



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

MADURAI INSTITUTE OF SOCIAL SCIENCES

MADURAI INSTITUTE OF SOCIAL SCIENCES 9.ALAGR KOIL ROAD MADURAI
625002

www.misscollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2019

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Madurai Institute of Social Sciences, originally known as Madurai Institute of Social Work was established by Dr.(Capt).D.V.P. Raja with the support of great personalities like Sir. P.T. Rajan, Mr. Alagu Sundaram Chettiyar and Mr. M.B.S. Henry, Managing Director of Madura Coats, Madurai on October, 2nd 1969, the Centenary of the Father of Our Nation, Mahatma Gandhi, with four students in a small building to propagate meaningful message “Our Nation, Our Home”.

The college has completed 50 years of distinguished educational services in the areas of Professional Social Work, Human Resources Management, Counselling, Information Technology based courses like M.Sc., (CS), B.Sc Computer Science and Information Technology and B.Com with Computer Applications etc., and the management courses-BBA and MBA.

‘*Strive to Serve*’, is the motto of the College as well as the guiding principle which inspires our students and staff to contribute their skill and knowledge towards nation building.

◦ UNIQUENESS OF MADURAI INSTITUTE OF SOCIAL SCIENCES

The focus of education in this College is selfless service to society. As such the vision of the college lays emphasis on the development of human resources in order to serve humanity. Nearly six decades ago when students were particular in choosing career oriented studies which would unlock the golden period of bright future through hortative jobs, Capt. DVP Raja, the founder of this College chose to pursue the course in Social Work so as to render tireless service to the society, particularly for the upliftment of the downtrodden, to be trained in Professional Social Work and other courses at affordable cost for the socially, economically and educationally backward and the first generation students.

In order to attain the vision and mission and to instill the spirit of service in the minds of the students, twenty centres were established. The centres not only help our students and staff to get intellectually sharpened and spiritually fortified but also benefit the society at large and uphold the motto of the college, ‘*strive to serve.*’

Vision

Madurai Institute of Social Sciences, as a learning organization, strives to educate and develop Human Resources to serve mankind and to establish global peace and prosperity.

Mission

Providing Quality Education with affordable cost by designing academic agenda in tune with the changing needs of the society, scanning the external environment through strategic planning, building faculty power in tune with the modern trend in teaching, interacting creatively with the Government and the civil society, promoting applied and action research on governance and community problems and establishing System Management.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Visionary management
- Experienced, qualified and dedicated faculty members
- Well-equipped infrastructure and learning resources
- Counselling and support services to the students
- Active involvement of Alumni
- Well-disciplined students
- Nominal tuition fees
- Actual Ambition and Achievement (AAA) – [Mentoring system]
- Opportunities for part time jobs for students
- Remedial Coaching
- 20 Centres of Excellence for campus community interface
- Need based courses
- Inculcation of human values through morning prayer
- Good liaison with industries and organisations for research, training and placement
- Feedback from all stakeholders for strengthening teaching learning process
- Updated curriculum and outcome based education
- Seed money provided by the management for the promotion of research
- Professional association with National Institute of Personnel Management, Madurai chapter, Madurai Management Association, Indian Institute of Public Administration, Indian Society of Criminology, Association for Social Health in India and Indian Society of Professional Social Work (ISPSW).

Institutional Weakness

- Low enrolment of students from other states and countries
- Limited scholarship facilities
- Lack of communication skills of the first generation students with Tamil medium background

Institutional Opportunity

- Enrolment of students in online courses
- Networking and MoUs with reputed organisations
- Periodical training programmes for enhancing the quality of teaching
- Orientation and refreshers courses to the self-financing faculty members
- Workshops, Seminars and Conference to impart knowledge on recent trends
- Generation of fund through the consultancy services by the faculty members
- Utilization of the services of the guest and visiting faculties

Institutional Challenge

- Mobilization of fund for the centres of excellence

- Lack of placement opportunities for the Under Graduate (UG) students
- Drop out of UG students due to financial constraints

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- Madurai Institute of Social Sciences, a unique institution focusing on societal based, academic programmes is always aligning to the needs of the nation.
- The college enjoying the autonomous status since 2009 has carefully designed its curriculum for all its 19 academic programmes. All these programmes offered by the college are need based and society driven.
- Through the CBCS and the availability of electives a wide range of choice is given to the students
- Specific feedbacks are obtained from the students on curriculum, the feedbacks are carefully analysed, and appropriate actions are taken to improve the curriculum system.
- The college revisits its curriculum periodically taking into consideration the valuable inputs received from all its stakeholders.
- During the assessment period 2 programmes have been introduced.
- For the past 5 years 89.47% of the programmes has been revised
- The college effectively integrates cross cutting issues to gender, environment, human values and professional ethics into the curriculum.
- Value added courses are offered to empower the students for acquiring coping skills, employment etc.

Teaching-learning and Evaluation

- The selection of students at MISS is on the basis of the merits and reservation norms of the Government of Tamil Nadu
- Actual Ambition Achievement (AAA) Schedule of the college helps in assessing the students' aptitude in academic and co-curricular activities.
- The learning levels of the students are assessed and the slow learners are offered bridge courses and remedial programmes, while the advanced learners are encouraged to appear for examinations like TNPSC, UGC NET etc.
- The college adopts student centric methods and concentrates on blended learning and experiential learning.
- The academic calendar is prepared by the departments and adheres to near cent percent
- The experienced and highly qualified teachers make learning a joyful experience
- The question papers are based on the 'Blooms Taxonomy' and efforts are taken to realize the appropriate outcomes

Research, Innovations and Extension

- The college has undertaken various funded research projects from UGC, NGOs and Corporates. The seed money provided by the management kindles the research aspiration among the faculty and students.
- Conferences, Seminars and Workshops are organized for dissemination of knowledge in research area

and other fields too. Faculty members have presented papers in international & national seminars and conferences. The faculty members have made publications in various reputed national and international journals.

- Through Centres of Excellence and Extension wing, the college has made exemplary services to reach out the general public through various activities.
- The College has two NSS units, which conduct various programmes such as, blood donation camps, cleaning activities under the banner of Swach Bharat Mission, promotion of healthy habits among general public, plantation of tree saplings, awareness campaigns, observance of significant days and conducting personality development programmes.
- The college offers consultancy services to reputed organization and corporate
- Through the Collaboration and MoUs with various Industries, Corporate, Non-Governmental Organisations, Hospitals and Mental Health Centres, the students have ample opportunities to undergo internships and on-the-job trainings to explore the possibilities of their career enhancement and growth. Such collaboration extends the possibilities of learning and paves way for better placements and career development.

Infrastructure and Learning Resources

- Better infrastructure facilities like adequate class rooms with ICT facilities and well-furnished seminar halls are available on the campus.
- Smart class rooms and seminar hall are added advantages in the campus.
- The surveillance camera in the college helps to ensure safety and to maintain discipline of the students.
- Proper maintenance of the infrastructure is ensured.
- Friendly campus for physically challenged
- Well-equipped individual faculty cabins and workstations.
- In order to widening the academic possibilities a second campus is at Alagar Koil.
- The sports and games related infrastructure and facilities are available in the campus- Indoor Sports cum Auditorium, Health Fitness Centre, Open Air Auditorium, Well-furnished Guest Rooms.
- The library provides learning opportunities for the students with 17,250 volumes, 26 journals, various e-resources and remote access facility.
- The library has got reprographic facilities and a research corner for the scholars
- Subsidized students canteen available in the college
- Separate hostel facilities available for both Boys and Girls.

Student Support and Progression

- Students benefit from Scholarship programme from both the College and Government.
- The College enhances the capability of the students through various programmes such as Coaching for Competitive examination, Career Counselling and remedial classless.
- Bridge Courses are conducted to improve the language skills of the students.
- Yoga and Meditation trainings are given to the students for improving their Physical and Mental health.
- Vocational education training programmes such as beautician course, photoshop, DTP and Hardware and Net working help the students to enhance the skills needed for employment.
- Students' Council is functioning effectively at Madurai Institute of Social Sciences. Students are given due recognition by ensuring their participation in various committees of the college.

- Mock interview, group discussion are conducted to expose the students to the various aspects of job placement and to face the interview with self confidence.
- Department wise Alumni interaction takes place on 2nd October of every year. During the interaction, orientation is given on career guidance for the students.

Governance, Leadership and Management

- The activities of the college clearly reflect that it functions based on its vision and mission.
- The teaching and non-teaching staff members play a vital role in decision making process under the guidance of management.
- The manpower requirement is assessed by the Principal and the same will be reported to the management. The vacancies are filled at the appropriate time.
- Professional development and training programmes are being organized frequently by the college for teaching and non-teaching staffs to equip their knowledge and skills.
- Faculties were encouraged to attend the orientation, refresher courses and FDPs to enrich their knowledge in the field of research and emerging areas.
- The IQAC of the college plays a significant role in ensuring the quality. Quality related initiatives are undertaken to improve the teaching learning process.
- The IQAC submits the Annual Quality Assurance Report to NAAC. The quality enhancement is evident through its quality improvement initiatives after accreditation.

Institutional Values and Best Practices

- Through the programmes and courses, the college lays emphasis on the development of human resources to serve humanity.
- The college promotes gender equality and sensitivity through various programmes.
- The important days of the great Indian Personalities and festivals are observed/celebrated to promote the universal values.
- Activities such as Swatch Bharat, recreational activities at old age homes, awareness programmes related to women and children, etc. contribute for the development of the local community.
- The college has taken efforts for energy conservation through the installation of LED Lights.
- The college encourages the students and faculty members to follow the eco-friendly practices.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MADURAI INSTITUTE OF SOCIAL SCIENCES
Address	MADURAI INSTITUTE OF SOCIAL SCIENCES 9.ALAGR KOIL ROAD MADURAI
City	Madurai
State	Tamil Nadu
Pin	625002
Website	www.misscollege.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	JANET VASANTHA KUMARI	0452-2537142	9894884467	-	mdu.miss@gmail.com
IQAC / CIQA coordinator	Jaya Kumar. P	0452-2537997	9443531010	-	jayakumarokm@gmail.com

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

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of Establishment, Prior to the Grant of 'Autonomy'	30-09-1969
Date of grant of 'Autonomy' to the College by UGC	27-01-2009

University to which the college is affiliated

State	University name	Document
Tamil Nadu	Madurai Kamraj University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	01-06-1972	View Document
12B of UGC	01-06-1972	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	02-08-2010	12	

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	MADURAI INSTITUTE OF SOCIAL SCIENCES 9.ALAGR KOIL ROAD MADURAI	Urban	3.15	7843

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	BCom, Commerce	36	Higher Secondary	English	60	55
UG	BSc, Computer Science	36	Higher Secondary	English	40	31
UG	BA, English	36	Higher Secondary	English	60	44
UG	BSc, Psychology	36	Higher Secondary	English	40	23
UG	BBA, Management Studies	36	Higher Secondary	English	60	52
UG	BSW, Social Work	36	Higher Secondary	English	44	43
UG	BSc, Information Technology	36	Higher Secondary	English	40	12
UG	BCom, Commerce With Ca	36	Higher Secondary	English	40	40
PG	MBA, Management Studies	24	Any Degree	English	60	0
PG	MSW, Social Work	24	Any Degree	English	50	43
PG	MSW, Social Work Sf	24	Any Degree	English	36	28
PG	MA, Human Resource Management	24	Any Degree	English	25	0
PG	MSc, Computer Science	24	Any Degree	English	36	0

	Pg					
PG Diploma recognised by statutory authority including university	PGDCA, Computer Science	12	Any Degree	English	32	0
PG Diploma recognised by statutory authority including university	PG Diploma, Counselling	12	Any Degree	English	60	42
PG Diploma recognised by statutory authority including university	PG Diploma, Personnel Management And Industrial Relations	12	Any Degree	English	25	0
Doctoral (Ph.D)	PhD or DPhil, Research In Social Work	36	PG Degree	English	32	10
Pre Doctoral (M.Phil)	MPhil, Research Social Work	12	PG Degree	English	12	0
Pre Doctoral (M.Phil)	MPhil, Research In Management	12	PG Degree	English	25	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	1				2				10			
Recruited	0	0	0	0	2	0	0	2	7	3	0	10
Yet to Recruit	1				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				28			
Recruited	0	0	0	0	0	0	0	0	7	17	0	24
Yet to Recruit	0				0				4			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				13
Recruited	8	3	0	11
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	1	3	0	4
Yet to Recruit				1

