SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

MADURAI INSTITUTE OF SOCIAL SCIENCES

MADURAI INSTITUTE OF SOCIAL SCIENCES NO.9,ALAGAR KOIL ROAD, MADURAI
625002
www.misscollege.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Madurai Institute of Soical Sciences was established in the year 1969 during the 100th birth Centenary of Mahatma Gandhi. Initially the college was functioning in Besant Road with 1 faculty and 4 studetns admitted in the Soical Work Programme. Later on, it was shifted to Alagar Koil Raod in the year 1974 i.e., in the heart of the city. The administrative building of the college is admired by all the stakeholders beacuse of its peculiar features. At present, the college offers 8 UG programmes, 1 PG and PhD Programmes in Social Work and 3 PG Diploma Porgrammes. The Research Centre of the college was recognized by Madurai Kamarj University in the year 1990. The college organizes manny outreach and extension activities which would benefit the students and the society. The college has a very good infrastructure facilities and a library with most precious books and journals. The students who are graduatting from the college are placed through the alumni network and campus placements. The college carries out all its activities based on the vision and mission by providing quality educationa and developing human resources as per the needs and requirements of the society. Various stakeholders like the students, parents, well-wishers of the college are impressed with the institutional values and practices.

Vision

To develop human resources.

To establish global peace and prosperity.

Mission

To provide quality education in tune with the changing needs of the society

To scan the external environment through strategic planning

To build the faculty power in tune with the modern teaching

To interact creatively with the Government and Civil Society

To promote applied and action research

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Committed Faculty Members
- Disciplined studetns
- Located in the heart of the city

- Good Infrastructure facilities
- Wi-Fi facility in the campus
- Robust Alumni Network with notable achievements
- SKILL CONNECT Programs
- Students are admitted from rural areas
- Strong industry-academia interface for training, research and placements

Institutional Weakness

- Lack of communication skills among the students as most of them come from rural areas
- Students are not interested to pursue higher education due to the poor socio-economic background
- Limited research funding and grants

Institutional Opportunity

- Develop strategic partnership with other institutions and Fieldwork Agencies
- Blended learning can be initiated
- More attention can be given to strengthen the research activities
- Offer Employability based certificate programmes
- Introduce Internship Training for all UG Programmes
- Focus more on ehancing the quality related initiatvies
- Encourage the students to participate in the inter-collegiate currricular and co-curricular activities

Institutional Challenge

- Employee Attrition
- Less number of applicants in various programmes offered by the college
- Ensuring 100 percent placements for UG students is found to be a challenge
- Less number of events despite having more number of MoUs with several organisations
- Limited international collaborations
- Less number of students become entrepreneurs even after organizing several awareness and training programs

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In our college, the curriculum is given paramount importance, reflecting our commitment to delivering an exceptional educational experience .To provide a high-quality curriculum, the institution regularly review and update course content to align with the latest trends and technological advancements.To ensure it feedback is collected through Google Forms, a tool that allows us to efficiently gather input from students, faculty, alumni and employer. This approach ensures that we capture a wide range of perspectives and can quickly analyse the

data to make informed adjustments.Our curriculum is designed to address needs at local, national, and global levels. The programmes are tailored to meet the demands of the local and regional job market and community needs. Nationally, we ensure our curriculum aligns with broader educational standards and industry requirements. On a global scale, we incorporate international perspectives and practices, preparing students to compete and excel in a globalized world. This comprehensive approach ensures our graduates are well-equipped to face diverse challenges and grab opportunities across various contexts.

Teaching-learning and Evaluation

In our college, the teaching-learning process is given exceptional importance, reflecting our commitment to delivering an outstanding academic experience. We ensure that teaching and learning receive the utmost importance through a series of strategic efforts and innovations. Our approach begins with meticulous lesson planning, where faculty members design detailed and structured lesson plans that align with course objectives and learning outcomes.Then we integrate ICT into our teaching methods to enhance engagement and learning. From interactive presentations and multimedia resources to online collaboration tools, ICT make learning more dynamic and accessible.Faculty members are highly trained and well-equipped to deliver quality education.To maintain and enhance the quality of teaching and learning, we regularly review and update our processes based on stakeholder's feedback. This includes refining lesson plans, adopting new technologies, and ensuring that our teaching practices evolve with changing educational trends.By focusing on these elements the college ensures that the teaching-learning process is both effective and dynamic, ultimately leading to a richer educational experience for our students.

Research, Innovations and Extension

The Research Centre of Madurai Institute of Social Sciences was recognized by Madurai Kamaraj University in the year 1990. The college has successfully completed various research projects that have social relevance. All the research activities of the college are carried out as per the policy framed. The college has mobilized the funds for research projects from the central and state governments. During the last five years four research projects were carried out amounting to twelve lakhs rupees. The college has also mobilized funds for the consultancy services from organizations such as Indian Council of Child Welfare and National Institute of Social Defence, Ministry of Social Justice and Empowerment, Government of India. During COVID-19, in collaboration with Madurai Corporation, the college has carried out A Behavioural Surveillance Study in 100 wards of Madurai Corporation which was well recognized and highly appreciated by the officials from Madurai Corporation and District Collectorate. The college has two research supervisors recognized by Madurai Kamaraj University. At present, three PhD scholars enrolled for PhD Programme in Social Work. The Research Advisory Committee was constituted for the Research Scholars as per the guidelines of Madurai Kamaraj University and conduct Course Work Examinations on Research and Publication Ethics and also for the other courses as prescribed by the University Grants Commission. The faculty members of the college had published research papers in the journal of national and international repute. Additionally, a few faculty members authored books and published chapters in the edited books and conference proceedings. The Incubation Centre of the College had organized a workshop on Intellectual Property Rights to the students. The college is well known for various extension and outreach activities through NSS units. In addition to that, various outreach activities were carried out by the students of Master of Social Work as part of their concurrent Fieldwork. The college has many functional MoUS which are effectively utilized for academic, research and extension

activities.

Infrastructure and Learning Resources

The Institution is well-equipped with a robust infrastructure and a variety of learning resources. It has computer laboratories and a dedicated language lab, each furnished with an adequate number of systems. Additionally, the college has ICT-enabled classrooms, ICT-enabled seminar halls, an auditorium, a canteen, and separate hostels for boys and girls. Other facilities include CCTV surveillance, reverse osmosis purified water, fire extinguishers, rainwater harvesting systems, and a guest house.

The automated library is a significant asset, housing a comprehensive collection of books of various disciplines, including Social Work, Psychology, Management, Computer Science, Commerce, and English. It is supported by LMS software, specifically MODERNLIB, along with CCTV surveillance and access to INFLIBNET N-LIST. These resources facilitate users in exploring a wide range of e-journals, e-learning materials, and e-books, enhancing the overall educational experience.

The IT infrastructure undergoes regular upgrades aimed at maximizing resource efficiency and minimizing electronic waste. Both staff and students benefit from Wi-Fi access, which enhances the teaching and learning experience.

The facilities such as General, Technical, Website, Venue, Green Campus, Classrooms, Laboratories, Sports Facilities, Hardware, Software Applications, Security & Safety, Power, and Canteen Infrastructures are mainatained properly. This ensures the appropriate allocation of adequate resources, promotes optimal resource utilization, and fosters a safe environment.

Student Support and Progression

The Student Support Services extended to the poor and first generation scholars from rural background, economically disadvantaged and marginalized. The Aided Stream students and SC / ST students under Unaided Stream are supported with Government Scholarships. Poor students in the Unaided Stream are supported with Institutional scholarships, freeships and concessions.

The Placement Cell conducts Career Counselling Programmes such as Mock Interview, Soft skills and Career Guidance have been given. Training programmes for TNPSC, NET/SET, have been conducted. The Institution has provided soft skills, language and communication skills; awareness of trends in technology and life skills programmes to enhance the students' capabilities. The students were placed in esteemed organization through the on / off campus placement drives.

The College has a zero tolerance policy on complaints related to ragging and sexual harassment. There is a mechanism for timely redressal of such grievances. For the holistic development of the students technical competitions, academic fest and cultural programme were also orgasnised. Students have won prizes their outstanding performances in sports /cultural events.

Students have gained academic and administrative exposure and training on various bodies such as Boards of Studies, Internal Quality Assurance Cell, Grievance Redressal Cell, Hostel Committees, Clubs, Associations, National Service Scheme and Sports. Student participants gain leadership quality, spirit of tolerance and social

responsibility.

The active Alumni association of the College contributes significantly to the development of the College and the students by sharing of the expertise, knowledge and skills and also contributes to the placement of the students.

Governance, Leadership and Management

The college has clear vision and Mission. All the activities carried out in the college are geared towards achieving the vision and Mission. The strategic plan of the institution is periodically reviewed to understand the goals to be attained. The organogram of the institution clearly depicts the work flow and structure of the institution. Appointments are done as per the posts sanctioned. The service rules prescribed by the Government of Tamil Nadu are followed by the institution. Decentralization is in practice as the roles and responsibilities are clearly defined to all the stakeholders of the institution. Faculty members are empowered by assigning different roles and the Students' Council Election is conducted each year to develop leadership skills and to redress the grievances. E-governance is in operation in the areas such as admission, administration, accounts and examinations. The college provides various welfare measures to its teaching and non-teaching staff which in turn help them for a satisfactory progress in their career. A few teachers were provided with financial support to attend the conferences and workshops. COVID-19 provided wonderful opportunity to the teachers to attend more number of webinars and workshops for free of cost. In fact, it is during the COVID-19, the faculty members enrolled for Faculty Induction/Orientation and Refresher programmes and completed successfully. Participation in these programmes was immensely beneficial for the faculty members in their Career Advancement Scheme. Funds were mobilized by the college from the central and state governments for carrying out the research projects. The internal and external audits are done periodically and the objections in these audits were sorted out in the prescribed manner. The Internal Quality Assurance Cell took lot of initiatives such as introducing Outcome Based Education, implementing Learning Management System and encouraging the blended learning and so on. The IQAC reviewed the entire academic and research activities periodically and motivated all the faculty members to strengthen the teaching learning process.

