



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

P.K.R. ARTS COLLEGE FOR WOMEN

P.K.R ARTS COLLEGE FOIR WOMEN, 127, PARIYUR ROAD,
MURUGANPUDUR, GOBICHETTIPALAYAM 638476

638476

www.pkrarts.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

P.K.R. Arts College for Women, an autonomous college affiliated to Bharathiar University is an unaided college of Arts & Science. It was established with a vision to empower rural women and is managed by Dhandapani Rural Charitable Trust since 1994. The college is located in a beautiful locale, surrounded by hillocks and green fields providing a serene and pleasant atmosphere for learning. The college is dedicated to the everlasting memory of late Thiru.Kalimudhaliar, who had a noble vision of educating the masses. Unfortunately, he was not able to realize his dream during his life time and the responsibility was bestowed on his grandson, late Thiru P.R. Natarajan, founder correspondent of this college. Inspired by his grandfather's ideals, he dedicated his life to enlighten the rural women by starting a women's college in the name of his father Late Thiru.P.K. Ramasamy and this college emerged as P.K.R. Arts College for Women. The ideal of women empowerment was the guiding spirit of our founder correspondent, which elevated the college to an enviable position within a very short span of time. His sudden demise has left a void and his name would be inscribed in the annals of our college.

The college is recognized by the university grants commission under sections 2(f) and 12(B) of the UGC Act. Further, the UGC has given autonomous status to the college on 6th April 2017.

The management's tireless efforts have resulted in getting affiliation for more number of new courses every year. With strenuous efforts and progressive results, the college is now offering 12 UG, 8 PG, 7 Research programmes and 2 UGC sponsored add-on courses in Functional English. In the motto of education, enlightenment, service and discipline, the college works to bring a new dimension to the concept of higher education.

Vision

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.

Mission

Empowering the rural women by inculcating the core values of truth and righteousness and by ensuring quality in the teaching-learning process along with co-curricular and extra-curricular activities for their economic independence, social commitment and national development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Every individual/ institution has strengths, weaknesses, opportunities and challenges. PKR is not an exception.

Its *strengths* are:

PKR has a blend of young and experienced teachers. Young teachers are dynamic and techno savvy while experienced teachers have a thorough knowledge in their concerned discipline and maturity to counsel adult students.

Majority of the learners are first generation learners. They have the inquisitiveness and longing for learning. Learners' attitudes of this kind assist teachers to mould them as responsible citizens.

The college campus is unitary with hostel facilities for students. All departments have adequate class rooms, well equipped laboratories, facilities for ICT enabled teaching, library with wealth of information, and adequate facilities for sports and games. To be precise, infrastructure is learner/ teacher supportive.

As the management is conscious about academic improvement and infrastructure development, even now (after 25 years of establishment) they are contributing towards the corpus.

The management style in the college administration is participative and decentralized. Hence there is perfect cohesiveness between the management, authorities, teachers, learners, parents, non-teaching staff and alumni.

The college is participating in the societal welfare through extension endeavours. The NSS units of the college are contributing its might in the Swach Bharat initiatives, health awareness campaigns, and creation of awareness about social evils.

All these initiatives are creating a strong bond of relationship between the college and the society around.

The college is very much concerned about the future of students. The channels are either employing students in their areas of inclination or imbibing entrepreneurial talents to establish ventures. Alumni of the institution are happy as they are made productive throughout their life span.

Women empowerment is distinctive to the vision, mission, priority and thrust of the institution. The college has a **centre for Women Development** to incorporate inputs facilitating women development in the curriculum and to create awareness among women students about their rights and legal provisions safeguarding them. The centre has organized number of programmes to achieve its objectives. The **Curriculum Development Cell** is keen in incorporating women development issues in the curriculum.

Institutional Weakness

Today's *weaknesses* are tomorrow's strengths. Here, at the time of admission majority of students were mediocre. But at the time of exit, their performance was rated best. A real institution is one where weaknesses are identified and remedial measures are initiated to strengthen the institution. The college is a self-financing one where funds are not forthcoming to support academic developments.

In other words, the college has to mobilize the required resources. The only source of revenue for the college is the fee income. The fee structure cannot be revised upwards to meet its requirements as parents do not possess the affordability. Though the management is desirous of enhancing the pay structure of teachers to go in line with UGC scales, they are unable to do so because of funds crunch. Eventually the institution is unable to make the teachers happy as teachers are of the habit of comparing their compensation packages with that of

Government college teachers.

Some young teachers consider the assignment in the college as a stop gap arrangement till they are eligible for their marriage. Eventually those teachers may not show interest in research, publications and extension activities. This attitude of select teachers construed as a weakness for the institution as their duty is not only teaching but also contributing for the total personality development of students. As a self-financing institution, the college is constrained to provide seed money to its teachers to undertake research. Teachers are yet to avail international fellowship for advanced studies/ research.

The institution has a policy on *consultancy*. Though the institution is motivating departments and teachers to undertake consultancy assignments, the impact is yet to gain momentum. The college is located in a small town where the business activities are yet to thrive. The management is directing departments to approach business houses and prospective clients in the nearby towns like Coimbatore, Erode, Tirupur and Salem.

Institutional Opportunity

A good educational institution is one where the learners and teachers have multiple *opportunities* for their development.

Learners have a number of opportunities for their development. The college is autonomous and it follows choice based credit system. It gives an opportunity for teachers to select their choice of programmes/ courses.

PKR is a place where learners are given not only academic inputs through class room sessions but also seminars/ workshops/ conferences within the institution and motivate them to participate in such programmes organized by other institutions.

All departments are of the practice of conducting bridge courses for about a fortnight before starting course lessons at the I year UG level. These courses have given an opportunity to learners to have a conceptual clarity about their course choices, to overcome the difficulty in the change in the medium of instruction (from Tamil to English) and to understand how laboratory apparatuses are to be handled safely.

The mentoring mechanism gives an opportunity to learners to learn at their pace and whatever hurdles learners face in the campus life are sorted out by mentor teachers through their timely intervention.

Club activities thrown open opportunities for learners to enhance their skill and many are end up with entrepreneurial ventures as they honed their innate skills through clubs.

As all the 7 departments are post graduate departments, learners have an opportunity to pursue their PG and research programmes in the same institution.

An essential component of an autonomous curriculum is value education. PKR students have the chance to instill ideals while following the programme routine.

As physical education and 'PKR' are synonyms, students have an opportunity to take care of their physical well-being through structured activities and the well equipped gymnasium.

The college's placement cell is committed on getting placements with businesses that engage in manufacturing,

marketing, and customer service. These opportunities are availed by those who have desire to employ themselves.

Young teachers have opportunities to develop themselves by acquiring research degrees and by adopting the teaching methodologies of best teachers.

Institutional Challenge

Any growing institution has to face a number of *challenges*. They are:

Higher education is a competitive venture. Though competition is inevitable, there is no level playing field for the institutions offering higher education in this area. There are 5 government owned colleges in this area for whom 100% financial support is given by the government. These government colleges are offering education free of cost. There are 5 aided colleges in and around Gobichettipalayam. These colleges are getting grants to meet the salary commitments of both teaching and non-teaching staff members. These aided colleges are also permitted to offer self-financing programmes along with aided programmes. Fee structure for aided programmes and self-financing programmes are different. Colleges are permitted to charge more for self financing programmes. Whatever programmes offered under aided stream can also be offered under self financing stream. Here the strategy adopted by aided colleges is unethical in the sense that they fill the seats first in the self-financing stream by projecting the image they earned through aided programmes and then only they fill the seats for aided programmes. In addition to Government colleges and private aided colleges, there are about 9 self financing arts and science colleges posing competition to PKR. Such an uneven level playing field poses challenges to the college at the time of admitting students and to mobilize resources to develop the institution.

English is the language of instruction in all of the programmes at this college. However, the bulk of those enrolling in UG programmes attended school in Tamil. Many students struggle to adjust to English medium of instruction since the change in the preferred form of education occurs suddenly.

Though the college is recognized under 2(f) and 12(B) of the UGC Act, the college is deprived of financial support for its developmental programmes. This challenge is hampering the growth of the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Learning objectives of programmes consisting of programme outcomes, programme specific outcomes, and course outcomes have relevance to local, regional and national needs.

The *curriculum design and its development in the college move in the right direction* which is evident from the following:

90.91% of programmes had syllabus revision during the last 5 years.

Percentage of courses having focus on employability/entrepreneurship/skill development 44.22

571 courses were newly introduced during the last five years.

59.24 % of programmes offered by the college (all UG & PG) are under CBCS pattern.

The college facilitates *curriculum enrichment* by integrating issues relevant to gender, environment, human values and professional ethics into the curriculum by offering courses like 'Environmental studies', 'Yoga and Value Education', 'Women's Rights', Consumer Rights, 'Business Ethics', 'Marketing Management', and 'Small Business Management'.

The number of value added courses offered by the college was only 3 till 2016-17. Now it is 38 because of the introduction of autonomy. 53.19% of students opted for such courses during the last five years.

33.54% of students undertook field projects/internships during last five years.

The introduction of autonomy has given an opportunity for the Department of Management to introduce 'Social Immersion Project' as a compulsory component in the MBA programme. Feedback from stakeholders are regularly gathered, analysed and used as input for curriculum revisions.

Teaching-learning and Evaluation

TEACHING-LEARNING AND EVALUATION

The institution encourages departments to adopt student centric methods in the *teaching-learning process*.

Methods like experiential learning, participative learning and problem solving are availed by departments to make learning perfect. The learning management systems designed by teachers of this college have components of information and communication technology to the tune of 100%.

In order to make the students stress-free and academically active, the mentoring mechanism is in vogue where the mentor mentee ratio is 18:1.

Academic calendar of P.K.R is the guiding document prepared by the IQAC in consensus with inputs and suggestions from members of the core committee, where decisions on all matters are handled. The draft is presented for approval of the core committee members headed by the Principal and the Controller of Examinations. This mechanism is followed by the college for the last two decades. Hence, perfection and comprehensive planning are the outcomes.

Profile of the teachers of the college exhibit certain features.

Full time teachers against sanctioned posts are 100% with an average experience of 7.2 years

The percentage of full time teachers with Ph.D degree during the last 5 years is 23.58

Process of evaluation

The semester results are usually released in 23 days

The average percentage of student complaints about evaluation against the total number appeared in the examinations during the last 5 years is 2.03.

Now the college is practising ***outcome based education***. Programme outcomes, programme specific outcomes and course outcomes of all programmes of departments are displayed on the college website.

The examination procedures and processes at PKR are fully technology-enabled using tested software named CAMPES. The examination management system has demonstrated significant improvement in recent years with the integration of technology into the process.

Research, Innovations and Extension**RESEARCH, INNOVATIONS AND EXTENSION**

The institution has a well defined ***policy for the promotion of research***. The policy encourages departments to serve as research centres, motivates teachers to acquire research qualifications, activates departments to improve the enrolment for M.Phil/Ph.D degrees, and offers incentives for the completion of research guidance and paper publications in refereed journals.

For the promotion of ***research***, the college requires ***resources*** in the form of funds and personnel. 22.22% of teachers are recognized research guides and the number of research projects per teacher funded by government and non-government agencies during the last 5 years is 17.14%

The college is developing an ***ecosystem*** for the ***promotion of innovation*** through certain activities. 220 workshops/seminars are conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years. The college has 36 functional MoUs to promote entrepreneurial, technical, soft and leadership skills among the learners.

PKR's community orientation to be socially cohesive promotes the participation of students and faculty members in extension activities. We work with NGOs aiming to develop students' emotional quotient with their interaction with people in the nearby community and encourage volunteers to develop multifaceted view of life. Our activities emphasizing the core values of truth and righteousness impact target audience and our volunteers, effectuate economic independence, social commitment and national development.

Extension activities are undertaken by the National Service Scheme, Youth Red Cross and by departments independently. Student volunteers and teacher coordinators have shown immense interest in the execution of extension activities. Their interest is visible through the impact. The impact is twofold. Students are sensitized towards social issues, and activities ensure holistic development on participants. The number of extension programmes conducted in collaboration with industry, community and non-government organizations through NSS and YRC during the last 5 years is 94. For their best efforts, they have received and 60 appreciation letters during the period of last 5 years.

Infrastructure and Learning Resources

INFRASTRUCTURE AND LEARNING RESOURCES

Teaching and learning are the primary functions of a higher educational institution. The effectiveness of teaching and learning depends on the facilities available. The campus area is 10.22 acres with a built-in area is 18562.03 sq.mts.

Though the college is not getting any financial support, the management is very particular to offer those facilities conducive for effective teaching and purposeful learning. The college has adequate class rooms. All class rooms are well furnished with sufficient lighting and adequate ventilation. Departments, where practicals have a role in the teaching-learning process, have well-equipped laboratories. Physics department has 4 laboratories, Computer Science department has 4 laboratories and English department has a language laboratory with optimum utilization. All departments have well furnished staff rooms with computer systems where staff members can refer related literature. Convenient physical facilities facilitate teachers to undertake teaching/research assignments to the satisfaction of learners. 30.36% of class rooms and seminar halls have ICT enabled facilities.

Sports, games and cultural activities are given equal amount of importance in the institution. The college specialises in Volley ball, kabaddi, hockey, Power lifting and Handball. The college has well laid courts for kabaddi and volley ball with flood light facilities. Their achievements in those games in state/national/international level competitions are note-worthy. There is a gymnasium with necessary equipments. Courts and fields are regularly maintained.

The **Central Library** possessing 31,539 volumes is fully automated in the year 2005 by using Integrated Library Management System software, version 5.8.1 of campus I Lib. The library is taking special interest in the collection of rare books, manuscripts and special reports for the promotion of research. The library has e-resources like DELNET, NLIST and I-EEE. The college has average annual expenditure of Rs.2,97,000/- for purchase of books and journals during the last 5 years. The percentage per day usage of library by teachers and students is 21.67.

The college has given priority for the development of **IT infrastructure**. Now the college has **420** computers with updated configurations. The student computer ratio is 5:1. The available bandwidth of internet connection in the institution is 100 MBPs (option 1).

For maintaining and utilizing **campus infrastructure**, systems and procedures are established and updated periodically. In the laboratories, equipments are periodically serviced and consumables are replenished.

Student Support and Progression

STUDENT SUPPORT AND PROGRESSION

The college extends **support to students** and facilitates their **progression**. During the last 5 years, the average percentage of students benefitted by scholarships and freeships provided by the government is 6.56. During the same period, the average percentage of students benefitted by scholarships/ freeships offered by the institution besides the government is 10.72. Guidance for competitive examinations, career counselling, softskill development, remedial coaching, instructions through language laboratory, bridge courses, yoga and meditation

and personal counselling are the capability enhancement schemes which are in vogue in the campus. During the last 5 years the average percentages of students benefitted by guidance for competitive examinations and career counselling offered by the institution is 50.59. The institution has a transparent mechanism for timely redressal of students' grievances. So far no sexual harassment cases are reported.

Students' progression can be gauged through the success of efforts initiated for placement and the number of students opting for higher education. The average percentage of placement of outgoing students during the last 5 years is around 12.43. Based on the data of previous graduating batch the percentage of student progression to higher education is 22.11.

The success of any educational institution depends on **students' participation** in the variety of **activities** undertaken. The college has a students' council which extends a solid support to the college management while executing both curricular and cocurricular activities. Students' grievances are referred to the management by the council. Such grievances were sorted out through the interaction between council members and management representatives. The role and freedom given to students' council fosters discipline among students. The council imbibes team spirit among different groups of learners and develops leadership qualities in them.

Average percentage of students qualifying in state/national/ international level examinations during the last five years is accounted to 38.24.

155 awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level during the last five years.

The college has an **alumni association** which meets once in a year, usually 26th January every year. Every alumnus contributes Alumnae have contributed a lumpsum of Rs. 15 lakhs towards the trust's fund. The accumulated funds are utilized for the purchase of equipments for the welfare of students.

Governance, Leadership and Management

GOVERNANCE, LEADERSHIP AND MANAGEMENT

The **nature of governance** in the college is influenced by the vision and mission statement which encompasses the components like goal orientation, decentralization, team work, performance evaluation, remedial actions, and feedback from stakeholders. Based on the above, the college drew its perspective plans.

The college **practises decentralization and participative management** in all its activities. As the college is a self-financing one, grants/ aids are not forthcoming from the agencies meant for the development of higher education. The college requires flow of funds for its sustenance and development. This makes the college to follow certain **strategies**.

The college is performance oriented. **Appraising the performance** is a continuous process to ascertain the gap between the expected performance and actual performance. Feedback is the primary appraisal instrument.

The **Internal Quality Assurance** cell has evolved a number of quality assurance strategies like ICT enabled teaching, securing the status of autonomy, faculty development programmes, MoUs with institutions of excellence and facilitating both students and teachers to enroll for online courses, and the like. An incremental

improvement made during the preceding 5 years is impressive. As far as infrastructure is concerned, the number of class rooms is increased, laboratories are well equipped, office of the controller of examinations is created with all facilities, and staff rooms are made more convenient for conducive academic atmosphere. Regarding academic improvements, the college has got autonomous status, the new academic programmes were launched, the Curriculum Development Cell is created and minor research projects are undertaken.

Institutional Values and Best Practices

INSTITUTIONAL VALUES AND BEST PRACTICES

The institution is *gender sensitive*. The college offers facilities for the safety and security of women students and teachers. During the last 5 years the college has conducted 28 gender equity promotion programmes.

The college is *environmental conscious* in the sense that it has taken a number of measures for environmental protection. The college has solar power generating capacity of 500 KWH per day. The campus has 3 types of wastes namely solid, liquid, e-waste and scientific waste disposal practices are in vogue.

Locational advantages and disadvantages are identified and *addressed by the college*. As the college is located in an agricultural belt, the autonomous curriculum has inputs relating to rural development and environmental issues. The college is surrounded by green fields providing a serene and pleasant atmosphere for learning. The greenery increases the emotional and physical well being of the students. The policy of "Reduce Reuse and Recycle" is strictly adhered on the campus.

The college has *code of conduct* for students and teachers. These codes are incorporated in the college handbook and service conditions of teachers respectively. The college is functioning as per *professional codes* prescribed by the *regulatory bodies* like Bharathiar University, DCE, Government of Tamil Nadu, UGC, AICTE and the NAAC.

National festivals are celebrated with pomp and festivity and the symbols of national identities are exhibited at the vantage points in the campus. Transparency is the rule of the institution as it embraces all its functions namely financial, academic and administrative.

Though there are number of best practices in the college, and those to be highlighted are *Founder's Day in the fond memory of our founder correspondent and Service to the community as a learning*.

Founder's day is the birth anniversary of our founder correspondent and every year, the theme for honouring people committed to their service in this region is chosen to appreciate their commendable work. Our founder was a visionary and a man of simplicity with great ideals for life. He was an exemplar of life who painted his forefathers dream into reality – "empowerment of women of this rural region". To recall and appreciate our founder's legacy, our students are presented with ROLE MODELS FROM OUR COMMUNITY and the mantra for choice of our awardees is "Outstanding Commitment to Service".