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				1
Recruited	1	0	0	1
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.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	1	0	7	3	0	12
M.Phil.	0	0	0	1	0	0	6	10	0	17
PG	0	0	0	0	0	0	1	6	0	7

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	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	1	1	0	2
PG	0	0	0	0	0	0	0	1	0	1

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	3	0	3
PG	0	0	0	0	0	0	2	1	0	3

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	8		3		11

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
Pre Doctoral (M.Phil)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	18	1	0	0	19
	Female	21	1	0	0	22
	Others	0	0	0	0	0
PG	Male	31	1	0	0	32
	Female	34	1	0	0	35
	Others	0	0	0	0	0
UG	Male	225	0	0	1	226
	Female	69	0	0	0	69
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	71	33	35	64
	Female	27	29	21	31
	Others	0	0	0	0
ST	Male	1	2	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	205	150	165	146
	Female	99	74	47	89
	Others	0	0	0	0
General	Male	0	2	5	4
	Female	0	5	4	3
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		403	296	278	337

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Commerce	View Document
Commerce With Ca	View Document
Computer Science	View Document
Computer Science Pg	View Document
Counselling	View Document
English	View Document
Human Resource Management	View Document
Information Technology	View Document
Management Studies	View Document
Personnel Management And Industrial Relations	View Document
Psychology	View Document
Research In Management	View Document
Research In Social Work	View Document
Research Social Work	View Document
Social Work	View Document
Social Work Sf	View Document

3. Extended Profile

3.1 Program

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	12	13	13	13
File Description			Document	
Institutional Data in Prescribed Format			View Document	

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
913	680	741	834	874
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
183	229	217	337	266
File Description			Document	
Institutional Data in Prescribed Format			View Document	

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

2017-18	2016-17	2015-16	2014-15	2013-14
183	229	217	337	266
File Description			Document	
Institutional Data in Prescribed Format			View Document	

Number of revaluation applications year-wise during the last 5 years

2017-18	2016-17	2015-16	2014-15	2013-14
16	18	32	1	1

3.3 Teachers**Number of courses in all programs year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
350	357	398	415	420
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
28	33	39	39	41
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
36	41	46	46	47
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
883	566	449	425	732

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
311	337	374	383	383

File Description	Document
Institutional Data in Prescribed Format	View Document

Total number of classrooms and seminar halls

Response: 31

Total number of computers in the campus for academic purpose

Response: 148

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

2017-18	2016-17	2015-16	2014-15	2013-14
232.37	264.13	226.03	288.03	183.09

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution

Response:

Madurai Institute of Social Sciences ensures that the curriculum of every programme has relevance to the local, regional, national and global developmental needs and also make sure that the content of syllabus caters the learning objectives, to achieve program outcomes, program specific outcomes and course outcomes which imbibe the vision and mission of the college. The College follows well-defined procedures in designing curriculum revise and modify existing ones. Course syllabus is reviewed once in a year. The BOS meets every year to review the syllabus framed by the each Department Heads and staff, which was prepared after getting feedback from the stakeholders. The BOS constituted with external expert from academia, industry, service sector and alumni along with HOD and staff members of the Department. The entire curriculum and syllabus recommended by BOS is reviewed by the Academic council and is approved for implementation.

Illustrious alumni visit the institute periodically and share their field experiences, knowledge that helps to bring innovation in the curriculum. Every year October 2nd (Foundation day), Meritorious Alumni is honoured with “Alumni Achievement Award”. The constant interaction and collaboration with national, international, regional industries, corporate sectors, non-governmental organizations, service industries, etc helps the institution to understand the expectations of the employers.

The curriculum is formulated based on the following objectives of the institution.

- 1.To develop worthy citizens with high moral values, deep professional knowledge, sharpened skills and positive frame of mind.
- 2.To impart education in accordance with the changing needs of society
- 3.To inculcate scientific temper in the minds of the students

The Curriculum was designed in such a way to develop the human resources to cater to the needs of job opportunities by sharpening the employability skills, soft skills and potentials of budding graduates.

- Tally, DTP,.NET Programming, Embedded system, Software security, Computer graphics, Android programming etc are examples for employability courses.
- Life skill Education, Resume writing, Group discussion and Facing interview, Self development, Presentation skill, Communicative English, Managerial skill, English for competitive exam etc are illustrations for Soft Skill courses.
- Career Planning, Entrepreneurial Skills, Business Application software, Entrepreneurial Development, Business statistics, International Business Management ,*Vaniga Kadithangal*(Office Management) etc are sample courses with entrepreneurial skill development courses.

The emerging trends in the field of Industrial Relations made the institution to redesign the specialization of Master of Social Work with Human Resource Management as MSW – HRM & Industrial Relations.

Students are offered with flexible CBCS that kindle their desire for continuous learning and to render academic flexibility and autonomy in learning. To develop leadership qualities, democratic attitude and synchronies education in community service Under Graduate students have to undergo any one of the non-academic programmes such as NSS, RRC, and YRC in order to fulfill the requirements for the award of degree. The college has Capability Enhancement Initiative like Language Lab, Bridge Course, Soft skill development and Skill enhancement courses.

Through this space of redesigning the curriculum, the institution meets the local, national and global needs with competencies at all disciplines in the student community.

File Description	Document
Any additional information	View Document

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

Response: 92.86

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 13

1.1.2.2 Number of all programs offered by the institution during the last five years

Response: 14

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years	View Document
Any additional information	View Document

1.1.3 Average percentage of courses having focus on Employability/ Entrepreneurship/ Skill development during the last five years

Response: 96.18

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

2017-18	2016-17	2015-16	2014-15	2013-14
336	343	384	401	402

File Description	Document
Program/ 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	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 2.73

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

Response: 53

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 1940

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 100

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

Response: 10	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

- **Courses related to Gender issues:**The courses like Women and Child Welfare, Women Development, National and International initiatives for Women, etc. are offered to educate and sensitize the youth regarding gender equality and Gender issues. These courses focus on the welfare of women and Girl child at family, Work place and societal level in order to create enabling environment for the women.
- **Environment and Sustainability:** As part of curriculum, a compulsory course “Environmental studies” is introduced at Under Graduate Level where in students study about the environmental issues and climatic changes. With the knowledge of environment students understand the inter link between natural environment and human population. Students can also look for methods to control pollution and manage waste effectively at individual level. It educates the students regarding their duties towards environmental protection.
- **Value Education** course (V31) is mandatory at Under Graduate Level which gives an insight on importance of evolving as a value based distinguished human being with culture. The course aims at inculcation of personal and social values to create responsible citizenship with the spirit of patriotism and national integration. It educates students on how families plays vital role in the development of personal value system of individuals and how it inculcate in building social values. To promote positive outlook on life, various inspiring life stories of Indian social leaders are shared and which molds the value consciousness of the student
- **Professional Ethics:** All the UG and PG programmes have courses which promote professionalism in their respective fields. The various courses of the programme focus on Personal, Work and business ethics which imbibe professionalism and professional ethics. The courses like ‘AluvalagaMelanmai’(Part 1-Tamil-B.Com/BBA) ‘Human Resource Management’, ‘Professional Social Work for Human Profession’ help to assimilate professional ethics which transform them to be a good practitioner.

The College takes extensive steps to integrate the cross cutting issues in curriculum to enhance knowledge and skills.

File Description	Document
Any additional information	View Document

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

Response: 26

1.3.2.1 Number of value-added courses are added within the last five years

Response: 26

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

1.3.3 Average percentage of students enrolled in the courses under 1.3.2 above

Response: 31.33

1.3.3.1 Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
306	417	379	89	0

File Description	Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects / internships

Response: 22.02

1.3.4.1 Number of students undertaking field projects or internships

Response: 201

File Description	Document
List of programs and number of students undertaking field projects / internships	View Document
Any additional information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni 5) Parents for design and review of syllabus Semester wise /year-wise</p> <p>A. Any 4 of above</p> <p>B. Any 3 of above</p> <p>C. Any 2 of above</p> <p>D. Any 1 of above</p> <p>Response: A. Any 4 of above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 Feedback processes of the institution may be classified as follows:</p> <p>A. Feedback collected, analysed and action taken and feedback available on website</p> <p>B. Feedback collected, analysed and action has been taken</p> <p>C. Feedback collected and analysed</p> <p>D. Feedback collected</p> <p>Response: A. Feedback collected, analysed and action taken and feedback available on website</p>	
File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Institutional data in prescribed format

Document

[View Document](#)

2.1.2 Demand Ratio(Average of last five years)

Response: 1.21

2.1.2.1 Number of seats available year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
451	488	542	553	553

File Description

Demand Ratio (Average of Last five years)

Any additional information

Document

[View Document](#)

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 79.85

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

2017-18	2016-17	2015-16	2014-15	2013-14
299	289	267	330	229

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

After the admission process, the English language proficiency of the UG students is assessed by the English department of the College: Personality & Emotional Intelligence of both UG and PG students are assessed by administering the psychological tools. All departments assess the subject aptitude of the students through periodical monitoring of the performance of the students, both in the academic and non-academic activities.

After identifying the key weaknesses, remedial measures are taken as listed below:

- For improving language skills an MoU is signed with a skill development training organization named 'Accent',
- Orientation and bridge courses are conducted for weaker students
- The students are supported with the help of enabler teacher in the Actual, Ambition and Achievements (AAA) schedule

The College is very particular in catering the diverse academic needs of the students irrespective of their level of proficiency; special programmes were given for both the advanced and slow learners.

1. Special Programmes for the Advanced Learners

- Coaching for the UGC NET/SLET examinations for the PG students
- Coaching for competitive examinations for the UG and PG students through the centre
- Guidelines given to act as peer teachers
- Advanced learners are motivated and given adequate training for presentation of papers in the international, national, state level conferences and seminars
- Advanced learners are trained on academic writings and publications
- The students are trained to undertake voluntary services in reputed organisations for strengthening their skills and talents
- They are given opportunity to be involved with the major and minor research projects undertaken by the faculty members. Their service is used for data collection, data entry etc.
- Students assist the teachers in the documentation work of the department
- Students are motivated to prepare study materials for their peer learners

- Motivated to set their career through personality development programmes and soft skill trainings
- Encouraged to organise and conduct extension programmes in schools, colleges communities/industries

1.Special Programmes for the Slow Learners

- Periodical monitoring of the students are done by the mentors and the faculty in charge of the class
- Remedial classes are conducted for the students with arrears in semester examination
- Additional assignments are given apart from the regular class work
- Vocabulary improvement activities are given in all the classes for improving their language skills
- Special counselling programmes are conducted periodically to help the slow learners
- Audio-visual aids are used to support the learning activities.

In addition, the following activities are regularly conducted in the college:

- **Bridge Courses:** Bridge courses are conducted regularly throughout the academic year especially for improving English language. The language skills of the students are improved through motivating the students to take their seminar in English and communicate with the teachers in English etc.
- **Remedial Classes:** Based on the result analysis, the faculty members of each department plan for remedial classes. Such classes are handled by subject teachers after the regular working hours.

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

2.2.2 Student - Full time teacher ratio

Response: 32.61

File Description	Document
Any additional information	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	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:

The college has been adopting innovative teaching methodologies which are primarily student centric.

- **Experiential Learning**

1. **Field Based Learning:** Programmes like BSW and MSW are purely following experiential learning through field practicum. Students work with reputed agencies and diverse client groups throughout their academic-practicum life. The field work supervisor through periodic monitoring helps the students to understand the dimensions of the problems faced by the client group. The students are using the methods of Social Work, the skills they learned in the class and experimenting different theories, approaches in the field.

2. **ICT Based Learning:** The teachers are using videos relevant to the topic of discussions which help the students to experience the ICT based learning.

1. **Project Based Learning:** As part of the curriculum, students are encouraged to undertake mini research projects on different areas and to prepare case studies too. Project work is obligatory for all final year students of both UG and PG.

2. **Interface with Experts:** Experts from different fields are invited to share their expectations, to explain the current trends and various innovative efforts taken by them in their relevant fields. The field exposure visits as part of study tour also help the students to experience the happenings in their field of specialization.

- **Participative Learning**

The teaching pedagogy at MISS College is based on the principle of 'participative learning'. The students are involved at all levels of teaching-learning. Activities like newspaper analysis and its discussion help the students to update their knowledge and get different dimensions. Teaching methods like role play, group discussions, preparation of e-materials and seminar presentation help the students to involve themselves actively in the teaching-learning process. They are encouraged to participate in different training programmes, seminars and workshop which help them to learn from the field and contribute to the teaching- learning process.