Institutional Values and Best Practices

The Madurai Institute of Social Sciences (MISS) is committed to fostering student independence and self-confidence, equipping them to navigate global challenges with resilience and self-reliance. A key component of this mission is the MISS Skill Connect Program, which offers students practical skills and career readiness initiatives to enhance their employability and personal growth. Central to MISS's approach is comprehensive gender sensitization and awareness programs, including seminars and events designed to expand students' perspectives and boost their societal engagement. Additionally, the institution actively celebrates important national and international days such as Youth Day, Women's Day, Independence Day, Yoga Day, and Mental Health Day, reflecting its commitment to holistic development and social responsibility.

Environmental sustainability is a fundamental focus at MISS. The college promotes energy efficiency through the use of LED bulbs and tube lights and strives for a plastic-free campus by implementing extensive tree planting and maintaining green spaces. To support differently-abled students, MISS provides scribes and conducts green audits to ensure responsible environmental practices.

Beyond the campus, MISS engages in outreach programs in villages adopted under the Unnat Bharat Abhiyan

(UBA) and the Revamped Rashtriya Gram Swaraj Abhiyan (RGSA). These initiatives include environmental awareness campaigns and water management projects, demonstrating the institution's commitment to broader societal and environmental issues. Furthermore, MISS fosters an inclusive environment that respects and embraces cultural, regional, linguistic, communal, and socio-economic diversities, promoting tolerance and harmony within the academic community.

Through these integrated practices, the Madurai Institute of Social Sciences not only advances student empowerment and environmental stewardship but also maintains a diverse and inclusive academic environment, ensuring comprehensive development and a positive societal impact.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MADURAI INSTITUTE OF SOCIAL SCIENCES
Address	Madurai Institute of Social Sciences No.9,Alagar 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(in-charge)	P. JAYA KUMAR	0452-2527977	9894884467	-	mdu.miss@gmail.com
IQAC / CIQA coordinator	M.NISANTH	0422-2537142	7708977759	-	nisanthmiss@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	30-09-1969

Date of grant of 'Autonomy' to the College by UGC	01-01-1970

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		
12B of UGC		

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](#)	18-05-2016	48	The programme was closed

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 No.9,Alagar 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	HSC	English	60	21
UG	BSc,Computer Science,	36	HSC	English	40	11
UG	BA,English,	36	HSC	English	60	3
UG	BSc,Psychology,	36	HSC	English	40	23
UG	BBA,Management Studies,	36	HSC	English	60	19
UG	BSW,Social Work,	36	HSC	English	40	36
UG	BSc,Information Technology,	36	HSC	English	40	8
UG	BCom,Commerce With Ca,	36	HSC	English	40	31
PG	MSW,Social Work,	24	Any UG	English	50	37
PG	MSW,Social Work Sf,	36	Any UG	English	36	27
PG Diploma recognised by statutory authority including university	PGDCA,Computer Science,	12	Any UG	English	32	0
PG Diploma recognised by statutory authority including university	PG Diploma, Counselling, Counselling	12	Any UG	English	28	28

| PG Diploma recognised by statutory authority including university | PG Diploma, Personnel Management And Industrial Relations,Personnel Management and Industrial Relations | 12 | Any UG | English | 25 | 0 |
| Doctoral (Ph.D) | PhD or DPhil ,Research In Social Work,Social Work | 36 | PG | English | 8 | 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	1	0	0	1	5	3	0	8
Yet to Recruit	1				1				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				28			
Recruited	0	0	0	0	0	0	0	0	5	17	0	22
Yet to Recruit	0				0				6			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				12
Recruited	4	1	0	5
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	2	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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	3	0	7
M.Phil.	0	0	0	1	0	0	2	5	0	8
PG	0	0	0	0	0	0	2	8	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	1	3	0	4
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	94	0	0	0	94
	Female	58	0	0	0	58
	Others	0	0	0	0	0
PG	Male	26	0	0	0	26
	Female	38	0	0	0	38
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	7	0	0	0	7
	Female	21	0	0	0	21
	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

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	17	17	19	9
	Female	12	10	11	12
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	83	92	99	90
	Female	47	60	73	53
	Others	0	0	0	0
General	Male	1	1	3	2
	Female	0	1	1	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		161	181	206	166

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Commerce	[View Document](#)
Commerce With Ca	[View Document](#)
Computer Science	[View Document](#)
Counselling	[View Document](#)
English	[View Document](#)
Information Technology	[View Document](#)
Management Studies	[View Document](#)
Personnel Management And Industrial Relations	[View Document](#)
Psychology	[View Document](#)
Research In Social Work	[View Document](#)
Social Work	[View Document](#)
Social Work Sf	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The interdisciplinary courses are offered by the institution for the need based programmes.
2. Academic bank of credits (ABC):	Academic Depository is maintained by Madurai Kamaraj University. The individual ID will be created.
3. Skill development:	1. Skill development courses are offered with practical exercises 2. Students are placed in different organizations for Fieldwork and training to develop the skills and positive attitude 3. MISS Skill Connect Programs are organized for final year UG and PG Students
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Students were motivated to enroll in MOOCs.
5. Focus on Outcome based education (OBE):	The institution offers Outcome Based Education in all the programmes. The Programme outcome was prepared in tune with the vision and mission of the institution. The Programme Specific Outcomes and Course Outcomes were prepared for all the programmes and the courses offered in each

	programme respectively. Additionally, faculty members were advised to prepare the question papers based on the Bloom's Taxonomy.
6. Distance education/online education:	No distance education offered by the institution. Online education is pursued by the students based on their interest.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Students were sensitized with regard to the significance of voting during the morning prayers at appropriate times.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Mrs. R. Rajalakshmi, Assistant Professor, Department of Social Work was nominated to facilitate the students to register and collect the voter ID card through the institution. Around 25 students received the voter ID because of the initiative taken by the institution. It is through the continuous orientation and awareness, all the students realized the importance of voting and expressed their inclination to vote. Intercollegiate competition was organized to disseminate the importance of voting among the youngsters.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. Poster making 2. Slogan writing 3. Essay Writing 4. Wall Painting competitions were organized and therefore all the students were sensitized the importance of voting. Students volunteered themselves to take the self recorded video to share their views on the significance of voting and the same was shared with State Election Commission. Pledge was taken with the people and rally was organized in the adopted villages to ensure 100 percent vote.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness Campaigns were organized in the adopted villages E-Content was prepared by the students and shared to the Election Commission.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	Students above 18 years were motivated to enroll themselves in the voter list. They were further

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	informed the advantages of enrolling them in the voter list through the institution. As a result, many students submitted the filled form to the institution. Through the consistent follow up of the institution, all the applicants received the voter ID within a short span of time. Many eligible voters could register their vote during the elections because of the intervention of the institution in collecting the Voter ID on time.

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
403	446	528	622	946
File Description			Document	
Institutional data in the prescribed format (data			[View Document](#)	

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
169	170	207	267	263
File Description			Document	
Institutional data in the prescribed format (data			[View Document](#)	

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
30	26	26	21	19
File Description			Document	
Institutional data in the prescribed format			[View Document](#)	
Certified list of full time teachers			[View Document](#)	

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 44	File Description	Document
	Institutional data in the prescribed format	**View Document**

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
30.57744	51.38387	35.73786	30.05251	11.82277

Other Upload Files	
1	**View Document**

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Our college's curricula are strategically developed and implemented to address developmental needs at local, regional, national, and global levels, which is clearly reflected in our Program Outcomes (POs) and Course Outcomes (COs). Locally, the curriculum incorporates elements relevant to Madurai's unique economic and cultural landscape, such as agriculture and traditional crafts. Regionally, it addresses broader issues pertinent to the surrounding areas, including environmental and industrial needs. On a national scale, our programs align with key priorities like technological advancement and public health improvements. Globally, the curriculum incorporates international perspectives and competencies to prepare students for a connected world. This multi-tiered approach ensures that our educational offerings are not only relevant and impactful but also equip graduates with the skills and knowledge needed to address diverse challenges and contribute meaningfully at various levels.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

The college provides UG /PG programs that prioritize employability, entrepreneurship, and skill enhancement. This approach ensures that the courses are tailored to the essential practical skills and knowledge required for entering the workforce and launching their businesses.

Employability: The structure of the programs focuses on enhancing students' job readiness. This includes incorporating industry-relevant skills, offering internships, and integrating real-world projects into the curriculum. The objective is to ensure that graduates possess both theoretical understanding and

practical capabilities to meet employer demands.

Entrepreneurship:The college acknowledges the significance of cultivating entrepreneurial abilities. The curriculum includes various modules and workshops dedicated to business development, innovation, and start-up management. This approach equips students with the knowledge and skills necessary to establish and run their own enterprises, instilling the confidence required for entrepreneurial success.

Skill development :The programs focus not only on academic knowledge but also on the enhancement of practical skills. This encompasses technical abilities pertinent to the specific field of study, along with essential soft skills such as communication, leadership, and problem-solving. Such skills are essential for achieving professional success and enhancing personal growth.

Apart from Courses addressing employability/ entrepreneurship/ skill development-Entreprenership Development, Many Skill Enhancement courses and Ability enhancement courses, Professional competency courses were evidence that the institution prioritize the continuous revision of its course syllabi to ensure they meet contemporary standard. This process involves ongoing revisions to incorporate the latest industry trends, technological innovations, and emerging best practices. As a result, the programs maintain its relevance and aligned with current job market expectations.

