Women Development organised workshops on gender sensitisation, gender equality, hazards of gender discrimination, ill effects of sexual harassment, and domestic violence. The centre conducted awareness programmes on basic knowledge on legal rights for women, health and hygiene, premarital counseling and eve

teasing. Committees namely, Institution Grievance Redressal Committee, Anti-Ragging, Sexual harassment prevention cell, Students' Disciplinary Committee, Women Welfare & SC /ST Students Welfare Committee, functioned for the well-being of students and staff. The functions of these committees are displayed on the college website and information was disseminated to the students through orientation and induction programmes. Safety and security facilities were provided for the staffs and students such as CCTV Surveillance throughout the campus and security arrangement is a regular phenomenon. Students wear ID cards at all times and outsiders were checked by security staff before allotting visitor IDs. 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. Washrooms are provided with safe and hygienic disposal of sanitary napkins.

File Description	Documents
Upload any additional information	[View File](#)
Paste link for additional Information	https://www.pkrarts.org/women-development-cell/

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation: Solar energy   Biogas plant Wheeling to the Grid   Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment

A. Any 4 or All of the above

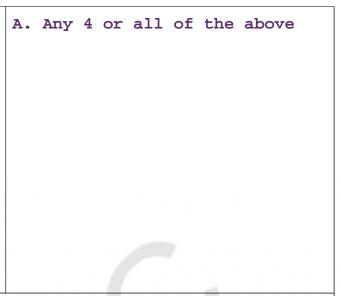| File Description	Documents
Geotagged Photographs	[View File](#)
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within a maximum of 200 words)

Solid waste management https://youtu.be/Np2ZOE94MxI channelises waste by collecting, monitoring, transporting, processing and converting waste materials into useful manure. It is usually done to lessen the effects on health and environment. Sorting out of waste is done as municipal solid waste MSW, wet waste,

dry waste, non bio-degradable waste and e-waste. Objectives of solid waste management are: 1.To identify the category, nature and volumes of waste collected. 2.To recognise environmental influences from the generation of waste at the location. 3.To suggest suitable handling/disposal measures. 4.To classify waste as biodegradable and non-biodegradable. Policy: The college follows the trio bin system in the campus i.e., compostable, recyclable and landfill. Kitchen waste and the food waste which come under the wet category are collected in the green coloured dustbins. Yellow bins are meant for dry biodegradable waste like papers and dry litter. Red bins are meant for the disposal of non biodegradable wastes. Emptying of the dustbins is done every day. Green bins are transferred to the digester, the yellow bins to the compost pits, which are situated at about 120 metres away from the utility area in the college premises and the red bins for empty and periodically as and when required.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	No File Uploaded
Geotagged photographs of the facilities	View File
Any other relevant information	No File Uploaded

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping	A. Any 4 or All of the above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Various policy documents / decisions circulated for implementation	View File
Any other relevant documents	No File Uploaded

7.1.6 - Quality audits on environment and energy undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	A. Any 4 or all of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	View File
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has a disabled-friendly and barrier-free environment: Ramps/lifts for easy access to classrooms and centres Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.	A. Any 4 or all of the above

File Description	Documents
Geotagged photographs / videos of facilities	<u>View File</u>
Policy documents and brochures on the support to be provided	<u>View File</u>
Details of the software procured for providing assistance	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words).

Logo of P.K.R. portrays our allegiance towards the development of our community with incessant focus in providing an inclusive environment to uplift the rural women populace by small and befitting development of the local community at large. Initiatives include: *Commencement of the academic year with union inauguration during which readings from three holy scriptures are presented.*Priority in admitting women from socially and economically weaker sections of this rural area with concession in fees and other support. Admission is also based on reservation quotaas per norms of varied regulatory bodies. *Autonomoy renders privilege to introduce course on human rights, women in business, women and leadership, consumer rights, practical courses on language development, social immersion projects for reality check, Open electives in English and Tamil(UG and PG) *Industry visits and interaction with

industrialists for inclusive learning *Facilities like gym for fitness of all, Communication lab for language profoicieny, library for learning, *Celebration of national and international importance namely, Independence day, Republic day,Teacher's day, International yoga day, Bharathiar vizha, NSS day, International Women's day, International day of non-violence, and Consumer Right's day. *Programmes like Virtual Student Induction Programme, discipline specific orientation programmes, talent day *Activities like webinar/workshops on financial awareness, training for Self-help groups, sports day activities, graduation day, annual day, and extension activities of all departments and P.K.R's institutional social responsibility. *Resource persons from different abckgrounds fade away cultural shock. *Government scholarship, sponsorships by management, private and NGO. *Earn while you learn scheme and PG classes with internships / part-time jobs.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View File](#)