1. **Peer Teaching:** Advanced learners function as peer teachers for supporting the slow learners. In every class peer learning group is functioning effectively under the leadership of the class teachers. This helps the students to participate in the teaching learning activities and effectively utilize their skills.

2. **Kaizen Forum:** The faculty members with the help of Alumni experts assess the students through Assessment and Development Centre (ADC) to identify the skills and competencies. Activities like soft skill development programme, mentoring, specific assignments are provided and monitored as part of continuous learning.

- **Problem Solving Methodologies**

The students of Management, Social Work and Commerce are provided with various cases related to their field of study. The case analysis helps them to critically review and understand the pros and cons of the case, possible intervention strategies etc. These efforts help the students to develop problem solving skills and contribute to enhancing their skills in relevant domains.

- **Other Participatory Activities**

- Rural Camp
- Conduct of Workshops
- Industry Interface & Visits
- Soft Skills and Personality Development Sessions
- Group Discussions and Seminars
- Surprise Quizzes
- Practical training through the various centres of excellence
- Z-A approach in teaching

File Description	Document
Any additional information	View Document

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 100

2.3.2.1 Number of teachers using ICT

Response: 28

File Description	Document
List of teachers (using ICT for teaching)	View Document
Any additional information	View Document

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 32.61

2.3.3.1 Number of mentors

Response: 28

File Description	Document
Any additional information	View Document

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

Response:

- **Annual Academic Calendar**

The annual academic calendar is prepared at the beginning of every academic year at Madurai Institute of Social Sciences (MISS). The academic calendar is prepared in a participatory manner. The Management, Principal, Office of the Dean, Offices of the Controller of Examinations and IQAC verify that the drafted calendar can meet the academic needs of the students and benefit them. All the academic, curricular, co-curricular and extension activities for the year will be listed in the academic calendar. The office of the controller of the examination will also prepare examination related plans and that will also be included in the calendar. The Dean's office and the Office of the IQAC are responsible to look after the adherence of the academic plans prepared. In the academic calendar more weightage will be given to the curricular aspects and smooth conduct of the examinations.

- **Teaching Plans**

At Madurai Institute of Social Sciences, all the teachers have to prepare teaching plans for the courses that they engage. The practice was there in the college from the very beginning itself. The teaching plan comprises unit-wise division of the syllabus, its teaching pedagogy, evaluation components, details of the assignments and seminars. Periodical monitoring will be held to see that the academic sessions are as per the teaching plan by the Department head, Principal and the office of the Dean. In 2018-19 academic year, outcome based teaching plan was introduced. The outcomes- PO, PSOs, COs are linked with the teaching plan and given in each units. At the end of the semester, the course in charge has to present the adherence of the teaching plan, the innovative efforts taken, the attainment of the outcomes mentioned etc. in the department level meeting.

2.4 Teacher Profile and Quality

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

Response: 83.01

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 15.56**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
5	4	6	6	7

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)

Any additional information

[View Document](#)**2.4.3 Teaching experience per full time teacher in number of years****Response: 5.96****2.4.3.1 Total experience of full-time teachers**

Response: 166.81

File Description**Document**

Any additional information

[View Document](#)**2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response: 0****2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description**Document**

Institutional data in prescribed format

[View Document](#)

e-copies of award letters (scanned or soft copy)

[View Document](#)

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years**Response:** 0**2.4.5.1 Number of full time teachers from other states year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[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 during the last five years****Response:** 49.6**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
37	46	53	49	63

File Description**Document**

List of programs and date of last semester and date of declaration of result

[View Document](#)**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years****Response:** 6.27**2.5.2.1 Number of complaints/grievances about evaluation year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
16	18	32	0	0

File Description	Document
Any additional information	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks during the last five years

Response: 60

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
16	18	32	0	0

File Description	Document
Any additional information	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system

Response:

- **Examination Procedures and Process**

The examination procedures in the college are a systematic affair implemented by the office of the Controller of Examination (CoE).

Integrating of IT in Examination

- Software titled FLAIR is used for the running of examination at the college. The students' profiles and other basic details are enrolled in the software at the time of their admission. The allotment of subject and finalization of syllabus is officially take place at the beginning of each semester.

- **Use of FLAIR Software**

The College is using the support of IT for the smooth conduct of the examination. The software titled FLAIR is used in the following areas;

1. Course Code Creation
2. Subject Allocation
3. Hall Ticket Generation
4. Internal Mark Entry
5. Entry of External Mark
6. Generation of Mark Sheet (Statement)
7. The Digital TC also generated through FLAIR

◦ **Semester End Question Paper Preparation**

The question paper for the Semester End examination is prepared by the external examiners selected from the panel list which was already shortlisted. The question paper for the semester end exam is prepared by the external examiner based on the 'blue print' given by the office of the Controller of Examinations (CoE).

- **Surveillance:** The surveillance in the examination hall is another major component of the utilization of IT facility. During the examination the CoE office will monitor.

Some of the other reforms on the examination procedure and processes are

- Examination branch seals the photographs on Hall Ticket to check the cases of impersonation
- Challan system introduced which enables the students to save DD exchange amount
- Introduction of MCQs in question paper

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

2.5.5 Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

B. Only student registration, Hall ticket issue & Result Processing

C. Only student registration and result processing

D. Only result processing

Response: B. Only student registration, Hall ticket issue & Result Processing

File Description	Document
Current manual of examination automation system and Annual reports of examination including the present status of automation	View Document
Current Manual of examination automation system	View Document
Any additional information	View Document
Annual reports of examination including the present status of automation	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

The Madurai Institute of Social Sciences (Autonomous) has introduced the outcome based education in its entire programmes from the academic year 2018-19.

- **Process of Preparation of POs, PSOs and COs**

A training programme was organised by the IQAC for the faculty members on the importance of outcome based education and how to prepare POs, PSOs and COs. The Programme Outcomes, Programme Specific Outcomes and the Course Outcomes were prepared and finalised through a participatory process with the support of different stakeholders.

The Programme Outcomes (POs) for all the programmes in the college was prepared by collecting feedback from the Alumni members, potential employees, the management, the former faculty members etc. For each programmes, seven (7) programme outcomes were shortlisted and finalized.

The Programme Specific Outcomes (PSOs) for all the programmes were prepared by the individual departments. For all the Programmes five (5) PSOs were prepared and it was presented before the committee of the IQAC and the same was finalised.

The Course Outcomes (COs) for all the courses, including core, elective, skill based, Non Major Elective (NME) and Value added courses were prepared by the departments. For all the courses five (5) COs were prepared which covers the entire syllabus; and the same was presented in the department staff meetings and finalised.

The POs, PSOs and COs of all the programmes and courses were presented in the Board of Studies (BoS) meeting and got approval.

- **Communication of POs, PSOs, and COs**

The efforts taken for communicating the POs, PSOs and COs are listed out below:

- The finalised POs are shared to the different stakeholders who have given their feedback
- A special staff meeting was organized for presenting the POs, PSOs and COs of all the programmes and courses.
- The POs, PSO and COs of all the courses are uploaded in the college website
- The POs, PSO and COs are included in the Academic Calendar prepared
- The POs, PSO and COs are included in the syllabus book given to all the students
- The lesson plan given to the students are included with the POs, PSO and COs
- The POs and PSOs of all the programmes were displayed in the respective departments

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

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The concepts of PO, PSOs and COs were introduced in the 2018-19 academic year onwards, hence the attainment of the same was not yet evaluated. The POs, PSOs and COs are included in the teaching plan and given in unit wise. Once the unit is covered through the mentioned teaching pedagogy the POs, PSOs and COs will be achieved. The components of the internal assessment of the students, that is the assignments and the seminars are linked with the POs, PSOs and COs. The completion of the same will also be another mechanism for the evaluation of the attainment. The question bank for the internal assessment is also prepared on the basis of linking the POs, PSOs and COs. The POs, PSOs and COs are linked each other for measuring the attainment of the same. The procedure for expected attainment of PO, PSOs and COs are shown in scores of 3 (High), 2 (Moderate), 1 (Low), 0 (No) for each courses.

An outline is given below.

Contribution of COs to PSOs and POs Attainment (*An Example*)

COs	PSOs					POs						
	PSO1	PSO2	PSO3	PSO4	PSO5	PO1	PO2	PO3	PO4	PO5	PO6	PO7
				4								
CO1	3	2	3	1	0	3	1	3	2	0	0	0
CO2	0	2	1	2	2	0	3	3	1	0	1	3
CO3	2	0	2	2	2	3	2	2	2	2	1	0
CO4	3	0	2	3	1	1	2	0	2	3	1	2

CO5	3	1	2	2	2	2	3	1	2	1	0	3
Score	11	5	10	10	7	9	11	9	9	6	3	7
Avg	11/5=	5/5=	6/5=	10/5=	7/5=	9/7=	11/7=1	9/7=	9/7=	6/7=	3/7=	7/7=
	2.2	1	1.2	2	1.4	1.28	.57	1.28	1.28	0.85	0.42	1
Avg Attainment	7.8						7.68					
	Out of 3- 2.6						Out of 3- 2.56					

The percent of score attained in the evaluation components in a course are used for assessing the attainment. A three level will be followed to assess the attainment.

Score	Condition	Interpretation
2.1-3	60% or more students having more than average marks	Highly Attained the Outcomes
1.1-2	40-59% of students having more than average mark	Moderately Attained the Outcomes
0-1	Less than 40 % students having more than average mark	Low Attainment of Outcomes

In the example given, the PSO attainment score is 2.62 and PO attainment score is 2.56, hence it can be inferred that 60% or more students having more than average marks. Therefore it can be inferred that the PO and PSO are highly attained.

File Description	Document
Link for Additional Information	View Document

2.6.3 Average pass percentage of Students

Response: 80

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

Response: 164

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

Response: 205

File Description	Document
List of programs and number of students passed and appeared in the final year examination	View Document
Any additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.67

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and the same is uploaded on the institutional website

Response: Yes

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	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)

Response: 0.28

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)

2017-18	2016-17	2015-16	2014-15	2013-14
0.47	0.45	0.50	0	0

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

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

Response: 0

3.1.3.1 The number of teachers awarded international fellowship for advanced studies / research year-wise

during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	View Document

3.1.4 Institution has the following facilities

1. Central Instrumentation Centre
2. Animal House/Green House / Museum
3. Central Fabrication facility
4. Media laboratory/Business Lab/Studios
5. Research / Statistical Databases

A. Any four facilities exist

B. Three of the facilities exist

C. Two of the facilities exist

D. One of the facilities exist

Response: C. Two of the facilities exist

File Description	Document
Institutional data in prescribed format	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 19.45

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.95	0.15	0.20	12.6	5.55

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

3.2.2 Number of research centres recognised by University and National/ International Bodies

Response: 1

3.2.2.1 Number of research centres recognised by University and National/ International Bodies

Response: 01

File Description	Document
Names of research centres	View Document
Any additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 1.67

3.2.3.1 Number of teachers recognised as research guides

Response: 3

3.2.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 180

File Description	Document
Details of teachers recognized as research guide	View Document
Any additional information	View Document

3.2.4 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.5

3.2.4.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 18

File Description	Document
Supporting document from Funding Agency	View Document
link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

Response:

MADURAI INSTITUTE OF SOCIAL SCIENCES

(Autonomous college & Research Institute)

MISS-INNOVATION & INCUBATION CENTRE

MISS-INNOVATION & INCUBATION CENTRE

Our college has the MISS-Centre for Entrepreneurship Development from 2011 onwards, promoting the development of Entrepreneurship among students and young graduates. Many activities have been organised to develop the entrepreneurial attitude among the students. The main purpose of an incubator is to help start-ups to grow.

The College plays a vital role in teaching students the basics of entrepreneurship while providing support through competitions, experiential learning opportunities, mentorships, accelerator programs, and start-up labs. Most importantly, college provide a network of alumni who may want to mentor or invest in these students.