File Description	Document
Upload 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 programmes offered during the last five years

Response: 53.97

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 442

1.2.1.2 **Consolidated number of courses offered by the institution across all   Programmes (without repeat count) during the last five years :**

Response: 819

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

The college continuing a significant educational transformation by incorporating essential themes such as Professional Ethics, Gender, Human Values, Environment and Sustainability, along with other value frameworks that align with the Sustainable Development Goals (SDGs) into its curriculum. This incorporation enriches the academic experience and prepares students with the requisite knowledge and skills to effectively engage with and contribute to a complex, interconnected global landscape. This comprehensive integration reflects the college's dedication to fostering a socially responsible, ethical, and sustainable future for its students and the broader community.

Professional Ethics: Professional Ethics are seamlessly woven into the curriculum across various progammes. Core courses include ethical decision-making, professional conduct, and corporate social responsibility. Real-world case studies and interactive workshops are utilized to bring ethical dilemmas to life, helping students to navigate complex situations with integrity. This approach ensures that students are not only aware of ethical standards but also equipped to apply them in their future careers.

Gender Issues: The curriculum addresses gender-related inequality through an inclusive framework that highlights a range of perspectives and experiences. Gender studies courses, along with gender-sensitive materials, are integrated into the existing academic offerings, encouraging students to critically examine and confront traditional gender roles and inequalities. In addition, the college provides training focused on gender sensitivity and cultivates an atmosphere that supports discussions surrounding gender equality. This all-encompassing approach prepares students to engage effectively in diverse environments and to advocate for gender equity in their careers and personal interactions.

Human Values: Human Values are embedded throughout the educational experience, with a focus on developing empathy, respect, and social responsibility. Courses across disciplines incorporate discussions on human rights, justice, and ethical behavior. Community service projects and value-based learning initiatives provide students with practical opportunities to apply these values in real-world settings.

Environment and Sustainability: The curriculum prominently features Environment and Sustainability, underscoring a dedication to tackling global environmental issues. Various programs include courses in environmental studies and sustainability, while the college actively promotes green campus initiatives, including recycling, energy efficiency, and sustainable infrastructure development. Students are encouraged to engage in research projects and internships centered on environmental conservation, offering them practical experience in confronting sustainability challenges. This comprehensive approach equips students to effectively contribute to environmental solutions and embrace sustainable practices in their professional endeavors.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 15

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 9

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 9

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 40.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
161	181	206	166	275

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
491	491	491	491	491

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 40.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
161	181	206	166	275

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

2023-24	2022-23	2021-22	2020-21	2019-20
491	491	491	491	491

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The students once admitted in the college, are closely followed by the concerned Enabler teacher using the AAA Format Schedule (Actual, Ambition and Achievement). This consists of **Personal Profile** including the family details, **Educational Profile** which includes all his Academic performances from

his X standard and his current **Academic Performance** Semester vise. **Actual** denotes the actual position of the student at the time of entry into this college. **Ambition** denotes what the student wants to achieve academically. **Achievement** denotes what the student has achieved by utilizing the opportunities created by the college, at the end. The academic performance of the student is closely followed by the Enabler Teacher, as per Ambition. Performance is observed through his Internal marks, which includes Assignment, Seminar, Presentations and his Research work. The Enabler Teacher intervenes the student periodically and helps to increase the student's performance. Remedial classes are prescribed for weaker students. The Emotional Quotient of the student is measured through a Structured Questionnair at Entry level and Exit level. The students are enabled to prepare the **Goals setting** for their future. The students are enabled to fix their Short Term goals, Mid term Goals and Long term Goals. Focus is made on increasing the skills of the students through arranging guest lectures and exposure visits periodically. With the help of Allumni Association SKILL CONNECT programme is organised to increase the skills of the students. Students are motivated for making periodical presentations. The outgoing students are provided with the opportunity of meeting the Alumni during the Alumni Meet scheduled on October 2nd of every year, which is the Foundation day of the college. A Network is formed for the students with the Alumnus of the College, which is considered to be one of the Strengths of College.

The college employs a comprehensive assessment AAA strategy to evaluate students' learning levels, which informs the college of targeted programs to address their diverse needs. For instance, through regular evaluations such as class tests, semester exams, quizzes and assignments, educators identify individual strengths, areas for improvement and students who may require additional support. In response the mentor-mentee program pairs struggling students with experienced peers or faculty, fostering personalized guidance and accountability.

For Advanced learners the College provides additional resources like reading references and encourages participation in activities such as paper presentations, webinars, quizzes, competitions, and workshops. This approach enhances their skills and knowledge, fosters critical thinking through analytical assignments, and prepares them for competitive examinations.

For slow learners the college implements supportive measures, including tutoring by peer and faculty mentors and compensatory teaching methods using videos, discussions and presentations. Resources such as Google Classroom are utilized to upload reading materials and relevant videos, ensuring that slow learners have access to individualized content. Additionally, practical exposure is emphasized through field visits, training, guest lectures, seminars and skill connect programmes, which help students gain hands-on experience in their fields of study. This comprehensive strategy ensures that all students receive the support they need to thrive academically.

File Description	Document
Upload Any additional information	[View Document](#)
Provide link for additional information	[View Document](#)

2.2.2

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

Response: 13.43

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	**View Document**
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	**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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Experiential learning makes the students to integrate theoretical knowledge and practical experience. The Social Work students are sent for field work, twice a week, to Industries, Hospitals, Non-Government Organisations, Communities, and Government agencies, where they can share their personal experiences, thoughts and feelings with their learning. In addition to this they are sent for 4 weeks Summer placement training at the end of II Semester and 4 weeks Pre employment training at the end of the Fourth semester. Through this experience, the students get self reflection, which helps them to identify their Strengths and Challenges in the field reality. They are encouraged to share their experiences with their friends and they have to make presentations in the class, which really motivates them to get wider knowledge and experience.

To enhance the overall learning experience our college dynamically employs student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies.

Experiential learning

By integrating experiential learning we encourage students to engage with real-world projects, internships, and community service, allowing them to apply theoretical concepts in practical contexts. For example

- Field Work
- Block placement
- Summer Internship training
- Rural camp
- Community programs
- UG &PG Projects
- Field visits

Participative learning

Participative learning is another cornerstone of our approach; students are encouraged to engage in discussions, debate, group work, and peer feedback, which not only enhances their communication skills but also promotes a collaborative learning environment. This method ensures that students learn from each other's insights, enriching their educational journey.

- Seminar and Workshop
- Guest Lecture
- Debate
- Case presentation and analysis
- Group work
- Mock session
- E-Content preparation

Problem-solving methodologies.

- Psychological assessment Note
- Case analysis and Discussion
- Peer Counselling
- Community Intervention programs

In addition, our college leverages ICT-enabled tools and online resources to further enhance teaching and learning processes. Faculty members utilize digital platforms, virtual simulations, and multimedia resources to create engaging, interactive lessons that cater to diverse learning styles. Access to online academic databases and e-learning materials empowers students to pursue independent research, encouraging a deeper understanding of their fields. This combination of student-centric methods and technology not only increases engagement but also prepares students for the demands of the modern workforce, making their educational experience both relevant and impactful.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

In our College an effective Mentor-Mentee Scheme is followed through the AAA Schedule. After a student is admitted in the college, the student (Mentee) is assigned to a Mentor. The student Mentee will be under that Mentor until he completes the course. On admission, the students **Actual** academic position is recorded in the schedule and will be with the Mentor. The Mentor after analysing the situation, has several personal discussion with the Mentee, where his anctual **Ambition** is arrived at. Based upon the discussions the students are helped to find the avenues towards their ambition. The students current academic performance is considered through their performance in Internal tests, assingments, seminars and periodical presentations. Those who are vey weak in their subjects are recommended for Remedial classes.

The college employs a comprehensive assessment AAA strategy to evaluate students' learning levels, which informs the college of targeted programs to address their diverse needs. For instance, through regular evaluations such as class tests, semester exams, quizzes and assignments, educators identify individual strengths, areas for improvement and students who may require additional support. In response, the college implements specialized coaching sessions (Bridge course) and workshops focused on key areas, such as writing skills or communication skills. The mentor-mentee program pairs struggling students with experienced peers or faculty, fostering personalized guidance and accountability. Additionally, the college offers brief reading materials and individual conferences to help students deepen their understanding of complex topics. Research conferences provide a platform for advanced learners to present their work, while peer mentorship encourages collaborative learning among students. Additionally the college fosters the learning through participative learning, experiential learning and problem solving methodologies to cater the differential learning needs of the students. This multifaceted approach ensures that all students receive the support they need to thrive academically and personally.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)

2.3.3

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

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Academic Calendars are prepared at the beginning of every year and it is followed systematically. It is prepared by the Office of the Dean in consultation with the other department faculty, under the guidance of the Principal and the Management. It comprises of Syllabus for each department and compartmentalised hours of each unit, topic vise. Alongwith teaching hours, plans are made for Assignments, Seminars, Presentations, Field work visit schedule, Field work plan of action, Research presentation, Internal tests and probable starting date of Semester Exams. It also includes the Rules and regulations of the college, attendance and Examination rules. The teachers prepare Teaching plans in

advance which proves to be guide for the Academic calendar.