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

P.K.Rhas established policies that reflect values, rights, duties and responsibilities of a citizen of India. Code of conduct for students and staff are prerraed and they are to be strictly adhered to. Activities include: Student Induction programme to create awareness, mandatory courses - environmental studies, consumer rights, yoga and ethics, cyber security, and information security,ethics as a part of courses in all disciplines, regular value education classes to reinforce practice, social immersion project, student union election, ethics committee for research, plagiarism reports for M.Phil and Ph.D Thesis submission, activities of grievance and anti-ragging committee, all extension activities, NSS, EDC, CCC, YRC, WDC, Swachch Bharat, Unnath Bharath Abhiyan, programmes on Ethical hacking, cyber crime awareness, entrepreneurial motivation, health and hygiene awareness, webinar on "mental health .." with NCW grant, DST sponsored 4 weeks WEDP, preservation of eco-system, optimal use of resources, energy efficient vehicles, alternative sources of energy and renewable energy, national anthem during all

important functions, road safety awareness rally, counselling centre activities, Physics for everyday life activity, COVID relief, student election, local body, state and central election – citizenship responsibilities, visits to temples, churches and mosques during student trips, celebration of republic day and independence day, auditor's day, international yoga day, national science day and consumer right's day tell the tale.

File Description	Documents
Details of activities that inculcate values necessary to transform students into responsible citizens	View File
Any other relevant information	View File

7.1.10 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

A. All of the above

File Description	Documents
Code of Ethics - policy document	View File
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programmes, etc. in support of the claims	View File
Any other relevant information	No File Uploaded

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

P.K.R plans and sets the target for the whole year, preparing the list of National and International days to be celebrated, in an appropriate manner. This is done for the welfare of the student community who celebrate these days of importance comprehensivelyand learn their value system and cultivate beleifs. Republic Day, Independence Day and Gandhi Jayanti- the three important national days are celebrated at the college with march-past, flag hoisting and other cultural programmes depicting respect and honour to the nation and its leaders. The college also celebrates other distinct national and international days.World Environment Day 8th June, International Yoga Day 21st June, Chartered Accountants Day 1st July, Kargil Day 26th July, World Peace Day 21st September, NSS Day 24th September, National Flag Day 7th december, National Mathematics Day 22nd December, National Girl Child Day 24th January, National Integrity Day 20th February, Women s' Day 8th March,World Consumer Rights Day 15th March and World Water Day on 22nd March. Observance and celebration of these days of importance instills in a patriotic fervor to make them better citizens to join the nation's march to progress.

File Description	Documents
Annual report of the celebrations and commemorative events for during the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Provide the weblink on the Institutional website regarding the Best practices as per the prescribed format of NAAC

Best Practice 1:

CURRICULUM WITH CHOICE BASED CREDIT SYSTEM

Major Objectives:

- Shift from teacher-centric to learner centric education by kindling learner interest with an array of options in courses.
- Enhance earning additional credit(s) for enhancement of

Knowledge, Ability and Skill.

The Context:

P.K.R was granted autonomy in 2017-2018 by UGC and it paved way for the introduction of CBCS curriculum. Efforts were invested to design a curriculum catering to the growing needs of knowledge, ability and skill development to make lives better, for the learner as well as her stakeholders.

The Practice:

CBCS is introduced in Part I: Language, Part III: Core (Discipline specific) Electives, Open Electives, Part IV: Skill Enhancement courses - Electives, Part V: Co-Curricular activities, and extra-credit courses as well. Learners can choose from the prescribed set of courses under each category as mentioned above and pursue her passion.

Evidence of Success:

Learners have showcased their interest in choosing courses. Learners from a conventional educational system seem it a privilege in having choice for the courses in her curriculum. Language electives allows students with linguistic differences to cope up with others, Core electives offer an area of specialisation, Open electives from other disciplines help learners to demonstrate their might and passion, extra-credit courses help to earn additional credits for students with multiple intelligence / varied interests. Enhanced knowledge, ability and skill are the outcome.

Problems encountered:

- Difficulties encountered in curriculum design.
- Opportunity cost in choosing one elective over the other.
- Faculty empowerment for each of the specialisation.
- Data management at the office of the controller of examinations.

Resources required:

Faculty were envisioned with the benefits of introducing CBCS in the curriculum, especially, under the status of autonomy. They were trained through FDPs, PDPs and capacity building programmes to design an Outcome based CBCS curriculum catering

to the local, regional, national and international needs. College management rendered all possible support and resources to handle the difficulties that arouse in the course of time.

Notes:

Other institutions of the region, who are autonomous or who work to attain autonomy may make this adept attempt to deliver a learner centric curriculum.

Best Practice 2:

DEPLOYMENT OF ICT IN ALL ACTIVITIES

Major Objectives:

- Establish ICT task force to support teaching and learning in the new normal.
- Bridge the gap for - Baby Boomers, Gen Y and Millenials.

The Context:

Teaching-learning as in the conventional model does not pay but supplementing ICT tools have depicted good results. Predominant usage of ICT in teaching-learning is the new normal and (Gen Z) Millenials) seem to be more engaged in a techified learning environment. Synchronous and Asynchronous learning methods complemented with ICT tools and learning beyond the classrooms (including co-curricular and extra-curricular activities) was the order of the day.

The Practice:

Increased screen time is a COVID gift and to make it more alluring a task force was set up and experts from each department have collectively worked to orient our learners for effective online engagement. Faculty worked round the clock to equip themselves with ICT enabled tools for teaching-learning in different disciplines, e-content development, especially in teaching practical courses and problem-solving courses. Lecture sessions were demonstrated with expert videos from TedEx speeches, youtube videos, e-content developed by practitioners, used resources of IITs, IIMs, virtual labs. More of blended learning and hybrid learning were possible. Google tools for education was our primary resort but our facilitators used extensive tools and made it a happy learning for our students.

Evidence of Success:

- We were just a click away on gmeet, zoom, youtube, cisco webex, teachmint and google tools for education. Gen X, Gen Y and Gen Z played in a levelled field.
- All meetings and college functions were held online with not much of technical glitches.
- Students learnt to use mobile phones for educational purposes: simulation, app based learning, video resources, expert lectures, NPTEL, SWAYAM, MOOC courses, online courses and many others. They also attended many webinars, workshops and have hosted many.
- Most of our programmes – academic and non-academic, were held online. We haven't missed any of our routine activities.
- Virtual connect reduced preparatory man hours, cost involved in staging programmes, reduced travel time for resource persons and they connected from anywhere and anytime, thus, optimising resource utilisation.
- The Faculty team organised and attended many programmes from institutions and universities of high repute/national importance.

Problems encountered:

- User interfaces of the platforms for virtual meeting were new and self-directed learning with youtube videos and online tutorials helped us to manage the situation. All of us missed the personal interaction of the real-time, virtual classes were challenging, attention-retention couldn't be assessed and the exams conducted online did not help us in assessing the real academic performance of the students. We had difficulties in differentiating slow and advanced learners based on academics, but a different mergent approach was adopted.

- Internet usage, network traffic, some students were unable to connect from remote villages
- Other than the initial hiccups, the task force had no issues in helping the faculty team to incorporate ICT for enhanced teaching-learning. Skype was the only resort earlier, but all of a sudden, we learnt to meet virtually on Gmeet that connected many dots from varied geographies at any time.
- Youtube channel was started and now has more than 75 videos, 4k+ subscriber base with 10,000+ views.

- Zoom account subscription was renewed based on need.
- Bootstrapping was required for a while, and then we moved on.

Resources required:

Management, faculty team and students were envisioned with the benefits of online teaching and learning with ICT tools and pedagogies. They were trained through Short-term training Programmes, workshops, FDPs, PDPs and skill building programmes to equip themselves. Sim card from government

College management rendered all possible support and resources to handle the difficulties that arouse in the course of time.

Best Practice 3:

CYBERCRIME AWARENESS PROGRAMMES FOR THE PROTECTION OF ADOLOSCENT GIRLS AS A PRACTICE OF EXTENSION SERVICE

Major Objectives:

- Creating awareness about threat in the cyber space against adolescent girls/women.
- Educating safety measures to ensure physical and mental well-being.

The Context:

Crime against adolescent girls was identified as a threat after so many cases surfaced from girls in schools, colleges and at workplace. It has been a strategic intent for P.K.R to work for the empowerment of rural women and ensure their inclusion by all means. Increased use of mobile phones, unsupervised access to internet, unprotected sharing of personal information on social media, and many other reasons have necessitated this endeavour.

The Practice:

A training module "cybercrime and women safety" was developed in response to the identified threat and a crisis response team with faculty and student participation was deployed for action. Team was oriented for community engagement and to support women folk in protecting themselves from crime in the cyber space. Capacity building and skill development initiatives were rolled

on. The team conducted gmeet sessions and also visited schools to disseminate knowledge required for safer cyber space and internet time. Self defense skills were imparted through workshops in tie-up with our NGO partner – MANAS foundation. Kaavalan app was installed in the mobile phones of participants and tested.

Evidence of Success:

Technical competence improved.

Self-reliant individuals seemed to develop.

"Protected" atleast 10 to 15 adolescent girls from risk in every group we were able to reach

Prevention is better than cure strategy helped us to stop cyber crimes against individuals.

Girls were equipped to apply critical thinking and problem-solving skills for secured survival.

Problems encountered:

- Innocent girls fell easy prey in unwanted trap and so many were to be trained.
- Seeking permission during COVID restrictions was a herculean task.
- Mobile phone addiction was not an easy menace to curb.
- Illiterate parents could not be taught to supervise young girls.

Resources required:

Core team with technical competence and strong value system with orientation for community engagement was the primary resource required. Our faculty and students were self-motivated and volunteered to serve the needy on time. Increased internet time, education happening through digital media, negative impact of social media warranted more and more of programmes and our team had an overwhelming welcome. College management rendered all possible support and resources to handle the difficulties that arouse in the course of time.

Notes:

Being an institution committed to the empowerment of women, it becomes imperative to safe guard their interest. Other institutions of the region, also shall commit to uplift and protect women in all walks of life.

Best Practice 4:

SOLAR POWER PLANT – A MILESTONE OF OUR INFRA-STRUCTURE

Major Objectives:

- To implement efficient and effective use of renewable energy
- To install solar power plant on the roof top and generate solar
- To utilize the power generated for institutional purpose
- To explore and optimally develop renewable energy resources
- Being a college in a remote area and students generally belonging to middle class, a solar power plant is an immediate help to the institution if the most of the energy requirement of the institution is provided by the solar Power plant

The Context:

Renewable energy solutions are becoming cheaper, more reliable and more efficient every day. This project has been initiated at the college premises to meet the massive energy requirement of the college to smoothly run the institution.

The Practice:

P.K.R. College is very much concerned about energy conservation and minimal wastage of the same. The college installed roof top ON-Grid solar power plant at the cost of 1.5 crores producing 100 KWH of electricity per day saves energy. In order to reduce the sustainable and operating cost, the Tubular Fluorescent Lamp (TFL) is replaced by LED lamps thereby conserving 17% of energy.

Evidence of Success:

Energy conservation is given highest priority and solar energy and LED bulbs are used to minimize its consumption. Installation of the solar station has helped in cutting down

the electricity bill to a great extent. Along with this, the replacement of LEDs and sensors for lighting has also contributed in reducing energy wastage. Energy conservation is given highest priority and solar energy and LED bulbs are used to minimize its consumption.

Problems encountered and Resources Required:

The capacity of the solar plant in thecollege may be constrained is constarined by lack of sufficientrooftop space. All our roof-tops are used. Solar power is only available when the sun shines. Therefore night time applications for hostels will require power from batteries charged through solar. Daily cleaning of panels is necessary to improve the efficient power generation .We have to take care of obstacles falling on the panels like tree shadows. Man power is required for daily maintenance.

Notes:

Other institues may adopt the practice of using renewable energy sources to avoid exploitation and unwanted usage of scare resoruces.

Best Practice 5:

VALUE EDUCATION FOR STUDENT SUPPORT AND PROGRESSION

Major Objectives:

- Highlight the importance of value based education,
- Identify the human values like sisterhood, friendship, empathy, compassion, love, openness, listening, welcoming, acceptance, recognition, appreciation, honesty, fairness, loyalty, sharing, solidarity, civility, respect, consideration and the like
- Suggest means to develop such values
- Understand the impediments while attempting to uphold values
- Suggest measures/methods to overcome impediments
- Create an impact in the young minds that life based on certain values never fails by elucidating number of live cases
- Highlight the role of the family/society in inculcating values

The underlying principle behind the objectives cited is the teachers who preach values to practice as role models.

The Context:

Ignorance of traditional values and beliefs, Fading national and patriotic spirits, Diversified cultures and cultural mismatches, Increasing social evils, Family disintegration, Religious controversies, Ailing interpersonal relationship, Gender inequity, Education is yet to empower women , Issues concerning women's health, Wealth related disputes between members of families, Fading reading and writing habits, Declining values in politics, Lack of interest in politics, Need for gender sensitization, Lack of knowledge concerning grooming habits, Misuse of mobile phones and Influence of western culture have arouse the need.

The Practice:

The student strength of the college is divided into groups of 20-30 each and each group has a staff advisor. Every week, value education sessions are organised on Saturdays for an hour. Cultural eroticism and its influence on the younger generation assist the coordinator of value education to identify the 'value' to be discussed in a session. A brief outline about the chosen 'value' to be deliberated in the forthcoming session is prepared and circulated among all staff members in advance to make the session as an oriented dialogue. As the staff advisor never indulges in monologue and ever encourages the students to speak in the language in which they are comfortable, students come out openly and make these sessions an outlet to release their inner feelings freely and understand that 'disciplined way of life' is not something enforced on them but it is inherent. Mentoring is yet another channel for value education. Here a brief note about mentoring mechanism assists one to understand the inseparable relationship between values and mentors' attitude. The 'mentor' is the second layer in the counseling process (the first layer being the class-in-charge who has comprehensive information about her wards) under whom a batch of 20-30 students is allotted. Most of the personal problems and the academic impediments are taken care of by the mentor. As the mentor is maintaining a close rapport with the wards, even the unrepresented problems of learners could also be identified by mentors to resolve. Mentoring is a mutual effort wherein student' feedback assumes greater significance as mentors

encourage students to react. The UNIQUENESS of this practice is the mutual involvement of both learners and teachers to the core. Learners geared up through value education and mentoring sessions have shown their vigour in their academic pursuits. Eventually teachers feel happy as their efforts yielded good results. In short, this practice results in a win-win situation.

Problems Encountered:

• Junior teachers found it difficult to cope with this practice as many of them did not have this practice in their alma mater.

• Young teachers found it difficult to draw illustrations from their limited exposure to impress upon learners on the chosen issues as the issues are life centered.

• As participation in value education sessions has no say in academic evaluation, some students do not take these efforts seriously.

- Allotting an hour for value education every week in a 5 days week is not possible as the curriculum coverage requires optimum time for academic assignments. Hence the college functions 6 days a week.

Evidence of success:

Quantifying the impact of value education is not possible as the practice aims at qualitative improvement. The qualitative improvement in the chosen endeavour can be gauged only through feedback from the participants. Participants are learners and teachers as the value education/mentoring sessions are initiated first by the learners unlike class room sessions. Setting targets/benchmarks for this effort is not practically possible. But periodical reviews are made by the Principal in association with the secretary, vice-principal and the coordinators of this exercise. Learners enjoy value education sessions as they have an outlet to pour their feelings and to interact with matured minds. Teachers are happy as counseling takes place in these sessions. Observations focusing the evidence of success of value education sessions are given as additional information.

Resources required:

RESOURCES like human power (teachers), infrastructure (class rooms) and print outs of chosen issues for the week. Teachers are willingly undertaking this responsibility and this hour of work every week is addition to the teaching workload. All class rooms are utilized for this purpose. Literature print-outs are made by the college management and the cost is absorbed by them.

Notes:

Other instiutes may adopt the practice of imparting value education based on needs that change time to time.

Best Practice 6:

PARTICIPATIVE MANAGEMENT AND DECENTRALIZATION FOR FACULTY EMPOWERMENT AND STUDENT DEVELOPMENT

Major Objectives:

- To achieve a harmony in the working of the Principal, college administration, faculty, students and non-teaching staff.
- To develop an efficient and consultative work culture
- To handle the college activities with efficiency, to keep the staff and students self motivated, to get them complete their respective tasks with self responsibility and to create among them a sense of belongingness with the institution.

The Context:

Vision and Mission of the college is to make a centre of excellence in higher education by imparting value based quality education to rural women, to empower and make them economically independent, and socially committed to the task of building a strong nation. The practice of participative management is instrumental in lessening the load on the Principal so that she can concentrate on the general efficiency and effectiveness of college functioning. Moreover, different students' related issues need different solutions and they can best be handled in decentralized manner. There is a need of regular and incremental planning to involve different functionaries according to their inclination and aptitude.

The Practice:

Every week Head of the department and senior Faculty members are called to discuss and finalize the schedule of the week in the departments. HODs are given responsibility to constitute departmental committees by involving faculty and students. The committee is assigned the task to sensitized students and teachers about quality in all areas of teaching, learning, student support services and administration using various means.

The Office Superintendent leads the non teaching staff deputed in office, library and laboratories. He works in close collaboration with the Principal and teaching staff to provide necessary support through the non teaching staff members. He is also the part of staff meetings if any issue related to office is involved. He provides necessary consultation to the Principal and College Council in official and administrative matters. There is a good practice of the involvement of students through their representatives as office bearers in different college activities. They are at the helm of the organization of co-curricular/extra-curricular and extension activities and work under the overall guidance of the staff secretaries. They are actively involved in planning, arrangement, conduct and reporting of events. They take self initiative in organizing these events and mobilizing students for them.

Evidence of Success:

The impact of observing this practice is healthy and encouraging. The staff and students became quality conscious for college overall development and self improvement. Mindset of the faculty and students has been transformed. The participative management is very significant in providing opportunities for healthy growth to students and staff, ensuring connectivity of them with the institution and achieving quality standards

Problems encountered and Resources Required:

The inclusion of new staff in this culture and develop in them required aptitude needs some extra efforts from the college administration and staff. It is easily managed and the college is able to maintain its legacy of team work providing quality education to its students.

File Description	Documents
Best practices in the Institutional website	https://www.pkrarts.org/wp-content/uploads/2022/03/Best-practices.pdf
Any other relevant information	https://www.pkrarts.org/unnat-bharat-abhiyanuba/

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

Community Engagement during COVID outbreak

Objectives:

- Committing to COVID relief in support of government for immediate and purposeful action.
- Collaborating with Govt. and NGO organisations to promote social inclusion and societal transformation.
- Fostering commitment to social responsibility amongst teachers as well as students.
- Participatory approach for community engagement, capacity building and empowerment.

Process:

- Sensitization, awareness programmes, webinars, quizzes
- Deploying volunteers in field work – 9 days.
- Participatory approach for capacity building and empowerment of staff and students.
- Quiz programmes, paper presentations, proposal submissions, in-house project work were promoted.
- Extending idle facilities for public welfare.
- Online classes whenever required.
- Cybercrime awareness programmes benefitting teenagers were organized.
- Unnat Bharat Abhiyan activities.

Outcomes & Significant Achievements :

- COVID task force contained infection.
- 8 sanitiser dispensers were installed and social distancing was practiced.

- In-campus vaccination camp.
- Contribution of Rs.50,000/- each for PM CARE's fund and State government COVID relief fund and also by faculty.

- Free of cost hostel facility for 65 nurses working with ABHI HOSPITAL, government authorized quarantine centre, housed 10 day personality development programme for Police personnel, covid relief activities with MANAS foundation(NGO) for the supply of food rationing and essentials for the needy.

- Sports students showcased holistic development.
- Grant from National Commission for Women for a webinar on "Mental health and quality of worklife of married working women in educational sector" during COVID-19.

File Description	Documents
Appropriate link in the institutional website	https://www.pkrarts.org/wp-content/uploads/2022/04/7.3.1-Community-Engagement-during-COVID-outbreak-1.pdf
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

- Establishment of OBE Monitoring Council

- Curriculum Revision with Co-Scholastic Courses – value added courses, certificate courses, add-on courses, comprehension courses and SWAYAM credit transfer.

- Develop VISION 2030

- Decentralise – New Centres – 7 Centres

- Installation of additional solar panels

- ISO certification

- Recognising COVID Frontline Warriors

- NEP follow-up committee

- Autonomy Preparative Committee

- **Establish Research Forum/Research Centres in all Departments**

- **Submitting Proposals To DST,**

- **Upgrade Renewable Energy Laboratory**

- **6 new Action circles to gear up SSR preparations**

- **CERT-in audit for cyber securtiy**

- **Surveillance cameras in buses**