OBJECTIVES OF THE CENTRE:

- To encourage by instilling interest among youth by rendering scope for innovation & entrepreneurship ideas
- To facilitate the students to identify their inherent innovation/ entrepreneurship talents & skills
- To provide information on start-up ideas & supportive linkages in business trends, source of executing innovative ideas, finance and skill training

GOALS OF THE CENTRE:

Short Term Goals:

Step1:

- Awareness
- Seed of innovation
- Skill identification
- Training

Mid Term Goals:

Step 2:

- Networking & Collaboration
- Start-up Student's Incubation Centre
- Executing innovative ideas in relevant field
- Infrastructure & Funding

Long Term Goals:

Step 3:

- Self-Employability
- Online & Business from Home

Methodology: List of Action Plan

- Facilitating students in identifying their entrepreneur skill and areas of needed development through standardised assessment tools, interaction, discussion etc
- Conducting awareness programmes on recent trends and scope for young entrepreneur (Self Employability)
- Providing hands on field experience and skill training in emergent sociotechnological trend
- Motivating students by selecting students each month as "Star of Innovation"
- Exploring Course oriented innovation/ entrepreneur skill training
- Field visit to small & large scale industries
- Sensitizing students by rendering data base related to procedure to start up business local business feasibility & availability, Marketing source & trend, local needs, proposal writing, networking, collaboration and funding sources.
- Organising Entrepreneurship and innovation meala
- Starting Alumni entrepreneurship forum

- Starting centre by the alumni or current student inside the campus
- Conducting competition on Innovative start-up ideas.

Activities Carried out:

Stage 1:

- Awareness on Innovation centre is done during Morning Prayer assembly.
- 2 E-Leaders has been selected for attending training programme at Thiyagarajar College.
- 4 Students from 1st year BSW came forward and express their willingness and interest to use their craft skill in an innovative way. Students prepared jewels, craft decorative things and sold at nominal cost from the innovation centre.
- At present nearly 162 students got motivated and gave their names for certain trainings in creating Mobile App, Eco friendly materials, Beautician etc
- 11 Students had participated in the Global Investors Meet 2019 organised by Government of Tamilnadu at World Tamil Sangam, Madurai.

The college has reached 1st two stages in Step 1 and progress in to other stages shortly.

File Description	Document
Any additional information	View Document

3.3.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry - Academia Innovative practices during the last five years

Response: 14

3.3.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	02	06	01	02

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

3.3.3 Number of awards for innovation won by institution/ teachers/ research scholars/students during the last five years

Response: 0

3.3.3.1 Total number of awards for innovation won by institution/teachers/research scholars/students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of innovation and award details	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 0

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of startups details like name of startup, nature, year of commencement etc	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

File Description	Document
Institutional data in prescribed format	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document

3.4.3 Number of Patents published/awarded during the last five years

Response: 0

3.4.3.1 Total number of Patents published/awarded year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
List of patents and year it was awarded	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years

Response: 0

3.4.4.1 How many Ph.Ds are awarded within last 5 years

3.4.4.2 Total number of teachers recognised as guides during the last 5 years

Response: 3

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)**3.4.6 Number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings per teacher during the last five years****Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

List books and chapters in edited volumes / books published

[View Document](#)**3.4.7 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index****Response: 0****3.4.8 Bibliometrics of the publications during the last five years based on Scopus/ Web of Science - h-index of the Institution****Response: 0**

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual

Response: Yes

File Description	Document
Soft copy of the Consultancy Policy	View Document
Minutes of the Governing Council/ Syndicate/Board of Management related to Consultancy policy	View Document
URL of the consultancy policy document	View Document

3.5.2 Revenue generated from consultancy during the last five years**Response:** 0

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
List of consultants and revenue generated by them	View Document

3.5.3 Revenue generated from corporate training by the institution during the last five years**Response:** 22.34

3.5.3.1 Total amount generated from corporate training by the institution year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
5.24772	9.77346	1.094	6.22	0

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

3.6 Extension Activities

3.6.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

Madurai Institute of Social Sciences is basically known to be a pioneer institution for Social Work and Services from its inception. The college has various avenues to serve the community through NSS, YRC, RRC and Centres of Excellences. In the past five years, it has contributed for the welfare of many lives and reported here under.

National Service Scheme:

The college has two NSS units with 200 dedicated student volunteers. Blood donation by our NSS Volunteers was very much appreciated by Government and Non-government Organisations.

- We have received many Honours and Accolades to support this effort appreciated by Government Rajaji Hospital, Madurai, Indian Red Cross Society, Sivan Regional Blood Bank, Madurai and Tamilnadu State AIDS Control Society.
- Every year during Independence day and Republic day, the NSS students coordinate with the other departments, centres and clubs of the college to demonstrate current social problems through various activities like 36 awareness programmes and rallies, 12 special camps and 5 street play etc.,
- Our NSS units through Swach Bharat Mission conducted cleaning activities at near by locality and the river Vaigai. Annually, NSS unit organize medical camps, health awareness, blood donation and haemoglobin checkups camps in collaboration with government and non-government organizations. These extension activities benefit the society at large.

Ethir Sevai Thittam:

Ethir Sevai Thittam is unique programme of village development across 40 villages from the onset of our campus to Alagar Koil, at the foothills of Alagar Temple. This extended the various social services to the neighbourhoods. Awareness campaigns, efforts for livelihood promotion initiatives, free medical camps were organised. The people from the villages were brought to the college and given self-employment training, yoga training etc. Some of these were:

- Rally on Tobacco awareness
- Yoga awareness
- Awareness on HIV/AIDS
- Awareness on Hand washing
- Awareness on Suicide Prevention
- Awareness on Alcohol and drug abuse
- Awareness on Health and Hygiene
- Awareness on Campaign on Prevention of Child Marriage
- Awareness on Cervix Cancer and Breast Cancer
- Dengue Awareness and Prevention

Extension through various Centres of Excellence

By adhering to the Motto, all the departments extend their services to the villages nearby. In a year it is mandatory for the department to go for outreach activities along with the centres of excellence. The result is the formation of twenty (20) centers, a unique brain child of the founder to instil the spirit of service into the students. Some of the activities were;

- Mental Health day observed by Health Awareness Centre
- Field Visit to Gandhi Museum by Centre for Gandhian Studies
- Entrepreneurship awareness by Centre for Entrepreneurship Development
- Gender sensitization programme by Centre for Women studies
- Role of Youth in Mitigating Poverty by Centre for Poverty studies

File Description	Document
Any additional information	View Document

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 112

3.6.3.1 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
46	23	15	10	18

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

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 85.57

3.6.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
733	606	737	679	678

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Government or NGO etc	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

Response: 20.6

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
24	12	15	20	32

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

3.7.2 Number of linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the last five years

Response: 248

3.7.2.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
70	27	46	45	60

File Description	Document
e-copies of linkage related Document	View Document
Details of linkages with institutions/industries for internship	View Document

3.7.3 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: 40

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	10	9	7	5

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 universities etc during the last five years	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

The College provides better facilities for teaching, learning environment.

- **Academic Blocks, Class Rooms and Seminar Halls:** Madurai Institute of Social Sciences is located in the heart of the Madurai city and is housed in a spacious setting of 3.15 acres. Campus with the built up area of 7843 sq. mts. The campus has one administrative block and four Academic blocks with 28 class rooms. The academic blocks are well-lit and well-furnished. The class rooms are ICT enabled which are used by faculty members which stimulate the teaching learning exercise. The college has 3 seminar halls (1 Air Conditioned) with LCD Projector and sound system facility to conduct seminars, workshops etc.
- **Auditorium:** The College has an alumni auditorium and an open auditorium.
- **Library:** The central library with a carpet area of 2304Sq.ft with reading hall that can accommodate 100 students. The library has got separate facility for the research scholars. The library is fully automated with 'MODERNLIB', the library management software. The library is equipped with OPAC (Online Public Access Catalogue) system for easy way of accessing the books. The college is a member of National Digital Library. The digital library system provides conducive learning environment for the students to access e-resources. In order to access the e-resources the computer facility is provided in the library itself. The library is located on the ground floor and the open access system is followed in the college. Reprographic facilities are also provided for the users.
- **Computer Lab:** A well-equipped Computer Lab facility with for all the students is available in the campus for improving their technical skills.
- **Department Staff Rooms:** Separate staff rooms for each department with computer, printer and internet through LAN connectivity is provided in the college.
- **Internet Facility:** The campus is covered with Wi-Fi facilities with 8 MBPS bandwidth. Internet facilities to all the students are free of cost.
- **Transport Facility:** The College has a 40 seated bus used for outreach activities, industrial visits etc.
- The campus has CCTV camera to ensure the safety of the students.
- Ramp facility is provided for easy access to the physically challenged people.
- Separate Hostel facilities available for both boys and girls students within the campus.
- MODERNLIB, FLAIR EMS software are used for the Management Information System.
- Fire Extinguishers are available in the campus.
- The facilities like LCD projectors, copier machines, printers, computers, white boards are available in the campus.
- Clean and pure drinking water facility is available
- Separate sick room, common rooms are available for both boys and girl students.
- Student Support Centre is functioning in the campus to help the students who are in need of counselling.

- Canteen facility is available inside the campus with subsidized rate.

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

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

Response:

Response: Yes

The physical education plays a vital role in order to tap the potential of the students. The institution gives opportunity to every student to acquire physical fitness for healthy life.

• Sports and Games

The College has both indoor and outdoor sports facilities. Indoor sports cum auditorium with built up area of 7576 sq.ft is utilized by the students to play badminton, volley ball, table tennis, carom and chess. The college ground is also used for the outdoor sports and games. The events like, Shot-put, Hand ball, Kabadi, Cricket, Ring ball, Kho-kho, etc are played in the outdoor. The students are provided with adequate supports like, on duty leave, travel allowance to participate in the sports and games events outside. Student representing the institution are given a pair of dresses and sports kit.

• Gym

Gym facility is available in the campus with separate timings for boys and girls.

• Yoga and Meditation Centre

It was established in 1973. Initially, a diploma course on Social Rehabilitation recognized by Madurai Kamaraj University was offered. Through this course, transcendental meditation training was given.

At present Yoga training is given to the students on weekends. There is a pyramid like structure available in the college for Yoga practice. The centre functions under the Health Awareness Centre. Through the centre, International Yoga Day is being observed every year on 21st June.

• Cultural Activities

The College has a cultural team which is functioning under the Cultural Committee. They perform cultural activities during the Foundation day, Independence Day and Republic day and as part of Pongal celebrations. The students perform cultural activities in the inter department programmes and functions. The students are motivated to participate in the inter-collegiate competitions and events.

File Description	Document
Any additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 35.48

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 11

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 53.39

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
113.22	83.69	115.94	183.6	130.87

File Description	Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

The library services have been automated with the software named '**MODERNLIB**' in the year 2018-19. It is a fully automated, menu driven, interactive, user-friendly package, designed with utmost care to meet the student's information needs, such as the availability of books, status of the books, user details etc. The

version for the MODERNLIB used in the college is V.1.0.0. Before 2018, the ROVAN LMS was used in the college library. Online Public Access Catalogue (OPAC) is made available to enable the students and staff to search the availability of books, current status of books and user details. The College is a member of National Digital Library of India Club (Reg No: INTN00028). The library has 17943 volumes of books and subscribed 26 national and international journals.

File Description	Document
Any additional information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment

Response:

As a gateway to knowledge special books and rare books in the library are most useful for students and research scholars to enhance their knowledge. The collection of rare works of Mahatma Gandhi is enriching the College library of MISS. The college has got different volumes of rare books and reference materials and the same is used for the academic and non-academic purpose by the users.

Sl. No.	Title	Author	
	Collected Works of Mahatma Gandhi Vol. 1-70 (70 Nos)	Publications Division, Govt. of I	
2.	The Gandhian Crusader: A Bio-Graphy of Dr.J.C.Kumarappa	Gandhigram Trust	
3.	Mahatma Gandhi Nulgal 1	Venkatesalu, R	
4.	Mahatma Gandhi Nulgal 7	” ”	
5.	Mahatma Gandhi Nulgal 12	” ”	
6.	Mahatma Gandhi Nulgal 13	” ”	
7.	Mahatma Gandhi Nulgal 14	” ”	
8.	Mahatma Gandhi Nulgal 15	” ”	

9.	Mahatma Gandhi Nulgal 16	” ”	
10.	Mahatma Gandhi Nulgal 17	” ”	
11.	Tamilnatil Gandhi	Ramasamy, A	
12.	Madurai Naikkar Varalaru	A K Parandamalar	
13.	Sanga Tamilarum Pirkala Tamilarum (Tamil)	Samynatha Iyer, UV	
14.	Tamilar Panpadu	Vaiyapuri Pillai, S	
15.	Thirupparangundram Varalaru –Part – 1	Thonmai Paatukappu A	
16.	Tamil Vidu thoothu Thelivuraiyutan	Radhakrishnan, S	
17.	Enadu Madurai Ninaivugal	Manohar Devados	
18.	Ariyappadatha Maduai	Pandurangan, N	
19.	Madurai Koil’s: Ariyappadatha Seithigal	Pandurangan, N	
20.	Madura Varalaru Ariyappadatha Veligalin Oota	Pasumai Natai	

File Description	Document
Any additional information	View Document

4.2.3 Does the institution have the following

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 3.96

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
1.22	8.29	4.934	4.91382	.45

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 12.96

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

Response: 122

File Description	Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institute believes in credibility in teaching, confidentiality in testing and evaluation, authenticity in research and transparency in administration for which it has evolved a comprehensive IT policy to support and facilitate teaching, testing & evaluation, research and administration through a secure and well protected system.