File Description	Document
Upload any additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 67

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

2023-24	2022-23	2021-22	2020-21	2019-20
34	35	35	39	36

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document

2.4.2

Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 20.45

2.4.2.1 **Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 9

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	**View Document**
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	**View Document**
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	**View Document**

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 5.9

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 177

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	**View Document**

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 63.16

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five years:**

Response: 12

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	**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 last date of declaration of results during the last five years

Response: 15.6

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*

2023-24	2022-23	2021-22	2020-21	2019-20
21	19	10	7	21

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)

2.5.2

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

Response: 1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	13	2	0	0

2.5.2.2 **Number of students appeared in the examination conducted by the institution year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
330	392	442	540	667

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	View Document

2.5.3

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

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

FLAIR Software is used for the examination in the college. The students' profiles and other basic details are enrolled at the time of their admission. The allotment of subject and finalization of syllabus is officially at the beginning of each semester. The College is using the support of IT for the smooth conduct of the examination.
The software is used in the following areas;

1. Students' Profile

2.Course Code Creation

 3. Internal Marks Entry

4. Hall Ticket Generation

 5. Entry of External Marks

6.Generation of Mark Sheets
(Statement)

7. TC is generated through FLAIR software

File Description	Document
Upload any additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

The college has defined precise learning outcomes for its academic programs and individual courses, along with specific graduate attributes that specify the skills and knowledge students are expected to develop by the end of their studies. These outcomes are fundamental to the assessment process, ensuring that evaluations align with the college's educational objectives. By embedding these outcomes within assessments, the college fosters a clear and consistent framework for evaluating student learning and performance. To improve accessibility and awareness, the college widely shares these learning outcomes and graduate attributes through its syllabi, official website, and displays throughout all departments. This commitment to transparency ensures that students, faculty, and prospective learners are well-informed about the expectations and standards that guide their educational journey. As a result, the college not only promotes accountability but also empowers students to take initiative in their learning paths.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 95.27

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 161

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise	[View Document](#)
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.84

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

Response:

Research Policy

* Identify research areas and topics relevant for academic, practical and social needs.

* Inculcate the culture of research among the faculties to undertake minor and major research projects.

* Sensitize the faculties and students, Research scholars on the recent trends in research by organizing seminars/conferences/workshops.

* Organise training programmes in qualitative and quantitative research methodology for faculties and students.

* Undertake need based and innovative research work on emerging social issues by providing appropriate financial assistance.

* Do projects for Governmental, Non-governmental organisations and Corporates.

* Ensure quality, integrity and ethics in research by providing adequate support and guidance for the research.

* Publish research articles in appropriate International/ National/ Regional journals.

* Facilitate the research scholars for publishing the research work.

Guidelines for Teachers:

* Send at least one research proposal (Minor / Major) in a year to the International/ National funding agencies.

* The periodic monitoring of research projects will be done once in 3 months.

Research Committee: The research committee comprises of the Principal, Director-Research, faculty members with Ph.D, HODs of the research departments concerned.

Research Advisory Committee: (As per the UGC guidelines of 2016 and MKU research guidelines

research advisory committee is constituted.)

* There shall be a Research Advisory Committee for each M.Phil. and Ph.D. scholar. The Research Supervisor of the scholar shall be the Convener of this Committee, the Head of the Department, one member of faculty of the same department and an external expert in the same subject nominated by the University shall be the members.

This Committee shall

* Review the research proposal and finalize the topic of research;

* Guide the research scholar to develop the study design and methodology of research and identify the course(s) that he/she may have to do.

* Review atleast once in six months and assist in the progress of the research work of the research scholar. The review report shall be sent to the Director (Research & Projects) as soon as it is conducted.

* Research scholar shall appear before the Research Advisory Committee once in six months. The six months progress reports shall be submitted by the Research Advisory Committee.

* In case the progress of the research scholar is unsatisfactory, the Research Advisory Committee shall record the reasons for the same and suggest corrective measures. If the research scholar fails to implement these corrective measures, the Research Advisory Committee may recommend to the University with specific reasons for cancellation of the registration of the research scholar. The University shall cancel the registration of such candidates. Course work shall be completed within one year of registration.

* Grades in the coursework, shall be communicated to the University.

* Ph.D. scholar has to obtain a minimum of 55% of marks or its equivalent grade in the UGC 7-point scale (or an equivalent grade/CGPA in a point scale wherever grading system is followed) in the course work in order to be eligible to continue in the programme and submit the dissertation/thesis.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 0.05

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0.05	0	0

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 9.09

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 4

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 12.05

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.09

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

Response: 4

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 6.67

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 2

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

Our college has established a vibrant MISS Innovation & Incubation Centre ecosystem dedicated to fostering entreprenuership,innovation and incubation. This initiative encompasses a comprehensive approach, integrating various components to facilitate the creation and transfer of knowledge and technology. Here's a detailed overview of our efforts:

Innovative Ecosystem Framework

a. Awareness Programs on regular workshops and seminars are conducted to educate students and faculty on Intellectual Property Rights (IPR), Design Thinking, Business Plan Preparation, Entrepreneurial competencies, Schemes and programmes for entrepreneurship, its importance, and its impact on innovation.

a. **Support for Start-ups:**

   The incubation center offers mentorship, knowledge about funding sources and access to industry networks, encouraging students to transform their ideas in to viable businesses.

b. **Collaboration with Industry**:

 Partnerships with **TN EDII ,NABARD, Distcrict Industries Centre ,CED,VAPS** enable students to work on real-world problems, enhancing their practical skills and knowledge application in entreprenuership and innovation. Experts in **TN EDII ,NABARD, CED,VAPS** offered invaluable insights and networking opportunities.

Outcomes and Impact:

The outcomes of these initiatives are :

- Participation in hackthon, idea submission is an evidence for growing culture of innovation.
- Students reported improved employability and entrepreneurial skills, making them more competitive in the job market.
- Students started to evolve as a passionate independent entrepreneur.

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: B. Any 3 of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 1.5

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 3

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)

3.4.3

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

Response: 0.59

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

Response: 26

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Links to the paper published in journals listed in UGC CARE list	[View Document](#)
Link re-directing to journal source-cite website in case of digital journals	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website	[View Document](#)

3.4.4

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

Response: 0.2

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 9

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science

Response: 1

3.4.6

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

Response: 0.5

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 11.3

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.6	8.8	1.9	0	0

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	[View Document](#)
Letter from the beneficiary of the consultancy along with details of the consultancy fee	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution	[View Document](#)
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Response:

Over the past five academic years 2019-2024, the college has actively engaged in various extension activities to fulfil social responsibility. These initiatives benefited the neighbourhood community and sensitized students to understand social issues. The key aspects are as follows.

COVID-19 Relief Initiatives: During the COVID-19 pandemic, college took significant steps to support local communities by distributing free masks, *KabasuraKudineer*, and providing online awareness about safety measures. These efforts reached various rural localities.

Yoga Training Programme: In all the academic years, the college commemorates International Yoga Day. A one-month training programme on Yoga Training was conducted in the year 2022.

Experiential Learning: The College also conducted about 100 experiential learning programmes for social work students. As part of academic fulfilment, social work students participated in concurrent field work, summer placement and block placement to various industries, civil society organisations, hospitals, and government organisations.

Swachh Bharath Activities: Multiple Swachh Bharath campaigns were organized in the campus and nearby communities, old age homes instilled the value of cleanliness, environmental sustainability, and public health.

Child Rights and Legal Awareness: Through a series of webinars and training sessions, students were exposed to social issues such as child marriage, child labour, child abuse, and child trafficking. Collaboration with Childline-1098 sensitized them to the legal and social frameworks for the care and protectionof children.

Health Awareness and Disaster Management: Students participated in a range of health-related activities such as blood donation camps, first aid training, and awareness rallies on congenital heart disease. Additionally, the training in disaster management prepared them to respond to emergencies and enhanced their ability to engage with public health crises and emergencies.

Blood Donation and Health Camp: The College collaborated with the Government Rajaji Hospital to organize 7 blood donation camps. This activity instilled a sense of responsibility among students, encouraging them to engage in life-saving acts of kindness. Additionally, the first aid and disaster management training empowered 145 students with practical skills, preparing them for emergency responses in community health and disaster situations.The NSS Programme officer received award and rolling shield from the District collector Dr.Anish Sekar for organising the maximum number of blood donation camps during the pandemic situation.

Rural Exposure: The NSS Units 104 and 229 conducted two 7-day camps in Ya. Kodikulam and Vavallthottam villages from March 25-31,2023. The second camp organized at Rajakalpatti Village Panchayat from February 21-27, 2024, The MSW students also conducted a rural camp from 27.10.2023 to 02.11.2023 at Rajakalpatti. These camps featured activities such as yoga sessions, Swachh Bharat initiatives, water management awareness, and outreach for unorganized workers, alongside cultural events and educational programmes and aimed to instil social responsibility and environmental consciousness among volunteers.

School Training Programme: The faculty of MISS organised a training programme on stress and time management for 2500 students appearing public exams in 31 Government Higher Secondary Schools. The Social Work students organised 125 outreach programmes.

Thus, the extension activities from 2019 to 2024 significantly impacted the local community while fostering holistic development and social awareness among students.

3.6.2

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

Response: 315

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

2023-24	2022-23	2021-22	2020-21	2019-20
190	19	24	39	43

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.7 Collaboration

3.7.1

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

Response: 7

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

Teaching - Learning and ICT

The college has comprehensive infrastructure designed to support both administrative and academic functions. The institution features one administrative block alongside four academic blocks, which collectively houses 26 classrooms. These classrooms are designed to be spacious, well-illuminated, and furnished to create an optimal learning environment. Equipped with Information and Communication Technology (ICT) tools, these classrooms facilitate an interactive teaching and learning process, allowing faculty members to enhance their instructional methods.

In addition to the classrooms, the college has three seminar halls, one of which is air-conditioned. These seminar halls are outfitted with modern amenities, including high-quality LCD projectors and sound systems, making them ideal venues for a wide range of academic events such as seminars, workshops, and guest lectures. The campus also features an alumni auditorium, indoor auditorium and an open-air auditorium, which provide versatile spaces for various gatherings, cultural events, and community activities, thereby enriching the overall Campus experience.

The campus has CCTV camera to ensure the safety of all the students. Ramp facility is provided for easy access to the physically challenged people. MODERNLIB, FLAIR EMS software are used for the Management Information System. Fire Extinguishers are available in the campus.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.