In keeping with the ethos of an educational institution for its Institutional Social Responsibility, with the spirit and needs of the times we live in, the college aims at the holistic development of students, helping them to become women imbued with a spirit of excellence and an abiding concern for others. These are guided by the three intertwined goals: Academic Excellence, Social Concern & Character Formation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	P.K.R. ARTS COLLEGE FOR WOMEN
Address	P.K.R ARTS COLLEGE FOIR WOMEN, 127, Pariyur Road, Muruganpudur, Gobichettipalayam 638476
City	Gobichettipalayam
State	Tamil Nadu
Pin	638476
Website	www.pkrarts.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	N Ezhili	04285-222128	9443913635	-	pkrcollege.iqac@g mail.com
IQAC / CIQA coordinator	S Vidhya	04285-222159	9042089028	-	vidhyasivakumar@ pkrarts.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	05-08-1994

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	06-04-2017

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	22-07-2002	View Document
12B of UGC	22-07-2002	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	30-03-2017	12	Annual Renewal
AICTE	View Document	30-03-2017	12	Annual Renewal
AICTE	View Document	30-03-2017	12	Annual Renewal
AICTE	View Document	30-03-2017	12	Annual Renewal
AICTE	View Document	30-03-2017	12	Annual Renewal
AICTE	View Document	30-03-2017	12	Annual Renewal
AICTE	View Document	30-03-2017	12	Annual Renewal

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	P.K.R ARTS COLLEGE FOIR WOMEN, 127, Pariyur Road, Muruganpudur, Gobichettipalayam 638476	Rural	10.22	18562.03

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,Tamil	36	H.S.C Passed Candidates who have studied Tamil at the H.S.C level	Tamil	60	43
UG	BA,English	36	H.S.C Passed Candidates who have studied English at the H.S.C level	English	60	26
UG	BSc,Mathematics	36	H.S.C Passed with Mathematics	English	120	19
UG	BSc,Physics	36	H.S.C Passed with physics	English	60	17
UG	BSc,Computer Science	36	HSC passed with Computer Science / Mathematics / HSC passed with Maths Bridge Course	English	129	111
UG	BCA,Computer Science	36	HSC passed with Computer Science / Mathematics / HSC passed with Maths	English	60	40

			Bridge Course			
UG	BSc, Computer Science	36	HSC passed with Computer Science / Mathematics / HSC passed with Maths Bridge Course	English	60	54
UG	BCom, Commerce	36	H.S.C Passed with Arts	English	60	20
UG	BCom, Commerce	36	H.S.C Passed with Arts	English	138	44
UG	BCom, Commerce	36	H.S.C Passed with Arts	English	126	83
UG	BCom, Commerce	36	H.S.C Passed with Arts	English	60	0
UG	BBA, Management	36	H.S.C Passed with Arts	English	60	25
UG	BBA, Management	36	H.S.C Passed with Arts	English	50	0
PG	MA, Tamil	24	A Pass in B.A. Tamil (or) B.Litt. Tamil / any UG Degree with 4 Papers of Part I Tamil	English	50	18
PG	MA, English	24	A Pass in B.A. English / any UG Degree with	English	50	11

			4 Papers of Part II English			
PG	MSc, Mathematics	24	B.Sc Mathematics / equivalent degree with Mathematics as a regular subject	English	40	21
PG	MSc, Physics	24	B.Sc. Physics with anchillary Chemistry and Physics	English	35	8
PG	MSc, Computer Science	24	B.Sc. Computer Science / Computer Technology / Information Technology / BCA/ B.Sc Computer Science Related Courses / B. Sc. Mathematics with CA / any Degree with +2 Maths	English	60	0
PG	MCA, Computer Science	24	B.Sc. Computer Science / BCA/ B.Sc Computer Science Related Courses / B.S c. Mathematics with CA or any degree with Mathematics	English	60	27

			/ Business Maths/ Statistics/Operational Research/ Numerical Methods at +2 le			
PG	MCom,Commerce	24	UG Degree in B.Com / B.Com CA	English	46	27
PG	MBA,Management	24	Pass in any UG degree awarded by the Universities approved by UGC with entrance score	English	60	52
PG Diploma recognised by statutory authority including university	PG Diploma, Computer Science	12	Under Graduation (All discipline)	English	50	50
Doctoral (Ph.D)	PhD or DPhil,Tamil	36	Post Graduation / M.Phil in the same discipline	English	16	0
Doctoral (Ph.D)	PhD or DPhil,English	36	Post Graduation / M.Phil in the same discipline	English	6	0
Doctoral (Ph.D)	PhD or DPhil,Physics	36	Post Graduation / M.Phil in the same discipline	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Computer	36	Post Graduation /	English	30	0

	Science		M.Phil in the same discipline			
Doctoral (Ph.D)	PhD or DPhil, Commerce	36	Post Graduation / M.Phil in the same discipline	English	20	0
Doctoral (Ph.D)	PhD or DPhil, Management	36	Post Graduation / M.Phil in the same discipline	English	16	0
Pre Doctoral (M.Phil)	MPhil, Tamil	24	PG Degree in Tamil Disciplines	English	20	0
Pre Doctoral (M.Phil)	MPhil, English	24	PG Degree in English Disciplines	English	20	0
Pre Doctoral (M.Phil)	MPhil, Mathematics	24	PG Degree in Mathematics Disciplines	English	36	0
Pre Doctoral (M.Phil)	MPhil, Physics	24	PG Degree in Physics Disciplines	English	17	0
Pre Doctoral (M.Phil)	MPhil, Computer Science	24	PG Degree in Computer Science Disciplines	English	20	0
Pre Doctoral (M.Phil)	MPhil, Commerce	24	PG Degree in Commerce Disciplines	English	30	0
Pre Doctoral (M.Phil)	MPhil, Management	24	PG Degree in Management Disciplines	English	20	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				14				101			
Recruited	0	0	0	0	0	14	0	14	4	97	0	101
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	4	19	0	23
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	2	4	0	6
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	13	0	4	14	0	31
M.Phil.	0	0	0	1	0	0	0	59	0	60
PG	0	0	0	0	0	0	0	24	0	24
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	1466	23	0	0	1489
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	362	2	0	0	364
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	50	0	0	0	50
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	6	1	0	0	7
	Female	44	1	0	0	45
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	7	0	0	0	7
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	108	47	91	87
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	5	5	3	4
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	678	595	704	731
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	16	14	21	14
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		807	661	819	836

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Commerce	View Document
Computer Science	View Document
English	View Document
Management	View Document
Mathematics	View Document
Physics	View Document
Tamil	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy 2020 of India envisions to endow Indian citizens with quality education for the development and empowerment as global citizens. In alignment with this, P.K.R organised seminar / FDP to create awareness on NEP's key inputs. Key principles of draft NEP were discussed and a brainstorming session was held. This knowledge enrichment initiative paved way for the enrichment of scholastic courses of the curriculum and added value to the design of co-scholastic courses. Faculty empowerment was planned by the centre for faculty development and faculty members from all disciplines were motivated to attend seminars / webinars / discussion forums on NEP and its implementation. Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives. Introduction of industry 4.0 and strengthening it over the years across all the programmes diligent discussions, expert opinions, student feedback, Introduction of inter-disciplinary courses in : core - open elective category, value added courses, self-study components, All programmes offered by the institution are structured in a way that students get maximum flexibility to choose elective courses offered by other Departments. The institution is actively working towards implementation of the suggestions given in the NEP. In view of the NEP, the institution has applied for new interdisciplinary programmes to integrate departments in addition to the existing courses and activities on multidisciplinary research and academics.
2. Academic bank of credits (ABC):	P.K.R follows a choice-based credit system for all of its programmes. PKR is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. Majority of the students have created their ABC-id and others are being helped to create one for them enabling their mobility through digilocker.
3. Skill development:	The college meticulously takes up initiatives of the central and state government like NSDC, PMKVY,

	<p>DDUGKY and NULM aimed at skill development and employability enhancement of youth to improve their socio-economic back-ground from 2014-2015 onwards. Thus, the institution emerged as a skill hub and established the centre for extension and community outreach to train the underprivileged, unemployed, unskilled and semi-skilled in this rural area. These schemes have enabled the youth to take-up industry relevant vocational skill training in order to secure an employment status to obtain empowerment through entrepreneurship. All our departments offer skill enhancement courses and are Industry 4.0 ready. Newly adopted curriculum under autonomy and the training imparted through 36 functional MoUs will help the aspirants to get fully trained in accordance with NSQF's National Occupational Standards (NOS) developed by Sector Skills Councils (SSC) and requirements of Industry 4.0 so as to enhance the employability for our graduates as per the industry's current human resources requirements. These steps help us in progressing towards the implementation of NEP.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Establishment and upgradation of a museum, visits and training with historical Museums, trips to places of historical importance, courses on Indian Knowledge System, learning different languages under Part-I are few of the mentionable initiatives. Programmes including webinars and seminars are offered to encourage learners, understand the historical significances and cultural values permeated by the literary work. Further, students are encouraged to complete online courses and get to know more about the IKS and how it is being valued across the globe.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>A curriculum developed by autonomous colleges is carefully planned and executed after considering all aspects. Academic autonomy allows for flexibility in curriculum development and course content in order to address the specific needs of the industries; a new research trend etc. During 2017-2018, P.K.R. Arts College for Women becomes autonomous. For overseeing the preparation and implementation of autonomy, the college management proposes to constitute an Autonomy Implementation and Monitoring Committee. Objectives: 1. Efforts for Excellence in academic performances 2. Capability of self-governance and 3. Enhancement in the quality</p>

	<p>of education. The following are major initiatives adopted after Autonomy: - CBCS and OBE schemes into the curriculum - State of Art infrastructure and ICT facilities to fulfill the Programme requirements - Administering a mechanism for streamlined monitoring of Teaching – Learning activities - Special focus on Experiential/Participative Learning - Examination reforms - Enhanced Student’s Representation in Administration - Enhanced Research activities, Extension activities - Instilling Human Values and Social Responsibility - Online Structured Feedback Mechanism - Conducting Internal and External Audits - Elective, Extra credit, Value added, Add-on, Open Elective, Self Study, Non-credit Certificate, Skill Enhancement and Ability Enhancement Courses - Creation of ABC id for students as a NEP initiative - Workshops for Faculty Members on NEP - Establishment of Electoral Literacy Club - 360 Degree development of student personality through specially designed Co-Curricular Activities IQAC helps the AIMC in preparing the progress report at the end of each academic year to assess its progress and also coordinate for renewal of autonomous status in the year 2023.</p>
6. Distance education/online education:	<p>Due to COVID-19 pandemic, educational institutions across the world have increasingly involved in using the digital platforms for engaging classes and in conducting conferences and meetings. Keeping aside the negative impact of reduced personal interaction, online education has broken financial and geographical barriers thus bridging the industry and academia gap. Also, renowned experts from across the world are now at a click away. We have now chances to enhance hybrid mode of education that combines online and offline resources. This new normal is envisaged in New Education Policy as well. The learnings from our adaptive response to Covid-19 has paved way to know and frequently access online resources. Any faculty at any time connects to her wards for a presentation and this blended learning is by-product of COVID, a boon in disguise to prepare for NEP implementation.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
24	24	24	24	24
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 7

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1899	1922	2158	2196	2232
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
692	768	778	759	801
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
1864	1887	2002	2068	2176
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	0	25	31	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
942	1010	1029	1018	959
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
106	107	111	116	110
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
108	109	113	118	112
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
1494	1499	1503	1393	1470
File Description		Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
891	927	885	885	956
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 56****4.4****Total number of computers in the campus for academic purpose****Response: 420**

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

2021-22	2020-21	2019-20	2018-19	2017-18
192.54	119.05	257.48	289.98	276.27

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

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 outcomes entrenched in academic standards, industrial expectations and social relevance. Also, 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 a curriculum based on these founding principles of the institution has been an evolutionary process aimed at the empowerment of rural women of the region.

Autonomy conferred during the year 2017-2018 paved way to customize curriculum based on Outcome Based Education (OBE) rooted in Choice Based Credit System (CBCS). We adopt the regulations laid down by the UGC, TANSCH, AICTE, Bharathiar University, and the curriculum is periodically ratified in consultation with all the stakeholders – students, faculty, alumnae, recruiters, employers, community and other academic experts. The curriculum aligned with the emerging needs of Industry 4.0 includes components to nurture critical thinking, problem solving, creativity and innovation, and interpersonal skills, and is facilitated by participative, experiential learning and problem solving pedagogies adopted by faculty for an interdisciplinary exposure.

P.K.R situated in an agrarian belt and in close proximity to Coimbatore, Tirupur and Erode (geographical locations with potential for employability, self-employment and entrepreneurship) has introduced 557 new courses during the period in Under-graduate and Post-graduate programmes catering to the ability and skill enhancement of our learners for their career planning. This is the foremost consideration while preparing the course contents across all programmes and aligning the outcomes for strategic fit with vision, mission and objectives of the institution.

Curriculum houses core, allied, elective, ability enhancement, skill enhancement, proficiency enhancement, competency enhancement and foundation courses, self-study courses and self-paced mandatory components.

The evolution of data science has led to the introduction of Data Analytics and Business Analytics programmes to meet the demand for skilled analysts across business domains.

A blend of courses in Computer Science, Commerce and Management fuel skill development, employability and entrepreneurial mindset amongst the learners. Courses like Data Science, R Programming, Python, Business Analytics, Internet of things, Rural marketing, Retail Marketing, Business Research Methods and Green Marketing add significance.

Courses on information security, cyber security, yoga and human values, life skills (Jeevan Koushal),

environmental studies are in compliance with the expectations of the UGC and the changing norms of today's scenario.

About 102 value-added and add-on courses are offered in addition to coaching for civil service examinations and foundation courses for CA-CPT/ACS/ACCA/ICAI/ASI. Self-learning with due mentoring of faculty is encouraged for credit transfer for online courses from NPTEL and MOOC with credits. Around 550 students have gained from courses offered as extra-credit. College has 33 functional MoUs for industry-institute tie-up, facilitate the teaching-learning process of scholastic and co-scholastic courses.

Courses offered with relevance the local, national, regional and global developmental needs:



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

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

Response: 90.91

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

Response: 22

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

Response: 20

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

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

Response: 44.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
415	433	445	446	452

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 11.8</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 585</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 4958</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 79.17</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 19</p>	

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

1.3 Curriculum Enrichment

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

Response:

In covenant to PKR's commitment to Institutional Social Responsibility, the curriculum design of P.K.R. ARTS COLLEGE FOR WOMEN is fortified to attune the attitude and behaviour 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.

Professional Ethics: Consumer Rights, Cyber Security, Information Security, business ethics and environment, Research Methodology are courses offered to instil professionalism in the young minds. Students organise events, lead teams, compete with peers, plan and execute activities whereby they imbibe managerial talent and have hands-on experience of work place culture. Curriculum upgraded with courses relevant to Industry 4.0 abridges the industry-academia gap.

Gender: Most of our facilitators are female and a majority of them are first generation working women and mentor influence learners as mentor to break such myth at the graduate-level. Gender related courses titled Indian Women and Society, Women in Business, Women leadership and Penniyam are part of the curriculum, amongst the activities of Centre for Women Studies. Curriculum design, gender equity programmes and efforts of placement and career guidance cell renders our girl children a levelling play field to grow with confidence and tackle situations at par with their male counterparts.

Human Values: Courses on Yoga and Ethics, Information Security, Indian Women and Society, Consumer Rights, Cyber Security, Information Security, along with discipline specific courses namely, soft skills, social immersion project and value education sessions impart human values at P.K.R. Projects addressing social problems, frequent interaction with mentors and participation in extension activities and social interactions paves way to practice the value based lessons learnt in classes.

Environment and Sustainability : Gobichettipalayam clusters agriculture and textile industries, hosts small and medium-sized production units that favour employability on one hand and fuel pollution on the other, which render agriculture as an unattractive career option. In addition to this, 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. In addition to the number of courses offered, as part of experiential and participative learning practices, many events, days of national and international

importance, extension activities and projects with NGOs create awareness and help in advocating such issues amongst the youth population.

Courses relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability



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

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

Response: 102

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	37	6	8	13

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

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

Response: 53.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
1836	1754	364	597	758

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

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

Response: 33.54

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

Response: 637

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

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni

Response: A. All 4 of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 56.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
807	661	819	836	882

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1436	1433	1341	1383	1483

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

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

Response: 79.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
759	647	736	730	712

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

2.2 Catering to Student Diversity

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

Response:

Assessment of the learning levels of the students after admission:

This involves a SIX stage process :

1. Student Induction Programme (SIP) is conducted every year based on the summary collected by the **admission committee** on the academic background, medium of instruction, economic status, curricular and extra-curricular activities of the students which helps the core committee to plan for it.
2. Improvement of English communication skills for the development of learners **Language Enrichment Programme** is conducted by the Department of English.
3. To fill the **achievement gaps** the **core committee** seeks and approves plans for **Student Induction Programme (SIP)**
4. **Fleming's VAK** (Visual, Auditory and Kinesthetic) **learning styles** are diagnosed by the tutors of every class at this stage based on the primary data collected. **Differentiated instruction method** is adopted by the course instructors appropriately.
5. At the next stage, students are allotted to mentors by ward system for **value education, mentoring & counseling** by the programmes conducted every week and the same are recorded in their personal record along with their personal information.
6. In the final stage, data from the above stages and the result analysis of the CIA tests help for the adoption of the **real pedagogy** for teaching.

<https://www.pkrarts.org/slow-learners-and-advanced-learners/>

Special programs for advanced learners and slow learners:

- **For Advanced learners :**
- Learners are motivated to do **online courses** in SWAYAM, NPTEL, and other reputed websites and they are also given scope to take part in **E-quiz** competitions.
- Mastery learning is achieved by giving **seminars and assignments** in advanced topics and also they are motivated to present and publish papers. **Workshops**
- The students are motivated to take-up **training programmes** and **cognitive courses** offered by IBM and ATAL.

- **Buddy group** learning is practiced by the opportunity given to them to mimic their facilitators.
- Sensitisation about the trending topics relevant to the course of study to inculcate opportunity is given to complete **research internships** and also encouraged to assist the faculty in developing **research projects and seminar proposals**.
- **Pilot team projects** namely, Social Immersion Project and Entrepreneurship Immersion Projects are offered by the Department of Management to inspire students.
- Proficiency prizes during annual day celebrations, awards and medals in departmental functions are also given.

ii) Facilitating Slow learners:

- for the slow learners are given by the mentors regularly in order to motivate them to improvise their irregularities at work, poor performance during classes and absenteeism and the same are intimated to parents by phone calls and meetings. Corrective steps are taken accordingly and recorded in the personal records.
- **Spoken English classes** are also offered to improvise their language efficiency.
- , **assignments, regular class tests and peer learning** are given to them to improve their subject knowledge.
- **Career counseling programmes** are offered to them to in order to stimulate their thoughts about choosing their career paths.

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

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

Response: 17.92

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

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Teaching- learning practices during this pandemic scenario attracted contentions from many stakeholders but edtech revolution is happening. 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 pattern of thoughts, means of problem solving and ways of life. This is believed to contribute to further individual and social transformation.

Experiential learning followed by our institution includes,

- **Learning by Doing:** Implemented by the Department of Physics and Computer Science by offering laboratory based experiment thereby providing practical insights into the subject. are integrated into the course structure of MBA and MCA programmes which facilitates the students to anoint knowledge acquired in their classroom lectures.
- **Industrial interfaces and field trips** are organised to provide the students with hands on experience of the field and update them with the current technology.
- Experts from various industries impart their experience with students (**Guest lectures, seminars, conferences, workshops, webinars, literary expos, exhibitions**) which groom them for the real time Job scenario.
- **Language and communication lab** perk up the ability of the students to communicate efficiently.
- **Business lab** provides opportunity to grasp the ideologies about the commerce and management concepts. The students take active part in organizing extra and co-curricular, inter/intra departmental, inter/intra college events, which helps them to enhance their **leadership skills**.
- The **Entrepreneurship Development Cell** provides a platform for innovative thinkers to take forward their entrepreneurial ideas.

2. Participative Learning:

- **Activity Based Learning** methods are followed with live interactive sessions, Flipped classroom, Blended learning, Jig saw, Role-Play, Video tutorials, jam board, Think Pair Share and round table method.
- Students are encouraged to take self-learning courses in **E-Learning portals** like SWAYAM, NPTEL, Great learning and udemy.
- **Skill oriented programmes** are also offered which facilitate the students to shift from competitive to competent environment.
- **Application Based Learning** are practiced with the aid of android apps like, Mentimeter, Kahoot, quizziz, flip grid, coggle, kahoot, google tools for education, scorebell, slido, Nearpod are also used.
- The group learning practices are imparted viz.,(Debates, Group discussion etc.,)

3. Problem solving Methodologies:

- **Project based Learning** is offered by all the departments to become skilled in the subject arena with real time experience
- **Real time assignments and case studies**, mind mapping and brain storming sessions on specific topics were discussed in the classroom which enhances their problem solving skills related to societal issues.

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

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

Response:

The members of the faculty of P.K.R. make effective use of Information & Communication Technology (ICT) enabled tools (including online resources) for teaching learning process.