- **IT Facilities**

1. Wi-Fi facility - Internet can only be accessed through user id and password. Care is taken to access only authenticated sites.
2. FLAIR EMS Software
3. MODERNLIB
4. Tally
5. Firewall -Anti-virus software is installed with automatic updating provision
6. 167 Computers with UPS back up facility

- **Risk Management**

- College office, Library and the office of Controller of examination maintain data backup through secondary storage devices.
- Hardware technician is available for service and maintenance of all IT facilities.

File Description	Document
Any additional information	View Document

4.3.2 Student - Computer ratio

Response: 6.17

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

?50 MBPS

35 MBPS - 50 MBPS

20 MBPS - 35 MBPS

5 MBPS - 20 MBPS

Response: 35 MBPS - 50 MBPS

File Description	Document
Any additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: Yes

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Any additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 45.47

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)

2017-18	2016-17	2015-16	2014-15	2013-14
103.24	109.59	102.15	98.54	113.57

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

College has a number of policies, procedures and practices to govern its operation. The policies are meant for day-to-day dealings. They provide guidance to its members in a number of academic areas. The maintenance and cleaning of the classrooms and furniture are done efficiently by the non-teaching staff and in special cases the college goes for the maintenance contract to the experts.

The college website is maintained periodically. The maintenance of UPS, electrical and plumbing is done regularly with the help of skilled persons.

- **Computer Labs:**

The College has 4 computer labs which consist of 148 desktop computers.

- **Library**

Library software is maintained under AMC. Disinfecting and keeping library clean is done frequently by library staff. Annual maintenance of MODERNLIB Software is done by the vendor.

- **Class Rooms**

The classroom has sufficient fans, tube lights and furniture. All the facilities are properly maintained, in case of repair or damage of the goods, carpenters and electricians carry out the maintenance. The periodic cleaning and maintenance of all facilities are outsourced.

- **Sports Complex:**

The Sports in-charge takes care of the sports facilities. The proper maintenance of repair is done by the sports committee in the college under the chairmanship of the Principal.

File Description	Document
Any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 15.67

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
67	103	35	190	248

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
Any additional information	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 2.98

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
37	19	18	25	23

File Description	Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

- 1.Guidance for competitive examinations
- 2.Career Counselling
- 3.Soft skill development
- 4.Remedial coaching
- 5.Language lab
- 6.Bridge courses
- 7.Yoga and Meditation
- 8.Personal Counselling

7 or more of the above

Any 6 of the above

Any 5 of the above

Any 4 of the above

Response: 7 or more of the above

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

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 32.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
241	274	233	286	260

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

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during

the last five years

Response: 25.57

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
203	140	224	270	196

File Description	Document
Details of of students benefited by Vocational Education and Training (VET)	View Document

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	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: 33.93

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

2017-18	2016-17	2015-16	2014-15	2013-14
63	67	55	68	77

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

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

Response: 44.81

5.2.2.1 Number of outgoing students progressing to higher education

Response: 82

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

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

<p>5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) during the last five years</p> <p>Response: 0</p>														
<p>5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14										
0	0	0	0	0										
File Description	Document													
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	View Document													

<p>5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution</p> <p>Response:</p> <p>1.Student's Council:</p> <p>The Student's council of Madurai Institute of Social Sciences is given ample opportunities to organise various programmes in the college. There are many committees like Sports committee, Cultural Committee, discipline Committee and Prayer Committee is sub committees of the Student's Council. Through these students develop their organizing skills, programme planning skills and helps them to develop overall personality.</p> <p>1.Representation of students on academic & administrative bodies/committees of the institution</p> <p>The College adheres to the principle of participative management and decentralization. The College</p>				
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ensures that students are represented in academic and administrative bodies/committees. Some of the committees which have student representation are Board of Studies, Academic Council, NSS Advisory Committee, Library Committee, Alumni Committee, Grievance Redressal Committee, Hostel Committee and Internal Complaints committee. The Career Guidance and Placement Cell have student coordinators who support all the placement activities and awareness programmes by the cell. The students are also represented in the Internal Quality Assurance Cell (IQAC) of the college.

As one of the stakeholders the students are given opportunity to express their ideas and suggestions. It also serves as a platform to the young minds to plan and be a part of the programmes carried out in the institution.

File Description	Document
Any additional information	View Document

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 6.6

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	7	8	4

File Description	Document
Report of the event	View Document
Number of sports and cultural activities / competitions organised per year	View Document
Any additional information	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 non financial means during the last five years

Response:

The Alumni Association of Madurai Institute of Social Sciences was formed in 1986. It meets once in a year, that is on 2nd October, the foundation day of the college. The Alumni Association has chapters

namely Madurai, Chennai, Bangalore, The Alumni who work in various places come together and contribute to the development of the college by planning and participating in the Annual General Body meeting. Apart from this common meet, chapter wise Alumni gathering takes place at respective areas.

Alumni of our college, open up Placement opportunities for students. On Campus interview and off Campus interview are conducted. Students are recruited in reputed organizations based on their caliber and educational qualification. They approach the Placement cell co-ordinator and co-ordinate recruitment process in and outside the college.

The Alumni of Madurai Institute of Social Sciences do contribute in the Board of studies by giving their feedback about syllabus, by presenting the recent trends in their respective fields. They do volunteer themselves to come for Guest lectures and to give training to the students on Soft Skills, Project Proposal Writing and as such. They are the Resource persons for various programmes organized inside the college.

File Description	Document
Link for Additional Information	View Document

5.4.2 Alumni contribution during the last five years(INR in Lakhs) ? 15 Lakhs

10Lakhs - 15 Lakhs

5 Lakhs - 10 Lakhs

2 Lakhs - 5 Lakhs

Response: 2 Lakhs - 5 Lakhs

File Description	Document
Any additional information	View Document
Alumni association audited statements	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 16

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	2	4	3	2

File Description	Document
Report of the event	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years	View Document
Any additional information	View Document

NAAC

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:

Madurai Institute of Social Sciences is an Autonomous College & Research Centre, affiliated to the Madurai Kamaraj University. The college is first of its in South India offering courses related to Professional Social Work and Human Resource Management.

Ø Vision

Madurai Institute of Social Sciences, as a learning organization, strives to educate and develop human resources to serve mankind and to establish global peace and prosperity.

Ø Mission

Providing Quality Education at affordable cost by designing academic agenda in tune with the changing needs of the society, scanning the external environment through strategic planning, building faculty power in tune with the modern trends in teaching, interacting creatively with the Government and civil society, promoting applied and action research on governance and community problems and establishing System Management.

Under the dynamic and decentralized leadership the institute works on achieving its vision by adopting the following objectives:

- To develop worthy citizens with high moral values, deep professional knowledge, sharpened skills and positive frame of mind.
- To impart education in accordance with the changing needs of society.
- To inculcate scientific temper in the minds of the students.
- To provide opportunity to the students to have a closer linkage with the civil society.
- To sensitize the student community on the social realities and to prepare them to adequately respond to those realities.
- To offer field relevant courses to increase the employability of the students.

Therefore, the college, since its inception has had a track record of developing human resources to meet global needs and ensure peace and prosperity. By producing professionals in social sciences, our college has built professional network with all the stakeholders, alumni and experts in the field. Field exposures like observational visits, concurrent field work, summer internships, industrial visits and block placements for students help them to gain in-depth knowledge and value system which is the primary goal of the

administration of our college.

The college anthem inculcates positive feelings among the staff members and students which would aid to understand oneself and the society thereby establishing 'global peace and prosperity'.

The ever-vibrating mind of our founder which centres around the welfare of the society and students, day-in and day-out, conceived an innovative way of fulfilling the vision and mission of the college. The result is the formation of twenty centres, a unique brain-child of the founder, to instill the spirit of service into minds of the students. All the centres have proved to be important and indispensable steps in helping the students to fully understand the motto of the college 'strive to serve'. The Centers of Excellence is the unique way to realize the vision and mission through various extension activities and outreach programmes. It is a live lab for the students to explore their knowledge and skills by serving the society. Thus, it reflects in tune with the vision and mission statement of the college.

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The college has a mechanism for providing autonomy to all functionaries to work towards decentralized governance system. The Governing body, IQAC, Academic Council, Students' Council are the various bodies empowered to propose, formulate and execute their plan within the framework of governance.

The college committee consists of President, Vice President, Secretary, Joint Secretary, University Nominee, Principal, Representative of Teaching and Non-teaching staff members. All academic and administrative decisions are discussed and finalised.

The Principal is the executive head of the college and runs the institute managing the teaching, research and extension activities.

The Principal constitutes the admission committee in the beginning of every academic year which takes care of the admission of the students.

The Board of Studies is given autonomy for preparing the syllabus that meet the local, regional, national and international standards.

IQAC Coordinator and head of the departments discuss and prepare the academic calendar.

At the beginning of every academic year, in consultation with the faculty members, the Head of Departments prepares and presents annual academic plan to the IQAC for approval and monitoring.

The disciplinary issues are handled by the committee which consists of Principal and heads of the departments.

Faculty members are assigned various roles and responsibilities which provide opportunity for equipping leadership and administrative skills.

The IQAC is empowered to do the assessment systematically at the end of academic year and gives feedback to the management for better coordination and implementation.

The teachers and students' representatives were members of IQAC, Board of Studies, Academic Council, Anti-Ragging committee, Grievance redressal committee, Internal Complaints Committee.

The students' council expresses the grievances of students which would in turn be appropriately addressed by the Grievance redressal committee. Once in a semester, the college conducts Parents Teachers Association (PTA) meeting which gives opportunity to express their needs and expectations.

Hence, from top to bottom, roles and responsibilities are assigned, which clearly indicates the practice of decentralization and participative management.

Committee / Cell / Coordinator	Roles and Responsibilities
Principal	Implementation and monitoring of academic and administrative duties
Vice Principal	Assisting the Principal in academic and administrative responsibilities
Dean of Academic Affairs	Planning and executing the academic activities
IQAC	Preparing annual academic calendar and implementation and monitoring of various quality initiatives
Controller of Examinations	Continuous Internal Assessment (CIA)&End Semester examination activities
Research Coordinator	Research activities
Field Work Coordinator	Field Work Placement, monitoring and coordinating the viva-voce
Placement Coordinator	Training and Placement activities-On and Off campus related work
Centre Coordinator	Coordinating with various centres in charge for implementing various activities
NSS Coordinator	NSS activities
Library Committee	Management of learning resources
Anti-ragging committee	Prevention and action against ragging cases
Students Council	Planning, execution and supervision of activities of student association
Grievance Redressal committee	Redressal of students problems
Cultural and sports committee	Planning, execution and supervision of cultural, sports activities
SC/ST Committee	Takes care of the welfare of SC/ST students
Equal opportunity cell	Empowers the students irrespective of cultural differences

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Strategic Plan

- Planned to introduce job oriented courses
- Mobilisation of fund through Consultancy and research
- Strengthening of Research activities
- Establishing MoUs with national and international organizations
- Attracting students and faculty members from other states and countries
- Offering certificate and diploma courses through various centres of excellence
- Converting the Department of Management studies into research department
- Linking the centres in various extension activities
- It was visualized to convert the institution as deemed to be university
- Introduce skill development and value oriented courses

Implementation

- The college established functional Memorandum of Understanding with various organizations for skill development training and research
- Extension activities were carried out through various centres of excellence, NSS and RRC
- B.Sc Psychology programme was introduced in 2017
- M.Phil in Management was introduced in 2015
- In order to expand the college as deemed university, ten acres of land was earmarked for second campus in AlagarKoil, Madurai District.
- Funds were mobilised through consultancy services and research projects
- A few students from other state and country are studying in the college

- Capability enhancement programmes were conducted
- Staff Development Programmes were conducted to enhance the skill and knowledge of the teaching and non-teaching staff
- More students from the socially deprived society were admitted with nominal fee, merit scholarship

Strategic Plan 2018-2023

- To introduce B.Sc., Mathematics, B.Sc (Food Science & Nutrition), B.A (Tamil), B.A. (Public Administration) B.Com (Professional Accounting), B.Com (Information Technology), B.A (Economics), M.Com, M.A (English), Integrated PG Programme in Social Work (5 years)
- To raise funds for various centres of excellence through various funding organizations
- To conduct skill oriented training programmes like plumbing, welding, AC mechanic etc. for school dropouts through various centres of excellence in the second campus
- To identify and train the youth from rural areas in sports activities in the second campus

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Chairman, Vice Chairman and Secretary are administering the affairs of college. The Principal is the Head of the institution. The Dean of Academics is coordinating the academic affairs. The Heads of the Departments and Teaching Staff shall periodically report the academic progress to the Principal. The Heads of the Departments lead the departmental activities and their administration. All teaching staff work under the respective Head of the Department by extending their fullest cooperation in academic and administrative responsibilities. The non-teaching staff work under the directions of the Principal. Therefore, the representatives of the management, Principal, Vice Principal, Dean, IQAC Coordinator, Controller of Examinations, HoDs, Teaching and non-teaching staff members constitute the organogram of the college.