Sports and Games:

The College has a comprehensive range of sports facilities, encompassing both indoor and outdoor options. The indoor sports area, which doubles as an auditorium, spans an impressive 7,576 square feet and serves as a venue for students to engage in various activities such as badminton, table tennis, carom, and chess. For outdoor sports, the college grounds are utilized for a variety of games and events, including shot-put, 100 meter race, kabaddi, Ring ball, Volley ball and kho-kho. To encourage student participation in sports events beyond the campus, the institution provides essential support, including on-

duty.

Gym: Gym facility is available in the campus for both 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. The International Yoga Day is being observed every year on 21st June.

Cultural Activities

The Institution is proud to have a committed cultural team that works under the Cultural Committee's direction. This group takes great pride in planning cultural activities for significant occasions including Republic Day, Independence Day, Foundation Day, and the Pongal Celebrations. Furthermore, students showcase their abilities through cultural performances at various gatherings and interdepartmental programs. The college cultivates a culture of involvement and excellence in cultural pursuits by inspiring and motivating students to participate in intercollegiate competitions and events.

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

4.1.2

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

Response: 15.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
1.01356	0.68445	2.65297	16.80730	3.10236

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

Integrated Library Management System (ILMS)

In the 2018-19 academic year, the library introduced the automated system 'MODERNLIB', a user-friendly software designed to meet students' information needs. It offers features like checking book availability, tracking borrowed items, and accessing user information, enhancing the library experience. The library also offers an Online Public Access Catalogue (OPAC) system, facilitating easy access to its collection. The college uses version V.1.0.0 of MODERNLIB.

Subscriptions of e-resources and journals

In addition to its physical collection, the college has subscribed to the INFLIBNET N-List, which significantly enriches the educational experience. This subscription grants users access to a diverse array of electronic resources, including e-books and e-journals, thereby broadening the scope of available materials for research, present curriculum and further study. The library has 18571 volumes of choice books in Social work, Psychology, Management, Computer Science, Commerce, English and General, and has subscribed for 16 National and International journals.

Faculty and Students Footfalls

The library in the Institution sees an average daily footfall of 50 users, comprising both students and faculty. This consistent usage highlights the library's role as an essential resource for academic activities and research. The steady flow of users reflects the library's importance in supporting the educational needs of the community.

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

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 0.9

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.19900	0.11750	0.05942	0.83792	0.22278

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution's commitment to maintain state-of-the-art IT facilities is crucial for ensuring effective performance, security, and overall user satisfaction. This is manifested in the regular and strategic updates to both hardware and software, which help to sustain a modern IT environment capable of supporting the diverse needs of students, faculty, and staff in an increasingly digital landscape.

Recognizing the growing demand for online resources, the Institution increased its internet bandwidth to 100 Mbps, ensuring high-speed Internet access to all the users. This expansion supports simultaneous access to online learning platforms, and digital resources without compromising in speed or connectivity. The following softwares are used in our Institution to impart the teaching and learning, smooth functioning of the library and maintaining the system.

1. FLAIR EMS Software

2. MODERNLIB

3. Tally

4. Firewall -Anti-virus software is installed with automatic updating provision

5. 158 Computers with UPS backup facility

Risk Management

College office, Library and the office of the controller of examination maintain data backup through secondary storage devices

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

4.3.2

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

Response: 2.55

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

Response: 158

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

The faculty of Madurai Institute of Social Sciences is actively utilizing Open Broadcaster Software (OBS) for recording lecture videos, which are then uploaded to online platforms such as the institute's Learning Management System (LMS) and YouTube. This initiative is aimed at enhancing the accessibility of academic content for both our students and a wider audience beyond the college. The use of OBS software aligns with the institute's commitment to leveraging technology for educational excellence. The software enables faculty to create high-quality video content with integrated presentations, screen captures, and voice narration, making complex topics easier to understand. This approach not only benefits current students but also provides a valuable learning resource for others interested in the subjects taught at our college. These recorded lectures serve as a repository of knowledge, accessible at any time, helping students who may have missed live classes or wish to review topics at their own pace. Additionally, by sharing content on YouTube, the institution extends its educational outreach, contributing to the global academic community.

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 99.24

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2023-24	2022-23	2021-22	2020-21	2019-20
29.36488	51.38387	35.73786	30.05251	11.82277

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	View Document

4.4.2

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

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The institution has established comprehensive systems and procedures for maintaining and utilizing its physical, academic, and support facilities, ensuring that they remain in excellent condition and are effectively used to enhance the educational experience. These policies are regularly reviewed and updated to meet the evolving needs of the institution.

Maintenance and Utilization Policy Overview

Computer Lab:

Maintenance: The College has 4 computer labs which consists of 158 desktop computers. Regular inspections and maintenance schedules are in place to ensure that all computers are functional and up-to-date. A technical staff is assigned to monitor the condition of computers. Preventive maintenance is conducted quarterly, while more in-depth checks are performed annually.

Utilization: Access to laboratories is governed by a timetable that aligns with the academic schedule. Students can use the labs during designated hours for practical sessions, research projects, and independent study.

Library:

Maintenance: The library follows a structured maintenance plan that includes regular checks of the physical space, shelving, and digital resources. The library staff ensures that books, journals, and digital resources are up-to-date and in good condition. An annual inventory is conducted to assess the condition of the collection.

Utilization: The library is accessible to students, faculty, and staff on all working days. An OPAC

(Online Public Access Catalogue) system allows users to search for availability of the resources in the library. Additionally, the library offers study spaces, computer terminals, and access to online resources. Policies ensure that resources are fairly distributed, with borrowing limits and return deadlines in place.

Sports Complex:

Maintenance: The sports complex is monitored by the Building Committee that oversees the facilities. Regular cleaning, equipment checks, and surface repairs are conducted to ensure safety and usability.

Utilization: The sports complex is available to students, faculty, and staf.

Computers and IT Facilities:

Maintenance: The Lab technician is responsible for maintaining all computers and related equipment, which includes carrying out regular software updates, hardware checks, and monitoring the network. When technical issues arise, the technician efficiently addresses them upon notification.

Utilization: Computer labs and IT facilities are available to students and staff for academic and research purposes. Users must adhere to the institution's IT usage policies, which cover responsible use, data security.

Classrooms:

Maintenance: Regular cleaning, repairs, and equipment checks are done. Audio-visual equipment, seating, and lighting are inspected periodically to ensure they meet the standards required for effective teaching and learning.

Utilization: Classrooms are allocated based on the academic schedule, with adjustments made to the needs. The institution promotes the efficient use of classroom space, and a central scheduling system helps avoid conflicts and optimize space utilization.

Continuous Improvement

The institution's approach to maintain and utilize these facilities is rooted in a commitment to continuous improvement. The proactive approach ensures that all facilities remain conducive to learning, teaching, and overall well-being.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 10.59

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

2023-24	2022-23	2021-22	2020-21	2019-20
41	75	73	60	63

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

The Placement Cell of Madurai Institute of Social Sciences actively supports student's career development from the first year onwards. Training includes communication skills and personality development soft skills, quantitative aptitude, logical reasoning, and verbal reasoning. The trainings were

conducted by the in-house trainers and by the industrial experts. Mock interviews are conducted to prepare students face real-world interview scenarios. The placement cell organizes on-campus and off-campus interviews, job fairs with participation from leading industries, and collaborates with the Tamil Nadu Employment Exchange and Career Guidance Cell to connect students with job opportunities.

Centre for Counselling and Guidance offers individual and group counselling, including e-counseling. In addition to its services for students, the centre extends its support to local schools, industries and the public. Regular seminars and workshops are arranged to enhance the knowledge and well-being of students and faculty members.

The Centre for competitive examinations assists students in preparing for competitive exams such as the Civil Services Examination and Tamil Nadu government exams, emphasizing holistic education to help students face both academic and life challenges.Alumni play a key role in supporting final-year students by organizing awareness programs, sharing valuable insights into exam preparation for TNPSC Group II, IV, and UGC-NET, among other competitive exams.

5.1.3

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

1. **Soft skills**
2. **Language and communication skills**
3. **Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 42.19

5.2.1.1 **Number of outgoing students placed and progressed to higher education during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
87	104	110	115	38

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2.2

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

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.67

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
10	4	4	0	0

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years

Response: 0

5.3.1.1 **Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted**

as one) year wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

5.3.2

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

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The Student's Council at Madurai Institute of Social Sciences is actively involved in organizes many programmes. It operates through subcommittees like the Sports Committee, Cultural Committee, Discipline Committee, and Prayer Committee. The participation of the students in these commites provide them an opportunity to enhance their organizational skills, program planning, and overall personal development.

The College emphasizes participative management and decentralization, ensuring that students have representation on key academic and administrative bodies. Students are involved in committees such as the 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 also includes student coordinators who support the placement activities. Additionally, students are represented on the Internal Quality Assurance Cell (IQAC), providing a platform for them to share ideas and contribute to the institution's development.