- Majority of the Classrooms are furnished with **LCD projectors** to facilitate presentations by the faculty members and also to attend seminars, guest lectures and workshops and telecast educational videos from educational sites.
- Laboratories, Seminar Halls, Auditorium, Conference Rooms and Computer laboratories and P.K.R. college media centre are equipped with ICT tools and enabled **Wi-Fi 24x7**.
- **Lady hawk Digital Language software** is used for listening and communication skill practice.
- P.K.R has registered a **cloud-based G-suite** for education allowing faculty and students to access and reflect learning from anywhere at any time. The zoom account was used to livestream programmes (open for everyone) on P.K.R's Youtube channel.
- Smart classrooms are available with smart boards as additional learning resource to facilitate for interactive classroom sessions.
- Slideteam, slideshare, YouTube videos, academia.edu, simplilearn.com, National Programme on Technology Enhanced Learning (NPTEL), SWAYAM videos are some of the **online resources** used by faculty members for effectual teaching-learning process.
- **Learning Management System (LMS)** namely **Google classroom, Teachmint** apps are widely employed for attendance taking, in-class interactions, quizzing, simulation games, examinations, assignments, posting course materials.
- Extensive usage of **ICT tools** which render timely support for faculty members for teaching and students for learning process by the aid of various apps, to name a few, G-meet, Zoom, Google Forms, 8085 Microprocessor Application, Nearpod, Socrative, Kahoot, Virtual Blackboard, MOOC's platforms, Quizizz.
- **Free online Compilers for Programming** (Jdoodle, C Coding, SQL Compiler, PHP, Oracle Live, pyroid, Code Chef) are used to conduct lab sessions using simulation and programming modules.
- **Coggle App** is used to create concept maps which aid students to see a big-picture and visualize relationships and mind maps are used in classroom sessions for brainstorming ideas.
- **Digital and Jam boards** are utilized to conduct online classes for problem oriented courses.
- **E-content** was developed by the faculty members of all departments and the same was disseminated to students' via. You Tube video links, Google drive links and slideshare.
- Faculty members use **ice cream recorder, screen castify, inshot, kinemaster, video recorder** to prepare **self developed videos**.

Faculty members and students also make use of **digital library** for the reference of course related online resources in an efficient way.

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

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

Response: 17.92

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

Response: 106

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

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

Response:

Preparation of Academic Calendar:

Academic calendar of P.K.R is the guiding document prepared by the IQAC in consensus with inputs and suggestions from members of the core committee, where decisions on all matters are handled. The draft is presented for approval of the core committee members headed by the Principal and the Controller of Examinations. This mechanism is followed by the college for the last two decades. Hence, perfection and comprehensive planning are the outcomes. This information packed timeline document approved by the academic head is circulated to all Deans, functional heads and coordinators, students and is uploaded in the college website (www.pkrarts.org) for access to all stakeholders.

Preparation of Academic Plan:

- The Controller of Examination prepares schedules for internal exams and End Semester Examination. Governing Council members are constituted for monitoring the regular activities of the CoE.

- Work load is drafted for every faculty member by the HoD and the time table is meticulously prepared to fulfill the curriculum needs as per the prescribed scheme of examinations. Every course instructor prepares the teaching plan for their courses as per the suggested format well in advance for every semester.
- Skeleton document of the Teaching plan is circulated by Faculty coordinators and the respective course instructors prepared their flexi-plans with hybrid teaching learning methods and ICT requirements and get it approved by the HoD.
- The head of the departments and the members of the faculty adhere to the resolutions of the core committee and the CoE to execute and monitor the teaching plan, Continuous Internal Assessments (CIAs) and Model examinations.
- Head of the Departments and Internal Quality Assurance Cell audit the implemented activities of each department as well as the Academic plans of each faculty and these audit reports are reviewed for necessary follow up action.

Adherence to Academic Calendar and teaching plans:

- **Subject registers** are maintained by the course instructors which portray the work execution of the faculty, learners' attendance, marks for CIA, seminars, assignments, quiz and result analysis. These components are periodically evaluated and deviations are noted and provision for rectification is made by the respective Head of the Department, which is finally assessed by the Principal of the institution.
- A provision for **flexi planning** is also made, so as to accommodate adhoc arrangements in utilisation of available resources.
- Utmost care is taken to adhere to the proposals made, but, any deviations if found are also rectified with immediate effect for the benefit of the learners.

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

2.4 Teacher Profile and Quality

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

Response: 98.21

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

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

Response: 23.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	27	25	29	20

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

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

Response: 6.47

2.4.3.1 Total experience of full-time teachers

Response: 686

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

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years

Response: 23

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	21.5	24	21	12.5

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

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

Response: 0.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	0	25	31	0

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

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

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

Response:

Implementation of e-Governance in the Examination Section

e-Governance of examination module facilitates in improving transparency, providing speedy information, dissemination, improving administrative efficiency and public services related to examination. Implementation of e-Governance helps to monitor academic standards related to the conduct of examination and evaluation. It helps in the continuous monitoring, assessment and meaningful evaluation about the students by the teacher. e-campus examination module includes Student ID verification, Entry of marks, Attendance calculation, Online hall ticket generation, Issue of hall tickets and Results publication of End Semester Examination..

Learning Management System (LMS)

During Covid-19 the students are instructed to submit their Assignments, CIA test answer scripts as PDF file in Google classwork. For theory papers of the End Semester Examinations, question papers were posted in Google class room after the immediate reception from the CoE section and the answer scripts of ESE are posted by the students in PDF format in the same. After that the answer scripts of ESE are evaluated in the evaluation form provided by the Controller of Examination.

Examination procedures and processes:

The examination procedures and processes at PKR are fully technology-enabled using tested software named CAMPES. The examination management system has demonstrated significant improvement in recent years with the integration of technology into the process. Some of the reforms in the Examination Management System through IT integration are,

- `.Student entries and subject entries are made at the beginning of each semester with course code to facilitate
- `.Attendance calculation and online mark entries
- `.Online Registration and fee payment for exams
- `.Preparation and updating of digital Question Banks
- `.The availability of data base of question paper setters assures their easy identification and access
- `.The guidelines for the Faculty/invigilators/Students are sent through E-mail
- `.Exam Timetable is sent as e-mail communication to all the departments
- `.For the online examinations the google forms are created and the links are shared by the respective course instructors at the time of the examination to the students through whatsapp message and the same is monitored by the course instructor through the google meet.
- `.Project Viva-voce through Google-meet for UG/PG students.
- `.Dummy number generation and shuffling of answer papers by bar code system ensures confidentiality.
- `.CIA and ESE marks are entered through CAMPES and the results are published on the college website.
- `.Calculation and allocation of marks/grading is automated through the CAMPES software.
- `.Digital transcripts of mark lists are made available online.

- `.IT based security features like encryption and random numbers are easily incorporated in the mark sheets.
- `.Online Comprehensive Examinations of three-hour duration containing 50 MCQ train the students for competitive examinations.
- `.Proctored invigilation of online CIA and ESE.
- `.Transcripts are quickly provided on request for the students going abroad for higher`
- `.`
- IT integration and automation process has enabled the publication of results within three weeks from the last date of examination.
- Data access, data editing and report generation are under the direct control of the

Controller of Examinations.

Examination Reforms including CIA:

- Integration of COs, POs with assessment tools; the COs are attained by fixing the knowledge levels which are incorporated in the CIA and ESE question papers.
- Open book exam for the Final MBA students provides necessary challenge and helps to check the level of their understanding of the subject.
- Continuous Internal Assessment includes tests, quizzes, and assignments for UG programmes and additionally seminars for PG programmes to analyse different skill sets of the students.
- Carrying out Social Immersion Project by MBA students promotes social consciousness.
- Carrying out Industrial/Institutional/Apprenticeship/Mini project training help the students to imbibe professional ethics besides gaining an insight into industrial procedures and practices.
- Conducting Comprehension and viva voce examination helps to improve students communication skill, comprehensive ability and confidence to face interviews.
- e-question papers are validated by the scrutiny team before exams for content and construct validation.
- After ESE if students have any discrepancies for particular courses in correlation to their ESE marks they are permitted to apply for reevaluation.
- Conduct of Supplementary Examinations helps the learners move ahead for higher studies and career prospects.
- Result analysis of students' performance in the ESE provides inputs for continuous improvement in curriculum design and teaching methods.

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.

The reports generated before the conduct of exams are:

- Student Details Entry
- Generation of roll numbers, register numbers
- Courses 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 and online fee payment
- Schedule of practical examination and assignment of external and internal examiners
- Hall Ticket generation and issue
- Preparation of Timetable for ESE and communicated the same through department mail id's.
- CIA marks entry by the course instructors

The 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 supplementary Examinations
- Recommendation to issue Provisional certificates and Degrees to the University
- Audit report of the answer scripts by the CoE section.
- List of students those who have cleared or not cleared their End Semester Examinations.

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

2.6 Student Performance and Learning Outcomes

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

Response:

- Focus and a concrete knowledge on course outcomes create a clear expectation of accomplishments to be made on the completion of the course. In line with the resolutions of Curriculum Development Cell (CDC), OBE and the principles of BLOOM's taxonomy, Program Outcomes (POs), Program Specific Outcomes (PSOs) and Course Outcomes (COs) are evolved for the 21 programmes offered by 7 departments.
- Course Outcomes (COs) were framed during course design and syllabus preparations at Department meetings. BoS of respective departments frame 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 Curriculum Development Cell (CDC) .

Communication Mechanism:

- Vision, Mission of P.K.R and that of the department, POs and PSOs are communicated to first year students at the beginning of the every academic year during the **Student Induction Programme (SIP)**.
- The POs, PSOs and COs of the each programme are published in **the college website**.(Website link)
- The POs and PSOs of the each programme are displayed in the **Programme specific class rooms and Programme specific laboratories**, whereas the Course Outcomes (COs) of the programme are printed in **syllabus books**.
- Even before teaching lessons in courses, teachers are instructed to make a presentation concerning programme/course outcomes in the class room sessions. The learners thus have a clear perception about the programme that they are undergoing and the objectives with which different courses are taught to them.
- Sensitisation about **Outcome Based Education**: POs, PSOs, COs and BLOOM's taxonomy happens in the freshers meetings convened for the newly appointed members of faculty with the Principal and HoDs. As this is the maiden attempt on the part of the

institution to introduce 'Outcome Based Education' in this part of the country, our teachers have the opportunity to know and experience a new teaching-learning process.

- During the **class committee meeting** and meetings held in departments, POs and PSOs are reviewed with the students and staff members.
- **Teaching plans** are designed in alignment with outcomes and communicated to the students during the first class. During the commencement and after the completion of each unit, need and attainment of COs are reviewed.
- **Communications are made regularly about OBE- PSOs, POs and COs** to our other stakeholders especially career counselors, employers, entrepreneurship trainers, parents, other government officials, experts and members of Board of Studies, statutory and non-statutory bodies, question paper setters, members of scrutiny board, internal and external examiners, trainers, recruiters via, word-of-mouth, emails, website pages and printed syllabus books.
- At times, departments invite experts to highlight programme outcomes /course outcomes wherein learners and teachers interact with enthusiasm.

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

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

Response:

- *Attainment of program outcomes, program specific outcomes:*

Outcome Based Education (OBE) is implemented in the Institution from June 2017, our first leap in autonomous status. OBE emphasises that the Program Outcomes (POs) and Program Specific Outcomes (PSOs) are the qualities that must be imbibed in the graduates by the time of completion of their programmes. At the end of each program, the PO and PSO assessment is to be done from the CO attainment of all curriculum components. The PSOs are framed recently based on the latest UGC guidelines.

- ***Attainment of course outcomes :***

Each course has defined a set of course outcomes and corresponding evaluation criteria. In each course, the level of attainment of each CO is compared with the predefined targets. Difficulties in achieving the COs and the deviations are reported by the course instructor to their respective HoDs for necessary improvements in achieving the POs/PSOs. This in turn will facilitate strategic alignment with the institutional vision and mission.

- ***Method of Measuring COs :***

The realization of COs is measured through:

- Discussions with the academic experts, industry nominees, alumnae representatives during the periodical meetings of BoS and Academic council are reflected in the curriculum development process.
- Monitoring of learners' performance by the course teachers through regular class tests, CIA, model examination, End Semester Examinations, practicals, project reviews, assignments, seminars and quiz.
- Course instructors' redesign (on need) the teaching plan based on the observations and suggestions of the HoDs periodical assessment of work execution as recorded in the subject register.
- **Student feedback** is obtained for each class (monitored by the HODs) and the representations made in the class committee meetings are chaired by the Principal.
- Members of the faculty conduct discussion and analyse the results with the learners that helps to gauge the achievement of course outcomes.
- ESE Question papers are thoroughly scrutinized for standard, spread of the syllabus and mapping of COs to ensure the adoption of the principles of BLOOM'S taxonomy.
- The results of the end semester examinations are discussed in the **staff meeting** and suggestive measures are promoted to improve performance.
- Interaction by the HoDs, and Principal with visitors, trainers, guest speakers and external examiners on learners' participation and performance render a platform for improvement.
- Curriculum feedback is obtained from the learners and the same is used for curriculum design and development for the forthcoming batches.
- COs for all the courses are mapped with relevant POs using **Course Articulation Matrix**.
- In the Course Articulation Matrix the COs of all the courses should be mapped against all the POs and the **level of correlation** between the COs and POs are calculated.
- The levels of attainment for all the courses are fixed.
- The **OBE monitoring council** shall assess the levels of attainment based on the assessment tools i.e. Direct and Indirect methods.
- Finally the attainment of PEOs is measured by the institution after a period of three years.

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

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

Response: 96.82

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

Response: 639

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

Response: 660

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.66

File Description	Document
Upload database of all currently enrolled students	View Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The research policy is formulated and the necessary state-of-the-art research facilities are established to promote research, which is in consonance with institution's vision. Special drives are initiated to promote undergraduate research. The affiliating university recognized 13 research centers to undertake quality research. Similarly, Department of Scientific and Industrial Research, Ministry of Science and Technology recognized the institution as Scientific and Industrial Research Organizations (SIROs) to promote research and industrial collaborations

Center for Research and Development

The nodal unit that promotes, coordinates, and keeps track of all research activities is the Center for Research and Development. The Research Advisory Committee evaluates the state of the research and offers new efforts. The research committee develops and carries out the research policy, provides strategic planning for research promotion, collaborations, proposal submission, securing grants-in-aid, enhancing the caliber of publications, and oversees research and exchange programmes.

CENTER FOR RESEARCH & DEVELOPMENT

Objectives

Learning New Information

Methodical application of research knowledge

Finding resources

Increasing faculty productivity

Create new and connect existing communities

Support the expansion of the research enterprise

Create standard operating procedures

Improve faculty understanding and knowledge

Promote the importance of innovation and entrepreneurship

Objectives

- To learn new information, which one might or might not apply to practical purposes.
- Development is the methodical application of research knowledge or insight toward the creation of useful materials, technologies, systems, or methods, including the design and development of prototypes and procedures.
- Find resources and possibilities for short- and long-term research, and promote them to colleges, departments, and other groups.
- Increasing faculty productivity through the provision of pertinent information, resources, and tools for research
- Create new and connect existing communities for research and scholarship within the faculty to increase opportunities.
- To support the expansion of the research enterprise, continue to develop and invest in research infrastructure.
- Create standard operating procedures for research commercialization processes.
- Improve faculty understanding and knowledge of research commercialization.

- Promote the importance of innovation and entrepreneurship in the tenure and promotion process.

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 Annual Quality Assurance Report of P.K.R. ARTS COLLEGE FOR WOMEN NGOs, research accomplishments were incentivized, faculty members published chapters/books and management 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 utilization 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. Centralized 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	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

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

Response: 0.68

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.18	2.4	0	0.2	0.6

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

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

Response: 0.36

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

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

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

3.2 Resource Mobilization for Research

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

Response: 3.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.07	1.02	0	2.76

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

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

Response: 1.45

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

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

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

3.2.3 Percentage of teachers recognised as research guides

Response: 22.64

3.2.3.1 Number of teachers recognized as research guides

Response: 24

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

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response:** 17.14**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	3	0	1

3.2.4.2 Number of departments offering academic programmes

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

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

3.3 Innovation Ecosystem

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

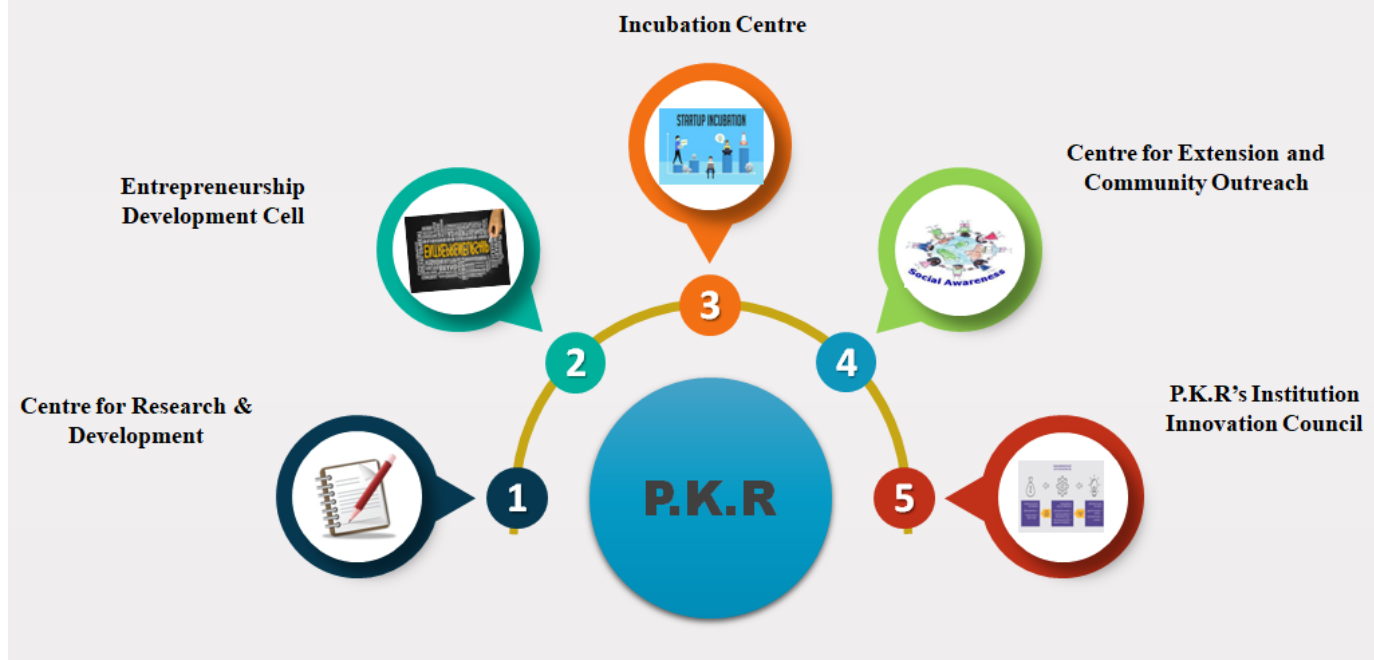
Response:**3.3.1 INCUBATION CENTRE & ITS ACTIVITIES:**

The institution has created an ecosystem for innovation and undertakes the following activities for creation and transfer of knowledge:

- EDC (Entrepreneurship Development Cell) functions under the able guidance of the principal and has certified professionals who have attended the FDP sponsored by NSTEDB, EDI, Ahmadabad on entrepreneurship. (Periodical training with external agencies and motivated for knowledge transfer).

- MoU with EEDISSIA (Erode District Small Scale Industries Association) helps us bridge the gap between industry and academia viz., Industrial visits and industry-institute interaction.
- Adequate financial support from the EDI, Chennai an EDP for entrepreneurial awareness among a volunteer group of individuals with entrepreneurial propensity and a WEDP among the selected women folk in our rural area. Resources and support from EDI, TIIC, DIC, Lead banker, TBI from our nearest institution are highly commendable.
- Financial aid from Entrepreneurship Development Institute of India, Ahmedabad, the college has conducted 22 EACs (Entrepreneurship Awareness Camps) within the campus for learners from science and management background.
- MoU with TiE (The Indus Entrepreneur) - the Coimbatore chapter which costs an annual membership of Rs.25,000/- sensitizes students with entrepreneurial intention about business ventures, hurdles in the process of development and the ways & means to overcome such hurdles. Periodical programmes of the Coimbatore chapter aims at entrepreneurial awareness, motivation and development wherein students are permitted to participate and deliberate issues of concern for mutual benefit.
- MoU with MYRADA (an initiative of the Indian Council of Agricultural Research) offers Agri-entrepreneurship, a core-optional course offered by the department of Management. This educates our students on the sustenance of agriculture based businesses and on the innovative scientific methods for farming aimed at improvising agricultural practices. For example, our students have recently attended the inauguration of the Turmeric assaying laboratory (a rare kind in South India) at MYRADA and have interacted with the cultivators of Turmeric to understand their problems.
- MYRADA has been resourceful to conduct training programmes on baking of biscuits (made of grains and pulses), chocolates and cakes, making of masala powder, at the college premises to impart knowledge about value addition of agricultural products.
- Start-up launch by our students (baking unit) with technical and seed funding support from our college management functions in the campus, which is a notable example for incubation from an Arts and Science college.
- Nodal agency for Pradhan Mantri Kowsal Vikas Yojana (PMKVY) and National Digital Literacy Mission (NDLM) through which right skills of participants are identified and developed to innovate to contribute towards the promotion of productivity of the nation.