◦ Statutory Committees

The various statutory committees of the college are as follows:

◦ Functions of College Committee

1. To carry on the general administration of the college
2. To appoint teaching and non-teaching staff, fix their pay and allowances and define their duties
3. To take disciplinary actions against teaching and non-teaching staff

◦ Academic Council

The members of council provide valuable inputs, constructive criticisms and suggestions to improve the quality of curriculum.

◦ Management Committee (Autonomous)

1. To review all existing courses
2. To prescribe rules for admission in consonance with the reservation policy
3. To decide about offering new degree/diploma programmes
4. To promote need based research
5. To fix the fees of various programmes
6. To promote healthy practices for the benefit of the society
7. To approve the minutes of various bodies

Finance Committee (Autonomous)

The Finance Committee is an advisory body to the Governing Body. It has following functions:

Budget estimates relating to the grant received/receivable from various funding agencies, and income from fees, etc. .

To approve the audited accounts

Recruitment

The college attracts qualified and talented people who can contribute their best. It provides many challenging assignments to utilize the skills and abilities of its employees. The college makes its employees to realize their potential. The college is more particular in retaining the best employees and rewards them suitably. The self-financing staff are recruited on the basis of rules and regulations of the college.

- **Service Rules**

Tamil Nadu Private Colleges Regulation Act and Tamil Nadu Government Servants Conduct Rules are followed by the college.

- **Promotional Policies**

Head of the departments are chosen based on the seniority and number of years of experience. Hence, promotion is purely based on the number of years of service and other academic achievements.

- **Grievance Redressal Mechanism**

The grievance redressal cell of the college comprises the Principal, Dean, Controller of Examinations, Head of the Department and a Counsellor. Suggestion boxes are kept in the college. The students are advised to express their grievances through suggestion box without revealing their identity. The committee meets twice in a semester and discusses the grievances expressed by the students. The chairman of the cell in consultation with the management finds out the solution to redress the grievances.

File Description	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.Planning and Development****2.Administration****3.Finance and Accounts**

4.Student Admission and Support**5.Examination****All 5 of the above****Any 4 of the above****Any 3 of the above****Any 2 of the above****Response:** Any 4 of the above

File Description	Document
Screen shots of user interfaces	View Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions**Response:**

The college has various statutory bodies such as,

- College Committee
- Academic Council
- Governing Body
- Board of Studies
- Awards Committee
- Management Committee
- Grievance Redressal Committee
- Internal Complaints Committee
- SC/ST Committee
- OBC Committee
- Equal Opportunities Cell
- Anti-Ragging Committee

One such successfully implemented activity is described below:

- **Awards Committee**

The Awards Committee comprises the Principal, two University nominees, Controller of Examinations, Asst. Controller of Examinations, Dean of Academic Affairs, Vice Principal and Heads of the

Departments.

After the valuation of end semester examination answer scripts, the results are presented before the committee members for scrutinizing.

The committee will go through the results and approve it.

Results will be published after the approval of Awards Committee.

File Description	Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The college is always concerned with the welfare of the staff members. The services are reflected through following welfare measures:

- Staff members are provided with interest free loan
- Staff members are provided with financial support for pursuing higher studies
- Special allowances were given at the time of need
- Priority is given to the children of teaching and non-teaching staff in admission
- Employee Provident Fund
- Staff members are supported to avail bank loans
- Seed money for research projects is granted for the faculty members
- Periodical medical-check up camps are organized by the college
- Staff members are provided with financial support to attend conferences/workshops

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: 15.35

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

2017-18	2016-17	2015-16	2014-15	2013-14
6	10	1	4	5

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	View Document
Any additional information	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 10.6

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
10	11	9	11	12

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 4.29

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	4	2	0

File Description	Document
IQAC report summary	View Document
Details of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The IQAC is responsible for assessing the Performance of the teaching and non-teaching staff.

• Teaching Staff:

A well-defined academic performance assessment form is used to measure the performance of the teaching staff. The staff members are expected to submit the filled in form to the IQAC through the Head of the Department. After the remarks by IQAC Coordinator, it will be submitted to the head of the institution.

The performance is measured based on various indicators such as:

1. Academic Responsibilities
2. Number of articles published
3. Number of funded projects
4. Number of papers presented
5. Number of guest lecturers delivered/participation in external events
6. Additional Responsibilities
7. Innovative teaching practices, etc.

Student assessment of faculty members is done in ongoing basis throughout the semester. This is constantly reviewed by the Head of the Department and the Principal. Faculty compensation and promotions are governed by the annual performance appraisal.

Non-teaching:

The Principal of the college evaluates the performance and provides feedback.

File Description	Document
Any additional information	View Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The college conducts financial audit every year. A clear mechanism is established by the management for conducting internal and external financial audits.

Internal audits are done by the representatives of the management and the Finance Committee of the college. The internal audits are also done by the Chartered Accountant.

External Audits are done by the Joint Director of Collegiate Education, Department of Higher Education, Government of Tamil Nadu and the Auditor General office, Chennai.

Internal and external audits are done regularly and objections are clarified at the time of audit.

File Description	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) (INR in Lakhs)

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

- Funds and grants received from UGC

- Mobilised fund for Capacity Building Programmes from NISD
- Grant in aid from Government of Tamil Nadu
- Tuition and examination fees from the admitted students
- Hostel fee from hostellers
- Financial Support from management

Financial resources are effectively used for the development of the college.

Financial auditing is done at the end of each financial year to ensure proper accounting and utilization.

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

Response:

IQAC has significantly contributed to enhance the quality in the college through its best practices such as:

- Academic and Administrative audit
- Remedial coaching
- Curriculum feedback
- AAA – Actual, Ambition, and Achievement Schedule
- Result Analysis
- Student Satisfaction Survey

The best two practices followed in the college are summarized below.

1. Curriculum Feedback

The curriculum feedback collected from different stakeholders is really helping the college to strengthen the quality of syllabus and its delivery. The feedback is collected from parents, alumni, employers, and students. The final year students of every batch play a crucial role in providing the feedback about their course curriculum too. After reviewing the feedback, appropriate suggestions are incorporated at the time of framing syllabus for the new academic year. The updated curriculum is presented before the Board of Studies and the final approval is given by the Academic Council.

2. Student Satisfaction Survey

Students are distributed with a questionnaire prepared by the IQAC of the college which covers various domains pertaining to teaching, learning and evaluation. The students are expected to give their opinion on a three point rating scale. After collecting the data, it is analysed in order to understand the effectiveness of teaching and learning process. This survey is conducted at the end of every semester. The feedback will be given to the respective faculty members to understand the strengths and weaknesses.

File Description	Document
Any additional information	View Document
Any additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC is monitoring the quality of teaching learning process at periodic intervals in every semester.

Teaching Learning Process is reviewed through the internal audit and academic audit. IQAC directs each department of the college to carry out internal audit in order to understand the teaching process and methodologies. Academic audit is done with the help of external members.

Internal audit

Internal audit is conducted by IQAC to improve the quality of education.

Methodology

Once in fifteen days, heads of departments conduct staff meeting to review the academic and outreach progress. This audit provides avenue for each faculty to highlight the achievements and to discuss the challenges, if any.

Academic Audit

IQAC conducts academic audit every year with the help of external members.

Methodology

A well structured questionnaire is prepared by the IQAC for this audit. External members visit every department to evaluate the performance and to provide constructive criticisms, valuable guidelines and suggestions, and suggest the areas of improvement.

Review

The data submitted by the external member are analyzed to derive logical conclusions. In addition to the suggestion by the external member, IQAC also gives valuable inputs to each department based on the findings. IQAC monitors the performance of the department consistently to know the progress.

It also encourages the teachers to make use of ICT facilities for effective teaching learning process. The periodical guest lecture/seminars/workshops are also conducted by the department with the support of IQAC.

Learning outcomes

Continuous internal assessment is done for each course to measure the performance of the students. Feedback is given to the students based on the marks scored by them. Three internal examinations are conducted for each course out of which the best two scores are considered to award internal test marks. Objective type questions are introduced for each course in the third internal test and the end semester examinations. The purpose of introducing the objective type questions is to ensure impartiality and objectivity in evaluation and to prepare the students for facing the competitive examinations without difficulties. Learning outcomes are measured through the result analysis.

Result Analysis

The IQAC with the help of CoE keenly monitors the result and pass percentage every academic year. After declaration of the results, the faculty members analyse the results course wise. With the support of the FLAIR software, the Office of the Controller of Examinations generates the pass percentage and the same is handed over to the IQAC. An exclusive meeting of all the faculty members is held by the IQAC to discuss the pass percentage and a critical reflection of the result will be held during the meeting. Individual faculty members and HoDs present the report to the IQAC. The IQAC analyses the results and forwards the same to the Principal. The IQAC is responsible for suggesting appropriate measures like remedial classes, supplying handouts, strengthening the peer teacher, etc for improving the pass percentage. Through the exercise, the IQAC ensures the improvement of the semester result and a better pass percentage of the students in all departments.

Remedial Coaching

Remedial classes are conducted for students who have failed in the end semester examinations and for slow learners to impart adequate knowledge by spending considerable amount of time after college hours. The tutors for the remedial classes are selected by the IQAC and the monitoring of the remedial classes is done with the support of the Controller of Examination Office. Weekly tests are conducted to improve their subject knowledge and feedback is given accordingly. A monthly meeting of the remedial class tutors is conducted by the IQAC and the performance and progress of the students are reported to the IQAC by the HoDs. Through this practice the IQAC ensure the academic quality of the teaching learning process in the college.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 3.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	6	5	1

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

Any 4 of the above

Any 3 of the above

Any 2 of the above

Any 1 of the above

Response: Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	View Document
Details of Quality assurance initiatives of the institution	View Document
Any additional information	View Document
Annual reports of Institution	View Document

6.5.5 Incremental improvements made during the preceding five years (*in case of first cycle*) Post accreditation quality initiatives (*second and subsequent cycles*)

Response:

- The number of Centres of Excellence for field based training of the students were increased from 17 to 20
- UG programme in Psychology was started in the academic year 2017-18
- M.Phil in Management was started in the academic year 2015-16
- Faculty with higher qualifications in specific areas are recruited

- Additional facility like LCD is extended to classrooms
- Educational/Study Tour were organized for every classes
- Role Play was organised and experts were invited to give feedback about the concept
- Strengthening the Actual, Ambition and Achievement (AAA) schedule through periodical reviews and orientation to the faculty members
- More deliberations among the teachers and the practice teachers (Agency Supervisors) were held to strengthen the Field Work in Social Work
- College-industry - NGOs interface was organised to enhance the performance of students
- Training to the faculty members to strengthen the evaluation of teaching and learning process
- Experts were invited to sensitize the students and faculty members on promotion of research
- Peer teaching was strengthened
- The faculty members from Department of Social Work offered counselling to the students.
- In tune with the spirit of Autonomous systems, the curriculum is modified regularly
- Feedback about the syllabus was received from students, teachers, Alumni, Parents, and from employer
- Outcome based education was introduced
- Financial support was provided to the faculty members to participate/present papers in the state, national and international conferences
- Seminars/workshops are conducted by various departments of our college
- There is a phenomenal growth in the extension activities carried out by the college during the last five years
- MoUs were signed with various organizations to exchange knowledge
- Academic audit is done to improve the quality of education

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 23

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
07	05	04	04	03

File Description	Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document
Any additional information	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room

Response:

- **Safety and Security**

Every year gender sensitivity programmes are conducted to remove the gender bias among students. The Sexual Harassment Committee (Internal Complaints Committee) was constituted to address the sexual harassment issues. The complaints if any from students, teaching and non-teaching members will be addressed. The College has a zero tolerance policy towards any such transgression. The college is committed to provide a safe, conducive work and academic environment to employees, students and is extremely alert to matters pertaining to any kind of harassment. The ICC members meet periodically to ensure the safety of the students.