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

5.3.3

The institution conducts / organizes following activities:

   1. Sports competitions/events

    2.Cultural competitions/events

    3.Technical fest/Academic fest

    4.Any other events through Active clubs and forums

Response: B. Any three of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	**View Document**
List of students participated in different events year wise signed by the head of the Institution	**View Document**
Institutional data in the prescribed format (data template)	**View Document**
Copy of circular/brochure indicating such kind of activities.	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 0

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The Alumni of the college work in different industries and in different sectors across the state, country and the world. Since from its inception, the college has produced innumerable alumnus who contribute to the college in terms of sharing their knowledge and expertise to the budding professionals. The skills and experiences of the alumni are effectively utilized by the college to provide hands on training to the students. Alumni members regularly visit the college and address the students on various areas such as the present job markets, skills and competencies to be developed and share their knowledge base by focusing and relating the concepts in the curriculum. The college organized training programs, capacity building programs, guest lectures and workshops by inviting the alumni. As a result, the students experience a new learning environment and understand the trends in the current scenario. The strength of the college is Alumni Network. On its Foundation Day Celebrations, the college organizes alumni meet every year. Majority of the alumni participate in this mega event organized by the college to share their pleasant memories and to guide the students. This celebration provides a platform for the students to build rapport with their seniors which would be immensely beneficial for their education and employment. In fact, most of the students of the college are placed through the alumni network. On the one hand, the college takes initiative to discuss frequently to know the vacancies in the organization and on the other, the alumni also volunteer themselves to inform the existing vacancies either in the organization they work or in some other organization and thereby the placement of the students is attained. It is noteworthy to highlight that the term SKILL CONNECT was coined recently by one of the meritorious alumnus of the college for developing the soft skills of the students by organizing the skill development programs with the fullest cooperation and support of the alumni. As a result, so far the college organized 11 skill connect programs successfully during the past two academic years for the final year UG and PG students. The final year students were immensely benefitted out of these programs and felt that such kind of programs would definitely help them to develop their personality and to face the job interviews assertively. By engaging the alumni in the academic activities, the college makes them to feel proud and the college also feels proud by exhibiting the achievements made by the alumni. The students get inspired when they meet and interact with the alumni in different avenues created by the college. During the course of the industrial visit, the college organizes an exclusive one day students' enrichment program for the PG students where the alumni come and interact with the students. Hence, the contribution of alumni for the development of the students and the college is quintessential.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

Governance in tune with the vision and mission

The college was established with a view to mobilize the students especially from the rural areas with a motto of providing quality education to them. It develops skilled human resources in different disciplines through education, training and research. The strength of the college is the Morning Prayer, which preaches the values and helps the students to understand the significance of helping needy, self scarification, feeding poor, magnanimity, caring the sick and work for the holistic well being of the people. These messages results in positive vibes and helps to reduce conflict and ensure peace.

Governance and Leadership

The teaching staffs are headed by Principal, the non-teaching staffs are headed by Superintendent and the principal, and all are headed by the Management.

NEP Implementation

- Multidisciplinary programmes
- Interdisciplinary courses are offered in different programmes
- Outcome Based Education in all the programmes
- Choice Based Credit system
- Encourage online courses
- Enrich the skills of the students through training, internship and research

Sustained Institutional Growth

The college was started with four students. In the initial years, it offered only Master of Social Work in Aided Stream. After having completed the Silver Jubilee Celebrations, different programmes were introduced over a period of time. It was recognized as research centre in 1990 by MKU and became autonomous institution in 2009. Three cycles of NAAC Accreditation was completed. At present, 8 UG programmes, 1 PG Programme in Aided and Self Financing Streams and 1 PhD Programme are offered.

Decentralization

The Principal monitors academic and research activities of college. Teaching staffs are assigned with responsibilities such as Dean, IQAC Coordinator, Head of the Departments, NSS officers and so on. Similarly, non-teaching staff members were given with responsibilities. Responsibilities are shared for effective functioning.

Students' Council

The College conducts Students' Council Election every year. Council takes the responsibility for organising the cultural and sports events. The grievances of the students are channelized through the council.

Board of Studies

Under the guidance of the Head of the Departments, the curriculum is designed. All the staffs are the members of the Board of Studies.

Academic Council

Academic Council Comprises of the University Nominees, Principal, Dean, HoDs, Teaching Staff members and representatives of the students.

Short Term Plans

- Introduce internship training to all UG programmes
- Enhance research aptitude of students of UG programmes through research projects
- Sensitize students on different schemes on a periodic basis

Long Term Plans

- Launch new programmes that meet the requirements of present job market
- Collaborate with various organisations in different sectors for training and
- Application of ICT tools in educating the students
- Encourage the students for effective and meaningful utilization of online learning
- Get more funded projects for carrying out action research
- Liaison with various organisations for consultancy works
- Organize need based programmes in adopted villages and other areas
- Strengthen campus placements

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Response:

Functioning of the bodies

Institutional bodies such as Board of Studies, Academic Coucil, Interanl Quality Assurance Cell, Controller of Examinations and the Placement Cells are functioning effectively as per the guidelines of the UGC with the support of teaching and non-teaching staff members.

Administrative Setup

The Principal is subordinated by the Head of the Deparmtents, teaching and non-teaching staff

Appointment

The teaching and non-teaching staff members of the Aided Stream were appointed as per the norms presscribed by the Government. For the Self-financing streams, the management appoints the teaching and non-teaching staff as per the requirements.

Service Rules and procedures

The rules prescribed by the Government are followed. The Tamil Nadu Private Colleges (Regulation) Act is applicable.

File Description	Document
Upload any additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide the link for additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

1. **Administration including complaint management**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examinations**

Response: B. Any 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

Performance Appraisal System

The performance of the staff members is evaluated once in a year in the prescribed format. The accomplishments of staff members in teaching, learning, research, outreach proagrammes and number of events participated by them in the other institutions are measured so as to enable them to understand the areas for improvement. As a result, all the staff members contributed their level best and equipped them professionally.

Welfare measures

- Casual Leave
- Earned Leave
- Medical Leave to the applicable staff members

- Maternity Leave
- On Duty
- Provision of One Hour Permission for two times in a month
- Employees' Provident Fund
- Gratuity
- Employees' Pension
- Contributory Pension
- First Aid
- Yearly increment
- Wi-Fi
- Seed money for need based projects
- COVID Vaccination campaigns in the college
- Iron tablets

Career Development and Progression

Teaching staff members are permitted to Participate in the Professional Development Programmes, Orientation/Induction Programmes, Refresher Courses, Semianrs, Conferences and Workshops in different capacities. They are motivated to present the papers in the international and national conferences and to publish the scientific papers in the reputed journals. They were provided with the opportunities to serve as the External Examiners for paer valuation, viva voce examinations and question paper setting. The staff members are assigned with various academic and administrative responsibilities which inturn contribute for their self and professional development.

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

6.3.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 51.64

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
15	20	14	7	7

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

Response:

Mobilization of Funds

Funds were mobilized from

- National Commission for Women,
- National Institute of Social Defence,
- Government of Tamil Nadu,
- UBA for funded research projects.
- The well-wishers and philanthropists donated fund to the college.

Utilization of Funds

- The funds mobilized for projects were utilized for remuneration to the research assistants, preparation of research reports and other miscellaneous expenses.
- Funds were also utlilized to purchase the books and to provide cash prizes to the students who excel in academics.

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

6.4.2

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

Response: 0.67

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise**

during last five years *(not covered in Criterion III and V)* **(INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
0.02296	0.01684	0.13190	0.50000	0

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the sanction letters received from government/ non government bodies and philanthropists	[View Document](#)
Annual audited statements of accounts highlighting the grants received	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

Response:

- The Annual Internal Audit was done by the college.
- The External Audit was not conducted.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

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

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

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

Response:

Outcome Based Education

The Programme Outcomes, Programme Specific Outcome and Course Outcomes were prepared with the cooperation and support of all the staff members and the Outcome Based Education was introduced to enable the teachers and students to understand the purpose of learning.

Blended Learning

COVID-19 has provided lot of avenues to understand the usage of ICT tools for teaching and learning. As a result, many tools were applied for online education during the COVID-19 and a few of the same are in application because of the consistent follow-up and motivation from the IQAC encouraging blended learning.

File Description	Document
Upload 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

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

Response:

Teaching Learning Process

Teaching Learning Process was reviewed through periodic faculty meetings. In the staff meeting, all he teachers used to share thier teaching practices and innovative practices such as application of ICT tools in teaching and learning were highly appreciated. The teachers prepare the lesson plan during the commencement of every academic year to highlight the structure and methodology of teaching. The lesson plans are uploaded in the Google Classroom after a review by the committee constituted by the principal.

Learning Outcomes

The college adopted Outcome Based Education. The Learning Outcomes are measured throguh internal assessments like internal tests, assignments and seminars and through End Semester Examinations. The meeting of the awards committee was conducted twice in a year where the learning outcomes of the students were deliberated for further improvement.

Contributions of IQAC

The IQAC meeting was conducted every year as per the guidelines prescribed by the UGC. The areas to be focused were discussed in all the mettngs and the same were reviewed periodically to ensure that the quality is strengthened gradually.

Improvements made

- Outcome Based Educaiton was introduced
- Online teaching and learning were entertained
- ICT tools were applied in the teaching, learning and evaluation
- Professional Development Programmes were organized
- Funded research projects were done
- Webinars, workshops and seminars were conducted
- Skill Connect Programmes were organized in collaboration with MISS Alumni
- Innovative evaluation criteria were implemented for internships and research
- Cultural and Sports events were organized
- Staff members participated in more professional development programmes and published research papers

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

6.5.3

**Institution has adopted the following for Quality assurance*:*

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**

5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: C. Any 3 of the above

File Description	Document
NIRF report, AAA report and details on follow up actions	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The college has integrated gender equity and sensitization into academic activities, ensuring that gender equity is discussed and practiced within the campus community and the college also conducted a gender audit for the past two years.

To raise awareness about the effects of child marriage, the institution organized a dedicated awareness program that highlighted the adverse impacts of early marriage on girls' education, health, and overall development. This was complemented by a series of webinars, including one on women's safety, which addressed critical issues such as personal safety measures, legal rights, and available support systems for women. Another webinar focused on gender equality, exploring the societal norms and stereotypes perpetuating gender disparities and discussing actionable strategies to achieve equality.

The college also facilitated a guest lecture on the reservation policy, helping students and faculty understand the importance of affirmative action in fostering equal opportunities for all genders. In observance of International Women's Day, the campus was abuzz with activities, including a signature campaign advocating for gender equality, and an interdepartmental competition that encouraged creativity and expression around the theme "Each for Equal."

