



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

NAZARETH COLLEGE OF ARTS AND SCIENCE

**NAZARETH COLLEGE OF ARTS AND SCIENCE KOVILPATHAGAI MAIN
ROAD, KANNADAPALAYAM, AVADI, CHENNAI**

600062

www.ncas.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nazareth College of Arts and Science was established in the year 2000 with non- conventional courses affiliated to the University of Madras. Established with the aim of fostering academic excellence and holistic development, the college offers a diverse range of 9 undergraduate and 4 postgraduate programs in arts, science, and commerce. Located in a serene environment, the college provides a conducive atmosphere for learning and personal growth and caters to students from diverse backgrounds.

The faculty at Nazareth College of Arts and Science comprises experienced and dedicated educators who are passionate about imparting knowledge and mentoring students. The institution emphasizes a student-centric approach, encouraging active participation, critical thinking, and practical application of knowledge. Curriculum is delivered by experienced and qualified staff member synthesizing traditional and modern teaching pedagogies and modern infrastructure.

The college has 8 centers of excellence, 9 associations of various departments 16 statutory cells, 12 student support cell, 5 extension cell, 6 Extracurricular and Co-curricular cells, 9 outreach and social responsibility cells places a strong emphasis on extracurricular activities provide students with opportunities to anchor all the activities of the college. Community service and social responsibility are integral to the college's ethos, and students are encouraged to engage in various outreach programs.

VISION:

To build enriched socially responsible citizens and leaders through quality higher education

MISSION:

1. To provide the best resources to impart the highest quality education and to transform into a holistic multi-disciplined institution.
2. To provide opportunities to the students for practical exposure to meet the challenges of global competency & technology.
3. To provide value and outcome-based education for Nation building.
4. To provide creativity, leadership training and placement
5. To promote awareness and building human capacities with respect to UN Sustainable Goals.
6. To engage students productively in areas of community engagement and service.

The motto of Nazareth College of Arts and Science, "Truth, Joy, and Peace," represents the core values that the institution strives to instill in its students and community which encapsulates the holistic approach in nurturing well-rounded individuals who value honesty, find joy in learning, and contribute to a harmonious society.

Vision

To build enriched socially responsible citizens and leaders through quality higher education

Mission

1. To provide the best resources to impart the highest quality education and to transform into a holistic multi-disciplined institution.
2. To provide opportunities to the students for practical exposure to meet the challenges of global competency & technology.
3. To provide value and outcome-based education for Nation building.
4. To provide creativity, leadership training and placement
5. To promote awareness and building human capacities with respect to UN Sustainable Goals.
6. To engage students productively in areas of community engagement and service.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institution provides career-oriented add-on courses to all students.
- The institution offers a robust support system with a team of efficient staff members.
- The college's mentoring and tutoring system supports students in achieving academic excellence.
- Faculty members use innovative ICT-enabled teaching methods, enhancing the learning experience through **Nazareth Centre for Development of Teaching and Learning**.
- Student participation in ideation and incubation activities through the **Institution Innovation Cell**.
- The institution implements outcome-based education to ensure students achieve competencies required in a globalized world.
- Faculty members actively publish research papers and contribute to academic advancements through various research projects through the **Nazareth Research Park**.
- Spacious, well-equipped classrooms and Wi-Fi enabled campus and laboratories to support technology-based learning which provide a conducive learning environment.
- The college has an active and vibrant extension cell that engages with the community and promotes social responsibility through the **Nazareth Community ToolBox** (NERF, INA and SDG@NAZARETH).
- A strong emphasis on sports and games encourages physical fitness and teamwork among students through **Nazareth Sports Excellence Programme**
- Increased availability of scholarships and financial aid options to students from diverse economic backgrounds.
- A dedicated placement cell ensures high placement rates and successful career paths.
- The college has strong sports alumni cooperation for current sports students.
- The college encourages students' participation in various competitions outside the institution, promoting

overall development.

- The college offers a comprehensive distance education program, providing flexible learning opportunities for college dropouts.
- The college has introduced courses that raise awareness about the importance of UN Sustainable Development Goals, emphasizing sustainability and social responsibility through the **Nazareth SDG Transformation Centre**.
- The college offers value-based courses, aligning with the institution's mission to build socially responsible citizens.
- The **Nazareth Center for Skill Development** collaborates with various industry partners to offer self-employment opportunities and enhance students' professional and social skills.
- The college provides a holistic learning environment with extracurricular activities, personal development, and community service.
- The college regularly reviews and updates its programs and policies based on feedback and emerging trends.
- The college has established national and international collaborations.

Institutional Weakness

1. Financial constraints of parents still pose challenges for some students in accessing all necessary resources.
2. Lack of interest among a segment of students in pursuing higher education and engaging fully with academic opportunities.
3. Language barriers among First-generation learners who face problems in academic performance.
4. Inadequate public transportation options commuting to campus difficult.
5. Less comprehensive mental health services to support the well-being of students.
6. While faculty members are actively publishing research, there is always a need for more funding and resources to support larger and more impactful research projects.
7. Alumni contribution to academic support and mentorship could be further strengthened to benefit current students.

Institutional Opportunity

1. Awareness of education among 1st generation learners.
2. Implementing contemporary and innovative teaching methodologies to enhance the learning experience.
3. Expanding the range of undergraduate and postgraduate programs to cater to varied academic interests and career goals.
4. Establishing faculty exchange programs with renowned overseas universities to enrich the academic environment and foster global perspectives.
5. Providing ongoing professional development and training opportunities to support the career growth of faculty members.
6. Strengthening community engagement projects to positively impact local society and provide students with practical experiences.
7. Implementing sustainable practices on campus to promote environmental stewardship and responsibility.
8. Forming strong partnerships with leading industries to provide students with internships, job placements, and practical learning experiences.

Institutional Challenge

1. Navigating changes in government policies that affect the expansion and operation of Arts & Science colleges.
2. Financial constraints faced by students.
3. Mother tongue influence in achieving higher performance and employability.
4. Challenges in hiring and retaining highly qualified faculty in specialized disciplines.
5. Absenteeism caused by students working part-time jobs.
6. Allocation of resources to balance academic programs, research, and extracurricular activities.
7. Maintenance of the technological infrastructure to keep pace with rapid advancements.
8. Adapting to new teaching methods and support services to meet the diverse needs of an increasingly varied student population.
9. Developing strategies to increase student engagement and participation in academic and extracurricular activities.
10. Providing adequate mental health resources and support services to address the well-being of students and staff.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Nazareth College of Arts and Science, affiliated with the University of Madras (UNOM) customizes its curriculum to meet the developmental needs of its students. The Institution ensures efficient curriculum delivery through a meticulously planned and documented process. The respective course teachers prepare a course outcome handbook which includes objectives, course plan, curriculum delivery, submission and assessment timelines and circulated through google classroom and whatsapp. Embracing blended learning, the college utilizes platforms like flipped classrooms and Google Classroom to facilitate both synchronous and asynchronous learning. Information and communication technologies (ICT) are seamlessly integrated into curriculum delivery. Student centric methods like Fish Bowl discussion, Story Narration, Peer teaching, Guided Library tours and Collaborative projects are used for effective teaching and learning process. Continuous Internal Assessment (CIA) processes, has been established for assessing internal marks, overseen by the Examination Committee. The CIA involves various assessment methods such as written tests, seminars, and assignments. Consolidated CIA marks are uploaded to the University portal before the commencement of theory exams. The institution in general integrates professional ethics, gender sensitization, human values during the student orientation programme. Our flagship programme SDG@Nazareth promotes environment and sustainability in all its activities aligning the SDGs. All our curricular activities are mapped along with the sustainable development goals through an online platform MyOSConnect.

Teaching-learning and Evaluation

At Nazareth College, learning has consistently revolved around students, emphasizing an innovative and customized approach tailored to individual student profiles. Nazareth College places a strong emphasis on experiential learning, and the institution extends learning beyond traditional classroom settings by inviting

leaders from the government, multinational corporations (MNCs), and non-governmental organizations (NGOs) to address students on real-world challenges in various industries. Participative learning is ingrained across all programs, and students are encouraged to participate in seminars, workshops, and cultural activities, fostering a dynamic learning environment. Nazareth College also employs problem-solving teaching methodologies to equip students with practical skills. Various ICT tools like desktops, laptops, projectors, and printers were provided in computer labs and departments to support teaching.

Learning outcomes play a crucial role in aligning with the college's vision, mission, and objectives. The Learning Outcomes-based Curriculum Framework (LOCF) is designed to meet the contemporary needs of students, guiding them towards higher studies or terminal degrees and aiding in career decisions.

As an affiliate of the University of Madras, the college adheres to the university's curriculum, outlining program and course outcomes for all offered programs on its website and disseminating this information to both faculty and students. Each department follows relevant Program Outcomes (POs) and Course Outcomes (COs) aligned with their disciplines, which are shared with students during subject orientations, offering insights into program expectations. The Program Specific Outcomes are defined keeping in the mind the vision of the college and projected goals of the programme.

Research, Innovations and Extension

Nazareth College emphasizes on research, innovation, and technology development. All the faculty and students are members of the **Nazareth Research Park** and encouraged to undertake research, to become member in ethical committee, apply patent, trademark, members of editorial boards, register with VIDWAN, register in google scholar, research gate, ORCHID, reviewers in international journals outside the Institution. **Nazareth Community Tools Box** is a group of social initiatives that works towards sustaining and enhancing the livelihood and living standards of the community targeting women and their empowerment. NCAS has established IIC to foster innovation and a start-up ecosystem. It is achieved by actively involving faculty, students, and staff in diverse innovation and entrepreneurship activities. Guest talks by eminent speakers both National and International level are organized on Patent and governing laws. Students are encouraged to participate in ideation/incubation events both intra and inter collegiate. Faculty are also encouraged as innovation ambassadors, evaluators of School Innovation Contest, Mentors in Investment Readiness programme.

Extension activities play a crucial role in the holistic development of students by exposing them to social issues and community needs. The impact and outcome of the various activities has been measured in the number of beneficiaries and the awards, recognitions received by institution and individual faculty over the last five years. Our college actively encourages social responsibility through extension activities conducted in local neighborhoods and adopted villages as part of the **Unnath Bharath Abhiyan**. UBA has facilitated adoption of 5 villages Arikkambattu, Malandur, Meyyur, Kalpattu, Vellacheri and have carried out various social developmental projects through various NGO's. **Sustainable Development @ Avadi** is at work on the commitment of the **United Nations Academic Impact** towards the principles of human rights, educational opportunity for all, sustainability, capacity building at higher education systems, global citizenship, peace, and conflict resolution.

Infrastructure and Learning Resources

The Nazareth College Alumni Association plays a crucial role in cultivating loyalty among former students while actively enhancing the organization's development. The overall infrastructure easily caters to the 9 UG courses and 4 PG courses. Besides every department has an LCD projector for its use. The college is a wi-fi enabled campus. The campus is disabled friendly and classrooms are made to accommodate the differently abled students. The college has a common auditorium, an outdoor stadium and a seminar hall which are used for various programmes like workshop, conferences, departmental functions, campus drives and other extension activity programmes. The Institution has three hi-tech computer laboratories for the students of Computer Science and Computer Applications, equipped with more than 253 computers, an exclusive Reverse Osmosis Plant to enable pure and safe drinking water, necessary rest rooms and lavatory for male and female students. The college has increased the solar power plant has 98 panels producing an average of 90 kwh/day and a connected solar cell grid. Besides this, a diesel generator with forty-five kW power is provided as a standby to provide an uninterrupted power supply and is lit by LED lights. The Institution has a clear policy and procedure for maintenance of academic support facilities. Annual infrastructure audit is conducted at the Department and IQAC level. Stock registers are maintained both at Administrative office and Departments.

Student Support and Progression

Nazareth college has made all efforts to provide necessary assistance to students to facilitate their holistic development in the campus. 1600 Students have been benefited by scholarships and freships provided by the Government, institutions during the last five years. The sports students received form 3 from the University of Madras which is a unique achievement by the sports students. A number of capability enhancement and development schemes like Career counselling, Remedial coaching, Bridge courses, guidance for competitive examinations and personal counselling is extended to the students. The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. Students have been placed in more than 15 organizations during the last five years both on and off campus. Value based education is compulsory for all the students which help them to become Socially responsible citizens of the country. The institution encourages the students to participate in social, cultural and leisure activities to develop their skills, and competencies. The management promotes sports culture inside the campus which has brought Laurels at the State, National, and International level. The alumni association of Our College fosters a spirit of loyalty and works towards promotion of welfare of the organization. Since 2018, an Alumini Committee has been working towards strengthening the networking among the students.

Governance, Leadership and Management

The college has established various academic and non-academic committees to ensure strategic planning and effective execution at different levels, contributing to the successful implementation of various initiatives. The college promotes a culture of participative management wherein the management, Principal and the Heads of the Departments execute the quality policy of the institution. All decisions regarding academic matters are taken in consultation with the HODs. Participation in decision making is practiced at the micro level by the HODs. Decentralization ensures autonomy at each level of management. The management provides operational autonomy to the Principal who prepares the action plan in line with the institutional mission and vision and objectives. The institution reviews its teaching learning process, structure and methodologies of operations and learning outcomes every year through its department meeting, IQAC, placement cell, Management Committee, and Management council etc. The College aims to cultivate a culture of innovation and creativity in the teaching and learning process for all students. To realize this vision, the college has set a goal focused on empowering faculty members to adopt a personalized and student-centred approach to teaching and learning.

The institution has a clear policy on Internal and External financial audits. The IQAC conducts its annual 'Performance Appraisal System' based on which management takes decisions regarding promotion and salary revision. The external financial audits are conducted regularly by Lawrence and Co. The internal audit is done by management with a team of senior faculty. The Internal Quality Assurance (IQAC) cell, in collaboration with department heads, plays a pivotal role in shaping plans that guide the future trajectory of graduating students.

Institutional Values and Best Practices

Nazareth College is a co-educational institution that promotes gender equity and sensitization in both curricular and co-curricular activities. The human values of kindness, loyalty, honesty, love, peace, sympathy, and truth are offered in many ways both curricular and extra-curricular. The College is committed to fostering socially responsible citizens and leaders by delivering quality education with a strong emphasis on gender equality. The institution conducts online gender audit to assess and check the institutionalisation of gender equality. The institution also has empowered women and ensured gender equality in **representation in all top positions**. The institution is emerging as a college of excellence in community engagement and mapping Sustainable development goals in research, and other activities. The strength of the institution lies in the best practices like The Truly Nazareth Podcast by the Alumni of Visual Communication department and Tailoring unit for Livelihood by Idhu Namma Avadi social enterprise. The distinctiveness of this institution is the Nazareth Community ToolBox which is a group of tools named Nazareth Emergency Relief foundation, Idhu Namma Avadi and SDG@Nazareth.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	NAZARETH COLLEGE OF ARTS AND SCIENCE
Address	Nazareth College of Arts and Science Kovilpathagai Main Road, Kannadapalayam, Avadi, Chennai
City	Chennai
State	Tamil Nadu
Pin	600062
Website	www.ncas.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	E. Mary Angeline Santhosam	091-9384080203	8144374742	-	info@ncas.in
IQAC / CIQA coordinator	K. Alamelu	091-9442472223	9442472223	-	iqac@ncas.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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State	University name	Document
Tamil Nadu	University of Madras	View Document
Tamil Nadu	University of Madras	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	22-06-2017	View Document
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
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Nazareth College of Arts and Science Kovilpathagai Main Road, Kannadapalayam, Avadi, Chennai	Rural	5.11	62000

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,General	36	Plus Two	English	270	269
UG	BCom,Corporate Secretary,Corporate Secretary	36	Plus Two	English	52	52
UG	BBA,Business Administration,Business Administration	36	Plus Two	English	70	53
UG	BSc,Computer Science,Computer Science	36	Plus Two	English	150	105
UG	BCA,Computer Application,Computer Application	36	Plus Two	English	105	105
UG	BA,English,English	36	Plus Two	English	70	38
UG	BSW,Social Work,Social Work	36	Plus Two	English	50	10
UG	BSc,Visual Communication,Visual Communication	36	Plus Two	English	50	23
PG	MCom,Commerce,General	24	UG	English	40	18
PG	MSc,Computer Science,Computer Science	24	UG	English	24	11

PG	MA,English, English	24	UG	English	40	6
PG	MSW,Social Work,Human Resource Management Medical and Psychiatry Community Development	24	UG	English	40	12

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				77			
Recruited	0	0	0	0	0	1	0	1	17	60	0	77
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				47
Recruited	13	34	0	47
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	5	5	0	11
M.Phil.	0	0	0	0	0	0	3	37	0	40
PG	0	0	0	0	0	0	7	20	0	27
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1	0	0	1	
	1	0	0	1	

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	380	3	0	0	383
	Female	269	1	0	0	270
	Others	0	0	0	0	0
PG	Male	28	1	0	0	29
	Female	18	0	0	0	18
	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	91	62	112	111
	Female	77	61	85	99
	Others	0	0	0	0
ST	Male	2	2	0	1
	Female	3	3	2	0
	Others	0	0	0	0
OBC	Male	253	269	241	276
	Female	175	186	174	203
	Others	0	0	0	0
General	Male	10	8	8	4
	Female	5	2	5	4
	Others	0	0	0	0
Others	Male	4	3	1	1
	Female	2	2	1	1
	Others	0	0	0	0
Total		622	598	629	700

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution is driven by a vision and mission to cultivate socially responsible citizens and leaders through the delivery of high-quality higher education. In its commitment to providing optimal resources for value and outcome-based education, practical exposure, and evolving into a comprehensive, multi-disciplinary institution that addresses the challenges of global competency, the college aligns itself with the National Education Policy (NEP). The college presents a diverse range of undergraduate and postgraduate programs in Humanities, Sciences, Commerce, and Management. Despite being an affiliated college, it determines the courses offered through the University Board of Studies (BOS) but is</p>
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	<p>actively positioning itself for a transformation into a multidisciplinary institution. Several initiatives have been implemented to achieve this goal: 1. Introduction of the SDG curriculum as an add-on course to raise awareness about the significance of SDG 2030 among students 2. Launching the Nazareth Community Tool Box for community engagement and service. 3. Integration of environmental education through the social enterprise "Idhu Namma Avadi." 4. Offering value-based courses that are both multi-disciplinary and holistic in nature.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Nazareth College of Arts and Science, is affiliated with the University of Madras, and all decisions related to the syllabus, examination procedures, and evaluation are communicated through the Board of Studies (BOS). The college actively encourages its faculty to conduct Add-on Programs. The faculty is responsible for designing the curriculum, as well as handling teaching, learning, and evaluation processes. The institution offers adaptable and creative curricula featuring credit-based courses and projects in the realms of community engagement and service, environmental education, and values-oriented education, aiming for a comprehensive and interdisciplinary educational experience. In alignment with the National Education Policy (NEP) of 2020, the college has directed final-year students in both undergraduate and postgraduate programs to enroll in the ABC.</p>
<p>3. Skill development:</p>	<p>The focus on skill development is to recognize the potential of young individuals and empower them to become more valuable contributors to their family, society, and country. Skills serve as a catalyst, enabling students to Nazareth Centre for Skill Development advance and enhance their personal, career, professional, and social lives. Skill Development (NCSD), established in 2016, has been assigned the task of training students by equipping them with skills aimed at improving their employability and creating self-employment opportunities. In collaboration with various partners such as Finmark Trainer Private India, TeachSub.com, Eyeopen Technologies, Gusto, Do it, The Ministro Foundation, Alchemy Academy of Performing Arts, Art Lab Madras, Bryn Trin, Vy Systems, My Online Status, Grapple, Excel, IT</p>

	<p>Networking, offering skill-based courses. The Tamil Nadu state also offers skill development courses through Naan Mudhalvan schemes. The Nazareth Centre for Skill Development endeavors to provide a diverse range of learning opportunities for the college students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The college embraces the Indian languages offered by the Parent University (UNOM), such as Tamil, Hindi, Telugu, and Malayalam. To facilitate the learning process, teachers also employ a bilingual mode based on the syllabus topics. Each year, a group of interested students undergo training in folk arts like Karaga, Oyilattam, Parai, and Puppetry. Bilingual teaching is specifically implemented for students coming from a Tamil medium background across all courses. The institution actively promotes culture and ancient traditional knowledge, integrating fundamental concepts and ideologies from sources like Vedas, Upanishads, Thirukkural, and various other literary works into the curriculum to provide value-based education through the social work curriculum. Prominent Indian arts such as Silambam, Karagam, Oyilattam, Mayilattam, Parai, Street theatre and Bommalattam are practiced. The South Indian traditional Harvest festival, Pongalis celebrated annually. Additionally, as part of the social sensitization program for all first-year students, exposure to tribes and their cultures is included under the social responsibility pillar. The institution is associated with the SWAYAM-NPTEL local chapter, granting faculty, staff, and students access to a wide array of online courses including other Indian Languages. Consequently, the college is responsible for promoting and creating awareness about SWAYAM-NPTEL courses through various channels such as college notice boards, WhatsApp groups, websites, and more. Its primary role is to ensure that all members have the opportunity to benefit from and enroll in SWAYAM-NPTEL courses. 93 students have benefited through NPTEL courses.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-Based Education (OBE) represents a pedagogical model that involves a comprehensive restructuring of curriculum, pedagogy, and assessment practices to emphasize the achievement of higher-order learning rather than a mere accumulation of course credits. The institution is gearing up to implement OBE, ensuring that</p>

	<p>graduates possess the qualities necessary to navigate the rapid growth of knowledge, information technology, and globalization. The course outline and lesson plan are meticulously prepared based on OBE, consisting of four parts: Part A – Introduction, Part B – Course Content, Part C – Assessment and Evaluation, and Part D – Learning Resources. The teaching, learning, and evaluation processes are intricately woven into the lesson plan. The curriculum from the parent university is seamlessly integrated into the delivery process, incorporating experiential, creative, and critical thinking abilities into various activities. The institution envisions offering vocational fields as an additional course to enhance holistic growth. A notable best practice involves the "Fieldwork Evaluation Form" in the Master of Social Work (MSW) program. This form assesses dimensions such as knowledge, study, and values at the end of fieldwork within the agency. Fieldwork instructors evaluate student competency, measuring outcomes for competencies such as demographic and professional behaviour, engagement with diversity, advocacy for human rights and social, economic, and environmental justice, involvement in research, policy practice, and engagement with individuals, families, groups, organizations, and communities. The evaluation employs a competency benchmark, indicating the percentage of students in the program expected to achieve the minimum score for competencies.</p>
<p>6. Distance education/online education:</p>	<p>The College launched its Distance Education Programmes in the academic year 2017-2018 in collaboration with Bharathidasan University, with four students successfully completing their courses. Subsequently, in 2018, the Institution entered into a Memorandum of Understanding (MOU) with the University of Madras, Distance Education Centre. The study center established under this collaboration provides access to 15 Undergraduate courses and 15 Postgraduate courses for learners. Remarkably, the first batch of students, spanning across 30 different programs, included 30 individuals who successfully completed their studies. The institution is affiliated with the local chapter of SWAYAM NPTEL, providing faculty, staff, and students with access to a diverse range of online courses. As a result, the college takes on the responsibility of promoting and</p>

raising awareness about SWAYAM NPTEL courses through multiple channels, including college notice boards, WhatsApp groups, websites, and other platforms. Its primary role is to ensure that all members have the opportunity to benefit from and enroll in SWAYAM-NPTEL courses. The 93 number of students have benefited through NPTEL courses.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The college has an Electoral Literacy Club (ELC) functioning under the Nazareth Community tool box initiative of Idhu Namma Avadi with active student participation. The college collaborates with the Avadi Municipal Corporation from 2018 onwards to create awareness among the students and community on significance of becoming a registered voter and importance of voting.</p>
<p>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?</p>	<p>The ELC vertical of Idhu Namma Avadi has a staff coordinator and student volunteers. All activities by the club are discussed and planned by the staff and student coordinators. The club has members who both conduct and participate in the activities.</p>
<p>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.</p>	<p>The 100 students also have volunteered for the 2019, 2024 elections with the Avadi Municipal corporation on the Election Day. A rally and human chain were also organized in collaboration with the Local municipal corporation. 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, disabled persons, senior citizens, etc. National Voters Day Pledge on “ Making elections Inclusive, Accessible and Participative” was taken by 1600 students of the college.</p>
<p>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</p>	<p>The Electoral Literacy Club vertical in NCTB (Idhu Namma Avadi) coordinates with the District Electoral Office to create awareness on duty of a citizen to cast their votes. A research survey on</p>

<p>advancing democratic values and participation in electoral processes, etc.</p>	<p>“Perception On Voter Rights And Leadership During Elections” was completed during the rally. Students were asked to create awareness in their locality on the importance of voting rights. Content was created and shared in the Idhu Namma Avadi website on the event and volunteer were encouraged to assist Differently abled citizens on the election day.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>60% of the students are enrolled as voters in the electoral roll. Electoral Literacy Clubs (ELCs) and the College have a comprehensive plan to institutionalize mechanisms for voter registration. Conduct a survey to identify the number of students above 18 years who are not yet registered as voters. This can be done through Online forms distributed via email. Organize workshops and seminars to educate students about the importance of voting and the process of voter registration. Use social media platforms to reach a wider audience with informational posts and videos. Integrate voter registration information into the orientation program for new students. Include a mandatory session on civic responsibilities, including voter registration, in the curriculum as a add on certificate course. Develop an online portal through the college website where students can access voter registration information and links to relevant official sites.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1858	1788	1428	1427	1383
File Description		Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

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

Response: 80

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	75	74	79	74

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
265.41	180.86	83.59	203.64	136.89
File Description		Document		
Upload Supporting Document		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Curriculum Planning:

The Institution ensures efficient curriculum delivery through a meticulously planned and documented process. Nazareth College of Arts and Science, affiliated with the University of Madras (UNOM) and customizes its curriculum to meet the developmental needs of its students under the guidance of the Board of Studies. The Principal, in conjunction with the IQAC, formulates a Strategic Plan for the academic year, which undergoes approval in the dean's meeting and is then passed to the Dean of Academics for implementation. Subsequently, the Principal, Dean of Academics, and department heads collaborate to design an academic calendar encompassing various activities, including bridge courses, core papers, add on courses, certificate courses, soft skills sessions, and guest lectures.

Curricular Planning & Delivery:

The institution follows the UGC students' induction program "Deeksharambh" by customizing to the need of the students which includes physical activities, mentoring, creative arts and culture, literary activity, visit to adopted village (UBA). Activity based learning using crosswords, puzzles, video making, ad making, live projects

Before the commencement of the academic year subject preference of each course is formulated and circulated by the HOD. The class timetable is drawn and the teaching plan for each semester is prepared manually which contain course details, delivery of curriculum, assessment procedure. The respective course teachers prepare a course outcome handbook which includes objectives, course plan, curriculum delivery, submission and assessment timelines and circulated through google classroom and whatsapp.

Embracing blended learning, the college utilizes platforms like flipped classrooms and Google Classroom to facilitate both synchronous and asynchronous learning. Information and communication technologies (ICT) are seamlessly integrated into curriculum delivery. Moreover, faculty development programs and online workshops ensure faculty members remain adept in modern teaching methodologies.

The institution follows the academic calendar of the Parent University serves as a vital tool for organizing both academic and extracurricular activities for students, faculty, and staff within the institution. This schedule is displayed in the notice board of each class and also distributed digitally to students and faculty members through platforms like, Google Classroom, and the official website. It includes important dates such as admissions, the start of classes, workshops, conferences, seminars,

internal examinations, practical exams, and extracurricular events, aligning with the UNOM calendar.

Continuous Internal Assessment:

Regarding Continuous Internal Evaluation (CIE) processes, the institution has established a system for internal exams overseen by the Examination Committee. Test dates are communicated through the academic calendar and circulated a week in advance via circulars and WhatsApp student groups.

The CIA involves various assessment methods such as written tests, seminars, and assignments. The creation of question papers drawn from a question bank and aligning them with Program Outcomes (POs) and Course Outcomes (COs), is the responsibility of respective departments. Department-wise exams are conducted by the examination committee, and Continuous Internal Assessment (CIA) marks are provided within five working days. In the event of grievances, students have five days to address their concerns. Consolidated CIA marks are uploaded to the University portal before the commencement of theory exams.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 19

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses

of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 50.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
1858	342	171	319	1290

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional ethics

The institution in general integrates professional ethics, gender sensitization, human values during the student orientation programme. The parent university curriculum offers value education to all the students as a part of curriculum particularly bachelors programme in BBA insists on Professional/business ethics and its practices. Professional ethics are also taught in the course in social work both at the graduate and post graduate level.

Gender Issues

Gender issues are included in the university curriculum in order to help future students to be more sensitive above gender equality issues. Along with these academic programmes, the institution celebrates Women's Day every year to support and encourage women students to become empowered.

The college has both men and women team representing Women in sports are equal numbered as teams' representation various games like volleyball, Basketball, Kabaddi, Hockey, Ball Badminton. The women's cell organizes various events to spread awareness on sexual harassment, menstrual hygiene, cyber security, entrepreneurship, in the form of presentation, guest talk, exhibition, mela. Further the curriculum of University covers various programs such as Gender and women issues, Medical and

Psychiatric Social Work, Gender, and development

Human Values

The human values of kindness, loyalty, honesty, love, peace, sympathy, and truth are offered in many ways both curricular and extra-curricular. The University curriculum offers value education common for all the Undergraduates that insists the importance of human values. The various clubs also focus the values of the institution, truth, joy, and peace through all its activities.

Environment and sustainability

Our flagship programme SDG@Nazareth promotes environment and sustainability in all its activities aligning the SDGs. The university curriculum offers environmental studies as a mandatory paper for all 2nd year undergraduates SDG@Nazareth vision is to create an awareness on SDG which contribute to the Nation development and the vision is to localize the global policies and framework of UN SDG. World Environment Day, Earth Day, Water Day are celebrated every year where students actively participate. The social work course has a paper on UN System for Development and Social change and also offers a self-study course on introduction to sustainable development which encourages students to do video documentation. Both staff and students join together as Wetland Mithras and female student's climate change warriors to address the Prime Minister 10-point agenda for Disaster Risk Reduction and SDG Goal #13.

All the cross-cutting issues are mapped along with the sustainable development goals through an online platform MyOSConnect.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 18.95

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

Response: 352

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 60.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
706	629	595	624	250

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1014	957	907	1026	736

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 71.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
423	421	522	542	255

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

2022-23	2021-22	2020-21	2019-20	2018-19
663	624	589	589	541

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 24.77

2.3 Teaching- Learning Process

2.3.1

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

Response:

At Nazareth College, learning has consistently revolved around students, emphasizing an innovative and customized approach tailored to individual student profiles.

Experiential Learning:

- Nazareth College places a strong emphasis on experiential learning, and the institution extends learning beyond traditional classroom settings by inviting leaders from the government, multinational corporations (MNCs), and non-governmental organizations (NGOs) to address students on real-world challenges in various industries.
- Field trips, industrial visits, Mini-projects, larger-scale projects provide students with hands-on and helps in fostering the development of analytical skills.
- Guest lectures, workshops and internships ignite students' interest for collaborative learning. Internships offer practical exposure, allowing students to apply theoretical knowledge in real-world scenarios.

Participative Learning:

- Participative learning is ingrained across all programs, and students are encouraged to participate in seminars, workshops, and cultural activities, fostering a dynamic learning environment.
- Publication of newsletter with students as editorial members nurtures creativity and innovation
- MOOCs, value-added courses, and certificate programs bolster self-learning capabilities and facilitate the acquisition of additional knowledge within specific domains.
- Fish bowl discussion, Group discussions, debates and case studies that foster critical thinking, encourage collaboration provide opportunities to address individual and organizational challenges are used among students.
- Inter- and intra-departmental activities help students to showcase diverse skills, foster intellectual exchanges and instil teamwork skills.
- Various participatory methodologies such as brainstorming, peer teaching, skits, story narration, seminars, group discussions, guided library hours, student seminars, and technical presentations are utilized to enhance learning experiences, collaborative projects, Role playing

Problem-Solving Methodologies:

Nazareth College employs problem-solving teaching methodologies to equip students with practical skills.

- Real-life situations are incorporated into the learning process to cultivate the application of acquired skills in future endeavors.
- Flow charts aid in identifying crucial steps in problem-solving, Mind maps facilitate brainstorming on a topic and Fishbone diagrams visually elucidate problems and pinpoint root causes are used for teaching.
- Methodologies include case study analysis, budget discussions, project-based learning, aptitude skill training, group learning activities, and troubleshooting sessions.

ICT TOOLS

- Various ICT tools like desktops, laptops, projectors, and printers were provided in computer labs and departments to support teaching.
- Faculty members used Google Meet, Google Classroom, PowerPoint presentations, videos, interactive whiteboards, and recorded lectures to deliver course content.
- The college organizes a variety of online events such as webinars, conferences, guest lectures, and competitions, ensuring uninterrupted education and a dynamic learning environment for students using ICT-enabled facilities such as LCD projectors, audio equipment, and Wi-Fi.
- The college's YouTube channel and podcast serve as a platform to showcase students' individual talents and institutional activities.
- Dedicated laboratories and online platforms are utilized to ensure effective synchronous and asynchronous learning experiences.

Nazareth College emphasizes student-centered learning with innovative, experiential participative and problem solving methods using ICT tools. It integrates traditional and alternative teaching approaches, ensuring a dynamic and engaging educational environment.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 90.63

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

2022-23	2021-22	2020-21	2019-20	2018-19
87	87	84	80	78

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 35.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	30	27	19	22

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Nazareth College, as an affiliated institution, follows the standardized procedure outlined by UNOM (University of Madras) guidelines for evaluating students' academic performance and upholds a transparent evaluation system, ensuring clear communication with faculty, students, and stakeholders. In order to ensure the transparency in internal assessments the students are well informed in the Student handbook regarding the continuous internal examination and end semester examination rules, regulations, and components of assessment. The same is shared in the google classroom, WhatsApp groups. Internal exams are conducted both offline and online, with question papers posted on the GCR platform for students to access and submit their answer scripts. Evaluated answer scripts are then returned to the respective students. Internal marks for each semester are determined based on a variety of factors, including tests, assignments, seminars, and attendance. A uniform criterion is followed across all Departments for assessing assignments and seminars. Throughout the semester, online monthly tests,

assignments, seminars, and a model exam are conducted as per the timetable. Monthly tests are conducted once every twenty-five working days. Internal marks are awarded with students' full consent, and continuous communication ensures they understand the grading process. Components of continuous internal assessment are shared with students before being uploaded to the university portal. The institution follows the Internal Evaluation Pattern of the parent university.

Examination Committee: At the collegiate level, an examination committee is established, led by the Principal as the chief Superintendent, along with a Senior Faculty member serving as the Dean of Examinations, teaching faculty, non-teaching staff, department Heads of Department (HODs), and their respective staff. This committee oversees the smooth conduct of both internal and external examinations. Following evaluation, students receive their scripts for review, and any grievances related to internal exams are addressed by the department. The final internal assessment marks, determined by attendance, test scores, assignments, and seminar marks, are uploaded onto the university ERP.

Examination Grievance Redressal:

Department Level: Grievances at the department level are redressed by the concerned course teachers and HOD and the student's signatures are obtained to ensure the transparency. The answer scripts are returned to the students with comments on improvement. The final internal assessment marks determined by the attendance, test scores, assignments and seminars marks are uploaded on the university ERP. For students who have missed the test on medical grounds or on duty, examinations are conducted.

University Level: Grievances concerning university question papers, such as being out of syllabus or containing repeated questions, during semester exams are directed to the Chief Superintendent of Examination and promptly reported to the University. Upon completion of examinations, answer scripts undergo evaluation at University Valuation camps designated by the University, and results are declared. Students may request reevaluation or re-totalling according to UNOM guidelines, with results published on the university website after due process. In instances of discrepancies in the final mark sheet, despite rigorous scrutiny, the College promptly reports them to the University. This multi-tiered mechanism ensures transparency and objectivity in addressing grievances related to internal examinations.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Learning outcomes play a crucial role in aligning with the college's vision, mission, and objectives. They

are readily accessible on the college website, included in the student handbook, and strategically displayed across campus. The Learning Outcomes-based Curriculum Framework (LOCF) is designed to meet the contemporary needs of students, guiding them towards higher studies or terminal degrees and aiding in career decisions.

As an affiliate of the University of Madras, the college adheres to the university's curriculum, clearly outlining program and course outcomes for all offered programs on its website and disseminating this information to both faculty and students. Each department follows relevant Program Outcomes (POs) and Course Outcomes (COs) aligned with their disciplines, which are shared with students during subject orientations, offering insights into program expectations. Subject teachers further elaborate on course outcomes during orientation sessions, fostering students' understanding of what to expect from the program and the same is shared with the students through LMS.

Graduate attributes (GAs):

The institution has framed graduate attributes (GAs) that aim at empowering the student holistically and enhance the competence of students. Graduate attributes are qualities values and skills that a student should possess.

The PSOs are defined keeping in the mind the vision of the college and projected goals of the programme.

The graduate attributes that the students are expected to develop at the institution upon graduation are as follows

- Developed global competency
- Contributing to the Nation Building
- Creative thinking
- Ethical, social and professional credentials
- Employability and career development
- Respectful leadership
- Academic literacy

Continuous assessments are conducted to ensure the achievement of program and course outcomes, instilling confidence in students as they prepare for university examinations. This comprehensive approach ensures the educational framework of the college remains aligned with its broader goals.

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The institution is affiliated to the University of Madras and adheres to the university curriculum that clearly states the learning objective and course outcomes that are mapped with programme specific outcome.

Assessment methods include direct and indirect methods.

Direct Evaluation: The marks obtained in both formative and summative evaluations directly indicate the attainment of specific Course Outcomes (COs). Formative assessment includes a 75-mark theory paper administered by the University of Madras, and Summative assessment is determined by the effectiveness of students' learning outcomes, reflected in their Cumulative Grade Point Average (CGPA).

Direct Assessment tools for Theory courses, Lab courses, Project work and Internship include:

- Internal Assessment I & II
- Model Examination
- Assignment I, II, III
- Seminar
- Record
- Project Review I, II

Indirect Evaluation:

Indirect methods include:

- Course end survey: This survey is conducted at the end of a course to gather feedback from students about their learning experience and the effectiveness of the course delivery.
- Programme End survey: Conducted at the end of an academic program, this survey aims to assess the overall effectiveness of the program in achieving its educational objectives and outcomes.
- Graduate Exit survey:

This survey targets graduating students to collect their reflections on the entirety of their academic experience

Attainment of Course Outcomes:

Benchmarks are set for the achievement of COs to determine whether they have been achieved or not. If the benchmark is $\geq 50\%$, $\geq 60\%$, $\geq 70\%$ of the class strength, the attainment level is 1, 2, 3 respectively.

Indirect Assessment:

At the end of the semester, the student feedback on attainment of Course Outcomes is received for each course for indirect assessment. The feedback responses are consolidated and attainment level of COs are calculated.

The COs of each course are mapped to Programme Outcomes (POs) & Programme Specific Outcomes (PSOs) with the correlation of 3 (High), 2 (Medium), 1 (Low) and 0 (No). By using this correlation mapping, PO and PSO attainments are calculated for each PO and PSO for all Course Outcomes. Further

the average of PO and PSO attainments are calculated and scaled to 3.

Weightage for the attainment of Course Outcomes:

Course Attainment = 80% of Direct Attainment + 20% of Indirect Attainment.

The attainment of Program Outcomes and Course Outcomes is assessed through a variety of methods, which include:

The semester-wise CO attainment of each course and the consolidation of CO-PO and CO-PSO attainment is calculated. Feedback on the attainment of POs and PSOs are received from the students at the end of the semester and overall attainment is calculated. The overall results from the assessments of the PO are compared with the expected attainment. For each course, the level of attainment of each CO is compared with the predefined targets, and if not attained, the HoDs takes corrective action for improvement. If the target benchmark level is not reached, then faculty suggest for improvement to attain the same.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 80.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
433	473	214	504	286

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

2022-23	2021-22	2020-21	2019-20	2018-19
543	555	222	538	512

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 2.96

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 3.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.98	0.24	0.50	1.20	0.50

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

ECOSYSTEM FOR INNOVATION:

Nazareth Research Park

Nazareth College emphasizes on research, innovation, and technology development. All the faculty and students are encouraged to undertake research, are member in ethical committee, apply patent, trademark, members of editorial boards, registration with VIDWAN, registered in google scholar, research gate, ORCHID, reviewers in international journals outside the Institution.

Nazareth Community Tools Box

NCTB is a group of social initiatives that works towards sustaining and enhancing the livelihood and

living standards of the community targeting women and their empowerment. The NCTB initiatives are NERF-Nazareth emergency Relief and Rehab foundation (NGO), Idhu Namma Avadi (A social enterprise), and SDG@NAZARETH.

Nazareth Centre For Development of Teaching and Learning

NCDTL was initiated in the year 2018 to enhance the quality of the teaching and learning of faculty and as a platform for sharing ideas and insights for faculty and students at Nazareth.

Nazareth Centre For Faculty Excellence

NCAS was in order to equip the staff members to meet the highest standards in teaching, research, and service and also acts as a refreshment and relief to the staff members from academic work.

Nazareth Centre For Administrative Excellence

NCAE refers to the high quality of work and the maximum amount of service that the administrative staff carries out in all the responsibilities. This cell focuses the administrative staff and coworkers to reach the high level of job performance.

Nazareth Centre For Skill Development Cell

Nazareth Centre for Skill Development (NCSD) Cell has been entrusted with the responsibility to train students by providing them skills with objective for enhancing their Employment/ Self- Employment opportunities.

Nazareth Business Learning Centre

NBLC provides students to learn business strategies and entrepreneurial skill to increase their earning. Earn while you learn is a programme where in students are given opportunity to work on newspaper bag production, Quelling paper jewellery and horticulture.

INDIAN KNOWLEDGE SYSTEM, IPR ACTIVITIES & INCUBATION CENTRE:

The department of social work promotes unique elements of Tamil culture by organizing villu pattu, silambattam, parai adithal, therukoothu, karakattam, (Bommalattam) and other folk arts to engage with community. The college promotes handloom sarees by inviting weavers to sell their products at college campus. All major Indian festivals are celebrated in the college with great enthusiasm and zeal. Every day Morning assembly with secular prayers on Friday are conducted.

Institution Innovation Cell

NCAS has established IIC to foster innovation and a start-up ecosystem. It is achieved by actively involving faculty, students, and staff in diverse innovation and entrepreneurship activities. Guest talks by eminent speakers both National and International level are organized on Patent and governing laws. Students are encouraged to participate in ideation/incubation events both intra and inter collegiate.

Faculty are also encouraged as innovation ambassadors, evaluators of School Innovation Contest, Mentors in Investment Readiness programme.

Nazareth Sports Excellence Programme

NSEP instills in its student's healthy competitiveness and provides free accommodation, food, travel, sporting equipment's and fee concessions to students. The students represent the college and university at regional, district, state, national and international sports events.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 37

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	4	5	1	9

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	5	3

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

3.3.2

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

Response: 0.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	6	2

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

Extension activities play a crucial role in the holistic development of students by exposing them to social issues and community needs. The impact and outcome of the various activities has been measured in the number of beneficiaries and the awards, recognitions received by institution and individual faculty over the last five years.

Our college actively encourages social responsibility through extension activities conducted in local neighborhoods and adopted villages as part of the **Unnath Bharath Abhiyan**. UBA has facilitated adoption of 5 villages Arikkambattu, Malandur, Meyyur, Kalpattu, Vellacheri.

The **National Service Scheme** enhances student volunteers' personal development. The NSS under the guidance of UNOM organizes many activities apart from the calendar of events communicated by the parent university. National Voters Day, Fit India Freedom run, National Youth festival, Constitution Day, Rastriya Ekta Diwas, Disaster Risk reduction webinar, International Drug Day, National energy Conservation Day, Vaccination Campaign during COVID Pandemic, and celebration of 75 years of Independence, International Day of girl child, tree plantation, medical and free eye camp etc and regular campus and lake bed cleaning activity.

The **National Cadet Corps** (NCC) instills discipline and service values and also follows the calendar of events by headquarters. The student was involved in statue cleaning of Dr.D.R. Ambedkar, tree plantation, Swachh Bharath.

Red Ribbon Club and **Youth Red Cross** have organized various programs mainly on awareness to the youth. World AIDs Day held on the 1st December each year. And it also conducts awareness on blood donation followed by Blood Donation camps in collaboration with Lions Club Avadi.

The **Nazareth Community Toolbox** serves as a platform for promoting social responsibility through Nazareth Emergency Relief and Rehab Foundation (NERF), Idhu Namma Avadi (INA), SDG@NAZARETH, with its tools with initiatives such as Financial literacy, Menstrual Hygiene, Live hood training, Self Help Group formation. **The compendium of Best Practices: Women's Role in Disaster Risk Management** features the role NCTB by enhancing the livelihood and living standards of the community towards Nation Development.

The **Nazareth Emergency Relief & Rehab Foundation** plays a vital role in providing relief, restoration, and rehabilitation during emergencies, fostering health, education, and sustainability in Indian communities. The NGO has completed 99 projects from 2018-2022. NERF along with Social work department supported the **Community Intervention Programme** of Greater Chennai Corporation during **COVID 19 pandemic**. 5000 households were allocated for community intervention programme. The CIP activities involved mapping of slums using participatory approaches, Identification of vulnerable population, collect data for baseline study, Conduct interpersonal communication session on COVID-19 prevention and control methods which includes personal hygiene, hand washing demo, identification of potential transmission sites/surfaces in the intervention sites.

Sustainable Development @ Avadi is a which works on the commitment of the **United Nations Academic Impact** towards the principles of human rights, educational opportunity for all, sustainability, capacity building at higher education systems, global citizenship, peace, and conflict resolution addressing poverty, higher education opportunity for every interested individual and the 'unlearning' of

intolerance. It aligns all its activities to the UN SDG goals.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

Nazareth College of Arts and Science, Avadi conducts the extension activities regularly to sensitize the students about the social issues. In connection to this, NCAS has received awards and recognitions from various prestigious bodies and some of the awards and recognitions received are listed below:

INSTITUTIONAL AWARDS

1. Certificate of Appreciation from Hindu Tamil Thisai for **Thozhil Munaivor Kalam** during the year 2023-24
2. Certificate of Appreciation from Mighty Warrior Youth Movement (MWYM), Chennai, **“FOR THEIR OUTSTANDING PERFORMANCE, ENTHUSIASM & SUPPORT”** towards Mighty Warrior Youth Conference during the year 2022-23
3. **Dream Kalam International Award** from Dream Kalam International towards Best Sustainable Practices on Green International Women’s Day Celebration during the year 2022-23
4. **Best Green Partner Award** from Dream Kalam for Mega Awareness Signature Campaign to “Save Tree and Save Earth Do Recycling” during the year 2022-23
5. Certificate of Appreciation from Avadi City Municipal Corporation In Recognition of your Participation in Indian **Swachhata League Season 2.0** during the year 2022-23
6. **Best Green Partner Award** from Dream Kalam to “Save Trees and Save Earth, Do Recycling” Honour for best contribution towards Environment through Recycling during the year 2021-22
7. Dr.S.Radhakrishnan **Bharat Shiksha Award** from WBR Corp. for Outstanding contribution in Extension Outreach Programs- Colleges (South Zone) during the year 2021-22
8. Certificate of Appreciation from Greater Chennai Corporation to NAZARETH EMERGENCY RELIEF AND REHAB FOUNDATION (INDIA) for their Contribution in Implementing the **Community Intervention Program (CIP)** in Chennai City during COVID - 19 Pandemic in 2020
9. Certificate of Appreciation from Myrtle Social Welfare Network for **Swatcha Bharath Activity** held at Villivakkam Railway Station during the year 2019-20
10. **Best Green Supporter Award** from Dream Kalam International for Green Teachers Day & World Ozone Day “To Save Trees & Save Earth Do Recycling” Honour for Best Contribution towards Environment through Recycling.
11. Certificate of recognition from **MNGRCE** as a member COVID Campaign for Non hospital Management and Medical Supplier.
12. Department of Social work received appreciation for volunteering for **“Toilet Mappathon “the**

International Toilet Festival 2022 jointly organized Greater Chennai Corporation, Cheers and Recycle bin.

13. Recognition, **Compendium of Best Practises**, National Institute of Disaster Management Government of India and Indian Universities and Institution Network for Disaster Risk Reduction

FACULTY INDIVIDUAL AWARDS

Dr. Mary Angeline Santhosam

1. **Sustainability Innovator Award-2023** for appreciation and recognition of your commitment to sustainability and environment.
2. **Sustainable Leadership Award** for Excellence in leadership initiatives for localizing SDG in the community- 2024.
3. Recognition, **Compendium of Best Practises**, National Institute of Disaster Management Government of India and Indian Universities and Institution Network for Disaster Risk Reduction.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	3	4	7

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 10

File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Teaching Infrastructure: The college has adequate physical and academic amenities by the guidelines established by the UGC, facilitating the effective delivery of various programs. The institution has created 44 classroom, of which 10 are ICT-enabled classrooms. The institutional building is earthquake-resistant and ergonomically designed to foster an environment conducive to productive teaching and learning. Each classroom is adequately ventilated and spacious to accommodate the entire student body. Connected via a skywalk, the institution comprises two blocks, efficiently supporting the nine undergraduate and four postgraduate courses offered. In addition to this the staff rooms are equipped with 13 computers for academic and administrative purpose. The college operates as a Wi-Fi-enabled campus, ensuring seamless connectivity throughout the premises.

ICT Facilities: Four ICT-enabled laboratories with high bandwidth internet enhance the institution's technological capabilities. Each laboratory has a seating capacity of 50 with a total of 4 Computer labs with 210 computers. Other laboratories include Microprocessor lab, Photography, Multi Media laboratory is fully equipped with state-of-the-art facilities consisting of a shooting floor for television production, edit suite, audio recording, voice booth, photography studio with darkroom, drawing studio. The seminar hall and Visual communication (I year Class) are fitted with 2 smart boards that make learning interactive and engaging. Maintenance of cleanliness, lighting, and ventilation is diligently upheld in both classrooms and laboratories, each furnished with whiteboards and green boards.

Configuration of Computers: Asus H81M Motherboard Intel Pentium Processor, 8 Gb DDR 3 Ram 500Gb HDD and Lenova Motherboard I 7 4th Gen Processor, 8 GB Ram DDR3, 500GB HDD

Cultural and sports activities, yoga centre: Nazareth as an institution has a centralized air-conditioned auditorium with a seating capacity of 500, airconditioned seminar hall accommodating 120 individuals, and an outdoor stadium spanning 8000 square feet to support the cultural life of students, sports, and games. Ample facilities are provided for sports activities, with the Physical Education Department actively involved in player selection and organizing regular practice sessions with special coaches to enhance skill development among students. The institution features a comprehensive range of sports facilities, including an extensive playground, volleyball and Kho Kho courts, and a 200-meter athletic track. Two clay courts for tennis and a dedicated basketball court are complemented by floodlights for evening play. Maintenance of sports equipment is supervised by the physical director, physical education trainer, and student coordinators. These facilities are not only utilized by the college's student

community but are also made available for sports activities organized by district, state, or university-level sports associations. Additionally, a gymnasium is accessible to aid team members to strengthen their physique and maintaining fitness.

Other Academic Facilities: The Institution has excellent infrastructure facilities for staff like well-ventilated and spacious 9 staff rooms of which 1 staff room is provided with 7 cubicle, fully equipped examination cell, library, counselling room, IQAC room, Placement room, hostel, health care centre, terrace garden, stationery shop and Tinkering Lab. Thus, the institution demonstrates a strong commitment to providing a balanced education that nurtures both the intellectual and physical well-being of its students, preparing them for success in various aspects of life.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 9.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
22.73	32.80	10.32	4.01	11.29

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is well-equipped with an ample number of terminals to facilitate searching and accessing e-resources, web browsing, and other academic tasks.

The library is automated with Autolib Auto-Lib ERP Software in an integrated Library Management Software with barcoded/RFID Technology developed by Ayan Enterprises, Patna.

The college provides access to INFLIBNET E-resources for faculty members to enrich their knowledge. Free search engines are utilized for research, studies, and surveys. The library offers a diverse range of e-resources for both faculty members and students. Additionally, free WiFi and internet access are available to all library visitors.

The library houses 7996 Books, 5172 Titles, 838 Reference Books, 10 Ph.D Thesis, 51 Print Journals, 17 Magazines, 9 Newspapers, Databases Magazine CD/DVD-206, Subject CD/DVD-188, 4284 e-books and 117133 e-journals.

Institutional Membership

The library has institutional membership with British Council Library and SILAS (Society for the Advancement of Library and Information Science) for providing prominent service to the users.

The Internet and Wi-Fi facility with 100 Mbps provided by RAILTEL is available inside the library with highspeed bandwidth connection.

Know your Library is arranged for the new batch of students every year wherein an orientation is given to them about the library and general rules and regulations.

Library Week Celebration will take place from Dec 1st to December 5th every year. Various events like oratorical competition, find the book and special lecture will be held.

Book Challenge initiative encourages students and staff are invited to take part in the reading initiative. The students /Staff who have completed the challenge will receive a certificate and their review will be included in the library newsletter.

Book Reading Club of the English department along with the Library anchor the book reading club and conduct books reviews every semester for students and staff and prizes are distributed for best book review.

Infrastructure & Technology

Library is fully equipped with sophisticated library furniture, good ambience and is designed to support green Library and is fully automated for accession with Never skip software Services.

Book Bank Service

The eligible students may apply to get additional 3 books for the semester in the circulation section.
Timing 8.00 A.M – 6.00 P.M

Institutional Repository

Previous year question papers, faculty publications and other publications of the college are available in the institutional repository.

Book Exhibition

This is an annual event conducted in partnership with all book shops for students in NCAS, neighbouring colleges, schools and community.

Best Library User Award is instituted to motivate the students to make use of library and its services, “Library User Award” has been started from 2015 – 2016. Students are selected on their visitation and the number of books readers borrow from the library recorded in the library user register.

Career Corner has resources and model questions to prepare students for civil services and competitive exams.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure**4.3.1**

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

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

Response:

The institution has furnished administrative offices and various departments with ample IT facilities.

With a total of 240 computers available on campus, 2 laptops almost 193 are used for academic purpose. The College has 4 computer labs that are equipped with 180 computers for student usage, providing

highband width internet connectivity. The laboratories are furnished with Intel i5, 6th Gen 480GB/ 16GB DDR 3, 1 TB/250GB NVME SSD HDD with 2GB graphics card, which are upgraded regularly to meet current demands.

Utilizing 6 fibre net connections with a 300 Mbps internet speed obtained through from private internet providers RAILTEL, each with a hundred Mbps speed, the college caters to the diverse needs of its campus. These IT facilities undergo regular updates, and the entire campus is Wi-Fi enabled, granting staff members internet access for their academic endeavors.

All teaching staff members utilize ICT in classrooms and laboratories as necessary, leveraging the campus's Wi-Fi connectivity. Interconnecting computer laboratories via a Local Area Network ensures internet access to support additional courses. Furthermore, a biometric attendance system is implemented for all faculty members. The campus is fully computerized, incorporating digital cameras, and all activities are monitored by the Principal.

The Media Labs of Visual communication department are fully equipped with state-of-the-art studio facilities consisting of a shooting floor for television production, edit suite, audio recording and voice booth, photography studio with darkroom lab, drawing studio, graphic designing, and multimedia lab. These facilities provide students with the opportunity to engage in practical, hands-on learning experiences that are essential for the media industry.

Myos Connect is used as a Learning Management System through is used to deliver study materials and assignments to students. Google Meet and Zoom platforms are used for online classes, conferences, seminars and workshops and firewall services are used to monitor data security.

The IT department provides various licensed and open-source software in all the labs with necessary hardware up-gradations needed for the new software support. CCTV cameras are installed throughout the campus to ensure safety of students at all times.

The IQAC room is facilitated by Asus H81M Motherboard Intel Pentium Processor, 8 Gb DDR 3 Ram 500Gb HDD and 1 laptop. LCD projectors and smart boards are provided in all classrooms, providing students with the latest technological resources they need to achieve their academic goals.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 11.76

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 8.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
23.79	8.46	5.47	15.94	23.86

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 23.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
551	481	311	278	232

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 65.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
1341	1680	657	1020	473

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 28.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
297	162	46	3	39

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

2022-23	2021-22	2020-21	2019-20	2018-19
433	473	214	504	286

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

Response: 0.29

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
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 (award for a team event should be counted as one) during the last five years

Response: 33

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	7	0	9

File Description**Document**

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 14.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	22	5	2	20

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Nazareth College Alumni Association plays a crucial role in cultivating loyalty among former students while actively enhancing the organization's development. To streamline this process, the college has officially registered the alumni association under the Registrar of Associations.

The composition of the Alumini Association is as follows:

President - Mr.Yasar

Secretary - Ms.Devimano

Treasurer – Ms,Ganaselvi

Each time an alumnus revisits the institution, they receive a warm welcome and engage in brief meetings with current students from their respective departments. These interactions aim to offer perspectives on opportunities and challenges beyond the college campus.

The institution website features a registration button for alumni, encouraging new memberships and facilitating updates to their information. The alumni database is meticulously maintained at both departmental and association levels, with alumni receiving invitations to participate in all college and departmental events.

The alumini also contribute to academics by offering Certificate programmes to the computer science and computer application departments. Various initiatives promote alumni engagement, including inviting them to serve as visiting faculty, chief guests, or guest lecturers. Alumni also contribute by providing facilities such as internships, part-time jobs, and fundraising for college events. Additionally, they actively engage in social responsibility projects, and organize career guidance sessions for final-year students.

The South India Annual Intercollegiate handball tournament (Nazareth Alumni Trophy Men & Women) is organized and sponsored by the alumni sport's students. In the year 2020-21 the alumini raised fund to provide academic grant to Mr.Jeswanth who is a sports student.

Mr.Shakthi alumini of department of computer science of the 2009 batch conducted Full stack Java programme for 50 students in 2 batches which were conducted both online (6 months) and offline (1 month)

Through these diverse engagement efforts, the Alumni Association acts as a valuable resource, fostering strong connections between past and present members of the college community.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision: To build enriched socially responsible citizens and leaders through quality higher education

Mission:

1. To provide the best resources to impart the highest quality education and to transform into a holistic multi-disciplined institution.
2. To provide opportunities to the students for practical exposure to meet the challenges of global competency & technology.
3. To provide value and outcome-based education for Nation building.
4. To provide creativity, leadership training and placement
5. To promote awareness and building human capacities with respect to UN Sustainable Goals.
6. To engage students productively in areas of community engagement and service.

NEP implementation:

The institution's commitment to integrating NEP guidelines is evident in several key areas, which collectively enhance the educational experience and institutional strength. The institution has introduced numerous skill development programs, collaborations with industry partners and regular workshops ensure that students acquire practical skills and hands-on experience. The institution also has ICT facilities to support digital learning, encourages a culture of research and innovation among its students and faculty. The college offers a range of extracurricular activities that cater to students' physical, mental, and emotional well-being places significant importance on sports, cultural activities, and community service, providing students with ample opportunities to develop their talents and leadership skills. The administration actively engages with stakeholders, including students, parents, and industry partners, to ensure that the college's growth aligns with NEP objectives. Regular reviews and feedback mechanisms are in place to assess the effectiveness of implemented strategies and make necessary adjustments. This commitment to continuous improvement and adherence to NEP guidelines not only enhances the educational experience but also solidifies the college's reputation as a leading institution dedicated to excellence, innovation and social responsibility.

Sustained institutional growth:

Governance:

The Management Committee members are the governing body who are responsible for the overall functioning of the institution and help in planning and implementation of the short term and long-term goals. The role of management committee members is to promote quality of academic process and procedures of the institution. The Principal, Vice Principal and Deans concentrate in the holistic development and empowerment of students The structure of governance is participative, decentralized, transparent and dynamic.

Decentralization and Participation in Institutional Governance

The College actively fosters a culture of participatory management, highlighting collaboration among management, the Principal, and Department Heads operate autonomously within institutional frameworks and policies, effectively executing the institution's quality policies and procedures. Academic decisions involve consultations with Department Heads, who convene regularly to discuss and determine various academic activities. The institution has been practicing decentralization giving ample freedom and flexibility to the staff. The organizational structure indicates the level of decentralization practiced in the institution. Regular meetings and bi-annual Faculty gatherings serve as platforms for discussion, presentation, and the exchange of suggestions and idea Decentralization forms the basis of the college's operational structure, ensuring autonomy at each management level. The College has instituted several committees to decentralize both academic and administrative functions, fostering a coordinated and collaborative approach.

File Description	Document
Upload Additional information	View Document
Provide 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 is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The institutional Strategic plan:

The college has established various academic and non-academic committees to ensure strategic planning and effective execution at different levels, contributing to the successful implementation of various initiatives. One notable committee, the Nazareth Centre for Faculty Excellence (NCFE), is dedicated to implementing strategic plans for teaching and learning enhancement.

Within the framework of academic freedom, the college has devised a curriculum delivery plan aimed at fostering personalized and innovative education.

The Internal Quality Assurance (IQAC) cell, in collaboration with department heads, plays a pivotal role in shaping plans that guide the future trajectory of graduating students.

Envisioned Future: The College aims to cultivate a culture of innovation and creativity in the teaching and learning process for all students. Irrespective of the context, each faculty member is envisioned to serve as an educator, counsellor, and advocate, steering students towards success and preparing them to meet global standards.

Goals & Strategies: To realize this vision, the college has set a goal focused on empowering faculty members to adopt a personalized and student-centred approach to teaching and learning. Specific strategies complement this goal, detailing how it will be achieved, aligning with the vision of establishing an innovative and student-focused educational environment.

College policies, administrative setup, appointment and service rules:

- 1. Management Committee:** The college management committee consists of the Founder (Management Trustee), Secretary (Management Trustee), Treasurer (Management Trustee) and Principal (Ex -officio Member). The committee makes all policy decisions regarding courses to be offered, recruitment of staff, Performance appraisal of staff, service conditions of teaching and non-teaching staff, conduct of staff and student's academic and non-academic activities. The committee reviews and update the policies periodically.
- 2. Institutional Management:** The college administration ensures efficient management through a structured approach.
- 3. The Management Council** is the academic body of the college that establishes standards and ensures adherence to the standards there by assuring quality in education. The members are selected are excellent in respective fields with their vast experience, they propel the college towards realizing its vision and mission. The presence of the university representative strengthens the functioning of the management council.
- 4. Oversight Functions:** Various cells, clubs, associations, and committees oversee activities across academic and non-academic domains.
- 5. HR Policies and Recruitment Procedures:** The institution maintains a comprehensive HR policy for faculty members, outlining service rules and procedures. Recruitment follows a systematic process, with initial interviews conducted by the Principal and Department Heads, followed by finalization with the Secretary.
- 6. Performance Evaluation and Advancement:** Faculty promotion hinges on performance appraisals conducted annually, emphasizing merit-based criteria.
- 7. Grievance Resolution Mechanism:** A grievance redressal cell addresses student concerns. Students are encouraged to submit complaints or suggestions in designated boxes and can directly meet with the Principal or Secretary to voice their issues.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
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:

Nazareth College of Arts and Science implements a comprehensive welfare program for its teaching and non-teaching staff to ensure their well-being and professional growth.

Welfare programs for teaching Staff

All staff members are enrolled in a provident fund, ensuring financial security and Provided with free transportation services for all staff, facilitating convenient commuting. Faculty attending workshops or conferences receive on-duty approvals, with registration fees reimbursed. Additionally, seed money is allocated for publishing presented paper. Management sponsors outbound professional development programs for faculty, encouraging continuous learning. The institution also provides financial support to faculty for attending FDPs, refresher and orientation courses. On successful completion of Ph.D. or PG degree the institution provides increment to staff. The institution organizes special programmes for the teaching staff on occasions like Teachers Day, Women's Day, Sports Day, Pongal, Day out twice a year funded by the management. To promote physical fitness of the employees a well-equipped gymnasium with a trainer is available in the campus.

Welfare programs for non-teaching staff:

Non-teaching staff, including drivers and cleaners, benefit from complimentary lunches, showcasing a holistic approach to staff welfare. Additional benefits include enhanced leave and holidays, salary advances, and leave encashment options for financial flexibility. Staff members are recognized with annual gifts on occasions like Teacher's Day and Christmas Eve, and financial support is available through a collaboration with Bank of Baroda for personal loan approvals. Male staff have the option of free accommodation in the boys' hostel, and staff children receive fee concessions in associated schools. The drivers are given free lunch and tea The management has initiated a Fixed Deposit scheme for the Non-teaching staff with the postal department.

The institution organizes special programmes for the teaching and non-teaching staff on occasions like Birthday celebration, Teachers Day, Women's Day, Sports Day, Fun Friday. To promote physical fitness of the employees a well-equipped gymnasium with a trainer is available in the campus.

Institutions Performance Appraisal System:

The institution has a robust self-performance appraisal system that ensures the comprehensive evaluation of all staff members, both teaching and non-teaching. Based on the overall rating the staff's performance will be appraised and increment given accordingly. This thorough assessment allows management to review outcomes, providing a holistic understanding of staff strengths and areas for improvement. Based on these findings, the college implements skill enhancement initiatives designed to improve the quality of teaching, learning, and administrative functions. Professional development opportunities, including Faculty Development Programs (FDP) and orientations, are introduced to help staff members enhance their skills and stay updated with the latest trends in their fields. The self-appraisal system promotes a culture of continuous improvement, with a focus on skill development and core values aimed at enhancing the overall quality of institutional processes.

File Description	Document
Upload Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years**Response:** 1.33**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

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

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

6.3.3

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

Response: 8.19**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
21	14	12	6	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	54	54	54

File Description	Document
Institutional data in the prescribed format	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Mobilization of funds:

The institution is registered as a Self-Finance Institution and affiliated to the University of Madras and. Recognized with 2F status by the University Grants Commission (UGC) in 2017. The institution primarily derives funding from student fees. The budgeting process involves annual proposals from departments, which are reviewed by the Principal and Internal Quality Assurance Cell (IQAC) before being presented to the management committee for approval. Financial integrity is maintained through transparent accounting systems and prompt submission of bills within two working days post-event. Although minimal, sponsorships and support from student and alumni events contribute to student education. Additionally, the college provides facilities for entrance examinations conducted by various agencies, such as the Railway Recruitment Board and Tamil Nadu Public Service Commission (TNPSC), and serves as a study centre for distance education programs offered by Bharathidasan University, Tiruchirappalli. Marginal income is also generated by utilizing college resources for various purposes. The management encourages faculty members to apply and receive grants from various Central and State Government funding agencies such as UGC, ICSSR for conduct of research, conferences, seminars, workshops and surveys.

Internal and External Audit:

Monitoring financial management practices is a significant process in the Internal and External audit. It is carried out by the Management Committee and Authorized Signatories, who are responsible for overseeing the allocation of funds. The institution conducts internal and external financial audits regularly and suitable action is taken based on the recommendations. External financial audit is executed by an audit firm. The Internal Financial Audit was conducted by committee formed by the Management with Vice- Principal and Dean IQAC as the member. The queries raised during the audit were answered immediately. The External Financial Audit was conducted by Lawrence and Lawrence Chartered Accountants. The auditors prepare the audit report along with the balance sheet.

The auditor also files Income Tax returns in accordance with government regulations.

Optimal utilization of Funds & resources:

The finance committee at Nazareth College of Arts and Science meticulously plans, controls, and monitors the utilization of funds to ensure optimal efficiency. Budget allocations are effectively utilized for employee remuneration and the creation and maintenance of infrastructural facilities. Provisions are also made for staff welfare measures and various academic activities, including seminars, conferences, workshops, Faculty Development Programs (FDPs), training sessions, guest lectures, and other curricular activities. Funds are allocated to promote research, innovation, and consultancy. Extension activities are carried out efficiently with the funds provided by the institution. Additionally, adequate funds are allocated for sports, games, and cultural activities. A conscious effort is made to allocate and utilize funds for the development of an inclusive and green campus, reflecting the institution's commitment to sustainability and inclusivity.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Mobilization of funds:

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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: C. Any 2 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

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:

Nazareth College is a co-educational institution that promotes gender equity and sensitization in both curricular and co-curricular activities. The College is committed to fostering socially responsible citizens and leaders by delivering quality education with a strong emphasis on gender equality. Equal opportunity is ensured in enrolment of boys and girls during the admission process. Both male and female students enjoy equal opportunities in all academic and extracurricular activities throughout their college experience.

Measures for Gender Equity:

The institution conducts online gender audit to assess and check the institutionalisation of gender equality. Based on the audit institutional measures are planned to bring gender equity and organize gender sensitization activities both in curricular and co-curricular activities.

Institutional promotion of gender equity:

Gender issues are included in the **university curriculum** in order to help future students to be more sensitive above gender equality issues. Gender studies is being offered both in undergraduate and post graduate course embedded in the programmes.

Promotion in leadership:

The institution also has empowered women and ensured gender equality in **representation in all top positions**. The Principal, Vice Principal, Dean of IQAC, Student Affairs, Heads of the Department of Commerce, Computer Science, Corporate Secretaryship, Mathematics, English, Social Work, Languages, Placement Cell, counselling cell and administrative Heads are all headed by women. Women in sports are equal numbered as teams' representation various games like volleyball, Basketball, Kabaddi, Hockey, Ball Badminton.

Co-Curricular activities:

Nirbhaya Women's Cell provide a platform for listening to complaints and redressal of grievances, to provide various health & safety awareness programme for women staff members. Along with these academic programmes, the institution celebrates Women's Day every year to support and encourage students to become empowered. The women's cell organizes various events to spread awareness on

sexual harassment, menstrual hygiene, cyber security, entrepreneurship, in the form of presentation, guest talk, exhibition, mela.

Sexual Anti-Harassment cell addresses problems faced by the women faculty and students because of their domestic responsibilities, Culture and Social specified roles. **The anti-ragging cell** has the responsibility of preventing girl students from being ragged.

Safety Measures: The College has engaged a private security agency supervised by an assistant security officer for security. A lady security guard is assigned to address female students' security concerns. The entire campus is under constant surveillance with 52 strategically positioned CCTV cameras monitored by the principal and campus manager. A full-time nurse at the Medical Health Centre provides immediate first aid and medical assistance for any health-related issues. To address sports injuries, a part time physiotherapist has been appointed.

Counselling Services: The College hosts dedicated counselling and women's cells, catering to the specific needs of female students. These cells organize various programs aimed at raising awareness about issues such as gender equality and women's trafficking. Moreover, faculty members regularly mentor students through the Mentoring cell.

Common Room: Nazareth College offers a common room exclusively for female students and lady staff members. This space serves as a resting area for those who are unwell, ensuring a comfortable environment for recovery.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

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

Response:

Diversity in the Institution:

The college is dedicated to providing equal opportunities for students from diverse backgrounds, fostering a strong sense of belonging. Weekly assembly with weekly secular prayer bring together students from different faiths. The policies of Inclusion have brought underprivileged and marginalized sections into the educational mainstream

Cultural Diversity: The Indian Languages department arranges events for national festivals such as Republic Day and Independence Day, as well as commemorating the birth anniversaries of freedom fighters and eminent Indian personalities. Celebrations like Pongal include traditional games and attire, promoting a sense of pride and joy. The college embraces all national festivals, including Christmas, promoting love for humanity, and Pongal, honouring Indian farmers. The Social Work department conducts workshop for community engagement techniques for the students to know the unique elements of Tamil culture by organizing villu pattu (a traditional song form) silambattam (martial arts), para adithal (drumming), therukoothu (street theatre), karakattam(folk dance form) , puppetry (Bommalattam) and other folk arts.

The College's annual inter-departmental cultural programme, Floritsa, and the inter-collegiate cultural programme, Dreamz, which is conducted by the Cultural committee. This inculcates a spirit of appreciation and harmonious feeling amongst students towards various aspects of Indian culture. The student development council celebrates the Indian festivals. National study tour makes the students to explore different places of historical and cultural significance.

Regional Diversity: The College participates in community service by planting saplings in nearby schools in memory of eminent personalities like Dr. APJ Abdul Kalam. The Department of Tamil organizes competitions focusing on the works of Tamil poet Subramania Bharathi, fostering an appreciation for linguistic diversity. Regional festivals like Onam are observed to promote religious equality, and the college pays tribute to the death anniversaries of great Indian leaders.

Socio-economic Diversity: The College prioritizes students from lower socio-economic backgrounds through scholarship programs, ensuring that financial constraints do not hinder access to education. The reservation policy of the Government of Tamil Nadu, attempts to enhance the access for students belonging to SC/ST, BC/MBC, persons with various disabilities, economically weaker sections, transgender, Tamil students of Andaman and Nicobar Islands, first generation graduates, outstanding achievers in sports and other extracurricular activities to the academic stream.

Rights, Values, Duties Responsibilities.

The College communicates effectively to students to exercise the freedom to speak, act, and think on all occasions. The Open Forum invites the Student Council Members to take part in deliberation and communicate directly to the Management regarding the specific grievances and representations on any matter related to College. The institution actively observes days of national importance such as Independence day, Republic days, Martyrs' Day, National Voters' Day and Rashtriya Ekta Diwas. Students, faculty and staff observe Constitutional day and facilitating camps to procure Voter ID in collaboration with Avadi Municipal Corporation. The students are conscientized regarding their duty towards nation through partnering with national and state initiatives like National Integration,

Environmental Conservation, and social issues. The NCC students have participated in the Republic Day and Independence March past representation the Tamilnadu contingent.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

INTRODUCTION:

In the ever-evolving landscape of education and community development, innovative initiatives play a crucial role in bridging gaps and fostering empowerment. This document highlights two such exemplary practices undertaken by Nazareth Institution and collaborative trusts, showcasing their commitment to inspiring young minds and empowering women through skill development. Both initiatives are testament to the power of education and skill development in transforming lives and communities, demonstrating the far-reaching impact of thoughtful and well-executed programs.

BEST PRACTICE 1

Title of the Practise: Truly Nazareth Podcast

Objectives of the Practice

The Truly Nazareth Podcast was introduced by the Alumni of the Department of Visual Communication during the academic year 2022-2023 as a flagship initiative. Its primary objective is to inspire and guide young minds by delivering insightful narratives that showcase inspiring life stories from Nazareth Institution. The podcast aims to foster positive changes by offering guidance on life skills, career paths, motivation, and practical solutions to everyday challenges.

The Context

Truly Nazareth Podcast was conceived to bridge the gap between theoretical knowledge and real-world applications for students. By featuring stories of individuals who have navigated various life challenges and achieved success, the podcast seeks to provide relatable and motivational content that can influence

listeners' perspectives and decisions. The initiative aligns with the institution's mission to equip students with not just academic knowledge but also the essential life skills needed to thrive in today's dynamic environment.

The Practice

The podcast airs every Friday at 6:00 p.m. and is entirely crafted by students. The process involves:

- **Conceptualizing the Script:** Students brainstorm and develop the themes and content for each episode, ensuring relevance and engagement.
- **Providing Background Scores:** Music and sound effects are created and integrated to enhance the listening experience.
- **Producing the Content:** Students handle all aspects of production, from recording and editing to finalizing the episodes for broadcast.
- **Distribution:** Episodes are distributed through the Spotify app, making them accessible to a wide audience.

This hands-on experience in content creation and production not only enhances students' technical skills but also fosters creativity, teamwork, and project management abilities.

Evidence of Success

Since its inception, the Truly Nazareth Podcast has aired 127 episodes, each released on Fridays at 6:00 p.m. The podcast has garnered significant attention and (4803 plays) in Spotify and positive feedback, culminating in the podcast team receiving an appreciation shield from KPY Bala, a well-known cine actor, during the college day in 2024. This recognition highlights the impact and quality of the podcast, affirming its success as a motivational and educational tool.

Problems Encountered

- **Challenges in Building a Listener Base for a Motivational Podcast:**
- **Engagement:** Motivational content needs to continuously captivate and retain listeners' interest, which can be challenging.

Despite these challenges, the Truly Nazareth Podcast continues to thrive, demonstrating resilience and commitment from the student production team and the supportive alumni network.

Conclusion

The Truly Nazareth Podcast stands as a testament to the innovative spirit of Nazareth Institution's students and alumni. By providing a platform for sharing life-changing stories and practical advice, it not only enriches the listeners' lives but also equips the student creators with invaluable skills and experiences.

BEST PRACTICE 2**Title of the Practice: Women Empowerment through Livelihood Training****Objectives of the Practice**

The primary objective of this practice is to empower women in the local community by providing them with livelihood training in tailoring. This initiative aims to equip women with the necessary skills to become self-reliant, enhance their economic independence, and contribute to their families' and communities' well-being.

The Context

In 2022, **Idhu Namma Avadi Trust** a tool of **Nazareth Community ToolBox** a distinctive initiative of Nazareth College of arts and science collaborated with **Surjana Charitable Trust** to launch a tailoring project aimed at empowering women through skill development. Surjana Charitable Trust provided ten sewing machines for the project, while Idhu Namma Avadi Trust recruited qualified trainers to deliver the training. The project targeted women and girls in the local community, encouraging participation through advertisements and outreach.

The Practice

The first batch of trainees began in April 2022, consisting of fifteen members. The training was structured as follows:

Initial Sessions:

- Interactive Session
- Introduction to Tailoring
- Handwork and Hand Stitching
- Various stitching techniques were used to train like straight stitch, back stitch, zigzag stitch, blind stitch, buttonhole stitch, chain stitch, satin stitch, blanket stitch, cross stitch, catch stitch, feather stitch, whip stitch, etc.

Second Month Activities:

- Advanced Stitching, Measurement Techniques: Material measuring and body measuring, Garment Construction, and Practice Sessions

Evidence of Success

The success of the program is evident from the significant number of women who have completed the training. To date, nearly 450 trainees have been awarded certificates upon successful completion of the program. Of these 150 students of the college have benefitted by the training unit.

Students of the College:

1. Ms. Harini Nanda a alumni of Social work has become a Fashion Tailor & Designer for movies.
2. Ms. Keerthana from English department has started a boutique.
3. Ms. Hemalatha.R. from commerce department has become an entrepreneur and specialized in bridal blouse.

Parents of the Students:

Mrs. Shafiya Begum was trained in basic of tailoring and ARI work and now is the proud owner of a shop in Thiruvallur.

Problems Encountered

No significant problems were encountered during the implementation and execution of the program. The collaboration between Idhu Namma Avadi Trust and Surjana Charitable Trust, coupled with effective planning and execution, ensured the smooth operation of the training sessions and the achievement of the program's objectives.

Conclusion

The Women Empowerment through Livelihood Training initiative has proven to be a highly effective and impactful program. The program's success is a testament to the collaborative efforts of Idhu Namma Avadi Trust & Surjana Charitable Trust, as well as the dedication of the trainers and participants. This initiative serves as a model for similar programs aimed at empowering women and enhancing their livelihoods.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Nazareth Community Tool Box (NCTB) stands out as a distinctive initiative of the college, showcasing the fusion of community development efforts with social work practices. It prioritizes capacity building through training, education, and skill development for community members.

NCTB's three pillars are NERF, INA, SDG@NAZARETH

1. Nazareth Emergency Relief and Rehab Foundation (NERF)

NERF (INDIA) is a voluntary organization, a registered trust with an exempt under section 12 A (a) of the IT Act 1961. The objective of the NERF is to provide relief, to restore and to provide continuous rehab programs for the people of India during any emergency. At NERF, we take up different projects minor to major in providing better health, education, sustainable lives for children, women and families. NERF also aim to join hands with different corporates / state & central government / NGOs to work on different social causes to bring change in lives of people of India.

2. Idhu Namma Avadi (INA) - A social enterprise-Registered under 12A 9a) of IT Act 1961.

The vision of Idhu Namma Avadi is to inspire every Individual to become socially responsible citizen of Neighbourhood. Mission is to bring a sustainable model of change that provides clean environment, better health & hygiene, creates life centered education, social upliftment of women and balanced life through sports.

Our Values

Accountability, Reliability, Cost-effectiveness, Sustainability, Professional Commitment

WOMEN EMPOWERMENT

Igniting Potential, Building a Stronger Community!

A transformative initiative dedicated to unleashing the potential of women and building a more resilient community. Women Empowerment is not just a program; it is a collective commitment to create an environment where the power, capabilities, and aspirations of women are celebrated. Our vision is to cultivate a community where every woman is empowered to thrive, lead, and make a lasting impact.

CLEAN AVADI (THOOIMAI AVADI)

Transforming Tomorrow, Starting Today

Welcome to Clean Avadi, a dedicated project aimed at supporting the Avadi Municipal Corporation in its mission to transform Avadi into a clean and sustainable city. This initiative, launched on January 25, 2020, is a continuous effort to raise awareness among the residents of Avadi about the importance of effective waste disposal.

PROJECT KANMANI

The Kanmani Sanitary Napkin Program, an initiative by Idhu Namma Avadi (INA) dedicated to advancing menstrual health and well-being in rural communities. Developed by women from Self-Help Groups (SHGs), this program combines awareness, education, and sustainable solutions to positively impact lives. At Kanmani, our mission is to create a meaningful difference in the lives of women by addressing menstrual health issues comprehensively. We believe in empowerment, education, and sustainability as the pillars of change.

"AVADI PAI" : CRAFTING A PLASTIC-FREE FUTURE!

“Avadi Pai” is not just a project; it’s a pledge to eliminate plastic and create a cleaner Avadi. The initiative falls under the umbrella of INA (Ithu Namma Avadi), symbolizing community-driven change for a better tomorrow.

GREEN AVADI : NURTURING NATURE, BUILDING A GREENER COMMUNITY!

A transformative initiative dedicated to making Avadi a more vibrant and eco-friendly community. Green Avadi, also known as Pasumai Avadi, is not just a project; it’s a shared vision for a healthier, greener tomorrow.

3.SDG@NAZARETH

The College’s affiliation with UNAI stands out, highlighting its commitment to advancing the Sustainable Development Goals (SDGs) for the year 2030. The UNAI Hub established at the college serves as a platform for gaining insights into the practical implementation of these initiatives at the local level within college campuses, classrooms, and communities. It facilitates connections among university students, academics, and researchers, enabling them to exchange ideas, research findings, and resources to advance the Sustainable Development Goals and other UN mandates. This initiative has led to the establishment of the Nazareth SDG Transformation Centre.

IMPACT

PROJECTS COMPLETED @NCTB

Period Poverty: No Poverty – Kanmani- Period Poverty- Target : 1.3- Indicators : 1.3.1.

People in developed and developing countries face period poverty due to social and cultural stigmas, misinformation, and gender discrimination around periods. In India, around 23 million girls drop out of school annually due to the lack of safe and sanitary menstrual hygiene management—including access to products and lack of awareness about menstruation. To decrease period poverty, menstrual products need to be made more affordable and accessible.

The Impact: The practice needed production of sustainable, affordable, sanitary pads. The project has partnered with NGOs, CSR partner for orders and address period poverty.

Women employed: 20

Girl student reached: 20000

Women Reached: 1000

Zero Hunger -Feed the Need Initiative

Target: 2.1 &2.2 Indicator 2.1.1. Prevalence of Gender Nourishment

Eradicating hunger undernourishment and malnutrition are the greatest challenges of our time. Goal-2 ~ Zero Hunger ~ pledges to end hunger, achieve food security, improve nutrition, and promote sustainable agriculture, and is the priority of the World Food Programme.

The Impact: Feed the Need initiative has fed more than 2000 homeless at Avadi and try to balance the under nourishment faced by them.

Sustainable cities and Communities – Solid Waste Management

Target: 11.6 & 11.6.1 Indicator 11.6.1

Municipal Solid Waste Management (MSWM) is big problem Indian cities are facing these days and Avadi Municipal Corporation also faces this problem. Solid waste is one of the most pressing issues of our time. Nazareth College joined hands with the Avadi Municipal corporation to create awareness among the community on Solid Waste Management. All the students are volunteers of Nazareth College are registered volunteers who do plogging every Saturday between 6.30 a.m. to 9.30 a.m.

The Impact:

January 26th, 2019- 50 tons of Waste collected and segregated. 2019 till date (with a gap of 1 year- COVID Pandemic)- over 400 tons of Waste collected and segregated.

Conclusion:

NCTB is a group of social initiatives of Nazareth Institution that inculcate Social Responsibility among the students of Nazareth and other stake holders; more so to increase continuous field exposure to students across various programs in the college. NCTB catalyses positive change within the communities. NCTB upholds these values by advocating for the rights and interests of marginalized and vulnerable groups within the community, addressing systemic barriers, and promoting an equitable society.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

- **Journey of Nazareth during Covid-19 Pandemic:**

Community Intervention Programme in collaboration with Greater Chennai Corporation to assist 5000 households in Padi, Chennai. Covid contact tracing, Fever Clinic and psycho-social support for Covid patients with Greater Chennai Corporation.

- Free Vaccination Drive for the students, faculty, and community in collaboration with Avadi Municipal Corporation. Fee concession for students, Distribution of groceries, financial aids, masks, and awareness programmes for the general public and adopted villages of Unnath Bharath Abhiyan on safety measures.
- **Institutional membership:** United Nations Academic Impact, International Association of Schools of Social Work.
- **Institutional Ranking:**

The institution participated in India Today, The Week Survey, Education World Ranking and Open Magazine ranking.

India Today 2024 : The institution secured 51st in MSW, 148th in computer Application, 160th in Business Administration Colleges, 169th in Arts Colleges, 193rd in Science Colleges in India ranking by India Today.

Applied for NIRF ranking.

ATAL ranking: The institution is ranked in the ‘**Promising College**’ and “ **Performer Band**” of ATAL ranking.

Education World: Ranked the institution 68th in India and 4th in Tamilnadu.

Award: Sustainable Campus

- **International Presentation:** Eurasia Forum, Pattaya, Thailand, Global SDG Congress, Bangkok, Thailand
- **Recognition:** Nazareth Community Toolbox Featured in the “**The compendium of Best Practices: Women’s Role in Disaster Risk Management**” Prime Ministers Agenda published by National Institute of Disaster Management.
- **Student Induction Programme: Deeksharambu**
- **Teaching and Learning:** Blended learning, use of virtual platforms, assessments with higher order thinking. Embracing blended learning, the college utilizes platforms like flipped classrooms. Student centric methods like Fish Bowl discussion, Story Narration, Peer teaching, Guided Library tours and Collaborative projects are used for effective teaching and learning process.
- **Staff Welfare:** Salary advance for the needy faculty, Fixed deposit for non-teaching staff.
- **Community Engagement:**
- **Sustainable Spaces:** Creating Sustainable spaces at Thirumullaivoyal Park, Conversion of Solid Waste Management Dump to Children's Park, TNHB, Avadi, CRPF Dense Forest, Avadi.
- **Happy Street@Avadi** in collaboration with Avadi Municipal Corporation, AvadiPolice

Commissionerate and Idhu Namma Avadi.

<https://www.youtube.com/watch?v=Dvu0FoTsZvQ>

POST-ACCREDITATION QUALITY INITIATIVES:

- UGC Mandates institutionalized during the last five years:
- Deeksharambh– Student Induction Programme
- LOCF – Learning Outcome based Curriculum framework.
- Social and Industry Connect – Fostering Social Connect and Community engagement
- Use of ICT tools for effective teaching-learning process.
- Formation of expert committee for value added courses.
- Enterprise Resource Planning - Never Skip
- Library Management System (LMS)- AutoLib
- Registered with Institution Innovation Cell\
- Trained Innovation Ambassadors Increased alumnae engagement.
- Faculty training programmes on student-centric methods.
- Equal Opportunity Cell.
- Establishment of Centre for Extension activities.
- Anti Sexual Harassment Cell
- Registered with Unnath Bharath Abhiyan, Mahatma Gandhi National Council for Rural Education
- Orientation programmes on National Educational Policy
- Collaborative quality initiatives.
- IQAC composition restructured as per NAAC guidelines
- Ban on single use plastic in campus.
- Green landscaping and Creating of Miyawaki forest (Vice Chancellors Official Residence-University of Madras
- Establishment of Nazareth SDG Transformation Centre
- MoU-Hong Dong University, Korea
- MoU- All party Parliamentary Group Malaysia SDG Secretariat(APPGM – SDG)
- MoU- Community Social Work Practice & Development Foundation, Bangladesh(CSWPD)
- MoU- Philippine Association of Social Workers, INC.(PASWI)
- MoU- ASIA PACIFIC University SDN. BHD., Malaysia
- MoU- Social Work professions Council of Thailand(SWPCT)
- MoU- International Network of Chirstian Higher Education

Concluding Remarks :

Nazareth College of Arts and Science stands out as a beacon of academic excellence and holistic development. With a robust curriculum, dedicated faculty, and basic facilities, the college fosters an environment conducive to learning and personal growth. Its commitment to nurturing critical thinking, creativity, and ethical values ensures that students are well-prepared to meet the challenges of the modern world. Through various extracurricular activities and community engagement, Nazareth College not only promotes academic success but also encourages students to become responsible and compassionate global citizens. Nazareth college is working towards aligning SDG goals in curriculum, research and extension activities. The institution's ongoing efforts to innovate and adapt to changing educational landscapes solidify its reputation as a premier destination for higher education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :19</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1876</td> <td>342</td> <td>171</td> <td>319</td> <td>1290</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1858</td> <td>342</td> <td>171</td> <td>319</td> <td>1290</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1876	342	171	319	1290	2022-23	2021-22	2020-21	2019-20	2018-19	1858	342	171	319	1290
2022-23	2021-22	2020-21	2019-20	2018-19																	
1876	342	171	319	1290																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1858	342	171	319	1290																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 385</p> <p>Answer after DVV Verification: 352</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p>																				

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
714	629	598	622	263

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
706	629	595	624	250

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1082	957	901	974	974

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1014	957	907	1026	736

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
700	629	598	622	263

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
423	421	522	542	255

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
663	624	589	589	541

Answer After DVV Verification :

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2022-23	2021-22	2020-21	2019-20	2018-19
663	624	589	589	541

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
81	72	85	71	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
87	87	84	80	78

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
36	31	29	20	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	30	27	19	22

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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2022-23	2021-22	2020-21	2019-20	2018-19
433	481	252	146	329

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
433	473	214	504	286

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
531	579	252	146	512

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
543	555	222	538	512

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
70	0.69	0.50	1.50	1.18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.98	0.24	0.50	1.20	0.50

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

during last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33	18	7	1	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	4	5	1	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	3	1	2	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	0	5	3

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	8	5	16	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	1	6	2

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	23	13	21	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	10	3	4	7

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25.99	13.45	73.16	25.00	11.00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22.73	32.80	10.32	4.01	11.29

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
243	148	100	208	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23.79	8.46	5.47	15.94	23.86

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
594	465	330	279	335

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
551	481	311	278	232

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1341	1796	657	1020	473

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1341	1680	657	1020	473

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
312	248	46	3	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
297	162	46	3	39

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
556	220	537	521	488

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
433	473	214	504	286

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/

GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	27	21	0	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	7	0	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
108	85	52	0	38

Answer After DVV Verification :

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

23	22	5	2	20
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	1	2	4

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
76	56	71	200	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	14	12	6	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
49	35	48	45	29

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	54	54	54

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.5.2	<p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1876</td> <td>1796</td> <td>1441</td> <td>1443</td> <td>1397</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1858</td> <td>1788</td> <td>1428</td> <td>1427</td> <td>1383</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1876	1796	1441	1443	1397	2022-23	2021-22	2020-21	2019-20	2018-19	1858	1788	1428	1427	1383
2022-23	2021-22	2020-21	2019-20	2018-19																	
1876	1796	1441	1443	1397																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1858	1788	1428	1427	1383																	
2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>86</td> <td>74</td> <td>79</td> <td>76</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>75</td> <td>74</td> <td>79</td> <td>74</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	81	86	74	79	76	2022-23	2021-22	2020-21	2019-20	2018-19	75	75	74	79	74
2022-23	2021-22	2020-21	2019-20	2018-19																	
81	86	74	79	76																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
75	75	74	79	74																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
265.9	180.86	83.59	203.64	239.3

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
265.41	180.86	83.59	203.64	136.89