Anti-ragging Committee is constituted to ensure zero tolerance of ragging anywhere in the campus. Anti-ragging billboards are prominently displayed with committee members name and contact numbers. At the time of joining an orientation programme on Anti Ragging was organised for the students along with the parents. The students and the parents have to sign an affidavit, which led to ragging free campus.

- **Counselling**

One of the major strengths of MISS is the Counselling Programme. Counselling services to the students are provided through Student Support Centre with the help of experts. The HODs and the Class teacher will identify the students with behavioral issues. The concerned mentor will discuss and try to understand the need of the student. The student who needs counselling will be referred to the Student Support Centre.

- **Common Room**

There are separate common rooms and rest rooms for day scholar boys and girls inside the campus and such facilities are available in the hostels too. Rooms are equipped with first aid box and sanitary napkins. The hostel has a safe and comfortable environment. The college ensures security 24/7.

The college ensures and encourages equal participation of boys and girls in various committees and programmes. The Department of Social Work and the Centre for Women's Studies work to instill gender equality in the young minds. The college has selected one male and one female student as "Gender Champions" to motivate the students and to set an example for other students on Gender equality.

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

7.1.3 Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 54.750

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 53.06

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 5.931

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 11.178

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document
Any additional information	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

Response: YES

The college adopts eco friendly practices within the campus. Through the centres and NSS, programmes are conducted to create awareness about the environmental issues and sustainability of the environment among the students and the community.

- **Solid Waste Management**

Solid waste Management is carried out with the help of the supportive staff. Class rooms and the campus are cleaned regularly and the waste is segregated and dumped in a waste pit. Leaf garbage is gathered and utilized for the growth of plants and trees. Incinerator is available in the girls hostel.

- **Liquid Waste Management**

The college is maintaining a well-constructed drainage system leading to the closed collection manuals. They are maintained to avoid stagnation of water which is connected with the public sewage system of Madurai Corporation.

- **E-Waste Management**

E-waste such as flip flops, memory chips, motherboard, compact discs, cartridges, led bulbs are disposed off at designated places of Madurai corporation. Students are also oriented about E-Waste management.

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

- **Rain water harvesting structures and utilization in the campus**

Large area of the college campus allows for percolation of water into the soil thereby facilitating recharging of underground water. Rain water harvesting structures are available in the campus. Water level is high and there is adequate water supply in summer season also. The college also takes initiatives to provide awareness on importance of water and the needs of the future generation to protect water resource

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

- **Students, Staff Using**

1. Bi-cycle: The College appreciates and encourages students to use bicycle. Irrespective of the distance, considerable number of the male and female students use bicycles to attend college which help to maintain their health. The College makes the student aware of the Carbon Credits, Carbon Neutrality in the subject of Environmental Studies in the programmes. The college conducts cycle rallies to understand the usage of bicycle and rekindling the older modes of transport which is eco friendly.

2. Public Transport :

More than fifty percent of the students use public transport to attend the college. Bus Stop is just opposite to the college. Bus concessions are availed by the students which motivates them to use public transport system.

- **Plastic Free Campus:**

The college promotes alternatives to plastic products by orienting the importance of using eco-friendly products. The college advises the students to not to use any type of plastic products inside and outside the campus.

- **Paperless Office:**

The college office is partially automated for student's admission, fees payment, attendance and to generate transfer certificates. The Office of Controller of Examinations is automated by FLAIR software to prepare Hall tickets, generate marks statement, and publish the results on time. An Online Public Access Catalogue (OPAC) supported by MODERNLIB is installed in the library to enable the staff and students for speedy access to study materials.

- **Green Landscaping with Trees and Plants**

The supportive staff and NSS volunteers of the college maintain the campus green and clean. The campus is located in the heart of the city with trees. Planting of saplings help to maintain greenery in the campus and which provides pure oxygen.

File Description	Document
Any additional information	View Document

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.07

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0.1435	0.155	0.163	0.132	0.171

File Description	Document
Green audit report	View Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities

5. Rest Rooms**6. Scribes for examination****7. Special skill development for differently abled students****8. Any other similar facility (Specify)****A. 7 and more of the above****B. At least 6 of the above****C. At least 4 of the above****D. At least 2 of the above****Response:** C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
Any additional information	View Document
link to photos and videos of facilities for Divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years**Response:** 17

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
5	03	03	02	04

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 11

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
01	03	02	03	02

File Description	Document
Report of the event	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics**Response:** Yes

File Description	Document
Any additional information	View Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**Response:** Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**Response:** 16

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
05	02	04	03	02

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

Response: YES

- **Gandhi Jayanthi**

The college celebrates Gandhi Jayanthi on 2nd October. Every year on this day, College committee members, alumni, staff members and students celebrate the birth anniversary of Mahatma Gandhi.

- **Independence Day and Republic day**

The college celebrates the days of national importance with fervour and festivity to remember the freedom fighters.

- **National Youth day**

January 12th is celebrated as the National youth day. The college always wants to rely on visionary thoughts of Swami Vivekananda and the installation of his statue in the campus is a testimony for it. Competitions were conducted among the students.

- **International Yoga Day**

It is celebrated on 21st June. Centre for health awareness organizes the Yoga day by practical session and demonstration in the Morning Prayer.

- **Children's Day**

November 14th is celebrated as the children's day. In collaboration with childline, week long programme (SE DOSTI) is organised by the college on different themes .

Every year **Teachers day** is celebrated on 5th September in remembrance of Dr.SarvapalliRadhakrishan. The teachers and their contributions also recognised on this day.

The college celebrates these days of national importance to recall the events or contribution of our leaders in building the nation. College also celebrates New year,Pongal, Rakshabandhan, Vijayadasmii ,Deepavali, Vinayakarchathurti, Chirstmasto inculcate the values of harmony ,understand the culture of the nation and among the students

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

Response: YES

The organogram of the college delineates the responsibility and authority structure of the stakeholders of

the institution. The college believes in transparency in all activities.

Payment to the staff members, scholarships to the students are done through banks. The college ensures financial transactions, reports and documents are completed with integrity, and the college presents reports to the Statutory authorities on time.

All academic related decisions are taken by the Dean of Academic affairs in consultation with HoDs and faculty members. Staff meeting is conducted periodically to share their experiences and concerns with regard to various academic matters.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

1. Theme based Morning Prayer

- **The Context**

For strengthening the value system among students, common prayer is conducted on different themes for every month.

January- Youth

February- Peace and Harmony

March- Women

April- Health

June- Children

July- Environment

August- Elderly

September- Literacy

October- Mental Health

December- Human Rights

- **The Objectives**

- To inculcate the human values

- To enhance discipline & punctuality
- To create awareness on different social issues
- To enhance the social responsibility of the students
- To inform the day to day activities
- **The Practice**
 - Every department comes forward to conduct the prayer in a routine system. The morning prayer includes:
 - College Anthem
 - Thirukural
 - News Reading
 - Theme based activities
 - Important events of the department
 - Feedback of the students on departmental programmes
- **Evidence of Success**
 - Spiritual strengthening
 - Ego strengthening
 - Discipline and punctuality
 - Gained the Value system
 - Personality Development
 - Improvement in General Knowledge
 - Increases the attributes of responsible graduates and thereby helps to achieve the programme outcomes
- **Problems encountered and resources required**

Lack of participation by the latecomers for various reasons

2. Wellness Programme for the school and college students

- **Context**

College has a wider objective to work for the upliftment of the students. In order to develop the potentialities of the students especially from the rural background, programmes on self-development, life skills and rights are conducted by the college under the holistic wellness programme for the students.

- **Objectives**

- To develop the personality through life skills
- To give awareness on child rights and child protection
- To strengthen the ego system of the students
- To build confidence for preparing and facing the examinations
- To create awareness on causes, effects and preventive measures of drug abuse.
- To educate the importance of intergenerational bonding between elders and students.

- **The practice:**

Personality development and awareness programmes are conducted in schools and colleges. A team of faculty members and student volunteers provides training based on the objectives. The programmes are activity based and interactive sessions. Role play, group discussion, poster presentations and audio visuals aids were used. At the end of the programme, feedback is collected to understand the effectiveness of the programme.

- **Evidence of success:**

Personality of the students is developed. Knowledge about child rights, ill effects of drug abuse, bonding among elderly is increased. Teachers appreciate the importance of the programmes by highlighting its relevance in the present context.

- **Obstacle faced/ problem encountered:**

- Getting the permission from authorities is a time consuming process.
- Changing temperament, lack of attention of the students due to modern technologies.
- Consistent follow up is a constraint due to the syllabus completion, exams and other academic assignments.

File Description	Document
Any additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

Extension through Centres of Excellence

Dr. (Capt).D.V.P.Raja, Founder has started 20 centres of excellence with the aim of fulfilling the vision and mission of the institute. It has proved an important and indispensable step in helping the students to understand the motto of the college 'strive to serve'.

The various Centres of Excellence are:

1. Centre for Indian Culture and Heritage for Humanism
2. Centre for Human Resource Development
3. Centre for information Technology for Social Development
4. Counselling Support Centre
5. Centre for Studies in Poverty
6. Health Awareness Centre

7. Centre for Child Development
8. Centre for Women Studies
9. Centre for Local Bodies
10. Centre for Entrepreneurship Development
11. Centre for Disaster Management
12. Centre for Thiruvalluvar Studies
13. Centre for Thirumoolar Studies
14. Centre for Buddha Studies
15. Centre for Vivekananda Studies
16. Centre for ThiruVallalar Studies
17. Centre for Jesus Studies
18. Centre for Gandhian Studies
19. Centre for Mohammed Rabi Studies
20. Centre for Madurai Studies

- The college has the great vision of disseminating the human values through twenty centres.
- These centres conduct awareness programmes, training, and research in the community with the help of students.
- Various Centres for excellence strive to inculcate the cultural values, heritage and humanism by organizing seminars and workshops at the Regional, State and National levels.
- Counseling Support Centre and Health Awareness Centre work in collaboration with departments in handling the behavioral issues of adolescents.
- Centre for Studies in Poverty provide practical exposure to the students on Poverty through the field work in open setting such as slums, rural and tribal villages and sensitise the primary and secondary stake holders about the issues related to poverty.
- Centre for Child Development is to reach out every child in need of care and protection by responding to emergencies arising through 1098 and by visiting the field to provide linkages to support systems that facilitates the rehabilitation of children.
- The college inculcates the values among the students through Centre for Thiruvalluvar Studies, Thirumoolar Studies, Buddha Studies, Vivekananda Studies, Thiruvallalar Studies, Jesus Studies, Gandhian Studies, Mohammed Rabi Studies
- Centre for Madurai Studies acts as an invaluable guidance to the research studies. The data in all aspects like education, health, socio-cultural-economic activities, tourism development, criminal activities and the like are in fact a home to the research scholars to undertake an in-depth study of this ancient city.
- Centre for Women's Studies addresses the problems of women through workshops, seminars on gender issues, Health Education for women, Gender Sensitivity programme where gender balance / equality are addressed among the students and community.
- Centres for excellence contribute for the holistic development of neighbouring community. Since the inception of college, uncountable initiatives were taken place to address the menace of the regional area. The college aims to create responsible citizenship through the activities of these centres.
- These centres act as live lab for the students to get practical exposure in various fields

Sl.No	Centres	Year	Programmes	Beneficiaries
-------	---------	------	------------	---------------

1	Health Awareness Centre	2013 - 2014	Conducted Yoga Awareness	212	
2			Awareness on Tobacco at KLN College of Engineering.	56	
3	Centre for Women Studies	2013-2014	Seminar on Gender Discrimination	36	
4			Debate on role of men and women in social development	67	
5			Seminar on stop violence against women	48	
6	Centre for Madurai Studies	2014- 2015	Research on life style of People living on the Vaighai River bed	15	
7	Health Awareness Centre	2014-2015	Awareness Programme on Suicide Prevention -Periyar Bus stand	96	
8	Centre for Human Culture, Heritage & Humanism	2014-2015	Pongal Celebrations	276	
9	Centre for Entrepreneurship Development	2014-2015	Entrepreneurship Awareness Camp was held form 5th March to 7th March	60	
10	Centre for Gandhian Studies	2014-2015	Field Visit to Gandhi Museum	32	
11	Centre for Women Studies	2014-2015	Gender sensitization, Awareness on Sexual Harassment Women's Day was Celebrated	74	
12	Centre for Local Bodies	2014- 2015	One day Workshop on Street Theatre	43	
13	Centre for Centre for Human Resource Development	2014-2015	Guest lecture on Employee Engagement	24	
14			Role Play on "Domestic Enquiry	45	
15	Centre for Vivekananda studies	2016-2017	Celebrations of National Youth Day	223	
16	Centre for Human Culture, Heritage & Humanism	2016-201	A sensitization programme on Inter- Generational Bonding	500	
17			Empowerment of Women for citizens	46	