To support women on campus, the institution has organized specific programs aimed at empowering them with knowledge and skills. For instance, a seminar on women entrepreneurs and managing business operations provided valuable insights into the challenges and opportunities faced by women in the business world. Online menstrual hygiene training for girls offered crucial information on health and well-being, breaking taboos and fostering a more supportive environment.

The institution has also taken steps to combat gender-based violence through observances like the International Day for the Elimination of Violence Against Women and seminars such as "Stop Violence Against Women." These events not only raised awareness but also provided resources and support for those affected. A panel discussion on gender equality in innovation and technology underscored the need for inclusive practices in emerging fields, encouraging more women to participate and lead in these areas.

Moreover, the college has conducted seminars on various topics, including self-development and child-rearing beliefs and practices, which further reinforce the importance of gender-sensitive approaches in all aspects of life. The awareness program on dignity for all in practice emphasized respect and equality as

foundational values within the campus community.

Through these comprehensive and varied programs, the institution has made significant strides in fostering a culture of gender equity. These efforts are reflected in the facilities and support systems available to women on campus, including safe spaces, counseling services, and educational resources. By integrating gender sensitization into both academic and extracurricular activities, the institution continues to pave the way for a more equitable and inclusive future.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

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

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

Response:

Degradable Waste:

The college has implemented a comprehensive system for managing degradable waste. Waste is periodically collected and separated from each block of the college. Biodegradable waste is deposited into a composting pit, while the Madurai Corporation collects non-biodegradable waste. Electronic waste is repurposed for classroom demonstrations. Organic waste, such as food scraps and garden clippings, is collected separately and used to enhance campus greenery. The institution actively promotes awareness and practices among students and staff to minimize food waste in the canteen and dining areas, ensuring that organic waste is effectively utilized to support environmental sustainability.

Non-Degradable Waste:

The college has set up a recycling program for non-degradable waste. The collected recyclables are sorted and sent to local recycling centers where they are processed and repurposed. To manage electronic waste, the institution hosts periodic e-waste collection drives are used for demonstration class. Through these facilities and programs, the institution demonstrates its commitment to sustainable waste management practices, encouraging a culture of responsibility

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

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

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs of the facilities	[View Document](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

The Green Campus Initiative:

The Green Campus initiative of the college is a comprehensive approach to creating an environmentally sustainable and eco-friendly learning environment. It encompasses practices aimed at conserving resources and promoting green activities. As part of this initiative, the institution has established a **Herbal Garden** that promotes the cultivation and awareness of medicinal plants. This project not only beautifies the campus but also educates students and staff on the value of medicinal plants and sustainable living, aligning with the broader goals of environmental responsibility.

Use of Bicycles:

As part of the Green Campus initiative, the institution actively encourages the use of bicycles. Bicycle stands are conveniently located on campus to accommodate students and staff's cycles. Additionally, students are encouraged to use energy-efficient vehicles that produce zero emissions, contributing to a cleaner and healthier campus environment.

Ban on the Use of Plastic:

The college has implemented a strict ban on the use of single-use plastics inside the campus. Canteen areas have transitioned to serving food and drinks in eco-friendly containers. This initiative has significantly reduced the amount of plastic waste generated on campus and has raised awareness about the environmental harm caused by plastic pollution.

The institution has also undertaken extensive tree-planting drives and created lush green spaces, which enhance the beauty of the campus while providing ecological benefits.

These efforts including the creation of the Herbal Garden not only contribute to environmental preservation but also instill a sense of responsibility and awareness in the campus community, preparing students to be conscientious global citizens.

File Description	Document
Policy document on the green campus/plastic free campus	[View Document](#)
Geo-tagged photographs/videos of the facilities	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date.	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

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

Response:

Differently-Abled (Divyangjan) Friendly, Barrier-Free Environment at the Institution

Our college is dedicated to fostering an inclusive and accessible environment for all students, including those who are differently-abled (Divyangjan) and implemented several key features to ensure that our campus is barrier-free and supportive of individuals with mobility challenges. Below are the primary components of our barrier-free environment:

1. Ramps:

To facilitate easy access to all buildings, our institution has installed ramps at every entrance. These ramps are designed with a gentle slope to ensure safety and ease of use for individuals who use wheelchairs or mobility aids. The ramps are constructed with non-slip surfaces to prevent accidents, and they are placed at key locations around the campus, including entrances, library, and classrooms. This ensures that differently-abled students can move freely and independently throughout the campus.

2. Scribers:

In our commitment to providing academic support, the institution offers scribes for students who require assistance with writing due to physical disabilities. The availability of scribes is communicated clearly to all students, and arrangements are made well in advance of exams to accommodate individual needs.

3. Wheelchairs:

To assist students with mobility impairments, the institution provides wheelchairs for use on campus. The provision of wheelchairs helps to address any unexpected mobility issues and ensures that all students can participate fully in campus activities.

4. Awareness and Support:

The College promotes awareness and understanding of the needs of differently-abled students through ongoing training for staff and students. By fostering a culture of empathy and inclusivity to ensure that all students feel welcomed and valued within the campus community.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

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

Response:

Institutional Efforts in Providing an Inclusive Environment

The institution is dedicated to fostering an inclusive environment that promotes tolerance and harmony across cultural, regional, linguistic, communal, socioeconomic, and other diversities. Daily morning prayers help instill a sense of unity and spiritual well-being among students and staff. Regular seminars on topics like the reservation policy educate and promote understanding of societal frameworks supporting inclusion and diversity. Tamil literature reviews celebrate regional linguistic heritage, fostering respect for cultural and linguistic diversity. Constitution Day is observed to educate students about democracy, equality, and justice. Special days like Youth Day, Yoga Day, Women's Day, and Pongal are celebrated to promote cultural appreciation and well-being. Blood donation camps and Mental Health Day activities promote social responsibility and health awareness. Programs on the prevention of human trafficking raise awareness and promote social justice. Observing Social Work Day and Human Rights Day highlights the importance of social causes. National days like Independence Day and Republic Day instill a sense of national pride and unity. Competitions on elections promote awareness of democratic processes and civic participation. These efforts collectively create an environment where diversity is celebrated, and tolerance and harmony are promoted across various dimensions of society.

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

7.1.9

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

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

The college actively celebrates national festivals to foster patriotism and promote civic consciousness among students. These events are vital for instilling a sense of nationalism and recognizing the contributions of freedom fighters and national leaders. With great enthusiasm, faculty, staff, and students come together to commemorate these occasions, emphasizing the values of peace, unity, and love within the community. Through participation in these celebrations, students gain a deeper understanding of their role in society and the importance of community involvement.

The college sensitizes students and employees to constitutional obligations, values, rights, duties, and responsibilities of citizens through essential educational programs. Celebrations of Independence Day and Republic Day, along with discussions on social work education, the importance of a nonviolent economy, and solutions to climate change, are conducted. The institution observes Nutrition Week and World Suicide Prevention Day to emphasize their importance to students. Water management programs are also implemented. Additionally, the college conducts basic life-supporting programs, promotes

dignity for all through government poverty alleviation programs, raises awareness on World Tsunami Awareness Day, and organizes poster-making activities to stop violence against women. In their third year, all students take an environmental studies course that helps them understand the importance of the ecosystem and the environment.

The college provides important education on constitutional rights, ideals, obligations, and responsibilities. Various topics covered include the Rise of Democracy, Human Rights Day, National Voters Day, Signature Campaign on Gender Equality, World Consumer Day, and National Administrative Day.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

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

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

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

7.2 BEST PRACTICES

1. Best Practice: Effective Newspaper Reading

1. Title of the Practice

Effective Newspaper Reading for Enhanced Knowledge and Awareness and increasing reading skills

2. Objectives of the Practice

- To cultivate a habit of regular newspaper reading among students.
- To enhance students' knowledge of current affairs, politics, economics, and social issues.
- To improve language and comprehension abilities.

3. The Context

In today's fast-paced world, staying updated with current events is essential. Newspapers provide a

comprehensive source of information on various subjects. However, students often struggle to keep up with regular reading due to academic pressures and digital distractions. This practice aims to integrate newspaper reading into students' daily routines, making it an engaging and educational activity.

4. The Practice

The practice of effective newspaper reading involves several key strategies to ensure students derive maximum benefit from their daily reading sessions. Firstly, it is essential to allocate a specific time each day for newspaper reading, preferably in the morning, to help students start their day informed and engaged. Selecting reputable newspapers that cover a wide range of topics is crucial, and students should be encouraged to read different newspapers to gain diverse perspectives on various issues. To make the reading process more effective, students should be guided on reading strategies such as skimming headlines, focusing on editorials and opinion pieces, and identifying key information quickly and accurately.

5. Evidence of Success

Enhanced Knowledge: Students demonstrate a better understanding of current events and global issues.

improved Analytical Skills: Regular discussions and debates show improvement in students' critical thinking and analytical abilities.

6. Problems Encountered and Resources Required

Initial Resistance: Some students may initially resist the habit of regular reading due to lack of interest or time management issues.

7. Resources Required

Guidance and Support: Assign faculty members or mentors to guide and support students in their reading practice.

2. Best Practices

2. Alumni-Driven Skill Development Initiatives under "Miss Skill Connect

2. Objective of the Practice:

The primary objective of the "Miss Skill Connect" programme is to enhance students' employability and entrepreneurial skills by leveraging the expertise and experiences of the alumni of Madurai Institute of Social Sciences (MISS). The program aims to bridge the gap between academic knowledge and job requirements, ensuring students are well-prepared for the dynamic job market.