Innovation Ecosystem



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

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 220

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

2021-22	2020-21	2019-20	2018-19	2017-18
56	34	53	43	34

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

3.4 Research Publications and Awards

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

Response: A. All of the above

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

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

Response: 2.25

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

Response: 54

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

Response: 24

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

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

Response: 0.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	4	3	2	00

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

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

Response: 0.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	3	4	21	2

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

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

Response: 3.73

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

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

Response: 2.5

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

3.5 Consultancy

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

Response: 0.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.34500	0.01770	0	0	0

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

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

Response: 0.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.348	0.017	0	0	0

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

3.6 Extension Activities

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

Response:

PKR's community orientation to be socially cohesive promotes the participation of students and faculty members in extension activities through DR C T, PKR AC F W extension centre, ISR, departments, cells and activity centres. We work with NGOs aiming to develop students' emotional quotient with their interaction with people in the nearby community and encourage volunteers to develop multifaceted view of life. Our activities emphasizing the 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, coordination, 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 need for sanitation and 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 cyber space was identified as a threat and 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	Document
Upload Any additional information	View Document
Paste link for additional information	View Document

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

Response: 98**3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
35	05	13	09	36

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

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**Response: 381****3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
109	72	57	53	90

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response: 97.82****3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise**

during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
1817	1896	2109	2164	2198

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

3.7 Collaboration

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

Response: 21

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	29	19	12	17

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

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

Response: 155

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other

Institutions, industries, corporate houses etc. year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
31	31	31	31	31

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Teaching and learning are the primary functions of a higher educational institution. The effectiveness of teaching and learning depends on the facilities available. The campus area is 10.22 acres with a built-in area is 18562.03 sq.mts.

The college has 3 blocks viz, Main Block, Computer Science Block and Management Block. These blocks have 58 well ventilated class rooms which are adequate. All these class rooms have sufficient light and cross ventilation through broad windows/doors. Though natural light and air flow are available, all rooms are fitted with electrical lamps and ceiling fans. Classrooms are well furnished with green glass boards. Class rooms for MBA (both I & II years) are air-conditioned and fitted with smart boards. There are 3 seminar halls facilitating the organization of seminars, workshops and conferences. Every department is provided with LCD (Liquid Crystal Display) for ICT enabled teaching.

There are 3 Science Departments (Mathematics, Physics and Computer Science) with 8 laboratories. Physics Department has 4 laboratories viz., UG laboratory, PG laboratory and Chemistry (ancillary) laboratory and Research laboratory. All these laboratories are well equipped and well maintained. Department of Computer Science has 4 laboratories. All these 4 laboratories put together have 330 computers and original softwares. The English Department has a language laboratory where 61 systems and related softwares are assisting learners to learn the foreign language flawlessly. The Commerce Department has a business laboratory where Commerce and Management students can have practical exposure concerning business documents, banking instruments, securities in the stock markets, insurance types and clauses, varieties of mutual funds, documents of international trade and the like.

The college has a central library with volumes numbering 31,539. It has exclusive sections for reference, journals and magazines. In addition, every department has a library of its own, mostly for reference purpose.

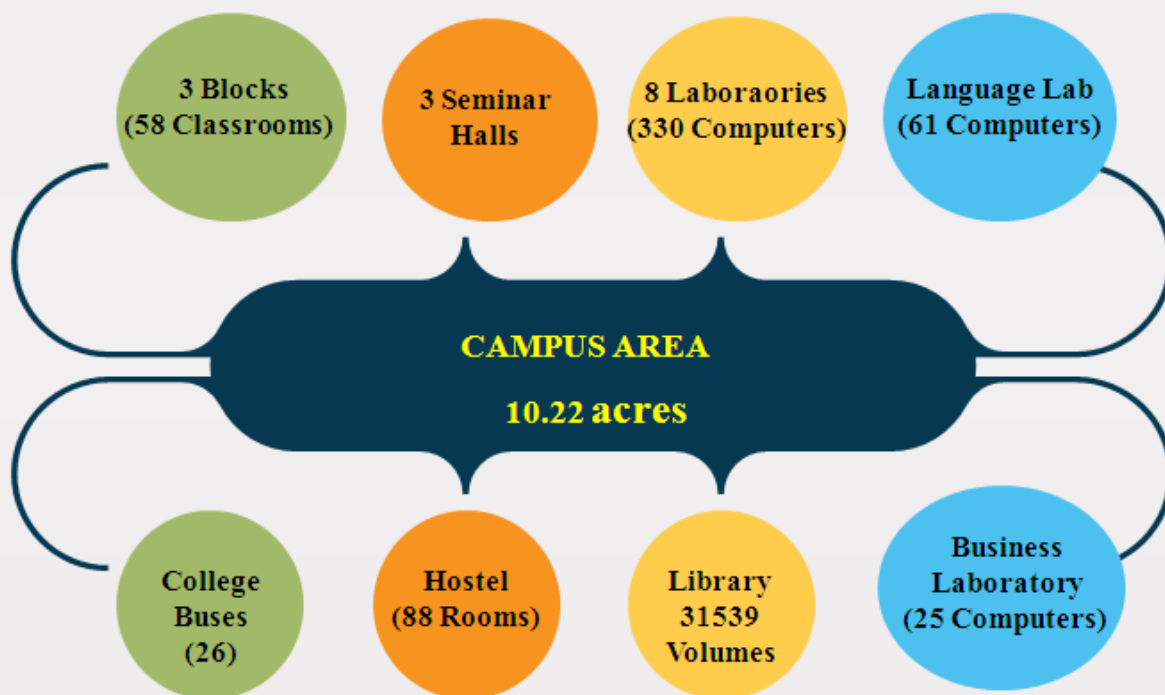
All departments have well furnished staff rooms. Every staff member is provided with a cubicle wherein she can comfortably pursue her academic assignments inclusive of research pursuits. As all departments are provided with computer systems with wi-fi facility, staff members find it easy to refer related literature to perform teaching assignments to the complete satisfaction of the learners.

The campus has a hostel to accommodate 700 students. In the main block, a wing is earmarked for administration.

Physical facilities facilitate teachers to undertake teaching/research assignments to the satisfaction of learners. Involvement of teachers and technical support from laboratories and libraries make learning a comfortable exercise for students. In short, teaching and learning achieve their desired goal as the available facilities are adequate.

The college offers bus facilities to all the day-scholar students. There are 24 buses plying everyday to pick up staff and students from their destinations. The transport facilities are also extended for various association events like industrial visit and for co-curricular related activities.

Infrastructure and Physical facilities for Teaching- Learning



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

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

Response:

Sports, games and cultural activities are given equal amount of importance in the institution. The achievements made by the college in all these activities speak volumes.

Right from the inception of the college the Management has shown keen interest in the physical well-being of the girl students. The college specializes in three games viz., Volleyball, Kabaddi and Hockey. The college has well laid courts for kabaddi and volleyball with flood light facilities. The kabaddi court has a length of 11 metres and breadth of 8 metres with a free zone of 3 metres. The length of the volleyball court

is 18 metres and its breadth is 9 metres with a free zone area of 3 meters. The college has the space to train hockey players. Training for players in these games is continuous and rigorous as special coaches are on service to shape the players in the chosen game. Achievements of these teams in all the three games are note-worthy.

Courts and fields are regularly maintained. In the recent past, the college spent Rs.1.5 lakh for relaying volleyball and kabaddi courts. For laying courts/fields, experts' support is availed. Sports students are a privileged category enjoying education, food and accommodation free of cost. As they are supposed to learn the proper maintenance of courts and fields, they are engaged in the activity of maintenance.

200 metres running track and indoor games facilities for chess and carom are also available.

There is a gymnasium with the following equipment:

- Five station multi-purpose gym
- Treadmill
- Hip rotator (Standing)
- Hip rotator (Sitting)
- Gluteus muscle reducer
- Bench press
- Pec deck
- Butterfly equipment
- Cycling
- Adductor/Abductor machine
- Rod
- Weight plates
- Dumbbells
- Medicine ball
- Barbells

As the girl students are conscious of their health, the facilities in the gymnasium are fully utilized, with the support of the Physical Directress or senior sports students.

The Principal and staff members have shown keen interest in the promotion of cultural activities. Celebrations like College day, Sports day, Women's day, Independence Day, Republic Day and intercollegiate meets organized by Departments have cultural events of manner. For organizing cultural events, the Management extends facilities of space, light and sound systems and the services of choreographers

As the college promotes sports, games and cultural activities along with academic pursuits, students are happy and enjoy learning in a stress-free atmosphere.

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

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

Response: 28.57

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 16

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

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

Response: 24.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
25.38	23.13	72.47	21.89	154.7

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

4.2 Library as a Learning Resource

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

Response:

The library is fully automated with Integrated Library Management System (ILMS) supported by CampesiLIB software (Current Version -5.8.1) since 2005 ,OPAC and All the books are bar-coded in the library & barcode laser scanners and computer resource management and monitoring system are used in the circulation counter for book transactions from June 2011 onwards. The library is newly expanded with an extensive area of 1287.6 Sq. Mts. In and equipped with 33888 books (19685 titles), 3663 Back Volumes,1500 CD/DVDs, 138 Periodicals, 3425 Project Reports and 8 Newspapers.

YEAR	NAME Of ILMS SOFTWARE	VERSION
2005	Campus i Lib	5.8.1

The Library is fully automated and the process of automation is as described below:

Features of Integrated Library Management System:

- Acquisition
- Circulation Management
- Reporting
- OPAC(Online Public Access Catalogue
- Digital Database and Networking
- Institutional Repositories

ACQUISITION:

Acquisition and entry of books including a comprehensive cataloging system.

CIRCULATION MANAGEMENT

Circulation of books including issue, reservation, renewal and return.

REPORTING

Reports generation including lists of available books, books on issue, books pending return, periodical Details etc.

OPAC (Online Public Access Catalogue):

- The users can search the books through Online using Public Access Catalogue (OPAC) they can find the availability of books.
- The Major Collections of E-books, E-Journals and E-databases can be accessed through LAN, and can also access remotely.

DIGITAL LIBRARY

- Digital Library is equipped with Core 2 Duo processor systems and 17” wide Screen LCD monitors
- 40 computers, internet facilities provide access to e-resources

DIGITAL DATABASE AND NETWORKING

- **e-Shodh Sindhu** membership, a consortium for e-resources

INSTITUTIONAL REPOSITORIES

- The DSpace open source software is installed which is more supportable to the academic, to build digital repositories.
- DSpace institutional repository helps to customize the academic needs of the organization.

READING AND REPROGRAPHIC FACILITIES

- Featured with reading cabins, reference halls, own book reading area, presentation hall, computers and other amenities with 500 seating capacity.
- Reprographic and Printing facilities made available

ADDITIONAL FEATURES

- **Dewey Decimal Classification System (DDC)** is adopted to access library resources
- **Guidelines for Library** are disseminated through institution web site
- **VIDWAN** Faculty Membership enables research collaboration, networking of academic peers and opportunities in committees/task force
- **New Arrival Racks** exhibits latest collection of books and journals
- The Library has CCTV Surveillance System to monitor users’ activities which provides a safe and secure environment for resources and equipment

LIBRARY DETAILS:

III. Books and Journals:

Sl.No	Department	No of Volumes	No of Titles	No of National Journals	No of International Journals
1.	Tamil	7306	6227	04	02
2.	English	5253	3565	08	03
3.	Mathematics	3033	1019	05	04
4.	Management	1186	696	08	15
5.	Commerce	4856	1862	15	08
6.	Chemistry	185	108	01	-
7.	MBA	3178	1456	-	-
8.	Computer Science	5041	2294	12	10
9.	Physics	1734	640	05	05
10	General	2116	1818	35	01

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

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

Response: B. Any 3 of the above

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

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

Response: 2.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.07	1.37	3.57	1.48	5.34

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

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

Response: 1.25

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

Response: 25

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

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

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 Wi-Fi for accessing e-learning resources
- Secured institutional website which is certified by CERT-in paneled Auditors in 2021-22 and has exclusive payment gateway provided by State Bank of India for easy payment of fees by students or their parents
- P.K.R's youtube channel and social media accounts with regular updates
- Use of institutional email address for e-communications,
- Personalized login credentials for faculty and students
- Routine back-up and internal resource audit to ensure optimal student computer ratio

Computer System Facilities

There are totally 491 desktop systems available and maintained with almost zero downtime in the campus with constant up-gradation. In the year 2017, 25 Intel core i5 desktop systems and a DELL Rack Mount Server with 2 nos. of Xeon Processor were purchased. In the year 2018, 25 Intel Core i5 desktop systems were purchased. In the year of 2019, 60 Intel core i5 computer systems were purchased. In the year of 2020, Lenovo ST50 Server with RAID controller was purchased. In the year 2021, 70 Intel core i7 computers were purchased. In 2022, 50 computers were upgraded to 4 GB RAM and 120 GB SSD from 1 GB RAM and SATA hard disk with upgraded clock speed. Every year lower end configurations and

obsolete systems are periodically replaced.

Internet, Networking and Surveillance Facilities

Internet connection of two lines having a bandwidth of 200 MBPS each is upgraded from 100 MBPS in 2020. Networking distribution switches were upgraded to Gigabit speed from 2017 onwards. To increase surveillance area of the campus additional cameras were installed in campus and Transport vehicles. Vehicles were installed GPS Tracking system to get exact tracking at any time.

Wi-Fi Facilities

Wi-Fi access points are available in all parts of the campus including hostels, enabling the students to access the learning materials and the Internet uninterruptedly. In 2018, 3 Wi-Fi access points are added with 802.11ac standard.

Software Up-gradation

Linux based Firewall system with squid proxy server with IP tables configured to secure and filter the unauthorized web access from outsiders. Free and open source software system is gradually installed in the campus.

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

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

Response: 4.52

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

4.3.3 Bandwidth of internet connection in the Institution.

Response: 250 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

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

Response: B. 3 of the above

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

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

Response: 53.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
88.3	57.2	152.09	175.37	151.96

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

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

Response:

P.K.R has a well-defined policy and system in place for maintenance and utilization of all its physical and academic facilities. For utilizing and maintaining facilities (academic, physical and support), systems and procedures are established. They are updated periodically.

For the upkeep of various facilities, the institution has established committees such as the infrastructure and maintenance committee, and the purchase committee. Activities are planned and carried out in compliance with the institution's quality policy and strategic plan. The focus of the internal audit, which is planned once every semester, is on the design, execution, and risk assessment of the campus's quality operations.

Physical Facilities: The Campus Supervisor, who will also oversee the employees and support staff, is in charge of maintaining all the physical facilities. On campus, there are electrician, plumber, and IT Coordinator services available. The electrician is in charge of maintaining equipment including generator sets, general lighting, power distribution systems, solar panels, etc. and ensuring an uninterrupted power supply. Support staff is responsible for doing water, plumbing, plant, sewage, and drainage maintenance. The Campus Supervisor is in charge of maintaining the campus lawns and assigning staff as needed for urgent situations as well as routine labour. The campus infrastructure maintenance team keeps an eye on the condition and cleanliness of the canteen, dormitory, staff lounge, sports facilities, classrooms, labs, furnishings, campus grounds, and sports facilities. With the assistance of housekeeping personnel, the team also handles housekeeping services. The Infrastructure Maintenance team and its support workers are in charge of monitoring and maintaining the transportation facilities. At the conclusion of the academic year, all vehicles receive prompt annual maintenance.

Academic Facility: The teaching, learning, and research programmes benefit from a well-maintained infrastructure. The college has a well-established system in place for using and maintaining its IT infrastructure, which includes computers, classrooms, tools, and labs. This document offers a thorough framework for maintaining buildings and infrastructure in a way that maximizes their value for research, teaching, and learning.

Laboratories: The Computer Science department has 4 laboratories with 320 computer systems. The Physics department has 4 laboratories viz., UG, PG, Research and Chemistry. English language laboratory is under the control of English department. The researchers and students make full use of all of these labs. There is a business lab at the college. These labs are well-maintained in the sense that consumables are restocked and equipment is routinely serviced. The college never signs yearly agreements for the upkeep of its computer systems. A proficient individual with the title of Associate Professor is able to fix all technological issues. He is working with a group of three people beneath him to complete maintenance jobs. Here, there are two benefits. The cost of doing normal maintenance work is reduced and troubleshooting components are given prompt attention. To make laboratories a compact unit for conducting experiments and to make learning a comprehensive process, stock verification is an annual event in all of those labs.

Library: The utilization of the library is showing a positive trend, with at least 15 teachers visiting the library every day and 500 students using it on average daily. Every day, between 50 to 60 people utilize the library through e-access, and this number is constantly rising. There is central air conditioning in the library. As a result, sweeping and swabbing are done twice a week and every two weeks, respectively. Once every month, the college electrician inspects electrical installations. The librarian and her staff work together to transform the library into a place of learning. The durability and usefulness of books are greatly increased by proper book storage, which consists of keeping them in a cold (room temperature or below), fairly dry (around 35% relative humidity), clean, and stable environment.

Sports Complex: The sports complex is the composition of track and field's gymnasium and indoor games facilities. The Physical Director oversees and maintains all of the campus's sporting goods, gym equipment, play areas, and courts. As the college has teams A and B in the said games, the courts are fully engaged. Many girls avail the support of the gymnasium for an hour in the morning and an hour in the evening. In order to improve the capacity of endurance and to develop muscular fitness, all sports girls are of the habit of availing the facilities in the gymnasium. By witnessing the workouts of sports girls in the fields in the specified dress code, many girls from non-sports category are also inclined to play and compete. For them, the college organizes intramural tournaments to uphold their spirit. For scientifically laying the courts, the management avails the services of experts and maintenance responsibility rests with sports girls. Hence, sports facilities are well maintained and fully utilized. The annual maintenance procedure is used to maintain the gym's expensive equipment. Annual ground level maintenance is carried out over the summer. The Physical Director and students in Physical Education frequently do seasonal maintenance on all of the facilities and grounds. Coaches are 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.

Class Rooms: Departments currently have the necessary number of classrooms. On working days, classroom resources are used to their fullest potential. The college is allowing the TNPSC to hold exams on holidays and schedule classes for students attending government schools. The former is financially rewarding, whilst the latter provides a service to the underprivileged groups in society. Classrooms are swept daily. Class rooms are periodically whitewashed, and furniture is fixed and painted as needed.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 5.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
157	128	114	98	113

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

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

Response: 8.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
218	161	131	150	177

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

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

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

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

Response: 50.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
1505	833	555	1081	1237

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

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

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

Response: B. 3 of the above

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

5.2 Student Progression

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

Response: 8.51

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

2021-22	2020-21	2019-20	2018-19	2017-18
88	15	72	59	87

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

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

Response: 25.43

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 176

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

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

Response: 38.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	12	27	48	37

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

2021-22	2020-21	2019-20	2018-19	2017-18
69	37	79	87	64

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

5.3 Student Participation and Activities

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

Response: 64

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	5	2	5	10

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

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

Response:

The process:

The student council of P.K.R is the pillar of support in all its activities and liaisons amongst the stakeholders round the year. Election to student council is conducted during the end of every year (during March) to select student representatives for various positions of the council. Core committee arrives at a consensus in finalizing candidature for the upcoming student council in March. All undergraduate students exercise their votes and this inculcates in them a sense of citizenship and their constitutional right to vote. Dedicated software developed and maintained in-house is deployed for the conduct of union election. In the union valedictory ceremony, council leaders of the current academic year pass on the torch to the newly elected members symbolizing the values of sportsmanship and true leadership. New president of the elected council and her members assume office with an oath. Mentored by faculty co-ordinators, the president prepares an action plan for the upcoming year and the vibrant members diligently team up with faculty in the plan and execution of all the activities. They take up varied roles:

- **Student members assist faculty co-ordinators incharge of various committees**

They are the second line leaders who organize programmes and functions namely, Fresher's meet, Independence day, Republic Day, Pongal celebration, Onam Celebration, trip to Erode book fair, Sports Day, College Day, International women's day and the list goes manifold.

- **Student members act on their own**

They are the front line leaders in organizing morning assembly every alternate day, and demonstrate the team work and moral values to the group.

- **Council members are constituents of committees / cells and participate in periodical meetings**

Following is a sample list of committees evincing participative management of students:

- Class committee
- Research Forum
- Discipline committee
- Grievance Redressal committee
- Internal Compliance Cell
- Anti-ragging committee
- Magazine committee
- Library advisory committee
- NSS Advisory committee
- Sports Advisory committee
- Hostel committee
- Institutions' Innovation Council

o

Student council at P.K.R is a smaller unit that:

- Incubates tomorrows' leaders.
- Teaches team work and enhances interpersonal skills.
- Engages diverse groups and hones tolerance towards peer.
- Provides plenty of room to socialize, empathise and gain value-based education.

Even during the tough times of COVID-19 outbreak, our student council, have led the sanitation and hygiene task force in managing COVID-SOP after lock down were a pillar of support.

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

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

Response: 11.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
09	09	08	18	15

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

5.4 Alumni Engagement

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

Response:

P.K.R WOMEN'S ARTS COLLEGE ALUMNAE ASSOCIATION is a registered association (Y599496 DATED 03/10/2013) dedicated to engage, execute and enhance the welfare of the institution's stakeholders is functional. Regular activities of the college connect alumnae with the alma matter, faculty and students. Registration for life membership is enabled on the web portal (<https://www.pkrarts.org/wp-content/uploads/2018/12/life-member-form.pdf>) and they get to interact through support services. Year on Year, alumnae meet on 26th January and it's a home coming day to recollect memoirs, and career prospects.

Non-financial support:

- Book banks with generous contribution of alumnae are created at the departments to support the needy.
- Alumnae feedback obtained plays a crucial role in curriculum design and enrichment.
- Prominent alumnae act as knowledge partners in meeting for board of studies, delivery for syllabus content, organising personality development, career counselling and student development programmes, thus strengthening the alumnae linkage with the institution.
- Alumnae act as liaison with academia and industry to organise industrial visits, webinars, seminars and conferences and extra-curricular activities and enable industry-institute interaction.
- Job openings, internships, part-time for the post-graduates, project assistance and pre-placement referrals are other support extended.

Financial Support:

- Alumnae have contributed more than Rs. 15 lakhs towards the trust's fund.
- Account statements are audited and presented in the core committee for approval.
- Financial support is given for students who hail from poor economic background on request.
- Financial support for activities of EDC, CWD, NSS and YRC.

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

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

Response: A. ? 15 Lakhs

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

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.

Mission

Empowering the rural women by inculcating the core values of truth and righteousness and by ensuring quality in the teaching-learning process along with co-curricular and extra-curricular activities for their economic independence, social commitment and national development.

Nature of Governance:

The Governance system at P.K.R. is comprehensive, participative and implemented with reasonable representations of all key stakeholders – Dhandapani Rural Charitable Trust, industry, academia, governmental nodal agencies, faculty, alumni, students and parents. The system is structured into a hierarchy that reflects in decision making. Starting with the College Committee and the Governing Body and through the Academic Council, Boards of Studies, College Council, IQAC, Group of Deans and Heads of Departments, the issues for discussion and policy evolution are laid so as to enable decision making qualitatively superior and faster for execution.

Reflection of Mission and Vision in the leadership of institute in ensuring:

1. **The policy statements and action plans:** The management and Principal actively participate in GB and CDC for ensuring that the policy statements and action plans are aligned for attaining the mission of institute, disseminates the vision and mission to all stake holders and involve them in forming the policy statements. The Principal makes action plans in consultation with faculty members to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required. The management takes review of quality policies and makes amendments in quality policies if required.
2. **Formulation of action plans:** The action plans are formulated in line with quality policy
3. **Interaction with stakeholders:** The Principal ensure that all stakeholders are involved in different activities.

4. Reinforcing the culture of excellence: For the reinforcement of cultural excellence the vision, mission, short term and long term goals, quality policies are kept wide open to all stakeholders for their suggestions, necessary training is provided to its faculty and supporting staff for their development and motivates the team building and team work to create healthy work culture.

5. Champion organizational change: During this span of time institute has adopted many changes to attain its vision and mission.

Participation of teachers in the decision-making bodies

Teachers have their representation in administrative and academic bodies like Governing Body and Academic Council. Besides, all committees constituted by the Principal as mandated by different authorities have teacher-representatives to foster collaborative administration. Staff body are involved in the committees like students' Class Committee, Grievance Redressal committee, internal complaint committee and anti-ragging committee and staff welfare etc.,

Perspective Plan

- Implementation of National Education Policy (NEP)
- Promoting the culture of research among the faculty and students
- Operating Student Chapters of Professional Bodies and promoting industry linkage
- Conducting more numbers of International and National Level Technical Conferences, Symposium, Workshops and FDPs.

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

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

Response:

Decentralization and participative management are integral to the institution and the organogram portrays the levels. Members of the faculty are part of varied statutory bodies, committees and cells that aid in institutional decision making. A number of ad-hoc committees (faculty with student representatives) look after the everyday needs. Faculty teams abide by the principles and procedures in tune with the Mission and Vision. Staff Council plays a vital role in the institutional policies and implementing the tactical decisions in forging forward. 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
- Heads of Departments plan, and publish departmental newsletter.

Response

- When making decisions, the institute uses a decentralised and participatory management style. The stakeholders are properly represented in the various committees for effective leadership and governance.
- Curriculum development, Research and innovation, admissions policy and fee structure, budgetary allotment to departments and purchase of apparatus, consumables, computers, and all necessary accessories
- The development of libraries is one of the few areas where decisions are made locally.

Curriculum Design and Development

The main goal of curriculum design and development is to give students a cohesive, integrated learning experience that advances their academic, professional, and personal growth. This process entails planning, carrying it out and evaluating it based on students' measurable learning results.

The academic council, which is made up of the Principal, Heads of Departments, and the standing committee set the criteria for both creation and updating of the curriculum. The Principal, who is expertly supported by IQAC, the heads of the departments, and the faculty members recommend the curriculum for the academic, co-curricular, extra-curricular, and skill-development programmes based on the needs of the students and the educational system. The curriculum is created by the Board of Studies which is organised in accordance with UGC standards, taking into account the needs and ideas.

After careful planning by the Board of Studies of the relevant departments, OBE was adopted in **2017–18** on the proposal of IQAC. To boost the process of developing the OBE curriculum, department-specific pre-board of studies discussions with subject specialists from different colleges were held in accordance with the IQAC's request.

Every year, the necessary books are bought for the college library to satisfy the students' requirements as well as the changes in the syllabus. The professors in charge of the courses are free to choose the necessary books within the budget provided for book purchases. The course instructors are given complete discretion to select the required books within the budget provided for book purchases. Thus, the governance is implemented by appropriate decentralisation and the involvement of all stakeholders to make the process perfect and systematic.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

1. Industry Interaction / Collaboration: Experts from Industry are included in Board of Studies. Internship / Institutional Training is included as a core paper in the curriculum. Collaborative activities for research, faculty exchange, student exchange and linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities have been made .

2. Human Resource Management: Centre for Faculty Development organises induction and orientation programme for faculty members. Faculty development programmes are organized in every semester. To enrich the subject knowledge, the departments organize / Attend Professional Development Programmes at regular intervals. Faculty are encouraged and motivated to attend Seminars/Workshops/Conferences and publish papers with monetary incentives. Professional training programmes are organised for non-teaching staffs. Qualified faculty members are appointed after screening test and interview rounds by the administrators. Performance of the faculty members are appraised with self-appraisal feedbacks, Students feedback and HoD's appraisal. These appraisal forms are scrutinized and documented

3. Examination and Evaluation: The Controller of Examinations and the examination committee make necessary reforms in the examination procedures. The student details are integrated with the Controller of Examinations office. Advanced security system is introduced in the Mark Sheet. Online examinations are conducted for MCQs in Comprehension course and Career Enhancement course. Question paper is based on Bloom's Taxonomy. The college has the policy of setting question papers by external members only. The ESE answer scripts are checked and sealed under the supervision of the CoE, then stored under strict vigilance. Dummy numbers are allotted for the end semester answer scripts to maintain confidentiality.

4. Teaching and Learning: In teaching process, there is a shift from the teacher centric to learner centric approach. The following pedagogies were used for teaching experiential learning methods: Learning by Doing, Guest lectures, seminars, conferences, workshops, Internships,

Industrial interfaces, Share khan Classroom Participative Learning methods: Flipped classroom, Show and tell, JIGSAW, KWL, KAHOOT, quizziz, mentimeter, Jam board, Survey monkey, White board and Buddy System. Problem Solving Learning methods: Think pair share, Round table method, Peer Leading Team Learning, Course based projects. Interactive teaching tools like Google Classroom and Edmodo are also used. Online platforms like G-meet, Zoom were used to take virtual classes

5. Curriculum Development: The institution focuses on learner centric approaches by introducing Outcome Based Education and Blooms Taxonomy for providing quality education to the students. Courses on Open Elective and Ability Enhancement enrich the curriculum designed by the respective departments. Comprehensive Online exam gives exposure to the students to take up competitive examinations. Non credit certificate courses and value added courses enhance the skills of the students.

6. Research and Development: A well defined policy for the promotion of research encourages all the departments to serve as research centres, motivates teachers to acquire research qualifications, seed money for enrolment in M.Phil/Ph.D research programmes, incentives for research supervision and publication of papers/articles in refereed journals and books.

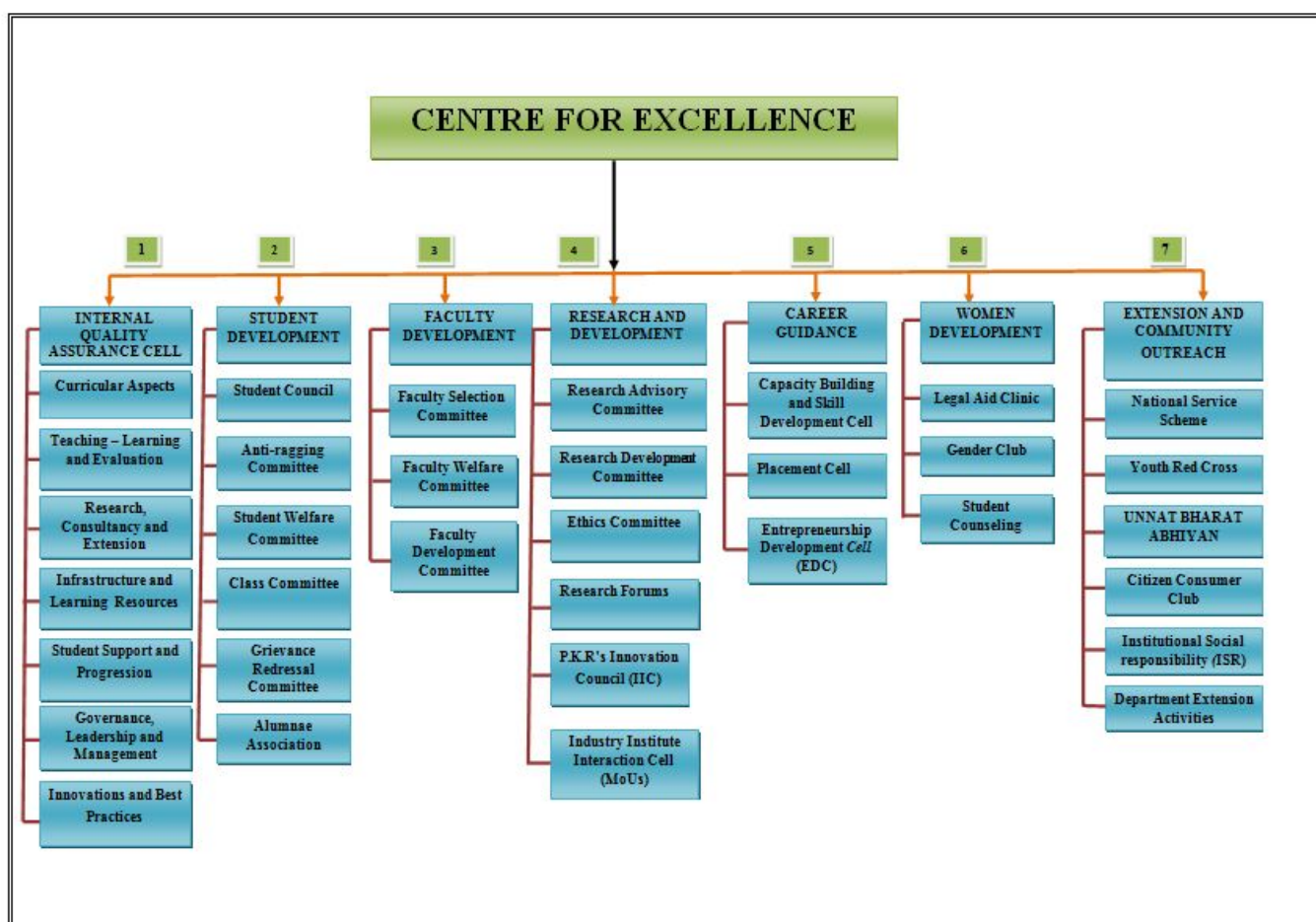
File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

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

Response:

P.K.R is administered by Dhandapani Rural Charitable Trust. Overall planning and governance is done at the apex level by the Governing Body and the Correspondent and Secretary. The Secretary is the administrative head shouldering responsibilities of administration, appointments and Annual Quality Assurance Report of P.K.R. ARTS COLLEGE FOR WOMEN 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 Coordinator and all the Heads of the Departments with a bottom-up approach in planning and execution of various academic activities. Autonomy Coordinator handles matters on autonomy, curriculum design and development and its execution. Core Committee, the nucleus of P.K.R designs tactical decisions. Various centers assisted by the faculty and student representation in committees and cells demonstrate delegation and decentralization. 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 to complement the functions of the Statutory Bodies. All Programmes, courses and activities are periodically evaluated by the College and reported to the appropriate Bodies to ensure proper implementation. Committees, Cells and Associations focus on assigned tasks and roles in the College. Various policies ensure smooth functioning of the various functional bodies in the college.

Centre for Excellence has been divided as follows:



INTERNAL QUALITY ASSURANCE CELL

- Curricular Aspects
- Teaching – Learning and Evaluation
- Research, Consultancy and Extension
- Infrastructure and Learning Resources
- Student Support and Progression
- Governance, Leadership and Management
- Innovations and Best Practices

STUDENT DEVELOPMENT

- Student Council
- Anti-ragging Committee
- Student Welfare Committee
- Class Committee
- Grievance Redressal Committee
- Alumnae Association

FACULTY DEVELOPMENT

- Faculty Selection Committee
- Faculty Welfare Committee
- Faculty Development Committee

RESEARCH AND DEVELOPMENT

- Research Advisory Committee
- Research Development Committee
- Ethics Committee
- Research Forums
- P.K.R's Innovation Council (IIC)
- Industry Institute Interaction Cell (MoUs)

CAREER GUIDANCE

- Capacity Building and Skill Development Cell
- Placement Cell
- *Entrepreneurship Development* Cell (EDC)

WOMEN DEVELOPMENT

- Legal Aid Clinic
- Gender Club
- Student Counseling

EXTENSION AND COMMUNITY OUTREACH

- National Service Scheme
- Youth Red Cross
- UNNAT BHARAT ABHIYAN
- Citizen Consumer Club
- *Institutional Social responsibility (ISR)*
- Department Extension Activities

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: C. 2 of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The Institution believes that the Faculty and Staff are its major strength. The physical, social and psychological welfare of the faculty and staff is the pivotal stimulant that improves the growth, performance and accomplishments of the institution.

Faculty (Teaching Staff)

- Casual Leave (CL) 12 Days
- 2 Permissions per month (one hour).
- On Duty (OD) 15 Days
- Maternity Leave (MAL)
- CL encashment.
- Employee Provident Fund (EPF) is applicable to the faculty of our college .
- Employees' State Insurance (ESI) – Applicable to all eligible staff members
- Motivates to take up higher education.
- PDP/FDP CONDUCTED IN Campus
- Faculty pursuing higher studies are allowed to avail study leave for carrying out their research/Examinations
- Sponsorship for Higher Studies – Ph.D. Full Time / Part Time, PDF.
- Sponsorship to attend Seminar / Paper Presentation / Conference – in India & Abroad.
- Sponsorship to attend Quality Improvement and Faculty Development Programme.
- Faculty are relieved on duty (need based) to attend refresher programmes and faculty development programmes.
- Cash incentive for Paper Publications, R&D work
- Seed money for doing In house projects.
- Free Lodging facility to Faculty members who are staying in hostels
- All members of Faculty who wish to commute by college bus are given concession in the transport fee.
- Cash prize for Best performing Researcher (R&D Projects)

- Covid support.
- Staff picnic to energize and rejuvenate the mind and body.
- Yoga and Meditation classes are arranged .
- Festival bonus to all the members of Faculty.
- ATM facility available on the campus provides access at their convenient time.
- Conducive working environment provided on the campus in the form of Physical Infrastructure
- Sick leave for faculty who suffered from COVID infection and other ailments.
- Health awareness camps and Covid vaccination camps
- Leave for Higher Studies / research / swayam exams.
- Faculty are permitted to serve as resource persons/chair sessions/give

Training/Panel Member.

- Permission to attend centralvaluation for autonomous colleges/university valuation/BoS membership in university and autonomous colleges.
- Faculty members used gym, library, also played games like shuttle badminton and throw ball.
- Institution contributes Wedding gift for Faculty's wedding/ Family functions of faculty.

Staff (Non-Teaching)

- Casual Leave (CL) 12 Days
- nity Leave (MAL)
- On Duty (OD)
- Employee Provident Fund (EPF) is applicable to the staff of our college
- Free Lodging facility to staff members who are staying in hostels
- Employees' State Insurance (ESI) – Applicable to all eligible staff members
- CL encashment
- Yoga and Meditation classes are arranged.
- Motivates to take up higher education
- Staff picnic to energize and rejuvenate the mind and body.
- All members of staff who wish to commute by college bus are given concession in the transport fee .
- Training in ICT to aid administration and to update the administration procedures.
- Institution contributes Wedding gifts for staff's wedding.
- Festival bonus to all the members of Faculty/ Family functions of staff.

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

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.**Response:** 9.8**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	5	11	23

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

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**Response:** 15.2**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
23	15	20	7	11

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

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

Response: 19.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	37	21	0	2

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The task of financial management and inspection is entrusted with the financial committee of the college constituted by the Governing Body. The Principal who is the Chairperson of the committee convenes the finance committee meetings at periodic intervals where accounts relating to previous year are carefully scrutinized prior to the preparation of financial budget for the current academic year and the same is presented before the Governing Body for approval. Prior to the preparation of institutional budget by the finance committee, the department budgets are collected from all academic departments.

The financial transactions of the institutions are systematic and transparent. The institutional internal financial audit is done by the staff appointed by the Finance Committee and submits a report. The internal audit comprises of department-wise fund utilization, vouching and statutory payments to the teaching and non-teaching staff like PF, ESI, TDS and other local taxes.

The finance section of the college under the supervision of the Principal manages the funds received by the college through various schemes and projects. Once a scheme / project are completed, the utilization

certificate is sent to the pertinent funding agencies along with the audited statements of accounts. The students' fee and scholarship are managed by the fee and scholarship section of the college office.

External Financial Audit

The external financial audit is done periodically by the registered Chartered Accountant Mr.C.Balasubramaniam, to ensure scientific accounting system and submits the returns annually to the Direct Tax department. At the end of every year the financial statements are finalized and submitted along with the audit report for approval in the Governing body meeting of the college.

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

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

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

Response:

Mobilization of Funds

All programmes and activities pertaining to college fund raising must be planned, carried out,

managed, and evaluated by the principal alone. To oversee and authorise the messages, actions, events, and programmes from people and organisations for fund raising, the Principal may, however, create a committee.

Accordingly fund mobilization in the institution takes place in the following order:

- Advance planning for developmental requirements with a focus on the institution's vision and mission
- Appropriate level discussions for determining the priority areas for resource mobilisation
- Identification of appropriate funding agencies submitting well-thought-out proposals to the right funding organizations
- Allocating the funds in accordance with the funding organization's recommendations

P.K.R. is an independently funded institution, and funds are raised through the sale of application forms, student fees, exam fees, interest on deposits, corpus, rent on buildings, and contributions from alumnae. The development of library and research facilities in laboratories is done with the help of research money. Management prepares and approves the department's budget for student activities, visiting faculty compensation, and guest honoraria for expert lectures, seminars, workshops, and conferences. By obtaining an advance from the parent trust, the deficit is controlled. The College's Academic Affairs and Research Cell encourages staff members to submit grant applications to funding organisations in order to secure financing for research projects under the major/minor research project schemes.

UTILIZATION MECHANISM

The Finance Committee, Purchase Committee, Library Committee, Sports Advisory Committee, and Infrastructure and Maintenance Committee are some of the committees the Institution has set up to supervise the effective and efficient use of financial resources. The financial statement is presented to the Governing Body for the best possible use of resources after the internal audit has been completed. Every year, a budget is created, and spending is done in accordance with it. As part of the budget procedure, the Principal sends a template to each department to collect their needs. An overall budget is developed for presentation before the finance committee after carefully examining the needs of each department. The committee then discusses each line item in the budget before passing it. The institution does closely monitor the departmental budgets, though. After utilisation, a qualified auditor provides a Utilization Certificate that must be provided to the financial agencies. The assets produced by the funds are correctly recorded in the respective department's stock register.

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

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for

the preceding five years with regard to quality (in case of first cycle) Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

A curriculum developed by autonomous colleges is carefully planned and executed after considering all aspects. Academic autonomy allows for flexibility in curriculum development and course content in order to address the specific needs of the industries; a new research trend etc. During 2017-2018, P.K.R. Arts College for Women becomes autonomous. For overseeing the preparation and implementation of autonomy, the college management proposes to constitute an **Autonomy Implementation and Monitoring Committee**.

Objectives:

1. Efforts for Excellence in academic performances
2. Capability of self-governance and
3. Enhancement in the quality of education.

The following are major initiatives adopted after Autonomy:

- CBCS and OBE schemes into the curriculum
- State of Art infrastructure and ICT facilities to fulfill the Programme requirements
- Administering a mechanism for streamlined monitoring of Teaching – Learning activities
- Special focus on Experiential/Participative Learning
- Examination reforms

- Enhanced Student's Representation in Administration

- Enhanced Research activities, Extension activities
- Instilling Human Values and Social Responsibility
- Online Structured Feedback Mechanism
- Conducting Internal and External Audits
- Elective, Extra credit, Value added, Add-on, Open Elective, Self Study, Non-credit Certificate, Skill Enhancement and Ability Enhancement Courses
- Creation of ABC id for students as a NEP initiative
- Workshops for Faculty Members on NEP
- Establishment of Electoral Literacy Club
- 360 Degree development of student personality through specially designed Co-Curricular Activities

IQAC helps the AIMC in preparing the progress report at the end of each academic year to assess its progress and also coordinate for renewal of autonomous status in the year 2023.

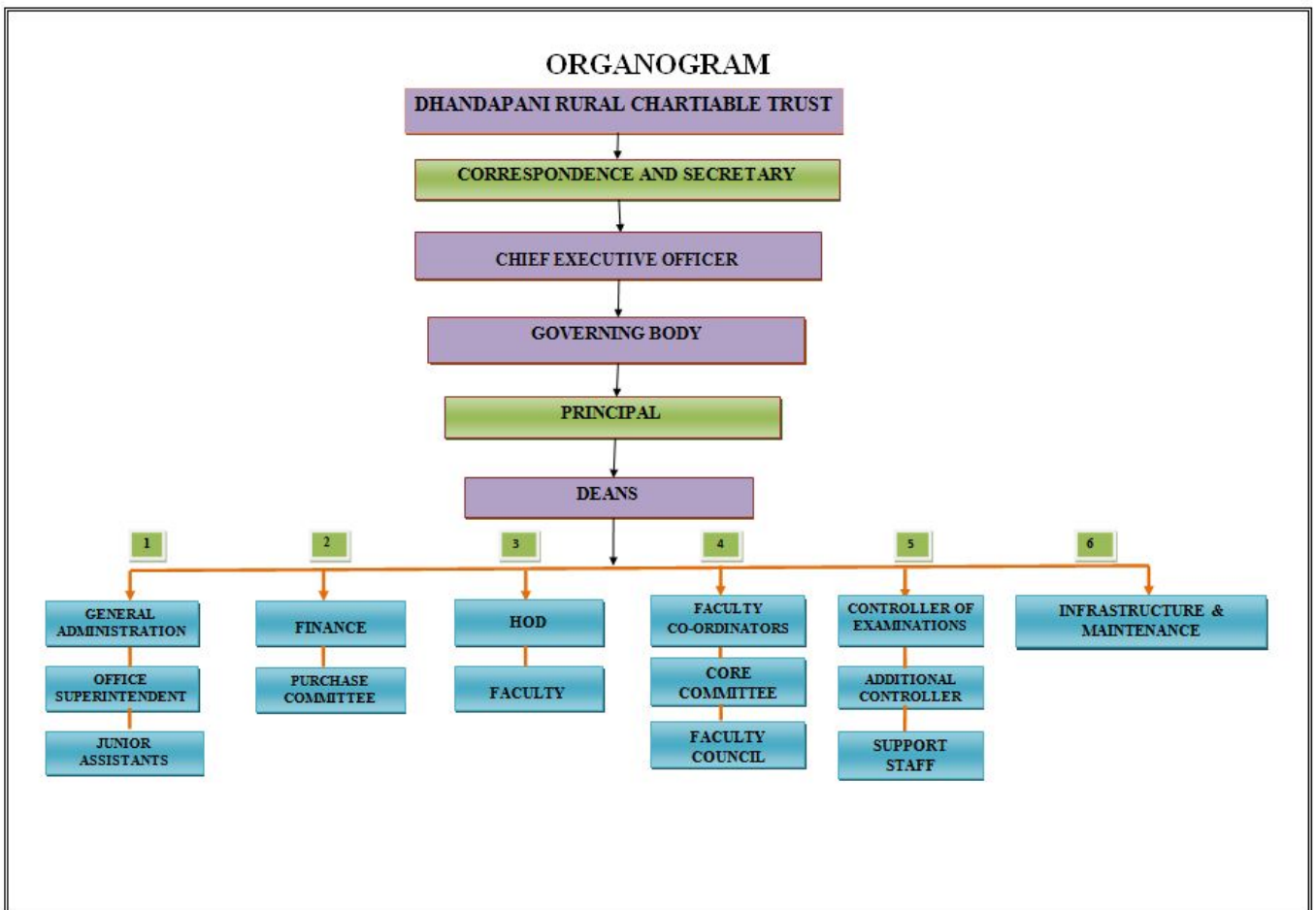
Response II: Decentralisation

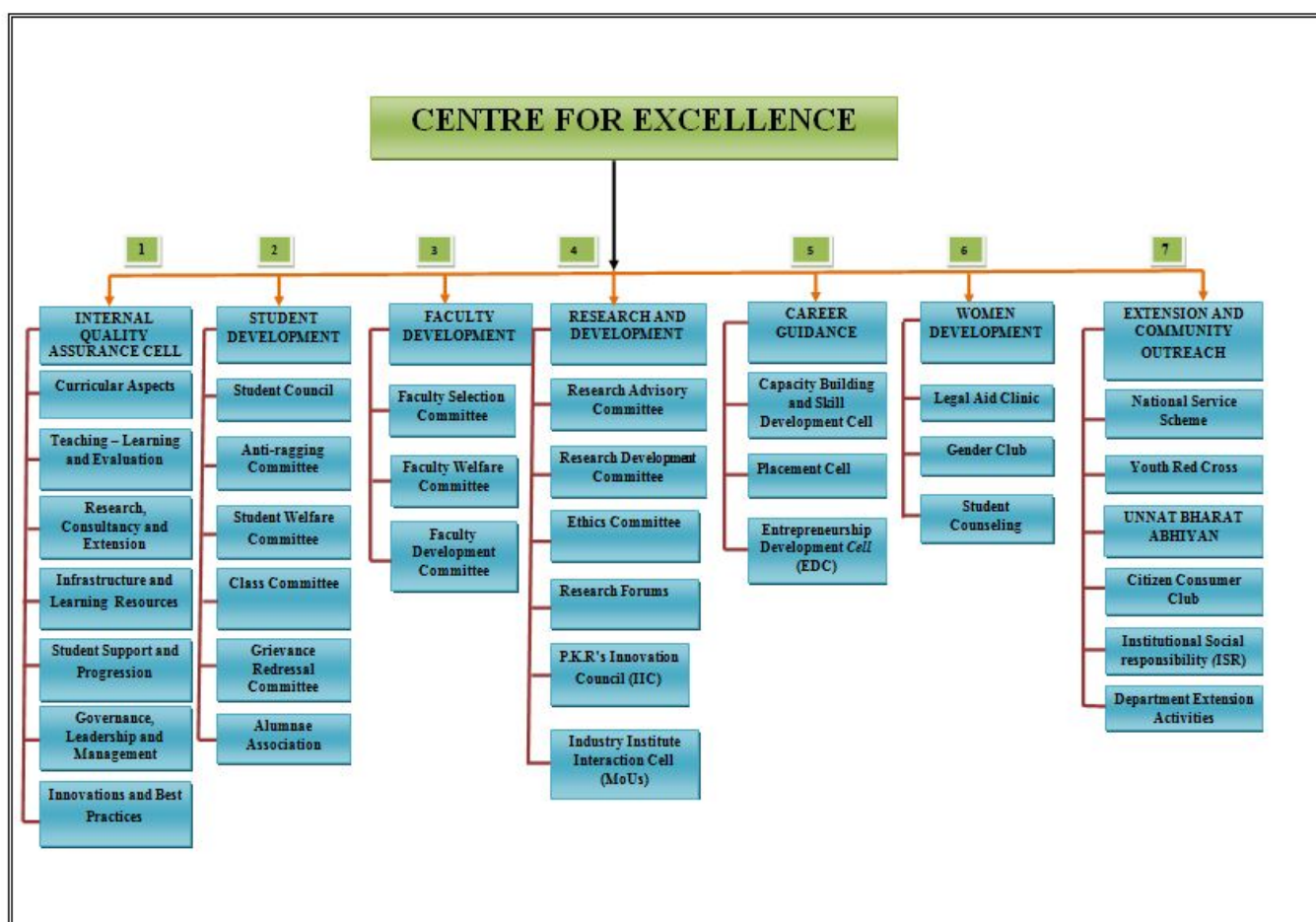
The Institute supports a trend of inclusive administrative system with well defined inter-relationships to share the responsibilities and function with a greater flexibility. The Institutional governance is participatory in nature and decentralized. The Institute has a work delegation mechanism and grants

operational autonomy to all stakeholders to work toward decentralized governance.

The Principal, Heads of the departments, teaching and non teaching faculty along with student union members, class student representatives together concentrate on fostering the progress of institution by sharing the responsibilities and participate growth of institution and to act according to the aims and objectives of the Institution.

Various committees formed to improve the governance of the College's overseen activities brought substantial improvements. The recommendations and reports of these specialized committees were subsequently considered and monitored by the college administrative bodies.





In this way, the mechanism of delegation of powers and operational autonomy of each of the actors is growing the institution.

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

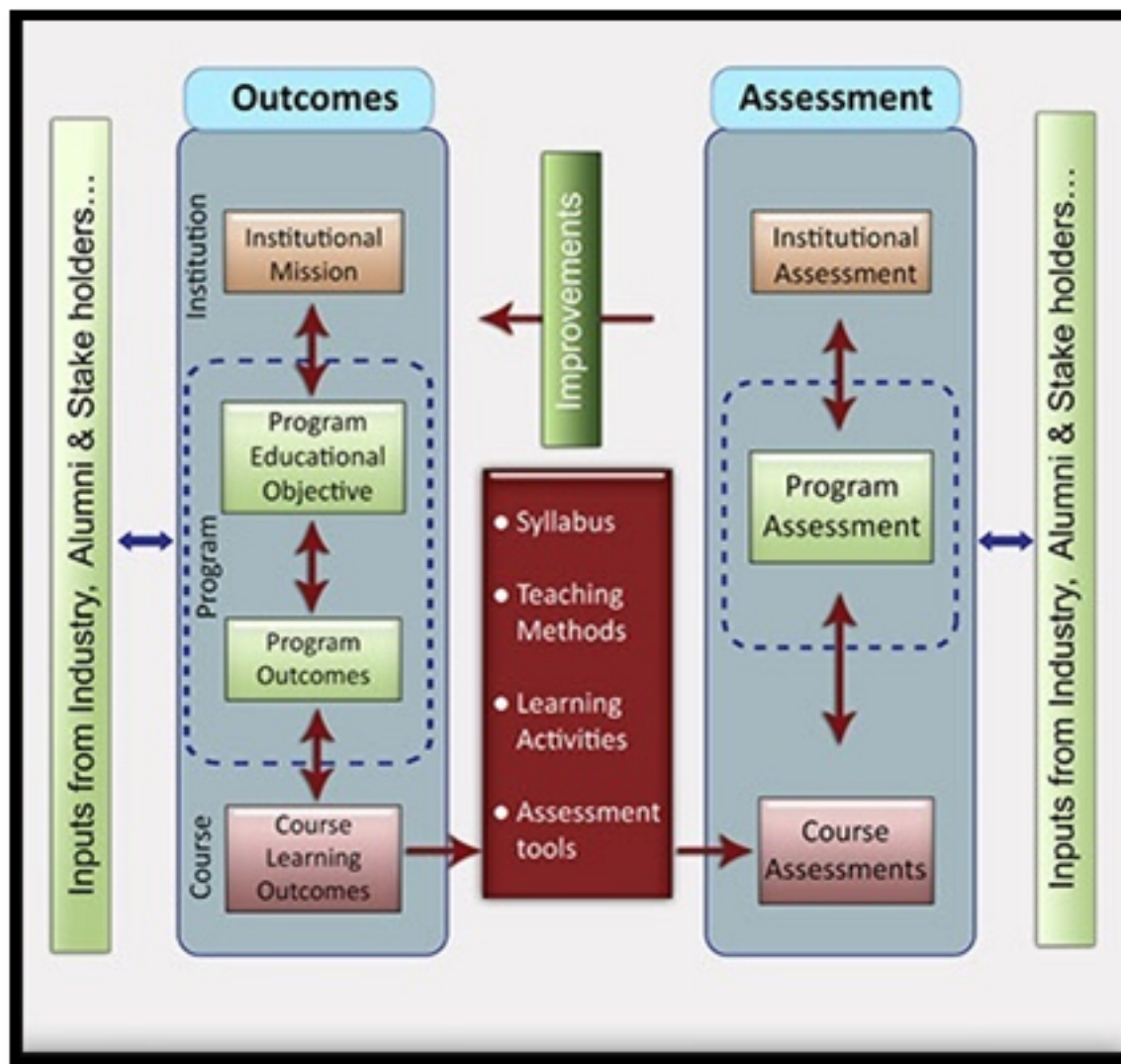
6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Response I:

Outcome Based Education (OBE) is helps us in achieving our academic goals. The Program Educational Objectives are intended to prepare students to become citizens and leaders of tomorrow. Our students, who

come from the widest range of socio cultural and economic backgrounds, should not only develop academic excellence and professional skills but also should attain a sense of ethical, social and environmental responsibility towards the societies they will serve. Adopting these key principles, the college has adopted OBE from 2017-2018 onwards. Separate **OBE committee** has been formed under the Teaching Learning Centre to spearhead the implementation of OBE in the College. The OBE committee meets regularly to chart out the assessment parameters and monitors the progress of implementation.



Benefits in implementing OBE

- A focus on outcomes sets clear expectations for the course's completion
- When instructors understand what needs to be accomplished, they can structure their lessons accordingly.
- As a result of clearly articulated outcomes, institutions can evaluate students' achievements more quickly, increasing student mobility.
- OBE provides a space for peer, self, and employer evaluation of student performance.
- A student's OBE provides an authentic quantified profile of their competencies according to POs and PSOs, which is extremely valuable for getting a placement that matches their skills.
- An OBE will be helpful for validating the performance of an institution in relation to its Mission, Vision, PEOs, POs, PSOs, and COs.

Response II:

The MoU is intended to recognize the general basis for a cooperative and a collaborative working relationship between the two parties. MOU's is a useful tool because it helps to ensure all parties (colleges, companies and others) to be benefitted on same contact. It arouses the development of common and mutual written contract and a handshake deal.

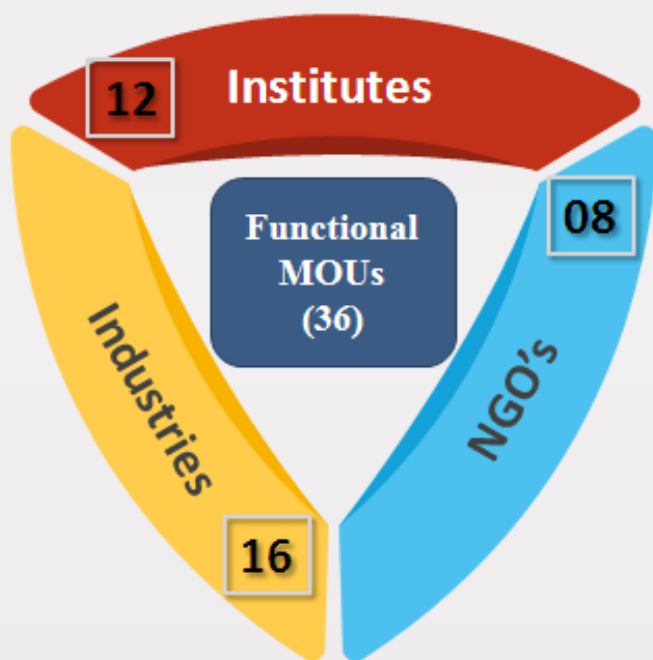
Each MOU's is unique; Our MOU's facilitates the development of collaborative and mutually beneficial programs which serve to enhance the intellectual lifetime and educational development on both academia/company. If you need to inactivate MOU's, the proposer can formally terminate the agreement.

Purpose of MOU:



Presently, the college has 36 functional memorandum of understanding with various Institutes, Industries and NGO's.

FUNCTIONAL MOUs



The following are the list of functional MOUs:

1. Aakkam Industrial Training And Research Institute, Coimbatore
2. BSNL, Coimbatore
3. Chipdronic Circuit Solution, Erode
4. Christ University, Bangalore
5. CII-Young Indians, Erode Chapter, Erode
6. CSG Computer Education, Coimbatore
7. Digital Health Care Society, Gobichettipalayam
8. Erode Districts Small Industries Association.(EEDISSIA), Erode
9. IBM India Pvt Ltd, Bangalore
10. ICT Academy of Tamilnadu, Perungudi
11. International Journal of Research and Analytical Reviews (IJRAR)
12. Junior Chamber International JCI Gobi Fort, Gobichettipalayam
13. LIVEWIRETM , Erode
14. MANAS Foundation, Gobichettiplayam
15. Myrada Krishi Vigyan Kendra (MYRADA KVK), Gobichettipalayam
16. Namma gobi Foundation, Gobichettipalayam
17. Oru Rubai Ariviyal Tamizh Arakkatalai, Saudi Arabia
18. Pearlcity Academy for Leadership and Management Skills(PALMS), Tuticorin
19. Primary Health Centre, Velalpalayam
20. QF4 TECH Asia SDN BHD, Malaysia
21. Risk Free Investment Service, Erode
22. Rotary Club of Gobi, Gobichettipalayam
23. Sanga Illakiya Aaivu Naduvam, Chennai
24. Spectrum skills Yard Coimbatore
25. Sri Bhavyaswaroopaa Ragavendra Gho Seva Trust, Gobichettipalayam

26. Sri Krishna I -Tech and Management Solutions Private Limited, Coimbatore
27. Sri Ramakrishna Mission Vidyalaya College Of Arts And Science, Coimbatore
28. Tamil University ,Tanjore
29. The Best English Academy, Coimbatore
30. The Indus Entrepreneurs (TIE),Coimbatore
31. Tip and Dot Electronics system, Gobichettipalayam
32. Varshan Telecom, Erode
33. WOLLO University, Ethiopia
34. Sardar Vallabhbai Patel International School of textiles & Management, Coimbatore
35. Kongu Engineering College ,Erode
36. Abhi S.K Hospital

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The Women Development Cell is efficacious in the college and is an of the resources available for female students, particularly in the digital era. P.K.R Arts College for Women established the Centre for Women Development to promote equality among women, ensure protection of women from sexual harassment, create awareness on right, safety and healthcare, bring about attitudinal and behavioural change in adolescent female youth and inculcate social values in women students. It provides a safe and supportive environment for women to discuss their concerns and problems.

College offers a range of services, such as awareness programmes, counselling, financial assistance and legal advice on a regular basis. The action plan earmarks programmes and workshops on a variety of topics on gender equity, personal safety, financial literacy and health consciousness. This provides opportunities for women to network and connect with other like-minded individuals. The programmes are open to all women in the college and is a great way to learn more about one's rights and on how to stay safe.

SPECIFIC FACILITIES PROVIDED FOR WOMEN

Safety and Security:

- The college has installed CCTV cameras in strategic locations around the campus to help ensure the safety of students, faculty and visitors. The cameras are monitored 24 hours a day by the college security team and the footage is secured.
- Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs.
- Clean and safe washrooms with hygienic incinerator are accessible round the clock.
- The college provides a transportation tracking system for the safety of its students. The system allows management to track their transportation to and from the campus. Faculty incharge of respective buses monitor the movement of buses and ensure safety of the first pick up and even the last drop.
- The college has installed a biometric system for faculty attendance.
- SMS service to help track student attendance. This consecrates tardiness and absence of students, and the SMS are sent to parents/guardians. This reduces truancy and improves student attendance.
- Conduct certificate for the hostel warden and security are two important documents received from authorized personnel to ensure the safety and security of faculty and students on the campus.

Counselling:

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

Common Room

- Ball room
- Common room for yoga and dance practice
- Medical room

Special facilities for academic and extracurricular activities

- Well-stacked library
- Digital library
- Well-equipped gymnasium
- Spacious playground
- Facilities for indoor games like carrom and chess

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

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

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

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

The college is surrounded by green fields providing a serene and pleasant atmosphere for learning. The greenery increases the emotional and physical well being of the students. The policy of "Reduce Reuse and Recycle" is strictly adhered on the campus.

The College has 38 varieties of trees which fills the campus with oxygen. The college has a medicinal garden with medicinal plants. Extra efforts have been taken by the NSS units and the Nature Club to create environment awareness among the students and nearby villages during the NSS camp. Green audit has been done by the college.

The college campus has an average population of 2200 students wherein the hostel accommodates 700 students, computer laboratories with 330 systems and work sheds servicing 27 buses. All the three types of waste management viz., solid waste, liquid waste and e-waste are disposed periodically. The campus is kept clean with the waste management system in effective operation.

- Sanitary napkins are burnt through incinerators installed in two different places.
- A project for disposing dry waste is organized by the NSS along with "Well-being Out of Waste" Club (WOW) where dry waste is exchanged for new note books and stationery.
- Food waste from the kitchen is converted into manure. In the process of creating wealth out of waste, manure is generated from the vermi composing pit which is used for the garden located inside the premises.
- The college has 150 coconut trees watered by the waste water from the outlets of kitchen and bath rooms.
- The institution encourages the process of discarding e-waste through a private agency, and they in return send it for the purpose of recycling.
- Usage of renewable resources (**SOLAR ENERGY**) wherever possible creates an eco-friendly

campus.

WASTE MANAGEMENT

Solid waste management:

Academic and Administrative blocks have bins for waste collection. Food Waste from institution and hostel are decomposed by using bio digester.

Waste Paper management: Paper Wastes from the institution are recycled by JEGAN METAL MART.

E-waste management:

Refurbishment of e-waste for reuse. Exchange of outdated computers with latest configuration.

Chemical waste management:

Acids and Bases are neutralized before disposal. Safety Guidelines are displayed in all laboratories.

Glass Wastes management:

Glass Wastes are collected separately and discarded.

E-SERVICES

E-communication for all academic and administrative affairs . Digital Academic Calendar to communicate calendar of events anytime everywhere. Secured Payment Gateway for fee payment. E-Publication of results through institution website., <https://www.pkrarts.org/>. Online End Semester Examination during COVID-19 pandemic.

GREEN CAMPUS

Medicinal Plants are cultivated on the campus. Single Use Plastic is banned to reduce plastic pollution. Organic Composting used to reduce solid wastes. Common Commutation initiatives to faculty, staff and students to reduce carbon footprints. Green Auditing to sustain green campus. Buses certified by Pollution control to reduce carbon emission.

Energy Conservation

Energy Saved by usage of LED lights, sensor-based lights, sensor-based water level indicators. 300 *Havells 20-Watts LED Tubelights* are in usage instead of 40 *Watts shop coil type tube lights* thereby reduced electricity consumption.

Renewable Energy

Alternate Energy power generation deploying 100 kWh solar cells generate 50% of total power requirement.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

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

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

PKR accommodates culturally diversified students to promote harmony to each other. Students from other states are motivated to participate in the cultural festivals of Tamil Nadu. The students are motivated to participate in the cultural festivals of other states. The institute is known for its discipline and cultured behaviour of the faculty and students rooted in strong guiding principles.

Promotion of Cultural Diversity:

Cultural Week is held annually to celebrate cultural diversity. **Gender Equity** is promoted through a range of collaborative programs held on the campus. Cooking club and Women's day motivate students to learn the preparation of food varieties.

Efforts to handle Regional diversity

Apart from the various districts of Tamil Nadu, the institute has students from the other states like Kerala and Karnataka. Beyond all differences, students participate as a team in co-curricular and extra-curricular activities. **Religious Reconciliation Day** is celebrated to foster unity and reconciliation across the country.

Efforts to handle Linguistic diversity:

English is used as a medium of teaching to bridge the gap between region specific teaching and the expectations of students and faculty of other states. The UG students can opt for languages like Tamil, Hindi, French, Kannada, Malayalam, Sanskrit under PART I. 13 (from 2017-2018 till 2021-2022) have chosen Hindi, French, Kannada, Malayalam as PART I Language beyond the regional language - Tamil.

Promotion of Regional, National And International Languages:

The Institution promotes the learning of French, Hindi, Sanskrit, Malayalam & Kannada apart from Tamil under PART I. English Proficiency is improved through spoken English classes & also through Language Laboratory.

Facilities to develop communal & socioeconomic diversity:

Patriotism is nurtured by celebrating and observing days of National importance. Entrepreneurship Development Cell, Women Development Cell, NSS & YRC organize many programs to disseminate communal & socio-economic messages. This establishes positive interaction between people of different cultural backgrounds. There are different forums like student grievance redressal cell, Anti ragging cell and class committee which deal with complaints and grievances of students without considering any racial or cultural back grounds.

Socio-Economic Inclusivity:

The institution consciously ensures the upliftment of the economically deprived students by providing financial support and extra-care. **Social Values** are promoted through conference/ seminars/ workshops organized by centers /clubs/committees.

Social Responsibility is built through help during the times of pandemic Rs.50,000/- each was Contributed for PM CARE's fund and State government COVID relief fund. PKR was a quarantine centre during the COVID 19. PKR Provides Free of cost hostel facility for 65 nurses during the COVID 19 period.

In-campus vaccination camp, Blood donation camp & eye camp were also conducted.

Remedial Coaching Classes and Scholarships for slow learners and students from economically disadvantaged sections of the society. More than 1000 students are benefited.

Extension Activities & Out Reach programmes are organized to cater to the needs of the disadvantaged. State & Central government sponsored Skill Development Projects for the youth of this locale are the highlights of our **CENTER FOR EXTENSION AND COMMUNITY OUTREACH.**

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

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**Response:**

PKR Arts College for Women is committed in providing a learning environment that upholds constitutional values. Specifically, the college upholds the values of freedom of speech, freedom of religion and freedom of assembly. We believe that these values are essential to the educational process and creating an environment that is conducive to learning. The college also recognizes the importance of the separation of powers and the checks and balances that are necessary for a functioning democracy. We

believe that these values are important not only for our students, but for our society as a whole.

Our unique approach to value-based education instills in students the importance of personal character, social responsibility, and civic engagement. The curriculum engages students in critical thinking and reflection, preparing them to become informed and active citizens. The curriculum has Environment studies in their first year which gives them insight into environment acts, wildlife protection act, forest act, global environmental concerns etc. The students of PKR Arts College for Women of all branches study Indian Women and Society as a compulsory paper which sensitizes the students on constitutional obligations and Women's Rights.

Our goal is to develop young people who are grounded in their values and prepared to make a positive difference in the world.

In addition to the regular programmes, the college's NSS, YRC, Institute's Innovation Council provides awareness programmes to educate students on the importance of values in their lives and how these values can be applied in their everyday lives. We believe that these programme will be beneficial for students as they will help students to make better decisions in their lives and become more responsible citizens.

To sensitize the students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens, every year Republic Day is celebrated on 26th Jan by organizing activities highlighting the importance of the Indian Constitution. Independence Day is also celebrated every year to highlight the struggle of freedom and importance of the Indian constitution. On Graduation day the students take Oath to serve the nation through their education. The College conducts the general assembly thrice in a week to educate on the current affairs and also inculcating religious values by reading quotes from a Bhagavit gita, Bible and Quran.

Students are divided into houses to infuse patriotism and love for mother land Bharat. Students are grouped under four houses bearing the name of the national rivers as Ganga, Yamuna, Narmadha and Kaveri. The house activities develop team spirit, Cooperation acceptance and leadership through sports and games round the year.

From 2007 Founder's Day is celebrated in the month of the August. The college has initiated the theme to honor the people who serve the nation. NSS and YRC team of our college regularly organize tree plantation camps, special camps to clean villages and park.

The English and Tamil Department of our college provides programme on language and culture that inculcates the values of culture and language to the students.

The Number of initiatives during last five years from 2017-2022:

Academic Year	2021-2022	2020-2021	2019-2020	2018-2019	2017-18
No. of initiatives	23	18	21	14	16

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

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

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

Response:

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 comprehensively and learn their value system and cultivate beliefs. 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.

ON THE BASIS OF HEALTHCARE

- **International Yoga Day** is celebrated every year enrich knowledge about the importance and practice of yoga.
- To create health consciousness among all students, **National Deworming Day** is observed

and deworming pills are distributed to all the students partnering with Primary Health centre, Vellalalayam.

- **World Cancer Day** is observed to create awareness, sensitise about the psychological side effects, and the ways of recovery among the students.
- Rally For **International Day Against Drug Abuse and Illicit Trafficking** is conducted to create awareness against drug abuse - **World Mental Health Day, World Breast Feeding Day, World AIDS Day, National Safe Motherhood Day, World No Tobacco Day and World Health Day** have been observed with interesting activities during 2021-2022

ON THE BASIS OF ENVIRONMENTAL CONSCIOUSNESS

- Activities during **World environment day, World Earth Day, World Wild Life Day** portrayed the love for the nature.
- **World Pollution Control Day** is observed to motivate the students to reduce pollutants and maintain a pollution free environment.
- **World Water Day** is celebrated to make the students to know the importance of the water.

ON THE BASIS OF PATRIOTISM

- **Republic Day, Independence Day, National Flag Day** are celebrated every year to uphold patriotic fervor.
- **Gandhi Jayanthi** is commemorated to instil the principles and spirit of the father of our nation.
- **Bharathiar Vizha** is celebrated to cultivate patriotism among the young minds.
- **Kargil Day** is commemorated to show the students sacrifice of the soliders towards the nation.

ON THE BASIS OF TECHNOLOGY

- Activities for **World Science Day** are conducted and a science expo is arranged by the students during the celebration.
- **National Technology Day and World Space Week** are celebrated to engage students in basic sciences and technology based learning.

ON THE BASIS OF SOCIAL RIGHTS AND REPONSIBILITIES

- **National Voters day** is celebrated to create awareness about right to vote, and the importance of voting in a democratic country.
- **National Voluntary Blood Donation Day** to draw attention to the roles that voluntary blood donations play in saving lives and enhancing solidarity within communities.
- **Indian Constitution day** is commemorated the adoption of the Constitution of India.
- **World Consumer Rights Day** is observed to raise global awareness about consumer rights and needs
- **National Professionals Day** is celebrated on July 1st to inculcate professionalism amongst students.

ON THE EMPOWERMENT BASIS

- **International Women’s Day** was celebrated to show the gender equity.
- **National Service Scheme Day** was celebrated to encourage the National Service Scheme vountleers.

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

7.2 Best Practices

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

Response:

Best Practice 1:

Title of the Practice

Founder’s Day in the fond memory of our founder correspondent.

2. Objectives of the Practice

To present role models for our students and the youth of this region.

The objective of celebrating the birth anniversary of our Founder Thiru.P.R.NATARAJAN is to identify and honour the unflinching efforts of people committed to their service of this locale, thus presenting them as inspirational role models for the society.

3. The Context

Founder's day is the birth anniversary of our founder correspondent and every year, the theme for honouring people committed to their service in this region is chosen to appreciate their commendable work. Our founder was a visionary and a man of simplicity with great ideals for life. He was an exemplar of life who painted his forefathers dream into reality – “empowerment of women of this rural region”. To recall and appreciate our founder's legacy, our students are presented with **ROLE MODELS FROM OUR COMMUNITY** and the mantra for choice of our awardees is “Outstanding Commitment to Service”.

4. The Practice

With almost three decades of academic excellence and community outreach, founder’s day is a celebration where our stake holders join with us to reflect on the history, celebrate our accomplishments and render a

platform for our students to imbibe values from the fraternity that renders selfless service in this region. Success has many fathers but failure is an orphan and once someone has scaled the heights of success, there are many people to earmark that as a standard for achievement. This is the reason to encourage achievers on their contributions to the society. By doing so, we not only give them the recognition they deserve but also motivate them to continue striving for excellence.

Contributing to the community from a rural context is not a cake walk and our awardees are the pillars of our region demonstrating excellence in their walks of life. They are the ones who have chosen the road less traversed, pushed the envelope and have challenged the status quo. We believe that they can inspire our students to reach for the stars. By encouraging them on their achievements, we are not only acknowledging their hard work and dedication but also investing in shaping the young minds of the nation. This will certainly make this region a better place to dwell in.

On this eve, personalities committed to serve this locale - Doctors, Teachers, Press and Media Personnel, Sports Coaches, COVID Frontline Workers, NGOs, Senior Citizens, organic farmers, students who hail from rural background and have excelled in academics with a 85% or more in their board exams and student achievers in sports are recognized for their efforts. Boosting up their morale and their belief on their potential to achieve even more is the keystone of success. We encourage them to continue to strive for excellence and to use their skills and knowledge to make a positive difference in the region

5. Evidence of Success

Since 2007, Founder's Day is celebrated to receive and give back support and encouragement. This helps us to develop a strong sense of belonging to the community. Our goal is to create an environment where everyone could synergize and succeed.

- A sum of Rs. 1,25,57,900/- spent on 320 students admitted for merit in sports.
- Academic proficiency for 229 girl children of small farmers / landless labours Rs. 7,08,000 /-
- Awards of excellence for more than 50 community helpers namely – Professionals, Doctors, Teachers, Press and Media Personnel, Sports Coaches, COVID Frontline Workers and NGO Volunteers.
- More than 11,000 stakeholders witnessed the success story of these achievers.

The following table provides the amount spent in last five years for Scholarship / Freeship:

-

Year	No. of. Students Benefited Scholarship	Amount Spent (in Rs.)	No. of. Students Benefited Freeship for Sports	Amount Spent (in Rs.)
2021-2022	NIL	NIL	73	2328595
2020-2021	NIL	NIL	63	1952710
2019-2020	47	161000	65	2817765
2018-2019	67	217000	57	2495140
2017-2018	115	330000	62	2963690
TOTAL	229	708000	320	12557900

6. Problems Encountered and Resources Required

The problems encountered are:

- Identifying committed people with fervor to serve the society
- COVID restrictions during 2020-2021 and 2021-2022.
- Increased screentime, unmonitored exposure to internet and social media diverts young minds from goal setting and career planning.
- Restriction on resources to honour all the deserving individuals and philanthropists.
- To accommodate more students in sports/

7. Notes:

The college community, including students, trustees, faculty, and friends, gather on Founders' Day, a traditionally significant day in the calendar, to remember people who founded the college and who have left resources for its advancement. When the students and staff gathered to celebrate Founder's Day, a festive mood pervaded in the College. The main objective is to actively foster each student's aspirations and abilities in all areas, whether they pertain to academics or anything else. The college is of the opinion that a student can succeed in anything if they are focused, persistent, and confident.

Best Practice 2:

1. Title of the Practice

Service to the community as a learning

2. Objectives:

In keeping with the ethos of an educational institution for its Institutional Social Responsibility, with the spirit and needs of the times we live in, the college aims at the holistic development of students, helping them to become women imbued with a spirit of excellence and an abiding concern for others. These are guided by the three intertwined goals: Academic Excellence, Social Concern & Character Formation.

3.The Context:

P.K.R. Arts College for Women provides a curriculum grounded in holistic learning to make students economically independent and socially committed to the nation. Service to mankind is service to God. Our traditional outlook is to take care of others. Extension Activities are aimed to develop social consciousness in students/volunteers with responsibility of learning by doing. Service attitude is essential for a learner to flourish in personal, work and social life. The activities of our college are planned systematically with an objective of addressing solutions to problems of our society by creating Social Consciousness. The college maintains its social cohesiveness through extended activities in the nearby community to sensitize students about social issues, empower individuals to handle common issues for a better living, and contribute for sustenance. We aim to

- To nurture a sense of commitment, social and civic consciousness
- To provide opportunity to learn beyond classrooms
- To promote learning active participation in extension and community outreach programmes

4.The Practice:

The college consistently promotes participation of students and faculty members in socio-friendly extension activities through various cells and activity centers. The objective of our institution is to develop students' Emotional Quotient through their interaction with various challenges and hurdles faced by the people in the nearby community and encourage stakeholders to develop their positive attitude towards life. The outcome is to empower the rural women by inculcating the core values of truth and righteousness by extra-curricular activities for their economic independence, social commitment and national development.

Our extension activities have multiple dimensions such as Curriculum Related Extension Activities, Institutional Social responsibility, National Service Scheme (NSS), Youth Red Cross (YRC), Entrepreneur Development Cell (EDC), Unnat Bharat Abhiyan, Centre for Women Development, Citizen Consumer Club (CCC), Youth Red Cross (YRC), Electoral Literacy Club, Swachh Bharat, Library, etc., As an essential academia, college is keen on promoting the participation of students and faculty in outreach and extension activities that are operative at different levels through the above units. The professional as well as life skill development of arts and science graduates is balanced through extension and outreach activities. Students go to the adopted villages to involve themselves in the field work thereby knowing the real conditions of the villagers.

A centre for extension and community outreach (<https://www.pkrarts.org/extension-and-community-outreach/>) is established with a policy to plan, implement and conduct activities under various committees and cells. Responsibilities of the co-ordinator of the centre for extension and community outreach are:

- To design guidelines and requirements of extension activities
- To plan, implement, co-ordinate, monitor and document the extension activities conducted in the neighbourhood of the college

- To conduct periodical meetings with stakeholders to take first hand information about the pressing issues
- To monitor, supervise and co-ordinate the ongoing extension activities
- To sign MoUs with Government, NGO, Hospitals and Philanthropists for the successful sustenance of extension activities.
- To regulate the village adoption programme
- To facilitate the award of 2 credits in UG programmes
- To motivate the students and faculty to participate in extension activities
- To ensure the code of conduct of participants and moral credibility during interaction with commoners and village visits.

5.Evidence of Success:

- More than 90 awards and recognitions for extension activities
 - 5 Annual Mega activities
 - 97.82% of students and faculty participation in five years
 - 10 MoUs with NGOs
 - Socio-economic survey and participation in grama sabha in adopted villages
 - 10 toilets constructed in Pommanayakanpalayam in 2018 under Swachh Bharat scheme, 65 toilets constructed in Maevani village, construction of drainages
 - Formation of SHGs, women's day interaction with them
 - Plantation of saplings and creation of a herbal garden
 - Habit of savings, contribution by money and visit to Little sisters of the poor-Erode, JKK orphanage for handicapped-Komarapalayam and Anbu illam-Gobichettipalayam
 - Opening bank accounts, preparations for the issue of LLR, Passport, Aadhar cards
 - Electoral literacy and awareness about VVPAT, verification of voter-Id in Athani village
 - Palvadi construction in Athani village, whitewashing, construction of Dias for cultural programme in Athani school, Cleaning Temples, Hyundial counting
 - Park creation in Athani weekly market, Creation of Roadside Park outside the college campus
 - Eye-camp, dental camp, thyroid camp, blood grouping, COVID vaccination camps
 - Awareness about leprosy, dengue, COVID awareness, cancer awareness, breast feeding, safe driving, drug addiction, ragging, menstrual hygiene
-
- Students and Public learned about environmental cleanliness, the need and importance of the Solid Waste Management, curfew SoP
 - Sensitisation about assertive communication, Confidence, Teamwork and leadership, Listening and responding, Creativity, Time management, Critical thinking and problem-solving in schools
 - Exposure to the challenges of adulthood, mental health and well-being, awareness about protection against cybercrime, reduction of screen-time and monitored cyberspace
 - Protect girl child marathon, coaching classes for subjects without teachers at higher secondary schools, career counselling programmes, farmers day celebration
 - Establishment of SILVER JUBILEE PADIPAGAM
 - Community oriented Projects of students with NGOs namely, beggar free India, safety of girl children, problems of migrant workers, menstrual hygiene and health, awareness about mobile medical unit, cyber security, ICT tools for learning and FDP on teaching with ICT tools for teachers of government schools, children of government schools, empowerment of SC/ST girl children.

This is how Service to the community is presented as a learning by doing.

6.Problems encountered and Resources required:

- Few girls hesitate to volunteer for social service
- Readiness of parents to send girl students to volunteer during special camps
- Outcome isn't quantifiable in a short span in some projects and m
- Adaptive planning during the COVID pandemic and emergency action plan
- People in the rural areas are unable to identify and disclose core issues, so problem identification itself is a cause of concern
- Unemployed and the illiterate look out for monetary support rather than learning to fish

7.Notes:

Other benefits:

- Programmes with government and NGO tie up for faculty and students on roll.
- Student motivation to take up social service on a voluntary basis embedded in their value system
- Service oriented activities reported in newspapers earns community appreciation for our students and faculty thereby rewarding them with social acceptance
- Many students join Pursuance of a career in service and social work by the final year students
- Faculty trained in Social Work and Service are able to contribute in curriculum design with social relevance
- Future plan is to create a support system for tribes of this region to become employable and market their products with fair pricing

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

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

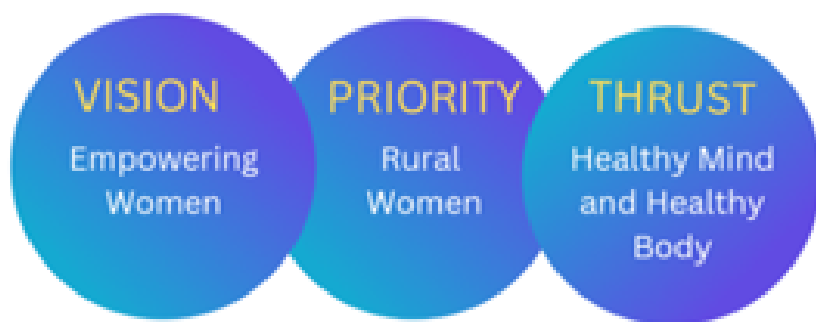
Response:

Sports Empowerment

Vision: Empowering women

Priority: Rural women

Thrust area: Healthy mind in a healthy body.



Hence, the institution's vision, priority and thrust is '**Empowering Women through Physical Education**'

Objective of sports for women is to provide them with a platform to display their athletic abilities and to promote healthy lifestyles. It fosters a sense of team spirit among women. P.K.R 's success in sports and games reveals its uniqueness.

FACILITIES FOR SPORTS STUDENTS

- Scholarship/Freeship for sports students
- Physical Directress and 4 Coaches
- Maintenance of sports infrastructure
- Free Accommodation and food for sports students
- Sportswear and sports kits provided by the college.
- TA/DA to sports students and officials accompanying teams
- Medical facilities taken care by college
- Gym Facilities
- Floodlight in volleyball court and kabaddi ground
- Insurance provided for sports activities
- special care for academic performance - special sessions, exams and practical exams.

INSTITUTION SCHOLARSHIP FOR SPORT STUDENTS

P.K.R provides scholarships for sports students who excel in their field to motivate the students in their studies and also to support their training. Sports scholarship is open to students with merit in sports at the district and zonal level competitions. 320 students have benefited from the program over the last five years. A total of Rs.1,25,57,900 has been spent on the scholarship/freeship program during that time.

The following table provides the details of scholarship for the last five years:

Year	No. of Students Benefited	Amount Spent (in Rs.)
2021-2022	73	2328595
2020-2021	63	1952710
2019-2020	65	2817765
2018-2019	57	2495140
2017-2018	62	2963690

Supportive Document

SUPPORT SYSTEM FOR SPORTS STUDENTS

- Regular Practice Session
 - Morning – 6.00 AM – 8.30 AM
 - Evening – 4.30 PM – 8.30 PM
 - Whenever players are representing university/national/international/ CM trophy matches, special coaching are given for about 10 to 15 days.
 - For the days of extended training players are given ‘OD’ facility.
- Qualified National and International Coaches
- Leadership Training
- Career Guidance and Placement

UNIQUENESS OF PHYSICAL EDUCATION PRACTICES

P.K.R encourages the following practices which are unique in nature:

- Arrange and participate in friendly matches to learn the strategies of other teams.
- Encourage the teams to participate in open matches to train themselves in external turfs.
- Though the team loses in certain matches midway, the players are permitted to witness the remaining matches to ascertain their weaknesses and strengths.
- Video graphing the performance of players in matches to pinpoint their mistakes for rectification in future.

Document for reference

QUALIFIED NATIONAL AND INTERNATIONAL COACHES

Sport	Coach	Training Period in our Institution
Kabaddi	S.P.Palaniswamy International Coach	25 years (1997 –till date)
Volley Ball	Dr.K.Ananthakumar Qualified for International Coach (Level:1)	16 Years (2006-till date)
Hockey	Mr.K.Arulraju International Coach	14 Years (2008-till date) Initiated and sent students to Indian Camp to represent Indian team
Power Lifting and Weight Lifting	Mr.N.Madhesh National coach	5 Years (2017- till date)
Physical Director of PKR	Ms.R.Sangeetha Muthu Selection Committee Member and Team Manager of Bharathiar University representing PKR	Training Period in our Institution: 3 Years (2019- till date)

LEADERSHIP TRAINING FOR SPORTS STUDENTS

By **organizing intercollegiate programs**, sports students learn how to work together as a team and develop leadership skills. These programs also give students the opportunity to meet other sports enthusiasts and learn different sports cultures.

AWARDS AND ACHIEVEMENT OF THE STUDENTS

In sports and games the college is attempts to participate at the university level, district level, state level, national level and international level competitions. So far the achievements are numerous and impressive.

Results both success and failure are reviewed periodically. In the review meetings, the secretary, the physical directress, the coaches and captains of teams participate. Such deliberations brought to light the

mistakes committed by players and strategies to be adopted in future matches. In last five years students bagged **Rs.6,88,000** as cash prize in total.

UNIVERSITY GAMES

- Kabaddi - Secured **I Place Consecutively for 24 years**
- Hockey - Secured **I Place Consecutively for 13 Years**
- Volleyball Secured **I Place Consecutively for 11 Years**
- Participated in **14 University Games** in last five years and bagged Awards and Medals

DISTRICT LEVEL

- Won **Gold Medal in Athletics Individual** in District level Athletics Championship
- Won **Gold Medal , 3 Silver Medal and 3 Bronze Medal** in Kabaddi Tournament

STATE LEVEL

- **Best Player Award** from Junior State Level Kabaddi Championship
- Won **3 Gold Medal in Athletics Individual** in State Level Athletics Championship and Secured fourth place in Inter Collegiate
- Won **Silver medal in Handball Inter Collegiate (State)**
- Won **8 Gold Medal , 2 Silver Medal and 1 Bronze Medal in Hockey state Level tournament**
- Won **7 Gold Medal , 2 Silver Medal and 2 Bronze Medal** in State Level Kabaddi Tournament
- Won **9 Gold Medal ,16 Silver Medal and 3 Bronze Medal** in State Level Volleyball Tournament
- Won **4 Gold Medal ,7 Silver Medal and 2 Bronze Medal** in State Level Power Lifting & Weight Lifting Individual
- Participated in 5 State Level Hockey Tournaments
- Participated in 8 State Level Kabaddi Tournaments

NATIONAL LEVEL

- Won **1 Gold Medal , 1 Silver Medal and 2 Bronze Medal** in National Level Volleyball Tournament
- 1 Bronze Medal in National Level Kabaddi Tournament
- Participated in **12 Kabaddi** National Level Tournaments
- Participated in **19 Volleyball** National Level Tournaments
- Participated in **4 Handball** National Level Tournaments
- Participated in **7 Hockey** National Level Tournaments
- Selected in Senior & Junior National Level Hockey Tournament
- Participated **7 National Level Hockey Camps**

INTERNATIONAL LEVEL

- Won **Silver Medal in BRICS Games -2018 held at Johannesburg, South Africa** and represented

Indian Volleyball Team

- Participated in **International 19th Asian women's U-19 volleyball championship and International Beach Volleyball Tournament**
- Participated in **Hockey India Junior Camp** represented **Indian Team**

TOURNAMENT ORGANIZED BY OUR INSTITUTION

- State Level PKR Memorial Trophy- Intercollegiate Tournament is organized annually.
- Annual Sport Meet

List of achievements

CAREER GUIDANCE AND PLACEMENT

- Providing Guidance to pursue NIS certification for sports students.
- S.Shalini (2017-2020) – Technician Grade III, Mechanical Department, Integral Coach Factory, Chennai.
- R.Krishnaveni – (Batch 2018-2020) pursued NIS Certificate and working as Trainee, SAI Coaching Centre, Mayiladuthurai.
- G.Jenifer –(2019-2022)- Trainee under Khelo India Scheme, Pathanamthitta, Kerala
- K.Swathi (2018-2020) – Department of Police, Government of Tamilnadu.
- S.Rasiga (2017-2020) – Department of Police, Government of Tamilnadu.

Our college sports teams have participated in 40 national games, 102 state games, and 3 international games over the past 5 years. The athletes have brought home many medals, prizes, and awards to their team. These students are role models for their classmates and for other young athletes. They have shown that with dedication and commitment, anything is possible.

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

5. CONCLUSION

Additional Information :

- The institution is not functioning in isolation. It is in **collaboration** with agencies involved in academic pursuits. The number of collaborative activities for research, faculty/student exchange per year is 21. The college is maintaining linkage with institutions and industrial units numbering 36 for knowledge sharing, skill development of learners, internships, conducting value added courses and imbibing entrepreneurial culture. For the said purposes, the college has entered into memorandums of understanding with 36 different organizations. All these MoUs are functional.
- Even before teaching lessons in courses, teachers use to make a presentation concerning

programme/course outcomes in the class rooms. Undertaking continuous internal assessment of learners, gauging the performance in end-semester /practical examinations, conducting class committee meetings to ascertain learners' requirements and scrutinizing feedback from learners and teachers are the methods adopted by the institution to measure the attainment of course outcomes.

- Celebrations like college day, sports day, International women's day, Independence day, Republic day and inter-collegiate meets organized by departments have cultural events of grandness.
- Flexible curriculum to suit the local needs, qualitative teaching methodologies, learner supportive infrastructure, equating mental health with physical well being of students, boost to participative learning, reasonable fee structure, teacher mentors as saviours of slow learners, and free board, lodging and education to those students involve in sports and games are some of strategies adopted by PKR to have optimum students' strength.
- The philosophy of founding fathers of the college is very well hatched by their children and the present management never treats education as a commercial proposition. Without getting any financial aid, the management is attempting to reach the break-even point by undertaking various **welfare measures** to satisfy performing assets belonging to both **teaching and non-teaching staff categories**.
- Every meeting of the **IQAC** is a brain storming session where institutional efforts were reviewed based on the ATR submitted by the coordinator. From such deliberations, teaching learning reforms use to emanate. Subsequently the core committee fine tunes such reforms for implementation.
- Many departmental **projects** analyzed those hurdles hampering the development of women and suggested remedies to overcome them.

Concluding Remarks :

From the point of view of PKR Arts college for women, NAAC is a facilitator in the sense that the assessment and accreditation process makes us (stakeholders of the college) to introspect. Introspection is continuous as the IQAC motivates stakeholders to contribute towards quality sustenance and improvement. Quality conscious stakeholders plan, execute and document all their activities in a scientific way. Planning starts with a day one and extends upto 5 years to have a comprehensive approach. Execution of such plans is not an individual's responsibility but a total responsibility of all stakeholders. Documentation is not only for the establishment of facts but to fine tune future endeavours with qualitative inputs.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 571 Answer after DVV Verification: 585</p> <p>1.2.1.2. Number of courses offered by the institution across all programmes during the last five years. Answer before DVV Verification : 5880 Answer after DVV Verification: 4958</p> <p>Remark : Input edited as per the documents provided for clarification.</p>																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>791</td> <td>647</td> <td>798</td> <td>822</td> <td>856</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>759</td> <td>647</td> <td>736</td> <td>730</td> <td>712</td> </tr> </tbody> </table> <p>Remark : Input edited from provided documents.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	791	647	798	822	856	2021-22	2020-21	2019-20	2018-19	2017-18	759	647	736	730	712
2021-22	2020-21	2019-20	2018-19	2017-18																	
791	647	798	822	856																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
759	647	736	730	712																	
2.3.3	<p>Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)</p> <p>2.3.3.1. Number of mentors ?????????????? ??????? Answer before DVV Verification : 108 Answer after DVV Verification: 106</p> <p>Remark : The mentors of Librarian and Physical Directress will not considered. Hence input edited accordingly.</p>																				
2.4.2	<p>Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)</p>																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	27	26	30	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	27	25	29	20

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

2.4.3.1. Total experience of full-time teachers

Answer before DVV Verification : 777.3

Answer after DVV Verification: 686

Remark : The experience of Librarian and Physical Directress will not considered. Hence input edited accordingly.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.27	3.575	0	2.768

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0.07	1.02	0	2.76

Remark : As some sanctioned letters are not in assessment period , Hence input edited accordingly.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	5	4	0	2

Answer After DVV Verification :

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

Remark : Input edited as per the documents provided for clarification.

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

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

Answer before DVV Verification : 54

Answer after DVV Verification: 54

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

Answer before DVV Verification : 22

Answer after DVV Verification: 24

Remark : Input edited with reference to metric 3.2.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	21	32	40	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	4	3	2	00

Remark : Input edited as per the research papers per teachers in the Journals notified on UGC website during the last five years.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.20658	0	0.37175	0.04000	0.21387

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.348	0.017	0	0	0

Remark : Input edited as per the documents provided for clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	04	13	09	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	05	13	09	36

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1817	1896	2109	2164	2198

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1817	1896	2109	2164	2198

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

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

Answer before DVV Verification:

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

36	36	36	36	36
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	31	31	31	31

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

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

Answer before DVV Verification : 17

Answer after DVV Verification: 16

Remark : Input edited as per the documents provided.

4.2.2 **Institution has access to the following:**

1. e-journals

2. e-ShodhSindhu

3. Shodhganga Membership

4. e-books

5. Databases

6. Remote access to e-resources

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

Answer After DVV Verification: B. Any 3 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.68	1.17	4.2	1.9	5.9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.07	1.37	3.57	1.48	5.34

Remark : Input edited as per the documents provided for the clarification.

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

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

Answer before DVV Verification : 435

Answer after DVV Verification: 25

Remark : The average of footfall of five days of teachers and students is 25 . Hence input edited accordingly.

4.3.4 Institution has the following Facilities for e-content development

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
180	132	131	117	113

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
157	128	114	98	113

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

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

schemes for reserved categories)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
463	161	131	150	177

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
218	161	131	150	177

Remark : Input edited as per the documents provided for clarification.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As HEI has only Implementation of guidelines of statutory/regulatory bodies, Mechanisms for submission of online/offline students' grievances and Timely redressal of the grievances through appropriate committees. Hence input edited accordingly.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
112	33	85	99	145

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
88	15	72	59	87

Remark : Input edited as per the appointment order provided by HEI for clarification.

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

cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	35	50	11	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42	5	2	5	10

Remark : Only inter-university/state / national or international achievements will be considered. Hence input edited accordingly.

6.2.3 **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	6	6	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	5	11	23

Remark : Input edited as per the documents provided for clarification.

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

6.3.4.1. Total number of teachers attending professional development Programmes, viz.,

Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	51	49	4	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	37	21	0	2

Remark : Programs of duration less than one week will not be considered. Hence input edited accordingly.

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III and V) (INR in Lakhs)**6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.249	0.32	0.1829	0.732	0.18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

Remark : Contribution in the form of equipment will not considered , Copy of letter indicating the grants/funds received from respective agency not provided. Hence input edited accordingly.

7.1.5 Green campus initiatives include:

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

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

Answer After DVV Verification: A. Any 4 or All of the above

Remark : Input edited as per the documents provided.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>35</td> <td>35</td> <td>34</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>24</td> <td>24</td> <td>24</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	35	35	35	34	34	2021-22	2020-21	2019-20	2018-19	2017-18	24	24	24	24	24
2021-22	2020-21	2019-20	2018-19	2017-18																	
35	35	35	34	34																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	24	24	24	24																	
2.1	<p>Number of students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1899</td> <td>1922</td> <td>2158</td> <td>2196</td> <td>2232</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1899</td> <td>1922</td> <td>2158</td> <td>2196</td> <td>2232</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1899	1922	2158	2196	2232	2021-22	2020-21	2019-20	2018-19	2017-18	1899	1922	2158	2196	2232
2021-22	2020-21	2019-20	2018-19	2017-18																	
1899	1922	2158	2196	2232																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1899	1922	2158	2196	2232																	
2.2	<p>Number of outgoing / final year students year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>796</td> <td>759</td> <td>828</td> <td>790</td> <td>692</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>692</td> <td>768</td> <td>778</td> <td>759</td> <td>801</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	796	759	828	790	692	2021-22	2020-21	2019-20	2018-19	2017-18	692	768	778	759	801
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796	759	828	790	692																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
692	768	778	759	801																	
2.3	<p>Number of students appeared in the examination conducted by the Institution, year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>660</td> <td>737</td> <td>790</td> <td>754</td> <td>789</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1864</td> <td>1887</td> <td>2002</td> <td>2068</td> <td>2176</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	660	737	790	754	789	2021-22	2020-21	2019-20	2018-19	2017-18	1864	1887	2002	2068	2176
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2021-22	2020-21	2019-20	2018-19	2017-18																	
1864	1887	2002	2068	2176																	

3.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 271 986 383"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>108</td> <td>109</td> <td>113</td> <td>118</td> <td>112</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 465 986 577"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>106</td> <td>107</td> <td>111</td> <td>116</td> <td>110</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	108	109	113	118	112	2021-22	2020-21	2019-20	2018-19	2017-18	106	107	111	116	110
2021-22	2020-21	2019-20	2018-19	2017-18																	
108	109	113	118	112																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
106	107	111	116	110																	
4.3	<p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 56</p> <p>Answer after DVV Verification : 56</p>																				
4.4	<p>Total number of computers in the campus for academic purpose</p> <p>Answer before DVV Verification : 420</p> <p>Answer after DVV Verification : 420</p>																				