18	Centre for Buddha Studies	2016-2017	Book release on Tamil translated version of "Walking with Mahatma"	154	
19	Centre for Women Studies	2015-2016	Awareness on Sexual and Reproductive Health	68	
20			Poster Competition on "Say No to Violence against Women"	40	
21	Centre for Poverty	2015- 2016	Role of Youth in Mitigating Poverty	67	
22	Health Awareness Center	2015- 2016	Holistic Education	38	
23	Centre for Women Studies	2016-2017	Gender Sensitization programme	105	
24			Adolescent awareness programme	43	
25	Health Awareness Centre	2016 -2017	Free Medical Camp	500	
26			Aids Awareness Programme	52	
27			Tuberculosis Awareness Rally	45	
28			Leprosy Awareness Programme	36	
29	Centre for Human Resource Development	2016-2017	Guest lecture on Best HR Practices in software Industry	55	
30	Centre for Local Bodies	2016-2017	Skill Training Program on PRA	199	
31			Tribal Visit at Sirumalai Hills	4	
32	Centre for Human Resource Development	2016-2017	Lecture on HR Challenges in Software Industry	23	
33			Pre placement Training	75	
34			Challenges in Business HR and Role of HR	67	
35	Centre for Women Studies	2017 -2018	A Day on Seminar Importance of Girl Child Program In Melavasal Slum	34	
36	Centre for Local bodies	2017-2018	Sensitization Cycle Rally on Gram Sabha	758	
37	Centre for Women Studies	2017 -2018	A Day on Seminar on Gender Sensitization	134	
38			Poster making and slogan	23	

39			writing competition		
40			Special debate on women's day celebrations	178	
41	Centre for poverty studies		International Women's Day Celebrations	156	
42	Centre for Madurai Studies	2017-2018	Seminar on "Poverty Alleviation programmes"	42	
43			Documentation on "Appreciable events at Madurai"	53	
44	Centre for Human Resource Development	2017-2018	Quiz on "Knowing Madurai"	46	
45			EPF online registration	17	
			Guest lecture On Salary Structure And Taxation	23	

File Description	Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

MADURAI INSTITUTE OF SOCIAL SCIENCES COMMUNITY COLLEGE

In the year 2014, the college started the community college with the approval of University Grant commission vide D.O.no.F.1-409/2014(CC) Dtd: 21.Aug.2014,to offer course on Diploma in Health Care.

The main objectives of the scheme are:

1. To make higher education relevant to the learner and the community.
2. To integrate relevant skills into the higher education system;
3. To provide skill based education to students currently pursuing higher education but actually interested in entering the workforce at the earliest opportunity:
4. To provide employable and certifiable skills with necessary general education to senior Secondary school pass-outs not willing to join existing higher education system;
5. To provide for up-gradation and certification of traditional/acquired skills of the learners irrespective of their age;
6. To provide opportunities for community-based life –long learning by offering courses of general interest to the community for personal development and interest;
7. To provide opportunity to move to higher education in future ; and
8. To offer bridge courses to certificate holders of general / vocational education, so as to bring them at par with appropriate NVEQF level

Under the Community College Scheme, a course titled ‘Diploma in Health Care’ was started with the strength of 42 students both male and female in the first year. Memorandum of Association was established with various organisations working in the field of Health Care such as (1) AR Hospitals (P) LTD-Madurai, (2) Grace Kennet Foundation Hospital-Madurai, (3) Madurai City Hospital-Madurai, (4) Hetto Kitchely Hospital, Madurai etc. The facilities available with the industrial partner hospitals was effectively used for train the students during the internship training period

Exposure visits and hands on trainings were given to the students for skill enhancement. The students were given with placement opportunity under the programme.

Concluding Remarks :

As a prestigious academic institution, we provide quality education to the students for achieving the motto of the college that is ‘*strive to serve*’. The team led by the management, staff members, students, alumni and stakeholders strives effectively for excellence in higher education. As a pioneer institution in Social Work, the college has contributed for the development of human resources. The alumni members are extending their fullest support and cooperation in training and placement of the students.

I take this opportunity to express my deep sense of gratitude to Management of Madurai Institute of Social

Sciences for providing support in all endeavors.

I appreciate the efforts taken by NAAC Steering Committee members for the preparation of Self Study Report. I am happy to submit the Self Study Report of our college.

We look forward for the visit of the esteemed peer team members of the National Assessment and Accreditation Council, Bengaluru for the third cycle reaccreditation of our college.

M. Nisanth

Principal (i/c)



6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses imparting transferable and life skills offered during the last five years</p> <p>1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 27 Answer after DVV Verification: 26</p> <p>Remark : Provided report of syllabus does not reflect Business Communication (MBAV13), Personality Development (MBAV21), Managerial Skill (MBAV31), and Career Planning (MBAV42).</p>																				
1.3.3	<p>Average percentage of students enrolled in the courses under 1.3.2 above</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>405</td> <td>417</td> <td>503</td> <td>408</td> <td>548</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>306</td> <td>417</td> <td>379</td> <td>89</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per pro-rata basis of provided document by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	405	417	503	408	548	2017-18	2016-17	2015-16	2014-15	2013-14	306	417	379	89	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
405	417	503	408	548																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
306	417	379	89	0																	
2.1.2	<p>Demand Ratio(Average of last five years)</p> <p>2.1.2.1. Number of seats available year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>451</td> <td>463</td> <td>542</td> <td>553</td> <td>553</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>451</td> <td>488</td> <td>542</td> <td>553</td> <td>553</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per provided report of seats available in institution by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	451	463	542	553	553	2017-18	2016-17	2015-16	2014-15	2013-14	451	488	542	553	553
2017-18	2016-17	2015-16	2014-15	2013-14																	
451	463	542	553	553																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
451	488	542	553	553																	

2.4.4	<p>Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years</p> <p>2.4.4.1. Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has not considered award received from foundation.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	1	1	2	2	2	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
1	1	2	2	2																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
2.5.1	<p>Average number of days from the date of last semester-end/ year- end examination till the declaration of results during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1093 1046 1227"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>49</td> <td>61</td> <td>74</td> <td>58</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1305 1046 1440"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>37</td> <td>46</td> <td>53</td> <td>49</td> <td>63</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per average of number of days from the date of last semester till the declaration of result provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	35	49	61	74	58	2017-18	2016-17	2015-16	2014-15	2013-14	37	46	53	49	63
2017-18	2016-17	2015-16	2014-15	2013-14																	
35	49	61	74	58																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
37	46	53	49	63																	
2.6.3	<p>Average pass percentage of Students</p> <p>2.6.3.1. Total number of final year students who passed the examination conducted by Institution. Answer before DVV Verification : 164 Answer after DVV Verification: 164</p> <p>2.6.3.2. Total number of final year students who appeared for the examination conducted by the institution Answer before DVV Verification : 202 Answer after DVV Verification: 205</p> <p>Remark : DVV made the changes as per annual report provided by HEI.</p>																				

3.2.4	<p>Number of research projects per teacher funded, by government and non-government agencies, during the last five year</p> <p>3.2.4.1. Number of research projects funded by government and non-government agencies during the last five years Answer before DVV Verification : 17 Answer after DVV Verification: 18</p>																				
3.4.5	<p>Number of research papers per teacher in the Journals notified on UGC website during the last five years</p> <p>3.4.5.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 707 1046 842"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>9</td> <td>5</td> <td>3</td> <td>1</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 920 1046 1055"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Provided link for 2013-14 and 2015-16 does not reflect research paper and provided link for 2014-15, 2016-17 and 2017-18 is not accessible.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	9	5	3	1	5	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
9	5	3	1	5																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
3.5.2	<p>Revenue generated from consultancy during the last five years</p> <p>3.5.2.1. Total amount generated from consultancy year-wise during the last five years (INR in Lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="306 1413 1046 1547"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0.21</td> <td>0.23</td> <td>0.50</td> <td>0.20</td> <td>0.22</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1626 1046 1760"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : Audited statement not provided by HEI.</p>	2017-18	2016-17	2015-16	2014-15	2013-14	0.21	0.23	0.50	0.20	0.22	2017-18	2016-17	2015-16	2014-15	2013-14	00	00	00	00	00
2017-18	2016-17	2015-16	2014-15	2013-14																	
0.21	0.23	0.50	0.20	0.22																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
00	00	00	00	00																	
3.6.2	<p>Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years</p> <p>3.6.2.1. Total number of awards and recognition received for extension activities from Government /recognised bodies year-wise during the last five years</p>																				

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	2	2	1	0

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

3.6.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

3.6.3.1. Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
51	25	15	14	21

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
46	23	15	10	18

3.6.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

3.6.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
906	638	737	813	843

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
733	606	737	679	678

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange per year

3.7.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
37	16	14	32	47

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
24	12	15	20	32

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

4.1.4.1. Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
130.02	103.42	115.94	183.6	130.87

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
113.22	83.69	115.94	183.6	130.87

4.2.6 Percentage per day usage of library by teachers and students

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

Answer before DVV Verification : 135

Answer after DVV Verification: 122

Remark : DVV has made the changes as per average of students using library per day on 8/8/2017, 12/9/2017, 8/1/2018 and 5/2/2018.

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
103.13	109.59	102.15	98.29	113.53

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
103.24	109.59	102.15	98.54	113.57

Remark : DVV made the changes as per expenditure of maintenance of physical facilities and academic support facilities duly signed by CA.

5.1.4 Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
241	274	233	286	261

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
241	274	233	286	260

Remark : Provided report does not reflect the information about benefited students for the year 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18.

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

5.1.5.1. Number of students attending VET year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
224	138	224	264	235

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
203	140	224	270	196

Remark : DVV has made the changes as per list of students attending VET by HEI.

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

5.2.2.1. Number of outgoing students progressing to higher education

Answer before DVV Verification : 30

Answer after DVV Verification: 82

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:

2017-18	2016-17	2015-16	2014-15	2013-14
7	21	1	7	5

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
6	10	1	4	5

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
6	11	8	8	8

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	2	4	2	0

Remark : DVV has not considered one day program , also DVV has not considered certificate provided from same institution.

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	3	11	11	4

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
1	3	6	5	1

Remark : DVV has not considered Workshop , Seminar, Orientation on UGC NET Exam, Personality Development Programme for Commerce Students , Career Guidance to Commerce Students, Conference on Higher Education at Cross Roads , Research in Social Sciences.

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

7.1.1.1. Number of gender equity promotion programs organized by the institution year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
07	04	05	04	03

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
07	05	04	04	03

Remark : DVV has made the changes as per provided report of Awareness on Reproductive Health -A Gender perspective on 18.8.2016 (2016-17) by HEI.

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

7.1.8.1. Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0.17	0.13	0.16	0.15	0.14

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0.1435	0.155	0.163	0.132	0.171

Remark : DVV made the changes as per expenditure of green initiatives and waste management duly signed by CA.

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five

years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	06	05	05	06

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
5	03	03	02	04

7.1.11

Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
10	06	05	05	06

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
01	03	02	03	02

7.1.17

Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

7.1.17.1. Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
05	02	04	03	02

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
05	02	04	03	02

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>164</td> <td>187</td> <td>154</td> <td>254</td> <td>234</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>183</td> <td>229</td> <td>217</td> <td>337</td> <td>266</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	164	187	154	254	234	2017-18	2016-17	2015-16	2014-15	2013-14	183	229	217	337	266
2017-18	2016-17	2015-16	2014-15	2013-14																	
164	187	154	254	234																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
183	229	217	337	266																	
2.5	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>225.86</td> <td>298.50</td> <td>252.66</td> <td>319.87</td> <td>215.20</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>232.37</td> <td>264.13</td> <td>226.03</td> <td>288.03</td> <td>183.09</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	225.86	298.50	252.66	319.87	215.20	2017-18	2016-17	2015-16	2014-15	2013-14	232.37	264.13	226.03	288.03	183.09
2017-18	2016-17	2015-16	2014-15	2013-14																	
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