3. The Context:

In today's competitive job market, possessing academic qualifications alone is insufficient. Practical skills and industry-specific knowledge are crucial for securing employment and succeeding professionally. The alumni of MISS, having established themselves in various fields, possess invaluable

insights and skills that can significantly benefit current students. "Miss Skill Connect" serves as a platform to connect students with these alumni, facilitating the transfer of knowledge and skills.

4. The Practice:

Identification of Alumni: A comprehensive database of alumni is maintained, detailing their professional achievements and areas of expertise.

Program Design- Based on the identified skill gaps and industry trends, specific skill development programs are designed. These include seminars and hands-on training sessions.

Alumni Engagement Alumni are invited to participate as mentors, trainers, and speakers. Their real-world experiences provide students with practical insights and industry-relevant skills.

Interactive Sessions: Programs are designed to be interactive, encouraging students to actively participate, ask questions, and engage in discussions.

Feedback Mechanism: Continuous feedback is sought from both students and alumni to improve the quality and relevance of the programs.

5. Evidence of Success:

Students who have participated in "Miss Skill Connect" programs have reported higher success rates in job placements and internships, indicating increased employability. Both students and Alumni have given positive feedback, emphasizing the program's effectiveness in bridging the gap between academic learning and professional requirements. Additionally, the initiative has gained recognition within the academic and professional community, highlighting the strength of the alumni network and the institute's commitment to student development. The success of "Miss Skill Connect" highlights the importance of a strong alumni network in contributing to the holistic development of students.

6. Problems Encountered and Resources Required:

Engagement: Keeping students consistently engaged, requires innovative and dynamic content. Regular updates and incorporating emerging industry trends help maintain student interest.

7.3 Institutional Distinctiveness

7.3.1

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

Response:

7.3.1 Institutional Distinctiveness:

7.3.1 Institutional Distinctiveness: Skill Connect Programme, Madurai Institute of Social Sciences (MISS)

The college stands out for its distinctiveness in promoting holistic student development by integrating soft skills training, entrepreneurship education, and strong alumni engagement. This unique approach ensures that students are equipped with both personal and professional competencies, preparing them for careers in fields such as social work, human resource management, psychology, and community development. At the core of this distinctiveness is MISS's Skill Connect Programme, a series of initiatives designed to foster student growth and success by combining academic excellence with practical, real-world applications.

Alumni Network: A Key Driver for Student Growth:

The Alumni network at MISS plays a pivotal role in shaping student experiences beyond the classroom. Comprising professionals who have excelled in various sectors, this network acts as a bridge between academic learning and industry application. The institution actively involves its alumni in student-centric activities, ensuring that current students benefit from industry insights, career opportunities, and practical guidance.

Key contributions of the alumni network include:

Mentorship Programs: Alumni mentor students by offering career advice, personal guidance, and networking opportunities. This mentorship helps students understand the challenges they will face in the workforce, making them more resilient and adaptable.

Skill Development Workshops: Alumus conduct workshops focusing on essential skills such as leadership, communication, and problem-solving. These workshops provide practical insights, helping students develop the soft skills necessary for professional success.

Job Placement Assistance: Leveraging their extensive industry connections, alumni provide job placement support to students. This initiative significantly enhances students' employability, many of whom secure positions in prestigious organizations across sectors like NGOs, government bodies, and corporate firms.

Focus on Soft Skills and Technical Competencies

MISS's Skill Connect Programme emphasizes the importance of developing both soft skills and technical competencies. These initiatives are designed to ensure students are well-prepared for personal and professional success, aligning with the institution's mission to produce socially responsible and industry-ready graduates.

A flagship component of the program is the Bridge Course on Global Vision of English, conducted by

the Department of English. This course focuses on improving students' communication skills and life skills, particularly in the areas of listening, speaking, reading, and writing (LSRW). The course is particularly critical for preparing students for interviews, group discussions, and workplace communication, thereby equipping them with the tools needed to thrive in a competitive job market.

Entrepreneurship and Innovation

MISS prioritizes entrepreneurship and innovation through its Innovation and Incubation Centre. Several workshops are held to encourage entrepreneurial thinking and develop practical business skills among students.

Key workshops include:

Workshop on Intellectual Property Rights (IPR): Sponsored by EDII Tamil Nadu, this workshop educated students on the importance of protecting business ideas through patents, trademarks, and copyrights. This session was crucial in helping students understand the need for intellectual property protection in entrepreneurial ventures.

Design Thinking Workshop: This interactive workshop introduced students to the five stages of design thinking—empathize, define, ideate, prototype, and test. Students were encouraged to brainstorm innovative solutions to business challenges, fostering creativity and teamwork.

Business Plan Preparation: Focused on the critical aspects of creating a business plan, this workshop provided students with practical templates and hands-on experience in drafting comprehensive business proposals. Participants learned the importance of planning and structuring a business for long-term success.

Entrepreneurial Competencies Workshop: Led by Mr. Mithun from JEKA Corporate Services, this session provided insights into turning conventional ideas into innovative ventures. The workshop highlighted the role of social media, networking, and community engagement in promoting entrepreneurial activities.

Collaboration with Government Programs

MISS's commitment to fostering entrepreneurship is further demonstrated through its collaboration with Government schemes that support aspiring entrepreneurs. Workshops like Schemes and Programs for Young Entrepreneurs, led by experts from the District Industries and Centre (DIC), introduced students to financial assistance programs such as:

New Entrepreneur-Cum-Enterprise Development Scheme (NEEDS)

Prime Minister's Employment Generation Programme (PMEGP)

These programs offer financial aid, loans, and subsidies, helping students launch their entrepreneurial ventures with the necessary support from Government institutions.

Conclusion

MISS Skill Connect Programme, which combines a robust alumni network, comprehensive soft skills training, and entrepreneurship development. Through initiatives like the Bridge Course on Global Vision of English, workshops on IPR, and hands-on training in business planning, MISS ensures that its students are academically proficient, socially responsible, entrepreneurial, and prepared for real-world challenges.

MISS exemplifies institutional distinctiveness by providing students with the skills, knowledge, and resources they need to succeed. The Skill Connect Programme serves as a model for holistic education, ensuring that students graduate with the capabilities to thrive in their chosen fields while contributing positively to society.

File Description	Document
Appropriate webpage in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

- The curriculum of the college is revised periodically to meet the requirements of local, regional and global job markets.
- The teaching learning process is based on the academic calendar and handbook and the periodic review was done in the faculty meetings.
- The College mobilised funds for the reserch projects and the faculty members published research papers in the journals, edited books and conference proceedings.
- An admirable infrastructure and administriative building is the added value for the college. The library has many books and journals.
- The college provides scholarships to the students and motivates them for higher education, entrepreneurship and placements.
- The Governance is based on the vision and mission and has a visionary leadership who strives to exectue the strategic and perspective plans.
- A distinctive college that organizes programmes on Gender Senstivity and all its practices are innovative and unique.

Concluding Remarks :

As a higher educational institution, the college is doing wonders by

- updating the curriculum and developing the competencies,
- ensuring the effective teaching learning process,
- carrying out the research projects and publishing research papers,
- strengthening the infrastructure facilities,
- providng scholarships and linking the students with alumni for placements,
- executing its vision and mission through exemplary activities and services and
- maintaining the conducive academic environment through various events and programmes.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
3.4.1	**The Institution ensures implementation of its stated Code of Ethics for research.** The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.) 3. Plagiarism check through software 4. Research Advisory Committee Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has considered the supporting document and made changes accordingly
5.3.3	**The institution conducts / organizes following activities:** 1. **Sports competitions/events** 2. **Cultural competitions/events** 3. **Technical fest/Academic fest** 4. **Any other events through Active clubs and forums** Answer before DVV Verification : A. All four of the above Answer After DVV Verification: B. Any three of the above Remark : DVV has considered the supporting document and made changes accordingly
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year-wise during the last five years** Answer before DVV Verification: 	2023-24	2022-23	2021-22	2020-21	2019-20
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0	0	2	7	1 | Answer After DVV Verification : | 2023-24	2022-23	2021-22	2020-21	2019-20
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0	0	0	0	0	 Remark : DVV has considered the supporting document and made changes accordingly and made output as 0 as no teacher has been provided with the financial support of 2000 or more.

6.5.3	**Institution has adopted the following for Quality assurance*:***
	1. **Academic and Administrative Audit (AAA) and follow up action taken**
	2. **Conferences, Seminars, Workshops on quality conducted**
	3. **Collaborative quality initiatives with other institution(s)**
	4. **Orientation programme on quality issues for teachers and students**
	5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
	6. **Any other quality audit recognized by state, national or international agencies**
	Answer before DVV Verification : D. Any 2 of the above
	Answer After DVV Verification: C. Any 3 of the above
	Remark : DVV has considered the supporting document and made changes accordingly.
7.1.2	*The Institution has facilities for alternate sources of energy and energy conservation measures*
	1. Solar energy
	2. Biogas plant
	3. Wheeling to the Grid
	4. Sensor-based energy conservation
	5. Use of LED bulbs/ power efficient equipment
	6. Wind mill or any other clean green energy
	Answer before DVV Verification : D. Any 1 of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has considered the supporting document and made changes accordingly.
7.1.4	**Water conservation facilities available in the Institution:**
	1. **Rain water harvesting**
	2. **Borewell /Open well recharge**
	3. **Construction of tanks and bunds**
	4. **Waste water recycling**
	5. **Maintenance of water bodies and distribution system in the campus**
	Answer before DVV Verification : D. Any 1of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has considered the supporting document and made changes accordingly.
7.1.6	**Quality audits on environment and energy are regularly undertaken by the institution**
	The institutional environment and energy initiatives are confirmed through the following
	1. **Green audit / Environmental audit**
	2. **Energy audit**
	3. **Clean and green campus recognitions/awards**
	4. **Beyond the campus environmental promotion and sustainability activities**
	Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : DVV has considered the supporting document and made changes accordingly.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations